

Gooseberry Hill Primary School

ANNUAL REPORT 2017



Seek Wisdom

OUR VISION

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.



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FROM THE PRINCIPAL

2017 was another successful year at Gooseberry Hill Primary School with the talents of the students not only displayed within the wider school community, but also across the country.

The first half of the year saw many hours of practice and organisation towards the Sydney tour, where a Combined Schools Choir from GHPS and Kalamunda Senior High School participated in The World Projects South Pacific which is an annual event held in Sydney to provide choirs and orchestras the opportunity to perform along side choirs and orchestras from other countries. Choirs and orchestras came from China, Philippines, New Zealand, Canada, America, Croatia, Singapore and of course Australia.

Gooseberry Hill was one of two public schools to attend and the only one from Western Australia. Our choir was amongst the smallest and youngest to perform. During the Festival the students performed at different venues in Sydney such as Darling Harbour, the Conservatorium of Music, the Opera House, Manly Corso, St James and St Stephens. The GHPS orchestra won GOLD and the GHPS choir won SILVER.

The new school administration building was completed along with other projects that continued to provide an enticing and engaging environment for the school community.

Long standing Principal, Mr Patrick Bourke retired in July with a process to find his successor resulting in my appointment beginning in Term 4. I would like to thank Mr Bourke for his outstanding contribution to Gooseberry Hill Primary School in his 12 and a half years as Principal. I would also like to acknowledge Mrs Fiona Elsegood and Mrs Anne Bell for aptly stepping in as Acting Principal during Term 3 whilst the appointment process was undertaken.

The quality of the leadership and staff ensured successful outcomes continued for students across all areas of school. GHPS was one again successful in the 'clean sweep' of Stirk Sports events remaining champions in Swimming, Athletics and Cross Country.

The quality of the Music, Language and Arts programs continued to be a strong reason for students attending GHPS with enrolments remaining strong at 457 as at the August Census and projected to remain steady in 2018.

Literacy and Numeracy programs continued to meet the targets that are outlined in the school Business Plan and will be highlighted in this Annual Report.

Starting at GHPS in Term 4 has given me the opportunity to observe the school in operation and I feel very privileged to have been appointed to this school.





FROM THE PRINCIPAL contd

I have enjoyed fantastic support from the Staff, School Board, P&C and wider parent community and am grateful for the opportunity to settle in and witness a successful school in action.

I am excited about the future and the opportunity to work with the entire school community to further enhance the outstanding programs and activities that are on offer for our students.

Matthew Snell

Principal



FROM THE SCHOOL BOARD



The year 2017 was a significant year for the Gooseberry Hill Primary School Board. Challenges and highlights of the year overseen by the Board included:

The 2017 school review conducted following the completion of the latest 3 year business plan;

The extraordinary experience of preparing for and participating in the 2017 Australian International Music Festival in Sydney and Canberra excursion;

The proactive management of the complex community issues associated with the planned telecommunications tower and asbestos waste discovery; and,

The retirement of our long serving Principal Patrick Bourke and the appointment of Matthew Snell in September.

The school Board met regularly during the year fulfilling its role to review the school's objectives, priorities and policies, and of maintaining oversight of business planning targets, financial management and schools performance evaluation.

The school review undertaken by independent reviewers highlighted the many positive attributes of the staff team, the learning program and the school community and laid the foundation for further development into the future.

The recommendations for improvement were:

Develop challenging but more achievable targets which can be recalibrated during the life of the business plan if necessary (p7);

Future Annual Reports include summarised teacher judgements in all specialist learning areas (p9);

The school and board work collaboratively to encourage greater community engagement in the parent survey process (p9);

The board continues to explore opportunities to avail members including those newly elected, of training opportunities to further enhance their capacity to contribute to the governance process (p15).





In summary the reviewers concluded that the Gooseberry Hill Primary School community has established “a safe, caring and inclusive environment in which students feel valued and are confident to learn” and that we have “a committed leadership team, engaged and supportive staff and proactive board work(ing) collaboratively to connect with families and the community to deliver contextually appropriate teaching and learning for all students” p16.

All staff, parents, children and community members involved are to be congratulated on this excellent assessment.

Excellence was also at the fore of the GHPS music program in 2017 when the GHPS orchestra won GOLD and the GHPS choir won SILVER at the Australian International Music Festival in Sydney. While these awards were outcomes of the festival competition they actually pale into insignificance in comparison to the learning outcomes associated with the dedication shown to personal and band/choir practice, the improvements observed and heard in musicianship, the development of collegiate team working and the growth of personal self-esteem of our students. All those involved in facilitating these outcomes during the eighteen months of preparation are to be thanked and to share in the congratulations associated with these achievements.

The Board would like to thank the music teaching staff, the musical support crew members, the organising committee members, the tour party assistants and the fund raising team each of whom made extraordinary contributions to ensure the success of this significant event. A number of parents and staff have since mentioned that the whole event has been transformative for the children involved.

The year also saw the school Board undertaking proactive management of the issues associated with the planned telecommunications tower and asbestos waste discovery. With both issues the Board has regularly sought updated and improved information and communication from the authorities or companies involved. While progress has been slow the Board is confident that mitigation strategies in place and planned contain risk within acceptable limits, and continue to make the school environment a safe and eco-friendly one for our children and community.





On Friday 28th July the school community farewelled Principal Patrick Bourke after over twelve years of service at GHPS. Patrick oversaw significant growth of the school and its impressive facilities, and its evolution into an Independent Public School. He was deeply passionate about the school, about the development of the music, arts and language programs and of course about his solar boat program. His contribution will be remembered by the community of Gooseberry Hill for many years to come and as co-chairs who worked closely with Patrick we are indebted to his leadership and comradeship. Patrick's last month included leading the Sydney tour which undoubtedly will leave him everlasting memories of the school achievements that he facilitated.

Finally, we would like to thank our fellow Board members:

Cathy Burbridge & then Kylie Eaton (P&C Representative) (who also led the extraordinary efforts of the P&C during 2017)

Suellen Brown, Chris Rogers, Blair Marsh (Parent Representatives)

Anne Bell, Judy LeBlanc, Robyn Nicoleau & Donna Marshall (Staff Representatives)

Rob Anderson & Lynne Tognolini (Community Representatives)

Patrick Bourke and Matthew Snell (School Principal)

And we want to acknowledge the outstanding contribution of senior, teaching and support staff to all the successes described above. The Gooseberry Hill Primary School children, parents and community are indebted to your dedication, competence and patience(!) as you deliver an extraordinary service to our children.

Novak Drazevich and Kevin Boots

Co-chairs Gooseberry Hill Primary School Board.





FROM THE P&C

2017 Committee

President- Kylie Eaton

Vice President – Tessa Murabito (named) Nicole Airay (unnamed)

Treasurer – Elissa Mansell

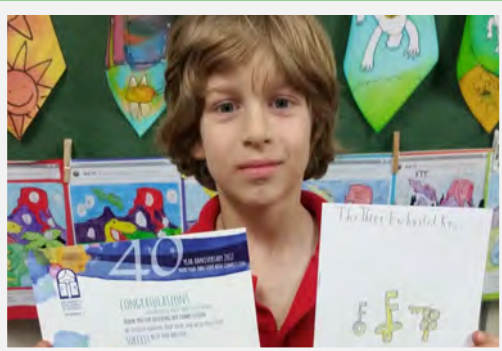
Secretary – Emma Jo Broadley

Fundraising Co-Ordinator – Elizabeth Williams

Focusses/ Achievements in 2017

- Externally audited, identifying areas to be more explicit in our financial reporting.
- Introduced a formal system for School funding requests
- Surveyed parents to find out what sorts of projects they supported the P&C funding
- Developed a system to help evaluate the reach and value of suggested projects in order to develop a priority list for spending
- Wrote up the procedures for events we run, so that these can be carried out by the committee each year even when members change.
- Forward planned for events for 2018 making sure meeting agendas are set up to allow discussion of the planning of these events ahead of time.
- The decision was made not to put P&C events in the school diary to both provide flexibility and to stop confusion when dates did need to be changed.
- Promoted the P&C as an open and friendly group and encouraged people to join.
- Started using the Facebook page more actively to encourage people to view us a reliable source of information on School matters.
- Improved communication ensuring information was sent out through Friday notices, School newsletter, group emails, and class representatives.
- Farewelled Patrick Bourke and Alan Blackburn. Established policy around gifts for retiring staff.





- Funded a range of projects, including fencing for the vegetable garden, bikes etc for ELC, netball rings, bullying and drug awareness programs, canteen equipment and a bench to be built around a tree near the adventure playground.
- Employed a canteen manager, Christine O'Brien, to start in Term one of 2018. Established a contract after seeking legal advice as to which Award rate was appropriate.
- Developed a code of conduct and Operating policy for canteen.
- Ran a number of fundraising events, including the Easter raffle, Mother's Day stall, Entertainment books, a registered raffle and a disco.
- Created more opportunities for community, and ran a 'make a scarecrow' session to enter these in the competition at Myattsfield Winery. This was a fun afternoon and good community exposure. We also offered an afternoon tea catch up.
- Invited Matthew Hughes to speak to the group and included him on our mailing list for the last year. He is very keen to work with us to support us in the future.

Intentions for 2018

- Work with the school to fund projects that improve the school for all students.
- Manage canteen to ensure it is financially viable
- Create more community within the school
- Continue to promote and grow the P&C membership within the school
- Run a successful School Fair.

Kylie Eaton

President



OUR STUDENTS

Student enrolments remained strong with solid numbers throughout all year groups. As at the August Census there were 452 students attending Gooseberry Hill Primary School. February Census has seen that number grow to 465

Student Numbers (as at 2018 Semester 1)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(23)	52	59	54	71	58	73	54	444
Part Time	44								

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

	Kin	PPR	Pri	Sec	Total
Male	24	32	197		253
Female	20	20	172		212
Total	44	52	369		465

	Kin	PPR	Pri	Sec	Total
Aboriginal	3		1		4
Non-Aboriginal	41	52	368		461
Total	44	52	369		465



Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	95%	94.6%	93.8%	53.1%	87.2%	81.2%	94.9%	94.4%	92.7%
2016	95.4%	94.5%	93.7%	87.6%	88%	80.7%	95.3%	94.3%	92.6%
2017	95.8%	94.6%	93.8%	98.9%	87%	81.2%	95.8%	94.4%	92.7%

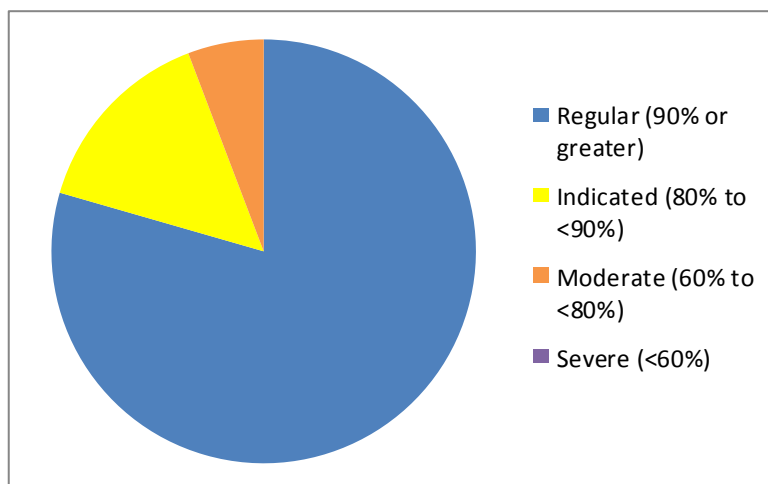
Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2015	86.9%	10.8%	1.6%	0.5%
2016	89.5%	9.2%	1.1%	0.0%
2017	91.9%	6.9%	1.2%	0.0%
Like Schools 2017	84.6%	11.8%	2.9%	0.7%
WA Public Schools	77.0%	15.0%	6.0%	2.0%





Attendance percentages remain high with over 80% of students attending regularly. Of the recurring absences, most are explained by family holidays during the school term. Attendance processes are in place to address students identified as being at-risk through poor attendance.



OUR STAFF

As reported in the Independent Review, the workforce plan outlines the movement of some staff who are nearing retirement age in the near future. Staff tendency to remain at GHPS for lengthy periods reflects a positive working environment and a commitment to the wider community to be part of a highly effective school.

The retirement of long standing Principal, Mr Patrick Bourke in July, prompted a selection process to find a suitable replacement. This process took longer than anticipated, with the embedded leadership structures demonstrating a capability to continue to effectively manage the school as the Deputy Principals ably acted in the role until the appointment was made commencing Term 4, 2017.

Non-teaching staff are embedded as part of the school culture and contribute significantly to the school in all areas.

Table 1 FTE and headcount of staff for occupation groups

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	3	3.0	0	0.0	3	3.0
Teacher	29	21.6	2	2.0	31	23.6
Mainstream EAs	5	4.0	0	0.0	5	4.0
Education Support EAs	4	2.8	0	0.0	4	2.8
Admin	3	2.0	1	0.4	4	2.4
Cleaner	4	2.5	1	0.8	5	3.3
Gardener	1	0.8	0	0.0	1	0.8
Other	1	0.6	0	0.0	1	0.6
Total	50	37.3	4	3.2	54	40.5





STUDENT ACADEMIC PERFORMANCE

The school collects a range of information to make judgements on the school's performance. The information includes National and State data, school based assessments, teacher judgements, and student, staff and community surveys.

National Assessment Program Literacy and Numeracy (NAPLAN)

NAPLAN testing is a point of time test that is conducted in all schools across Australia early in Term 2 each year. The key target of the school's business plan has been to raise the achievement of students in Years 3 & 5, to meet the Australian Mean in English, with an emphasis on Reading, Writing and Numeracy.

The chart below indicate the percentage of students at the school that achieved National Benchmarks in 2015 and 2017. The grey shaded area is the percentage of students across the state that achieved the National Benchmarks. The 2015 Year 3 students are the 2017 Year 5 students (Yellow). This data does provide some indication of the progress of these groups of students. As can be seen from the chart the percentage of students meeting National Benchmarks is generally consistent. Reading would appear to have significantly improved across this cohort with all student meeting the benchmark in 2017 indicating the 12% that were below in 2015 had made gains.



Percentage of Students reaching National Benchmarks 2015—17

School	Numeracy	Reading	Writing
Year 3 (2015)	98%	88%	97%
Year 5 (2017)	98%	100%	94%
State			
Year 3 (2015)	93%	91%	95%
Year 5 (2017)	95%	93%	90%



NAPLAN COMPARATIVE PERFORMANCE SUMMARY

NAPLAN Comparative Performance Summary

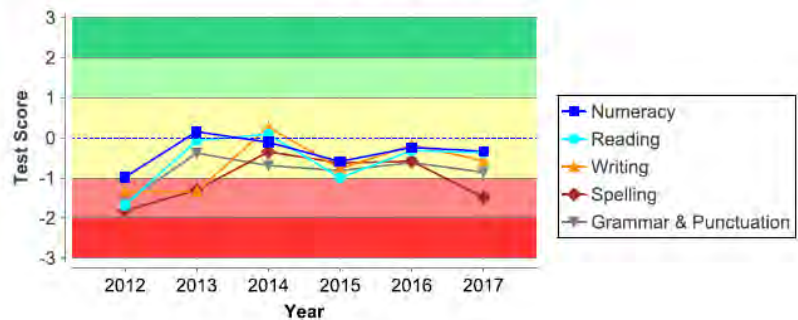
	Year 3			Year 5		
	2015	2016	2017	2015	2016	2017
Numeracy	-0.6	-0.2	-0.3	-0.7	1.3	0.1
Reading	-1.0	-0.3	-0.4	-0.5	0.0	0.6
Writing	-0.8	-0.2	-0.6	1.2	0.1	1.1
Spelling	-0.6	-0.6	-1.5	1.7	0.8	0.3
Grammar & Punctuation	-0.8	-0.6	-0.9	-0.1	0.2	0.4

Above Expected - more than one standard deviation above the predicted school
 Expected - within one standard deviation of the predicted school mean
 Below Expected - more than one standard deviation below the predicted school mean
 If blank, then no data available or number of students is less than 6



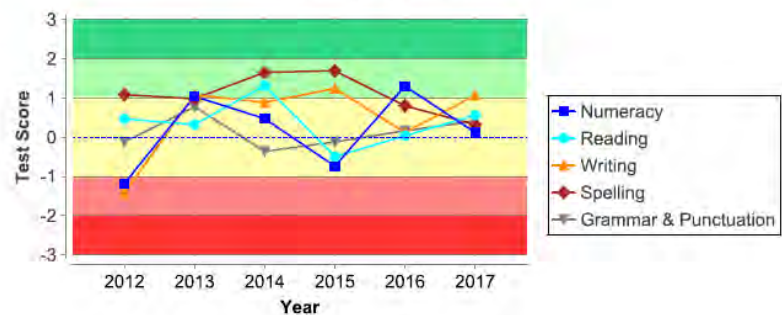
YEAR 3 COMPARATIVE PERFORMANCE

Year 3 Performance



YEAR 5 COMPARATIVE PERFORMANCE

Year 5 Performance



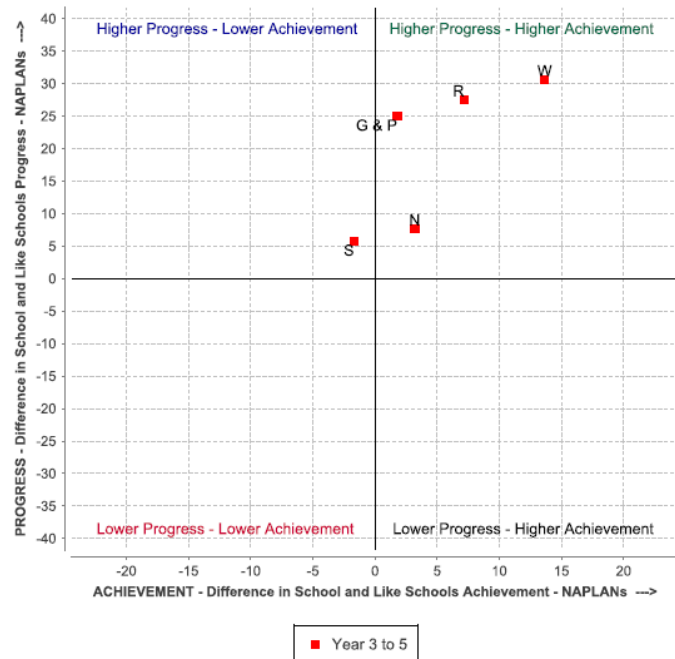
Whilst data indicates that student achievement is satisfactory, there is significant opportunity to improve across all areas. Year 3 spelling is an area that will be targeted with the expansion of the Letters and Sounds program into Year 3 to further consolidate understanding. Importantly, progress from Year 3 to Year 5 is high, with all areas besides Spelling in the High Progress—High Achievement quadrant. Comparison against like schools is a concern in Year 3 Spelling and Grammar and Punctuation.



STUDENT PROGRESS AND ACHIEVEMENT YEAR 3—5

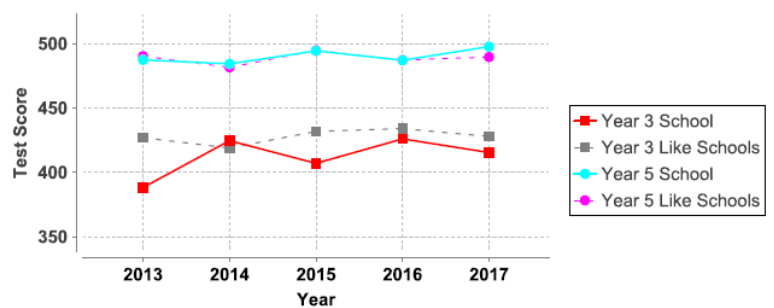
Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2015 to Year 5 2017



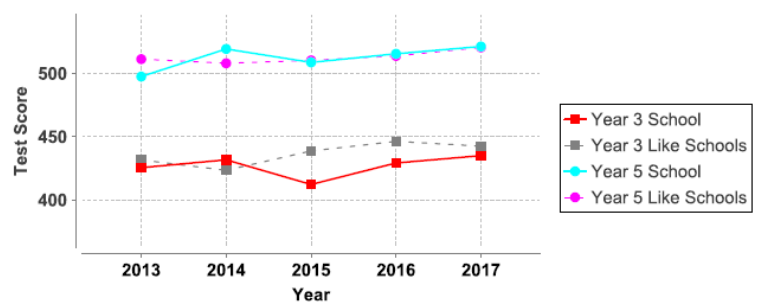
YEAR 3/5 AVERAGE WRITING V LIKE SCHOOLS

Average Writing Score



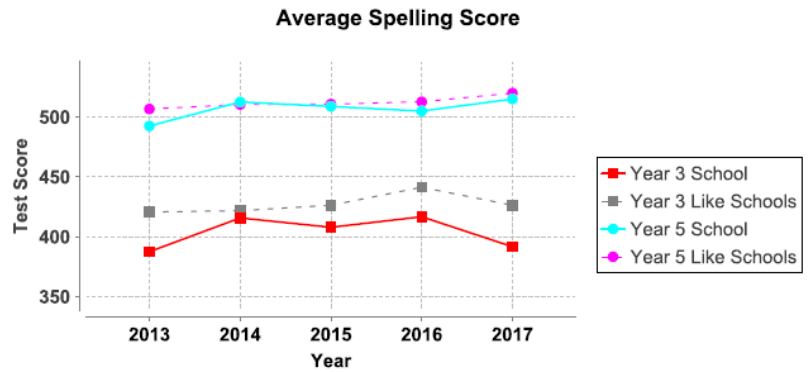
YEAR 3/5 AVERAGE READING V LIKE SCHOOLS

Average Reading Score

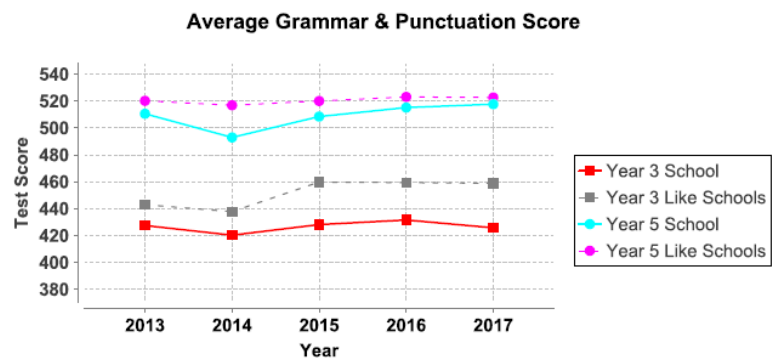




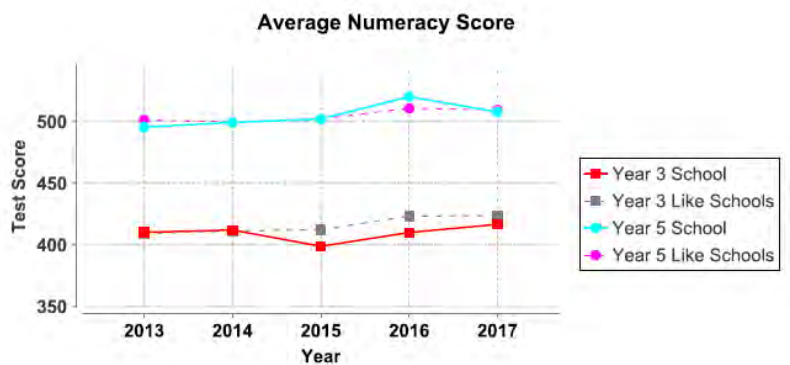
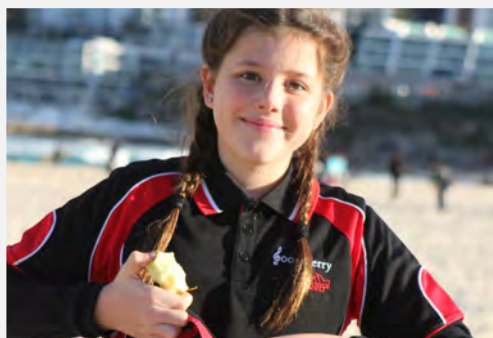
YEAR 3/5 AVERAGE SPELLING V LIKE SCHOOLS



YEAR 3/5 AVERAGE GRAMMAR & PUNCTUATION V LIKE SCHOOLS



YEAR 3/5 AVERAGE NUMERACY V LIKE SCHOOLS





STUDENT REPORTS AND TEACHER JUDGEMENTS

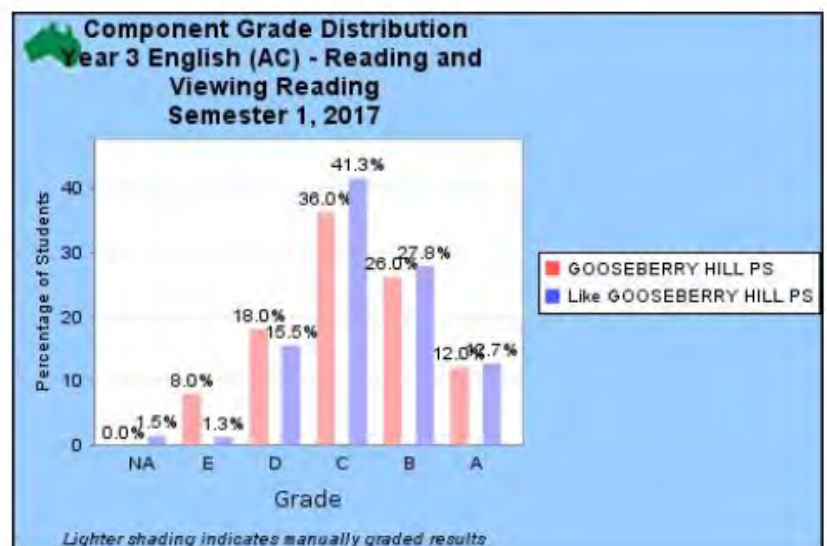
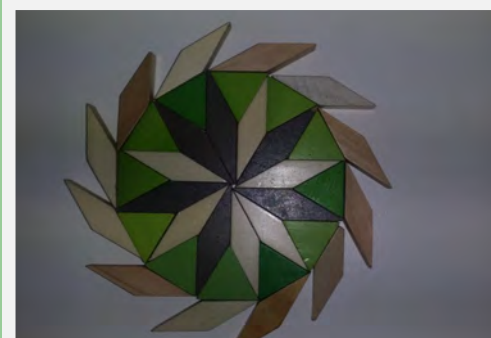
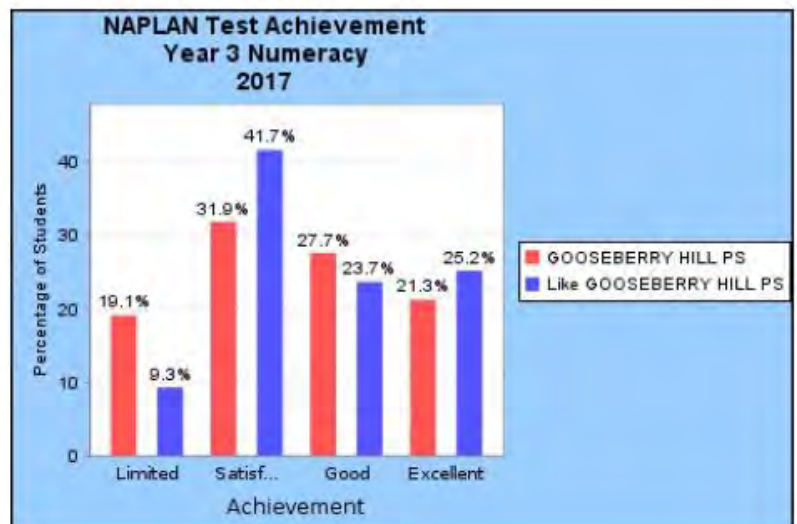
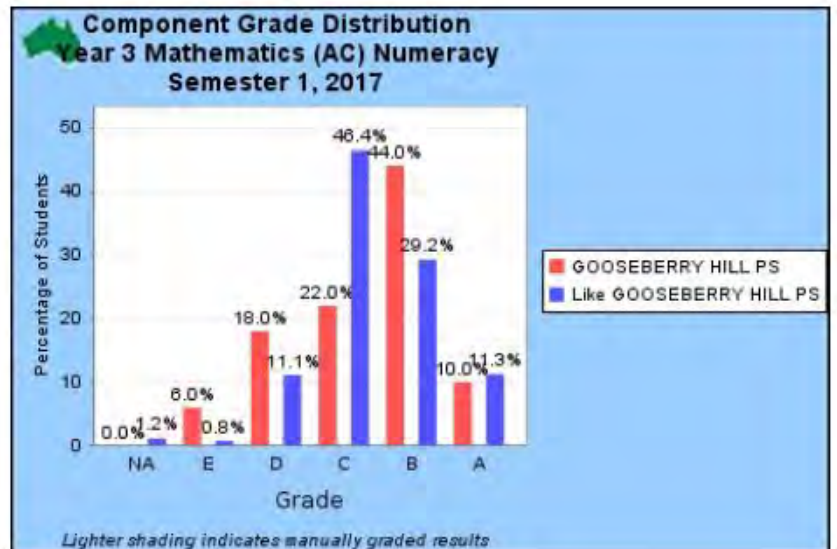
Data would suggest there is some work to be done with regard to alignment of grades with NAPLAN results with less than 70% of Year 3's receiving the same grade in NAPLAN as they did on their report. Year 5 data suggest that in English, less than 60% of students received an aligning grade. Significantly, those student's whose grades did not align, achieved higher on NAPLAN than their class grade suggested. This would suggest teachers judged harder than NAPLAN achievement would indicate. Teachers continue to have high expectations of students and differentiate the curriculum to provide Individual Education Plans where required. Parents are consulted as part of this process and included in their child's education.

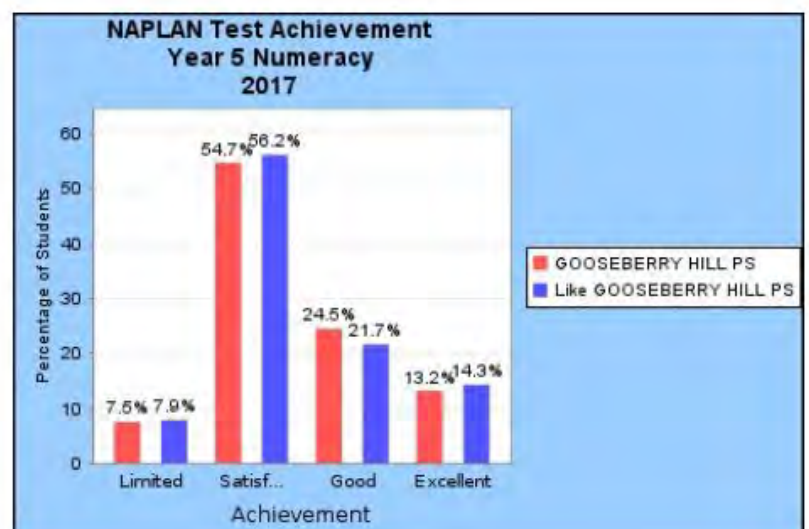
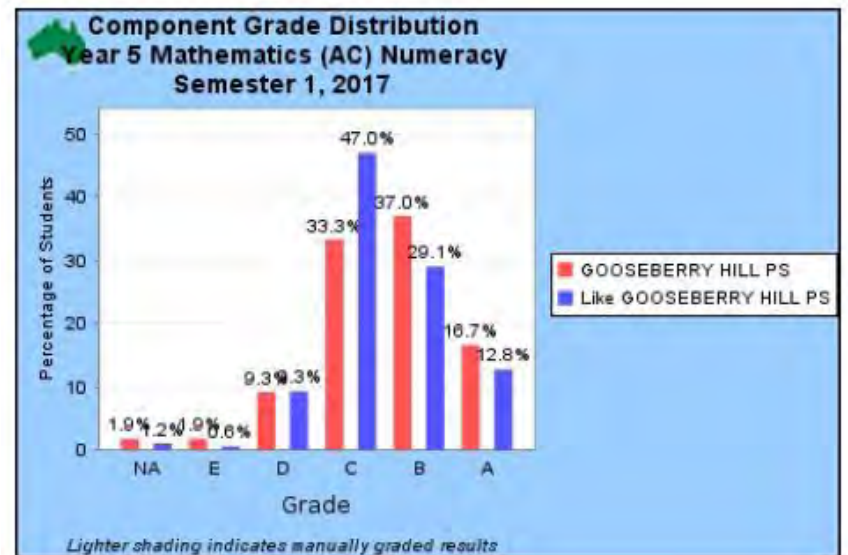
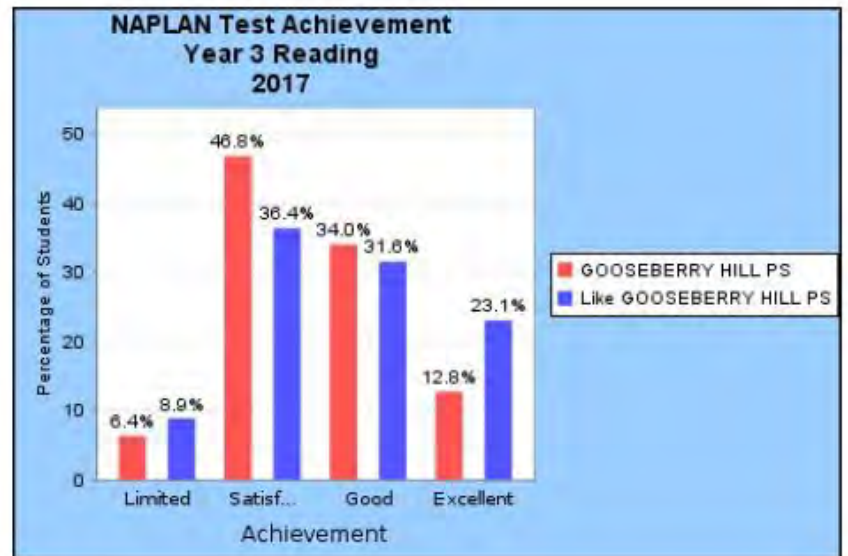
When comparing Year 3 and Year 5 grades with NAPLAN performance and like schools there is again a tendency for school grades to be below both NAPLAN and like school grades in both Year 3 and Year 5. Attention to this through moderation and Professional Learning teams will be required.

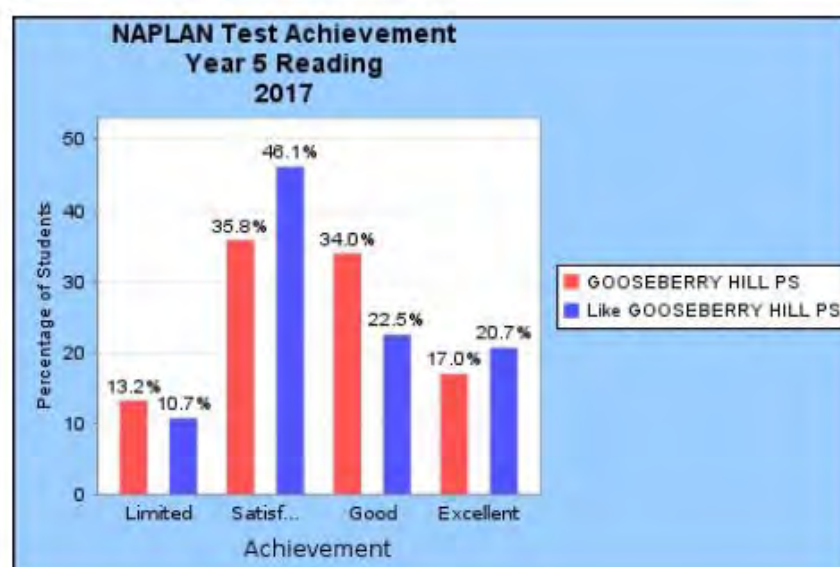
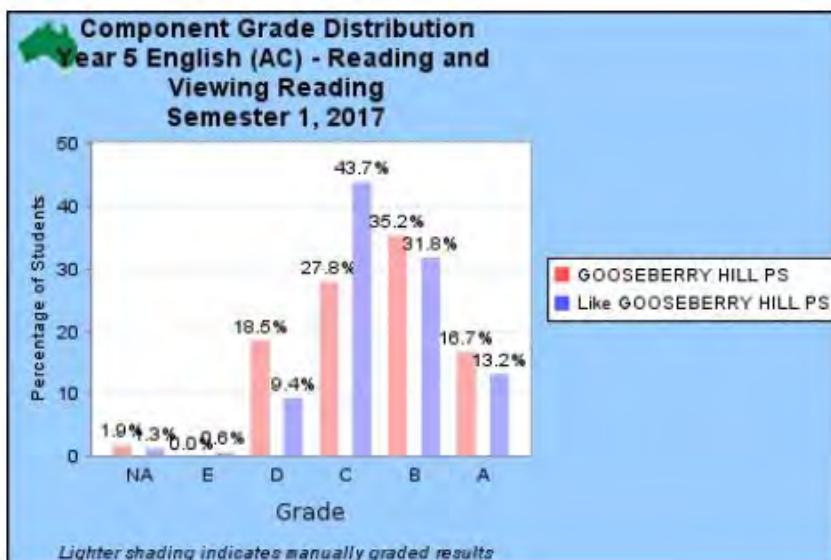
Cohort size must be taken into consideration when looking at the data globally as normal distribution will become evident within larger groups. The Leadership team has undertaken an extensive analysis of the data and will include this in the development of a new Business Plan in collaboration with the School Board early in 2018.

Teachers use a range of formal and informal assessments to gather data and make informed judgements about student progress. All students are tracked using standardised assessment and strengths and weaknesses identified. Students at Educational Risk are identified and teachers are supported by Administration and the School Psychologist where required.









SCHOOL CULTURE AND PERFORMANCE

The commitment to holistic education through the Arts, Music and Language Programs continued to be an important part of the school culture in 2017. The Choir and Orchestra teamed up with Kalamunda Senior High School in what was a very successful Sydney Tour.

Highlights from the tour included;

- Performances at Darling Harbour, the Conservatorium of Music, the Opera House, Manly Corso, St James and St Stephens .
- GOLD for the Orchestra in the World Projects Music Festival
- SILVER for the Choir in the World Projects Music Festival

It was a huge effort by everyone involved and many thanks should be given to the committee who undertook the task of coordinating the fundraising and organising the event, and the parents and staff who worked tireless for months to prepare the students for the tour.

The music program was showcased at several school events including ANZAC Day, Stirk Fest and the Presentation Night, and was celebrated over two assemblies where the choir, orchestra and instrumental music students were able to show their talents.

Students have exposure to Visual Arts through attendance at Sculptures by the Sea and participation in local community competitions and events. Art is on constant display around the school as a celebration of its contribution to school culture.

Such is the strength of the Music and Arts programs at GHPS, many students were successful in attaining position at Kalamunda SHS in the Music, Visual Art and Performing Art Specialised programs.

The Language program continued to expose all students in Year 1—6 to both Indonesian language and culture. The school remains in a good position to ensure it is able to meet the needs of the Education Department as Languages will again be mandated from 2018 onwards.



SCHOOL CULTURE AND PERFORMANCE

Students in Years 1—6 each received 90 minutes of Language studies and the celebration of Indonesian culture is evident in the Indonesian garden located near the Languages classroom.



Despite not having a Specialist Physical Education Teacher, GHPS was successful in all 3 Stirk Inter-school Competitions. (Swimming, Cross-Country, Athletics). This can be attributed to a well developed training program and a commitment by staff and students to strive for ongoing improvement.

Students also had access to other sporting opportunities through the Sporting Schools Program, whereby they had access to specialised coaching from a variety of sports providing exposure to and opportunities to participate outside of school.

Stirk sports were also participated in for Netball, Aussie Rules Football and Soccer. Students also participated in Schools Sports WA Triathlon where they were very competitive against some of the elite private schools.

Going forward the introduction of a Specialist Physical Education teacher will attend to skill development whilst maintaining a positive attitude toward the sporting program and further opportunities to explore and participate in a variety of sports both competitively and socially.



In developing the School Business Plan for 2019—2020, the School Board has asked for consideration to be maintained around the school culture and its focus on those areas considered to be non-academic. This underpins an important aspect of what it means to be a part of the GHPS community.





Progress Against School Business Plan Priorities

Gooseberry Hill Primary School continues to strive to be the school of choice in the local community. With many options, both public and private in the local area, the strong maintenance of student numbers would suggest the community is satisfied with the school. Continued analysis of programs and focus on areas as identified in the School Business Plan will continue to ensure that Gooseberry Hill Primary School remains a great school.

The school continues to focus on 3 priorities as outlined in the School Business Plan;

1. *Excellence in Teaching and Learning*

Target 1

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

<i>GHPS Reading 46%</i>	<i>Like Schools Reading 55%</i>
<i>GHPS Writing 43%</i>	<i>Like Schools Writing 57%</i>
<i>GHPS Numeracy 49%</i>	<i>Like Schools Numeracy 49%</i>
<i>Not achieved</i>	

Target 2

Maintain a 10% positive difference in top two proficiency bands in Year 5 NAPLAN Numeracy and Reading when compared to like schools.

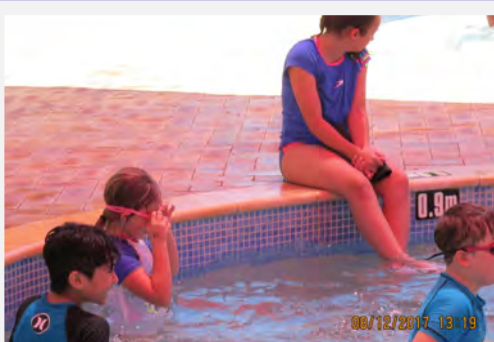
<i>GHPS Reading 51%</i>	<i>Like Schools Reading 43%</i>
<i>GHPS Writing 38%</i>	<i>Like Schools Writing 22%</i>
<i>GHPS Numeracy 38%</i>	<i>Like Schools Numeracy 36%</i>
<i>Not achieved</i>	

Target 3

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

GHPS 38%

Achieved





Proficiency Band Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2016		2017		2016		2017	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					4%	5%	8%	6%
7	530 - 581					14%	15%	30%	16%
6	478 - 529	16%	19%	11%	17%	37%	37%	28%	33%
5	426 - 477	37%	43%	32%	40%	34%	31%	17%	35%
4	374 - 425	25%	26%	34%	23%	10%	8%	11%	6%
3	322 - 373	19%	8%	21%	15%	0%	3%	6%	4%
2	270 - 321	3%	4%	0%	3%				
1	Up to 269	0%	1%	2%	1%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2016		2017		2016		2017	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					16%	17%	13%	14%
7	530 - 581					28%	17%	25%	22%
6	478 - 529	25%	23%	21%	25%	34%	30%	30%	35%
5	426 - 477	28%	24%	28%	24%	16%	23%	25%	21%
4	374 - 425	6%	24%	19%	26%	6%	9%	6%	7%
3	322 - 373	28%	20%	13%	16%	0%	2%	2%	1%
2	270 - 321	13%	6%	19%	7%				
1	Up to 269	1%	2%	0%	2%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2016		2017		2016		2017	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					14%	16%	17%	21%
7	530 - 581					26%	27%	34%	22%
6	478 - 529	33%	35%	23%	32%	32%	28%	26%	29%
5	426 - 477	16%	26%	23%	23%	16%	15%	9%	17%
4	374 - 425	21%	18%	34%	22%	10%	10%	13%	9%
3	322 - 373	18%	13%	13%	14%	1%	3%	0%	2%
2	270 - 321	10%	6%	4%	6%				
1	Up to 269	3%	2%	2%	3%				

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Data identifies Year 3 cohort below like schools in all 3 areas therefore well short of the improvement target. Year 5 data shows GHPS students performing above those in like schools, but only by 10% in writing. As outlined in the 2017 School Review, more achievable improvement targets need to be identified for future cycles.





Target 4

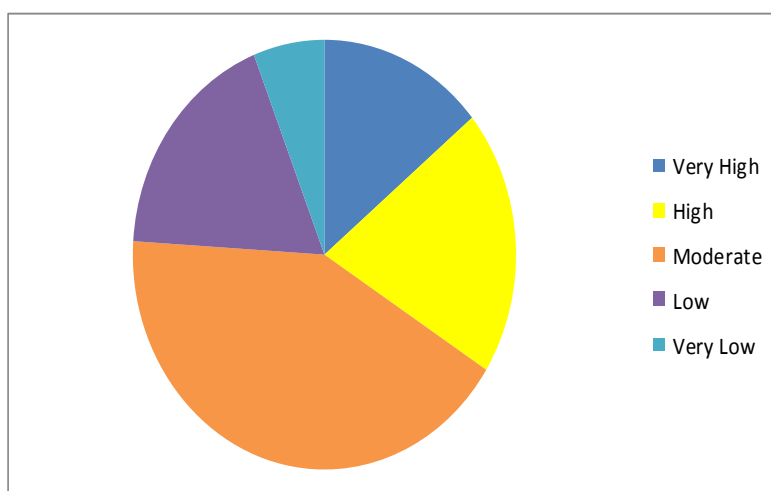
Ensure 93% of progress for Year 3 and Year 5 students in NAPLAN Reading and Numeracy will be moderate or better as measured over a two year cycle.

GHPS Numeracy 76% Moderate or above

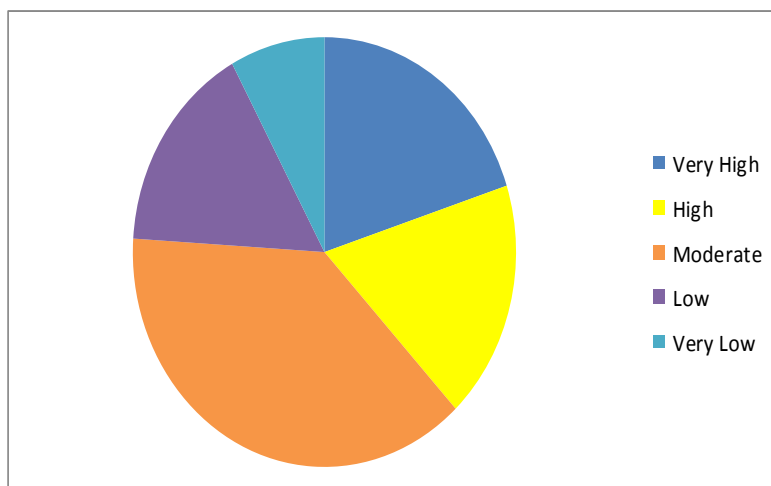
GHPS Reading 76% Moderate or above

Not achieved

YEAR 3, 2015 TO YEAR 5, 2017 PROGRESS NUMERACY



YEAR 3, 2015 TO YEAR 5, 2017 PROGRESS READING



Target 5

Ensure 95% of students in Year 3 and Year 5 achieve a least the National Minimum Standard in NAPLAN Reading and Numeracy

GHPS Year 3 Reading 98%, Numeracy 100%

GHPS Year 5 Reading 100% Numeracy 98%

Achieved





Target 6

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.

GHPS Year 3 Reading Below Benchmark 2%

GHPS Year 3 Numeracy Below Benchmark 0%

Not Achieved

Target 7

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.

Of the 4 students who scored above 1.5 on 2014 On-entry in Reading, all 4 scored in Band 5 or 6 for 2017 NAPLAN Reading.

Of the 6 students who scored above 1.5 on 2014 On-entry in Numeracy, all 6 scored in Band 5 or 6 for 2017 NAPLAN Numeracy.

Achieved

2 . Safe and Supportive Environment

Target 1

Ensure 90% of students achieve satisfactory results in Health outcomes through self management and interpersonal skills.

Year Group	Semester 1 Percentage Satisfacto-	Semester 2 Percentage Satisfacto-
Pre –Primary	99%	100%
Year 1	100%	100%
Year 2	100%	100%
Year 3	92%	97%
Year 4	99%	100%
Year 5	99%	100%
Year 6	98%	99%

Achieved





Target 2

Survey of students indicates 85% of respondents agree or strongly agree that they feel safe at school and can talk to their teachers about their concerns.

91% of students survey agree or strongly agree that they feel safe at school

75% of students agree or strongly agree they can talk to their teachers about their concerns

Not achieved

*2016 Survey data

Target 3

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

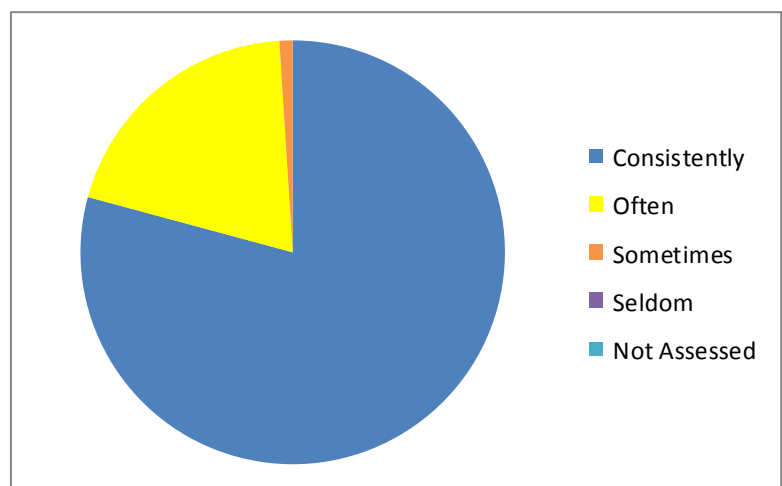
GHPS Year P– 2; 79.2% Consistently demonstrate Attitudes, Behaviours and Effort on Semester 2 Report

GHPS Year 3– 6; 76.9% Consistently demonstrate Attitudes, Behaviours and Effort on Semester 2 Report

Not Achieved

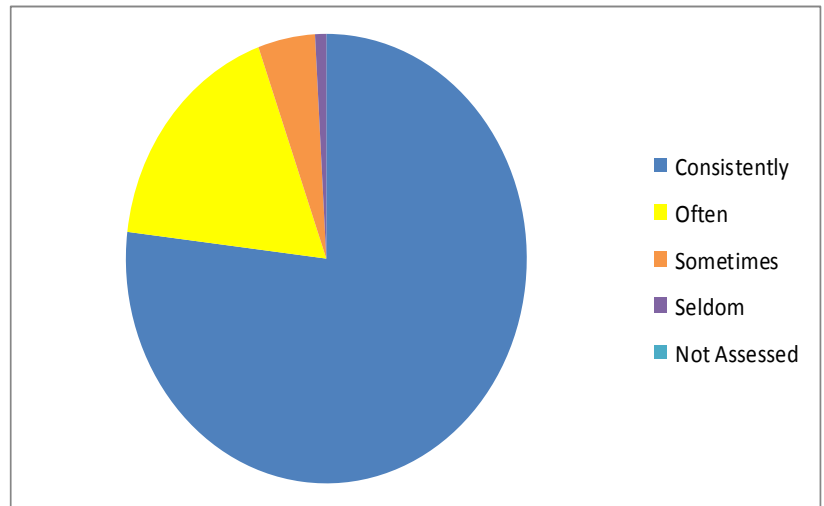
NB 2017 School Review recommends reducing target to 80%

PRE-PRIMARY—YEAR 2 ATTITUDES, BEHAVIOURS AND EFFORT SEMESTER 2 REPORT





YEAR 3 - YEAR 6 ATTITUDES, BEHAVIOURS AND EFFORT SEMESTER 2 REPORT



Target 4

Maintain whole school average in student attendance of 94%

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2015	95%	94.6%	93.8%	53.1%	87.2%	81.2%	94.9%	94.4%	92.7%
2016	95.4%	94.5%	93.7%	87.6%	88%	80.7%	95.3%	94.3%	92.6%
2017	95.8%	94.6%	93.8%	98.9%	87%	81.2%	95.8%	94.4%	92.7%

Achieved

Target 5

Attain or exceed the standard in National Quality Area 3; Physical Environment

Achieved

**see checklist on next page*



QUALITY AREA 3 PHYSICAL ENVIRONMENT

Overview

Quality Area 3 focuses on the physical environment. The physical environment is critical to:

- contributing to children's wellbeing, creativity and developing independence
- providing a diverse range of experiences that promote children's learning and development
- keeping children safe
- creating or organising spaces to reduce the risk of injury.

Standards and elements

Quality Area 3 has two standards that focus on the design of school facilities and the use of the school's physical environment to support children's experiences. These standards are crucial to delivering quality learning outcomes for children because:

- inclusive built and natural environments in indoor and outdoor spaces, when appropriately resourced, promote intentional play-based learning
- well maintained, fit-for-purpose facilities keep children safe and support each child's access to facilities and participation in experiences and activities
- the physical environment significantly impacts on the quality of children's experiences and encourages children to become environmentally responsible.

QA 3 Physical environment		
Standard 3.1	Design	The design of the facilities is appropriate for the operation of a school.
Element 3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Element 3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2	Use	The school environment is inclusive, promotes competence and supports exploration and play-based learning.
Element 3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Element 3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Element 3.2.3	Environmentally responsible	The school cares for the environment and supports children to become environmentally responsible.





3. Strong and Sustainable Partnerships

Target 1

Increase attendance of families at Parent information sessions (70%) and Open Night (85%)

Percentage attendance across school for Parent Information Session was 55%

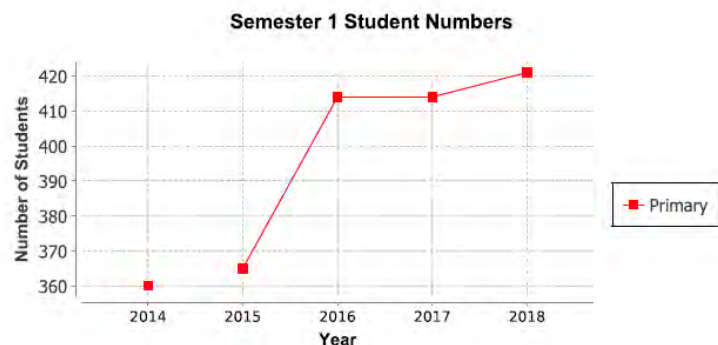
Percentage attendance across school for Open Night was 90%

Not Achieved

Target 2

Maintain Current upward trend in enrolment

Gooseberry Hill Primary School



Achieved

Target 3

Survey of 85% of respondents 'agree or 'strongly agree' that Gooseberry Hill Primary School has a good relationships with the school community and would recommend this school to others

91% of respondents agree or strongly agree that there is a strong relationships with the school community

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

Not achieved

*2016 Survey data

*Survey returned only 11 responses school wide

Detailed review of all of the targets including recommendations and future outlook is included in the 2017 School Review Document.

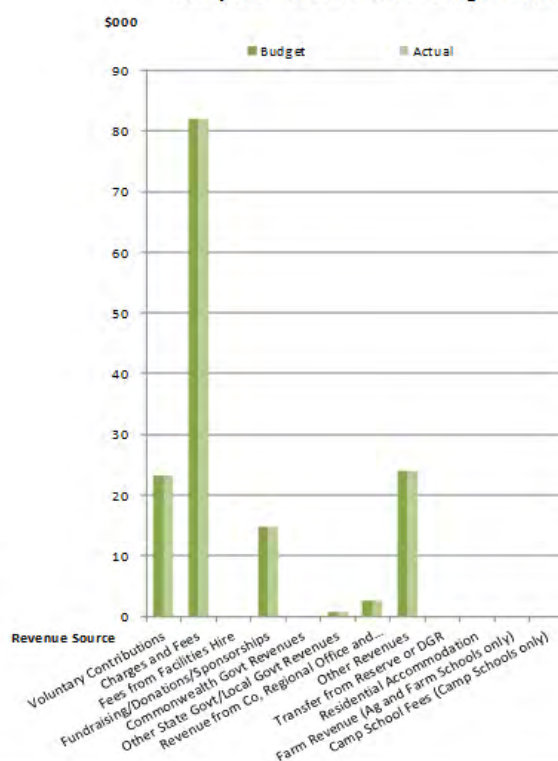


Gooseberry Hill Primary School

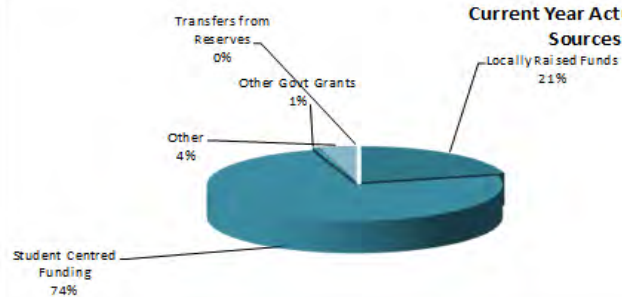
Financial Summary as at
31st December 2017

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 23,154.00	\$ 23,154.00
2	Charges and Fees	\$ 82,070.82	\$ 82,070.82
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 14,705.75	\$ 14,705.75
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 750.00	\$ 750.00
7	Revenue from Co, Regional Office and Other Schools	\$ 2,563.00	\$ 2,563.00
8	Other Revenues	\$ 23,942.31	\$ 23,944.04
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 147,185.88	\$ 147,187.61
Opening Balance		\$ 83,621.00	\$ 83,621.23
Student Centred Funding		\$ 423,920.52	\$ 423,920.52
Total Cash Funds Available		\$ 654,727.40	\$ 654,729.36
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 654,727.40	\$ 654,729.36

Locally Generated Revenue - Budget vs Actual

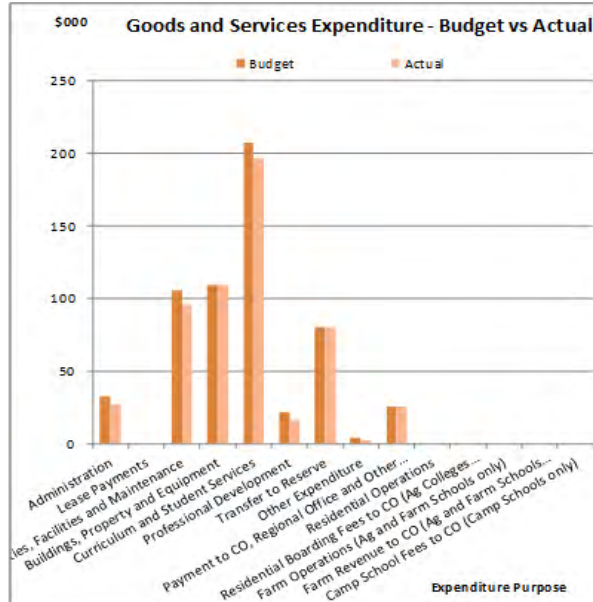


Current Year Actual Cash Sources

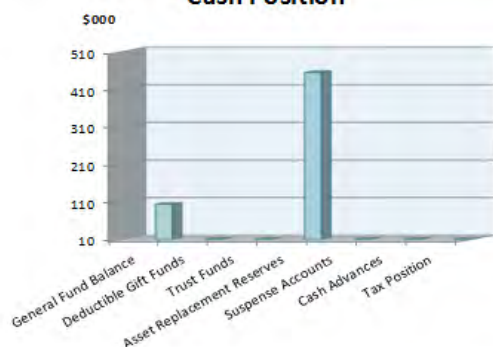


Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 32,669.32	\$ 26,776.03
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 105,700.00	\$ 95,455.13
4	Buildings, Property and Equipment	\$ 109,440.20	\$ 109,217.60
5	Curriculum and Student Services	\$ 206,917.35	\$ 195,774.67
6	Professional Development	\$ 21,700.00	\$ 15,935.26
7	Transfer to Reserve	\$ 80,000.00	\$ 80,000.00
8	Other Expenditure	\$ 3,686.14	\$ 2,575.08
9	Payment to CO, Regional Office and Other Schools	\$ 25,486.04	\$ 25,486.04
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 585,599.05	\$ 551,219.81
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 585,599.05	\$ 551,219.81
Cash Budget Variance		\$ 69,128.35	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:

Bank Balance	\$ 562,206.39
Made up of:	
1 General Fund Balance	\$ 103,509.55
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 454,082.83
5 Suspense Accounts	\$ 8,640.01
6 Cash Advances	\$ -
7 Tax Position	\$ 4,026.00
Total Bank Balance	\$ 562,206.39



SCHOOL BUDGET AND ANNUAL ACCOUNTS 2016

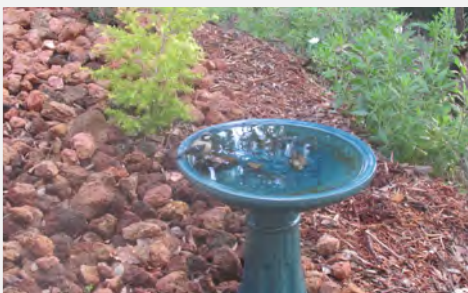
The Student Centred Funding Model allows the school to direct funds to areas of need. The School Board oversees the expenditure and approves budget spending. The P&C continues to show great support providing funds for learning programs and are in the process of working with the new administration to identify areas they can significantly contribute to. Staff are well supported with extra time factored in for Collaborative Planning time and support for Professional Learning in focus areas. With the introduction of the STEM capabilities, careful thought will need to be given to the purchase of new and update of existing infrastructure to ensure that students have access to up to date technology.

Voluntary Contributions were at around 80%. Whilst the contributions are voluntary, they do contribute directly to the classroom resources for all students.

With the School Business Plan for 2019 –2020 being planned for this year, the school and the School Board will begin discussions around focus areas for the next phase.

Gooseberry Hill Primary School will continue to have high expectations of students across academic, social and emotional development and work with the community to meet their needs.





2017 HIGHLIGHTS

- Year 6 Camp at Point Peron
- Faction and Interschool Athletics Carnival
 - Open Nights
- Year 5 Sculptures by the Sea Excursion
 - Swimming Lessons
 - Dance-a-thon
 - NAPLAN
- School and Interschool Cross Country
 - Eagles and Fever Cup
 - Easter Hat Parade
 - School Photos
 - IPS Review
- Kindy and PP Christmas Concert
 - Year 6 Graduation
- Opening of new Administration Building
 - Gooseberry Hill's Got Talent
 - P&C School Disco
 - Girls Docker's Cup

plus so much more....