

Gooseberry Hill Primary School

ANNUAL REPORT 2018



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

2018 proved to be another successful year at Gooseberry Hill Primary School full of activities and opportunities that continued to make GHPS the school of choice for this area.

As I settled into my role as Principal it was great getting to know all of the staff, students and parents and begin to appreciate what a fantastic school community we have. There was plenty of change across 2018, with several long-standing School Board members stepping down including Co-Chairs, Mr Kevin Boots and Mrs Novak Dragecevic. Mr Robert Anderson stepped down as a community representative at the beginning of the year and Mrs Suellen Brown completed the final year of her term before deciding not to continue in 2019. I would like to thank all of these people for their contributions during their time on the Board and the strong and professional community that they have been part of establishing. As is the strength of our community, these positions have been filled with Mr Brook Durling stepping up as Chair, and Mr Cameron Maitland (Community Representative), Suzanna Robertson, Lauren Johnson and Tom Atkinson (Parent Representatives). The Board continues to support the future direction of the school and oversee the implementing of school policy and procedure to ensure we remain a successful school.

P&C Support has remained high, with the Spring Fair in Term 4 providing a highlight for all. The funds raised have been committed to the building of an outdoor STEM classroom as the school looks to increase the focus on STEM in to the future. The P&C have again been well led by President, Mrs Kylie Eaton who is well supported by the executive team and many volunteers that help out by giving up their time. The P&C also took the step to employ a Canteen Manager with Mrs Christine O'Brien providing the service 3 days each week.

Capital Budget spending focused on upgrading the AV equipment in the Keene Undercover Area to provide a performance space worthy of the talent at GHPS. This saw the P&C and the school commit over \$50,000 to upgrade the PA System as well as installing a data projector and lighting to further showcase assemblies and events. Stage curtains were also installed to give it the professional finish.

Teaching staff remained committed to providing a quality education program with the development of whole school strategic plans to reflect classroom practice across all year groups in Numeracy and Literacy. These plans reflected the continued implementation of whole school programs such as Letters and Sounds, Talk for Writing and Words their Way as the teachers constantly strive to ensure the programs at the school reflect the current research into cutting edge programs.





A continued commitment will see whole school plans across all learning areas streamlined over the coming years.

The quality of the Music, Language and Arts programs continued to show with the Cirque de Musicala at the Kalamunda Performing Arts Centre in Term 4, an outstanding display of musical and performance talent thanks to the efforts of Mrs O'Reilly, Miss Read, Mrs Kirkham, Mr Orrell and a number of other staff and parents who came together to make this possible. Supplementary performances at Stirkfest, ANZAC Day, Grandparents Morning Tea and the Music Assembly further showcased the amazing talent at GHPS.

Consequently, many Year 6 students were successful in gaining entry into a specialist program at Kalamunda Senior High school for 2019. The Music, Art and Languages programs continue to be a big drawcard for student enrolment and set the tone for the reputation of the school in the wider community.

On the sporting field, GHPS students continued to shine with success at Interschool Swimming, Cross Country, Athletics, Football and Netball as well as a First place in the School Sport WA Triathlon event and some outstanding efforts at the SSWA Cross Country Championships. The appointment of Mr Caddy as the Physical Education Teacher resulted in the implementation of Physical Education Classes for all students from Year 1 to Year 6 and some modifications to the traditional Swimming, Cross-Country and Athletics carnivals in an attempt to make them spectator friendly.

An increased Environmental focus saw us have an Environmental Expo at the end of Term 3 that was well received and resulted in some ongoing recycling and environmental awareness activities across the school. All students had the opportunity to visit the Red Hill Waste Management plant and got a real appreciation for the amount of waste that is produced and just how complex the sorting of it can be.

As we cast an eye to the future, it is exciting to see that we will continue to offer a well-rounded, research driven educational program at GHPS developing students into contributing members of our community. With an immediate focus on STEM, we are excited about the capital spending on an outdoor STEM classroom and the upgrade of the Cooke Room to a Science Laboratory as part of the State Government's Primary Science Lab initiative.

I also look forward to the continued support of the GHPS parent body and wider community to ensure we remain at the top of our game and always look for ways to be better.

Matthew Snell, Principal

Year 6 Camp



FROM THE SCHOOL BOARD



In 2018 the GHPS Board saw some changes in personnel with the Chair, Kevin Boots, concluding his time on the board (thanks a great deal, Kevin!) as well as the introduction of four new parent representatives, myself (Brook Durling) as well as Suzanna Robertson earlier in the year and Lauren Johnson and Tom Atkinson in the latter half. Given Kevin's departure, I volunteered to fill the position of Chair.

During the year there was a continuation of the asbestos matter resulting in the final Environmental Report detailing some action plan steps that need to be followed to ensure best management of the issue. Whilst this has been a sensitive topic, it is nice to have a plan in place with procedures to be followed to ensure the maximum safety of our students, teaching and administration staff and the wider school community.

With respect to traffic around the school during peak periods (drop off and pickup) an application was made for a Children's Crossing (cross walk attendant) to better assist children cross the road during these busy traffic times. The Road Safety Department conducted a survey of traffic to assess the issue and determine whether GHPS was eligible for a crosswalk attendant. The result of this was the finding that GHPS was eligible for a 'Type B' attendant which is one that is employed by the School rather than the WA Police.

The Board also took some time to consider a cyber safety policy (including mobile phones) to ensure the school holds a position given the adoption across the wider community (including students) of internet-based devices and the challenges and issues that they can bring to a primary school environment. Whilst not a major issue at present it was important for the Board to consider prior to any major problems presenting to ensure we can be proactive in any response and provide guidance as and when required.





Given the number of new faces on the Board (including the Chair), Matthew Snell and myself attended the Department of Education's Professional Learning course on the Function of School Boards. This was an important day spent refreshing key aspects such as the roles and responsibilities of Boards and the Code of Conduct for Board members as well as support for business planning, risk management and the key foundations to an effective board. As a standing agenda item, these topics are now forming part of the board meeting discussion to ensure we can be as effective as possible as a School Board as well as ensure we operate within our mandate.

This year also saw the School Fair back and a special mention to the amazing P&C who put on a magnificent event. The absolute highlight for me was watching my son (and many other students) successfully hitting the target resulting in a bevy of cold and shivering teachers, Year 6 students and of course our very own School Principal in the dunk tank. Quite grateful to not have been volunteered for that one!

A big thank you to our board members during 2018 for your continued support and volunteering of your time.

Thanks goes to:

Matthew Snell – Principal
 Cameron Maitland & Lynne Tognolini – Community members
 Chris Rogers, Kylie Eaton, Suellen Brown, Suzanna Robertson, Lauren Johnson & Tom Atkinson – Parent members
 Anne Bell, Robyn Nicolaou, Donna Marshall & Raquel Bebbington – Teacher members

Lastly, a huge thank you and acknowledgement of the outstanding contribution that the teaching and support staff make day in and day out, delivering an extraordinary school experience to our children.

Brook Durling
 GHPS Board Chair



FROM THE P&C



Fair

This was our Fair year and we managed to raise a significant amount for the School Science building. It was a huge effort, managed by Nicole Airay and a group of very dedicated store holders. Many of our community volunteered on the day and we had a fabulous turnout. Overall it was a real success but we are unsure of whether we would run it again in the same way, or look at a modified format in the future.

Canteen

We were really thrilled by the success of the Canteen in 2018. We employed Christine O'Brien to manage the canteen and she has made our canteen a reliable service for all families and created some delicious food options. She has also made many other things possible, such as the Bacon and Egg burgers at the Father's Day breakfast, catering for carnivals and other events. We thank her so much for all she has done and look forward to the canteen going from strength to strength in 2019.



Funding Goals

We set quite clear funding criteria over the last few years and are very excited that we will be able to contribute in a really meaningful way to the School. It is really important to us that we use the funds that the parent body has raised to build an outdoor classroom that will benefit all students in the school. This will allow us to deliver messier Science experiments but will also create another space for our teachers to use in a range of different ways. Matt has been working on the design of this building and we are hoping it will be in construction in 2020 at the latest. This will form our major spending in 2019.

Spending in 2018

This year, we have achieved many of the things identified by the Parents and the School as being important to the development of our children. We have purchased new sports equipment and dramatically improved the performance space for the kids in the Keene area through the purchase of a new audio/visual set up. We have purchased resources for a Letters and Sounds program and a class set of iPads for use in the music program. The new bench seat near the Adventure playground was also partially funded by the P&C.





Thanks

To those who did commit to always turning up to the meetings – the P&C executive – a massive thanks. I have already mentioned Nicole, who has been superhuman again this year but as I have said, we can't thank her enough. Besides the Fair, she has been offering support and guidance to Christine in the canteen, running raffles, distributing entertainment books and the list goes on. I am not even sure I could come up with a comprehensive list for all that she does!

Tessa Murabito has also been a great support in her role as Vice President. Her advice and ability to think things through has been invaluable. Tessa has managed this role alongside her family and studying Law and it is now time to do a little less juggling, so she will be stepping back next year. Elissa Mansell has been flat out dealing with Fair finances this year – more than she bargained for I am sure. She also balances an incredibly busy work/family life and we are so lucky to have her in this role.

Big thanks to Emma-Jo Broadley who does much of the running around, setting agendas, and coordinating class reps. I am so grateful for her dedication to the role, she really does make it all happen. Other thanks to Natalie, who managed the social media role for much of this year. She was fantastic in making sure things were communicated effectively. She has now taken on full time work and has had to step back. Tracey Brand, thank you for taking the minutes this year. You have handled this task without any drama at all and it has made things run very smoothly in meetings. Nicole Ireland also deserves a special mention. She really stepped up when Nicole Airay was overseas before the Fair and continued to play a big role when she returned. Thank you also to Helen Griffiths for all of her good work in the Second hand uniform shop.

This year we farewell some longstanding P&C contributors – Nicole Ireland, Natasha Binns and Jo Hopkins. It is hard to quantify all that they have done for the School, individually and as a team.

Kylie Eaton
P&C President



OUR STUDENTS

GHPS numbers continue to grow with only students living in the local area being accepted from mid-year. An increase in enrolments for 2019 has seen the students numbers grow to 486 at the February census.

Student Numbers (as at 2019 Semester 1)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(20)	63	56	64	60	72	60	72	467
Part Time	39								

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

	Kin	PPR	Pri	Sec	Total
Male	24	36	202		262
Female	15	27	182		224
Total	39	63	384		486

	Kin	PPR	Pri	Sec	Total
Aboriginal		2	3		5
Non-Aboriginal	39	61	381		481
Total	39	63	384		486



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
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%
2018	95.6%	94.5%	93.7%	87%	87.5%	80.8%	95.6%	94.4%	92.6%

Attendance Overall Primary

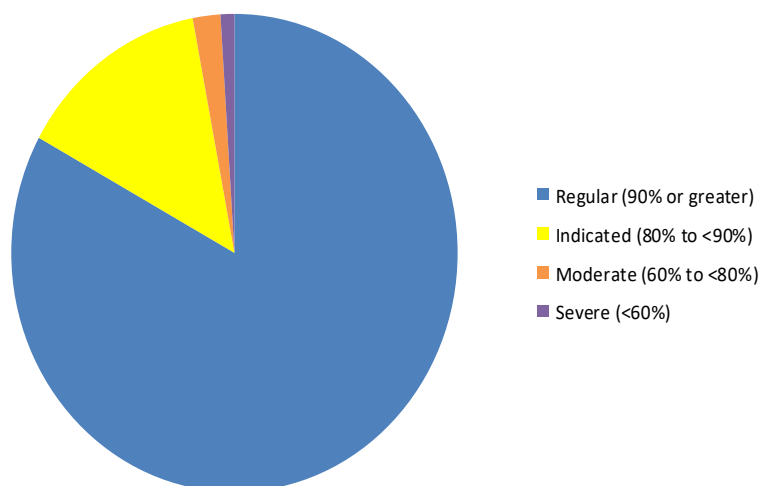
	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2016	89.5%	9.2%	1.1%	0.0%
2017	91.9%	6.9%	1.2%	0.0%
2018	90.6%	8.9%	0.5%	0.0%
Like Schools 2018	83.8%	12.4%	3.1%	0.7%
WA Public Schools	77.0%	15.0%	6.0%	2.0%





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.

Attendance Profile 2018 Semester 2



OUR STAFF

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	28	21.7	4	3.4	32	25.1
Mainstream EAs	5	4.0	0	0.0	5	4.0
Education Support EAs	5	3.4	0	0.0	5	3.4
Admin	3	2.0	1	0.4	4	2.4
Cleaner	5	2.6	1	0.8	6	3.4
Gardener	1	0.8	0	0.0	1	0.8
Other	1	0.6	0	0.0	1	0.6
Total	51	38.1	6	4.6	57	42.7

The workforce plan outlines the movement of some staff who are nearing retirement age in the near future. An appointment pool was run at the end of 2018 in anticipation for staff who are on extended leave, or planning to take it in 2019. 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.

Mrs Anna Ridge made the decision to retire at the end of 2018 and is to be thanked for her contribution to the school over almost 20 years. Non-teaching staff are embedded as part of the school culture and contribute significantly to the school in all areas.



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 was conducted in Term 2 with Year 3 and 5 students completing the tests online for the first time. Whilst this was a logistical challenge for the school administration, the students completed the tests willingly, indicating that they preferred this method of testing as opposed to the pen and paper version of previous years. Overall the results were consistent with that of like schools with areas of improvement identifiable across all areas in Year 3 and Reading and Spelling in Year 5.



The chart below indicate the percentage of students at the school that achieved National Benchmarks in 2016 and compares to the same cohort in 2018. The grey shaded area is the percentage of students across the state that achieved the National Benchmarks. The 2016 Year 3 students are the 2018 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 and above that of the State percentage. The 2018 Year 5 cohort can be seen to have maintained reasonable consistency with a slight, but insignificant decrease in all 3 areas.

Percentage of Students reaching National Benchmarks 2016—18

School	Numeracy	Reading	Writing
Year 3 (2016)	99%	97%	100%
Year 5 (2018)	97%	96%	94%
State			
Year 3 (2016)	95%	94%	97%
Year 5 (2018)	94%	93%	87%



NAPLAN COMPARATIVE PERFORMANCE SUMMARY

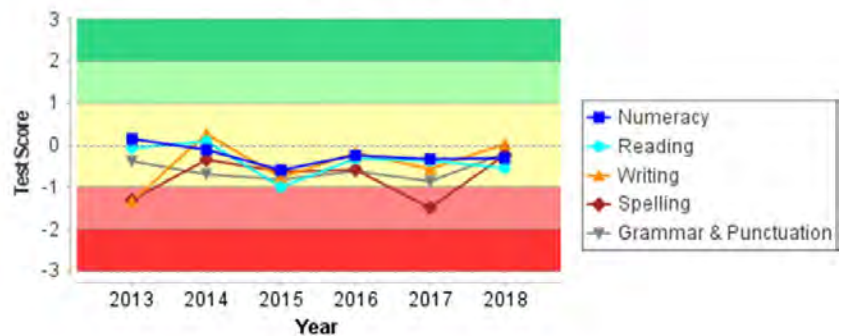
NAPLAN Comparative Performance Summary

	Year 3			Year 5		
	2016	2017	2018	2016	2017	2018
Numeracy	-0.2	-0.3	-0.3	1.3	0.1	0.6
Reading	-0.3	-0.4	-0.5	0.0	0.6	-0.1
Writing	-0.2	-0.6	0.0	0.1	1.1	0.7
Spelling	-0.6	-1.5	-0.2	0.8	0.3	0.0
Grammar & Punctuation	-0.6	-0.9	-0.2	0.2	0.4	0.8

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

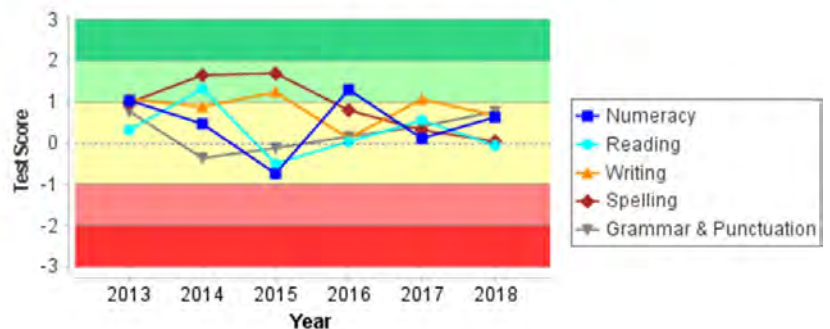
YEAR 3 COMPARATIVE PERFORMANCE

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 improved as a result of extending the Letters and Sounds program into Year 3 to further consolidate understanding. The Words Their Way Spelling program will build on this knowledge into Year 4 5 and 6. Significant resources have been spent on Reading material in an attempt to gain greater improvement. Progress from Year 3 to Year 5 remains high, with all areas besides Spelling in the High Progress—High Achievement quadrant.



STUDENT PROGRESS AND ACHIEVEMENT YEAR 3—5

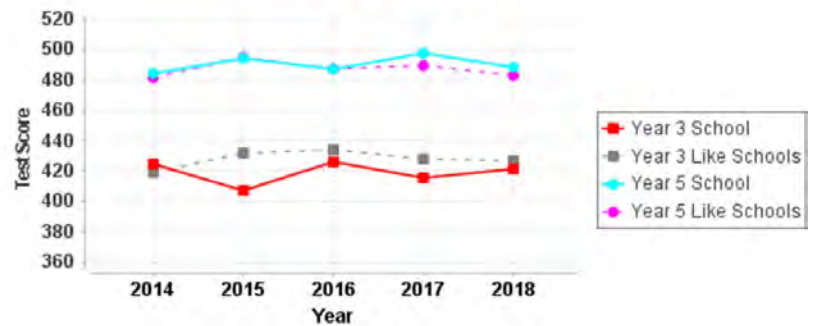
Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2016 to Year 5 2018



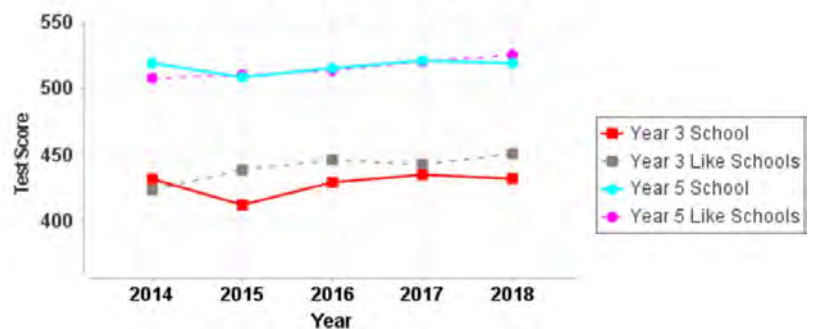
YEAR 3/5 AVERAGE WRITING V LIKE SCHOOLS

Average Writing Score



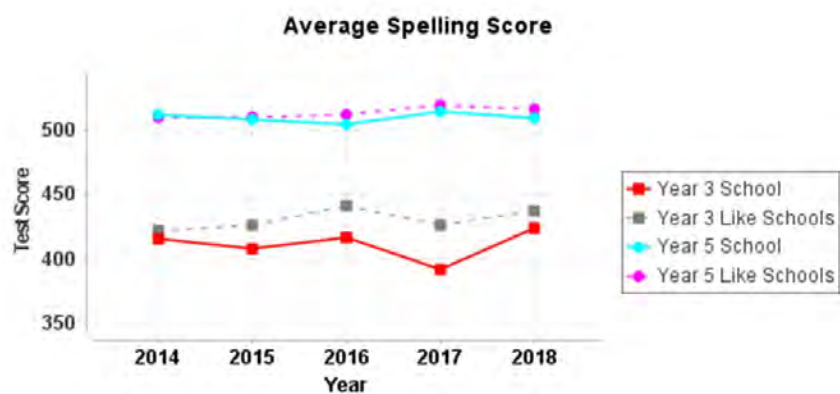
YEAR 3/5 AVERAGE READING V LIKE SCHOOLS

Average Reading Score

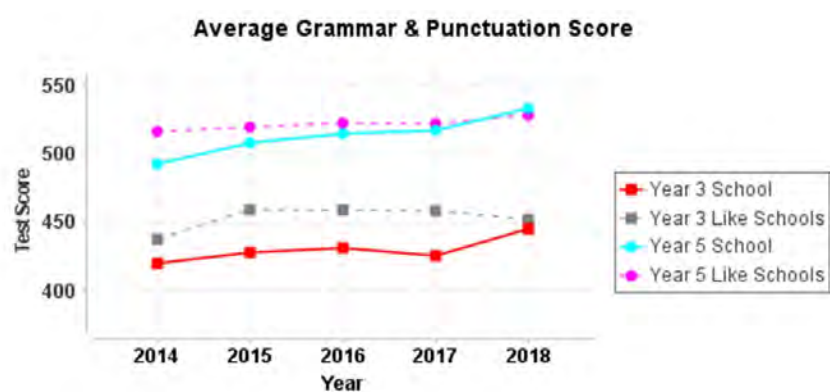




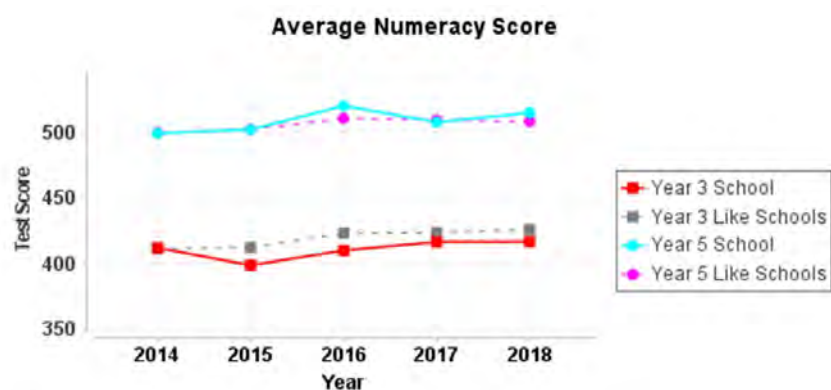
YEAR 3/5 AVERAGE SPELLING V LIKE SCHOOLS



YEAR 3/5 AVERAGE GRAMMAR & PUNCTUATION V LIKE SCHOOLS



YEAR 3/5 AVERAGE NUMERACY V LIKE SCHOOLS



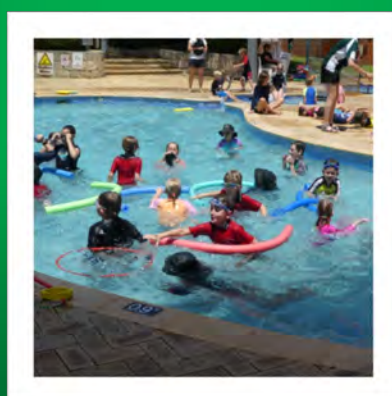
STUDENT REPORTS AND TEACHER JUDGEMENTS

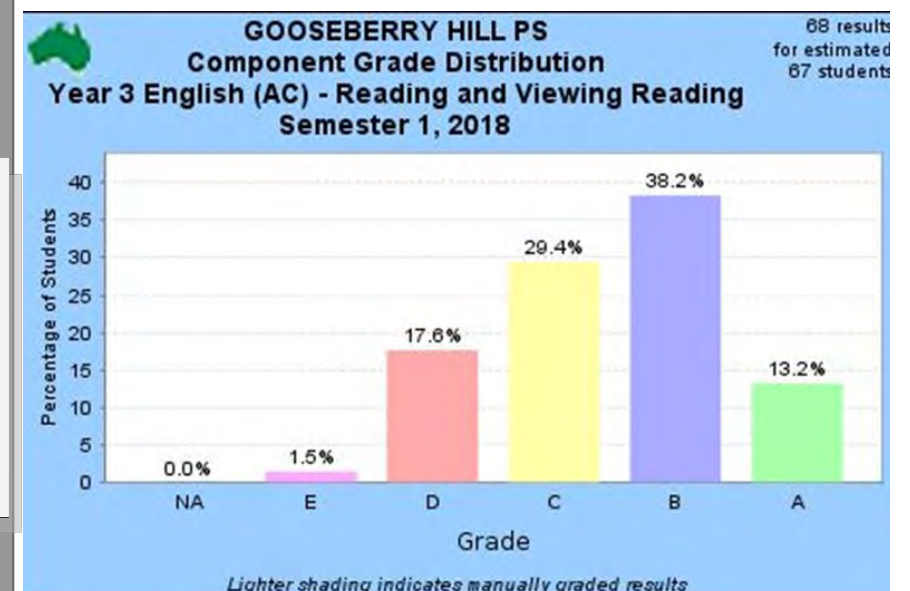
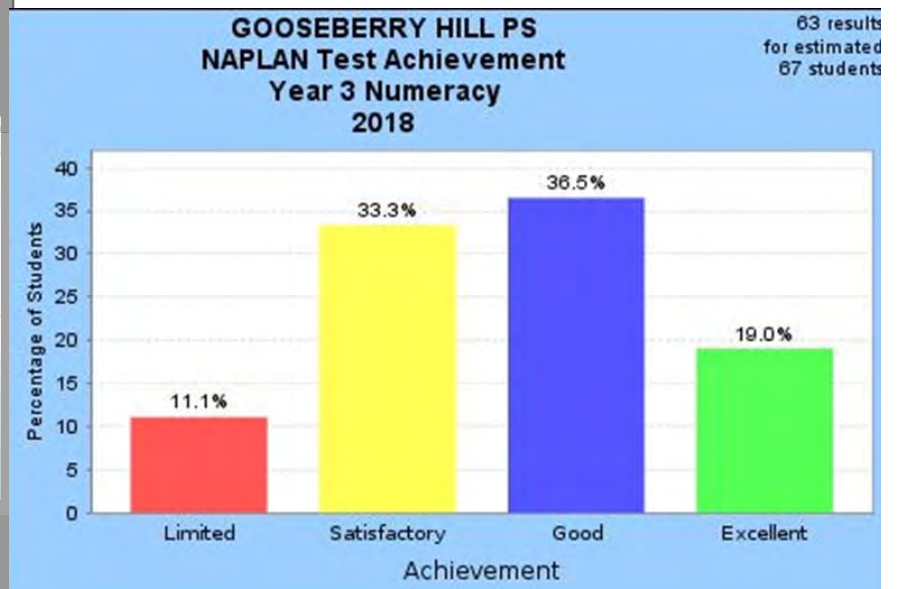
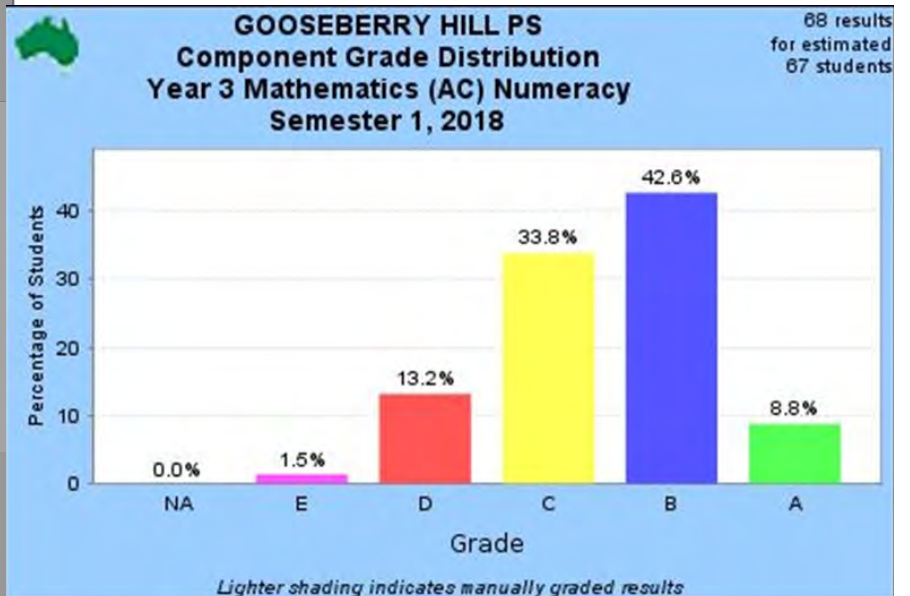
Data would suggest there was a greater alignment of teacher judgements and NAPLAN scores in 2018 as opposed to 2017. This can be attributed to greater attention to moderation and teachers working together in Phases of Development teams to determine appropriate grade allocation. Teachers continue to have 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. SEN Reporting has been a focus for those students on IEP's to ensure that progress is still tracked when students are working on an alternate curriculum.

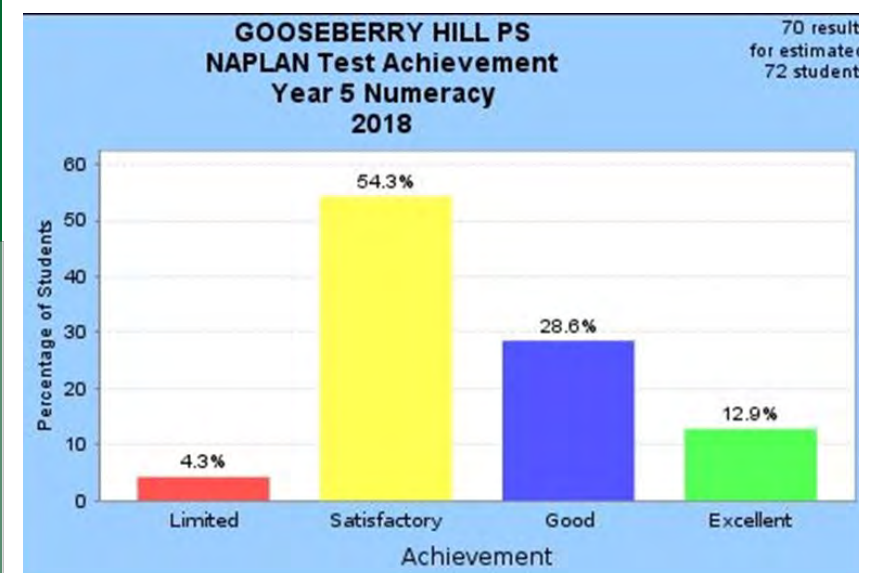
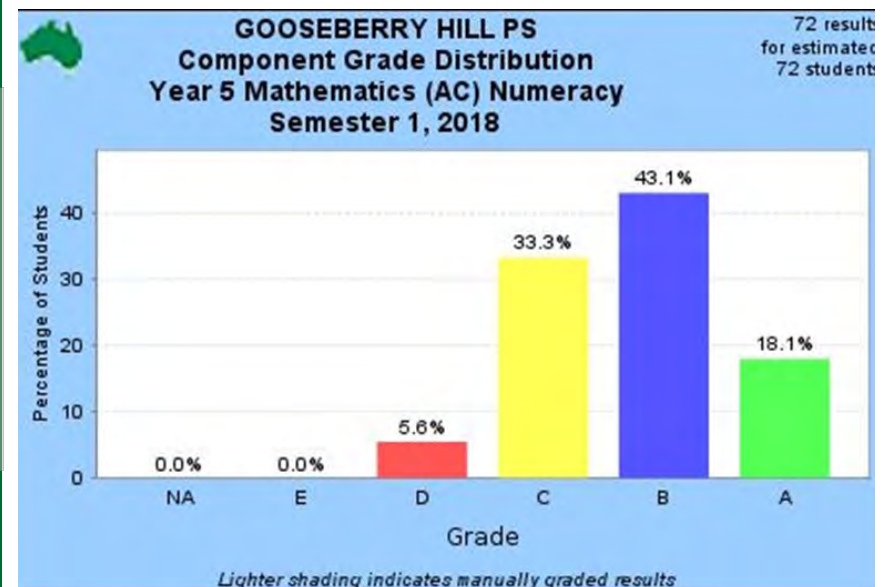
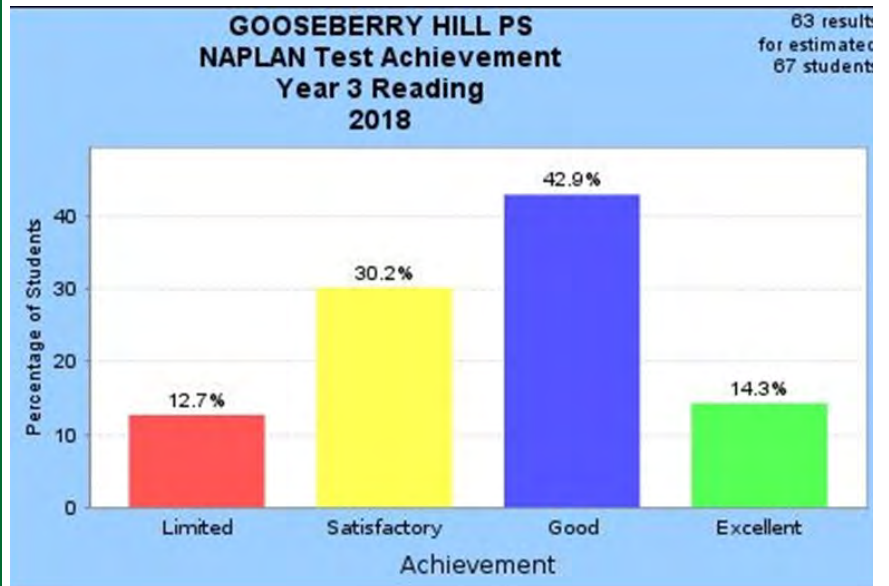
Teachers use a range of formal and informal assessments to gather data and make informed judgements about student progress. All students are tracked using standardised assessment and strengths and weaknesses identified. Students at Educational Risk are identified and teachers are supported by Administration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

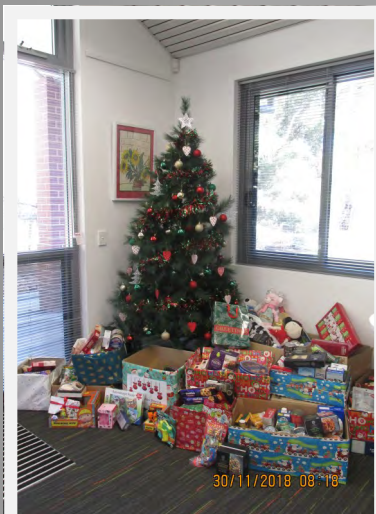
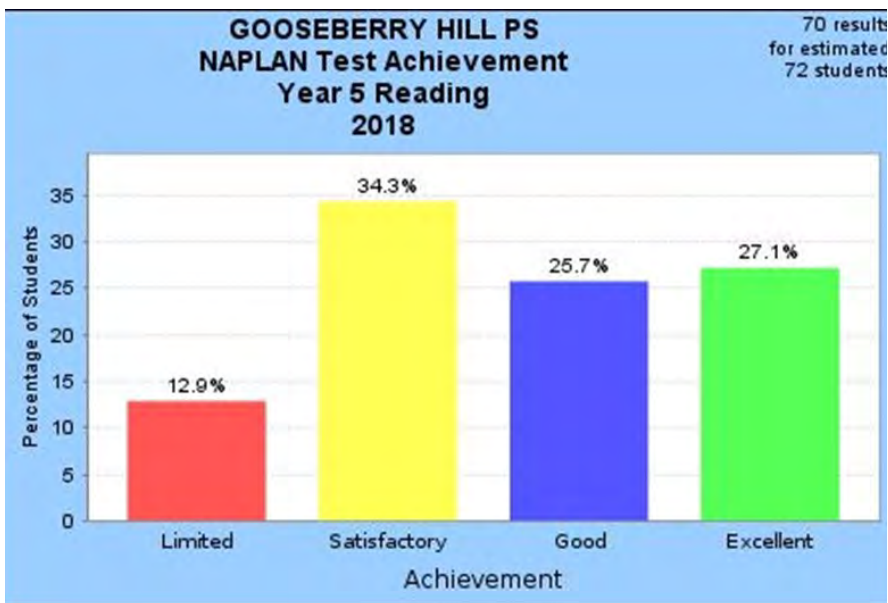
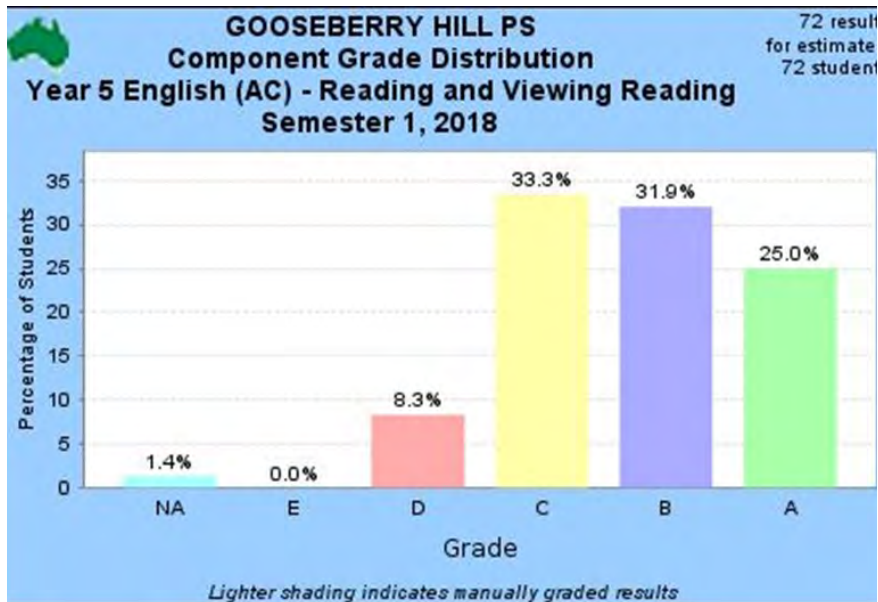
Cohort size must be taken into consideration when looking at the data globally as normal distribution will become evident within larger groups. The Leadership team has undertaken an extensive analysis of the data and with the introduction of the new Schools Reporting System will align the Business plan to enable reporting against the 6 areas of Relationships and Partnerships, Learning Environment, Leadership, Use of Resources, Teaching Quality and Student Achievement and Progress.

Revision of the Data Collection Plan and ongoing review of Whole School Operational plans will be a focus for 2019/2020 and addressed in the Business Plan. The renewal of curriculum committees to provide staff with the opportunity to reflect on and revise these curriculum plans is pivotal to ongoing student success. This will also provide opportunities for teacher development and provide aspiring teachers with leadership roles.









SCHOOL CULTURE AND PERFORMANCE

The commitment to holistic education through the Arts, Music Language and Physical Education Programs continued to be an important part of the school culture in 2018.

The music program was again 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. With the cancellation of the Crown performance for 2018, the choir and orchestra students performed their very own musical Cirque de Musicala, at the Kalamunda Performing Arts Centre with a matinee and evening performance. The feedback was wonderfully positive with praise for the students, staff and parents who worked to make this event a success.

Year 5 students again attended Sculptures by the Sea as part of the Arts program and the students' artwork remains on constant display around the school as a celebration of its contribution to school culture. Comments from the Open Night made mention of the incredible artwork in the classrooms.

Many students were again successful in attaining positions at Kalamunda SHS in the Music, Visual Art and Performing Art Specialised programs with these students being recognised at an awards ceremony at KSHS in Term 4.

The Language program continued to expose all students in Year 1—6 to both Indonesian language and culture. Students contributed in a week long Languages Week celebration that promoted dance and other cultural activities and laid the foundation for ongoing weekly dance sessions.

The introduction of a Specialist Physical Education Teacher, further enhanced the school's sporting prowess with GHPS again successful in all 3 Stirk Interschool Competitions. (Swimming, Cross-Country, Athletics).

Though the Sporting Schools Program, students were also able to access specialised coaching from a variety of sports providing exposure to and opportunities to participate outside of school.

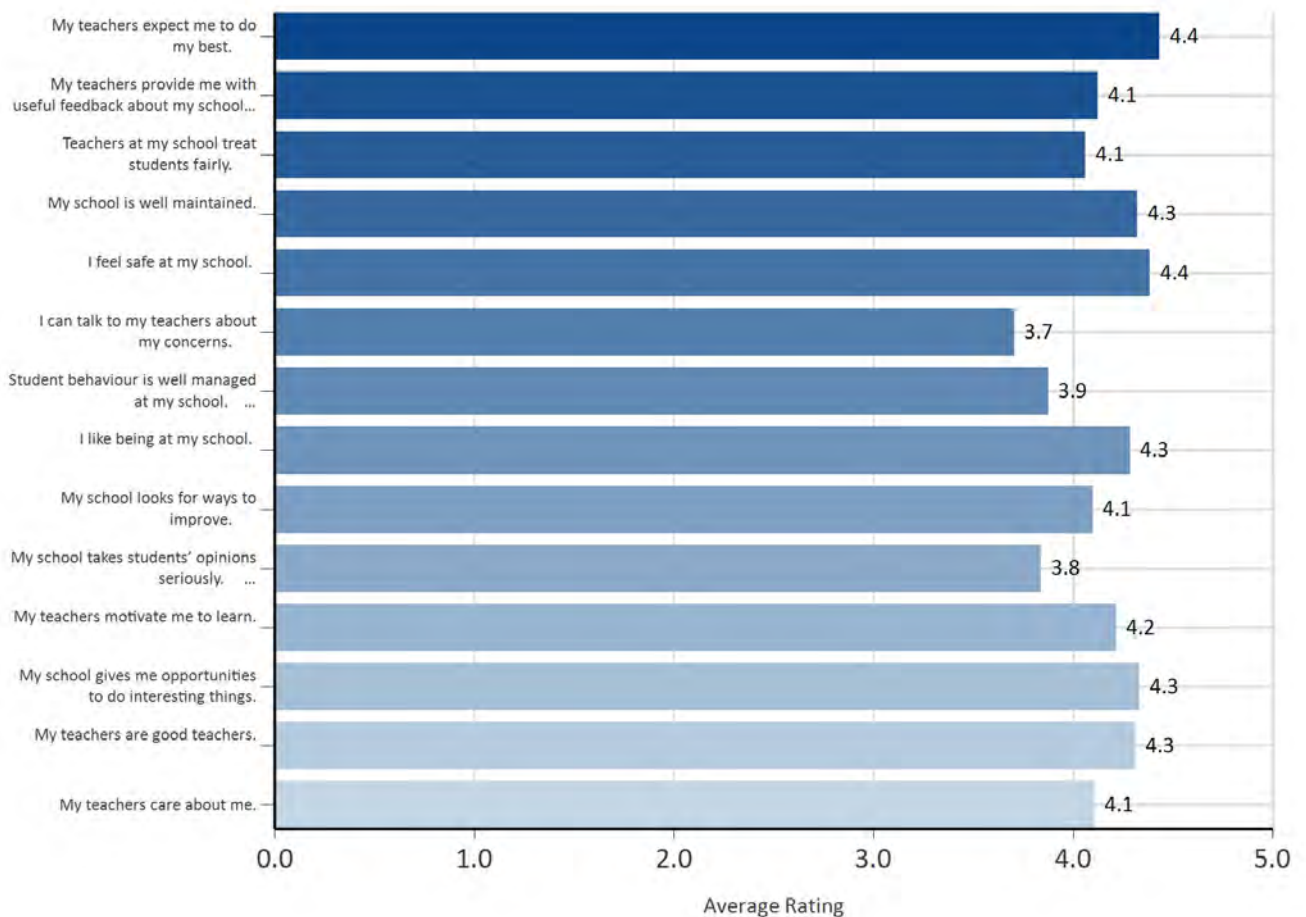
Stirk sports were also participated in for Netball, Aussie Rules Football and Soccer. Students also participated in Schools Sports WA Triathlon with the Year 6 boys finishing in first place and all other teams performing very competitively against some of the elite private schools. Student were also provided with the opportunity to compete in the School Sport WA Cross Country Championships again performing admirable against state level competitors.



SCHOOL SURVEY

In 2018, the school community, staff, students and parents were surveyed regarding school programs and performance. Following a poor response in 2016 with only 11 parent responses, the survey was well promoted and 41 parent responses were received making for some more valid and relevant data.

Student Responses



Student responses were positive with all but 3 questions receiving an average rating of 4 and above (Strongly Agree / Agree). Those that were below 4 included;

I can talk to my teachers about my concerns (3.7)

Student behaviour is well managed at my school (3.9)

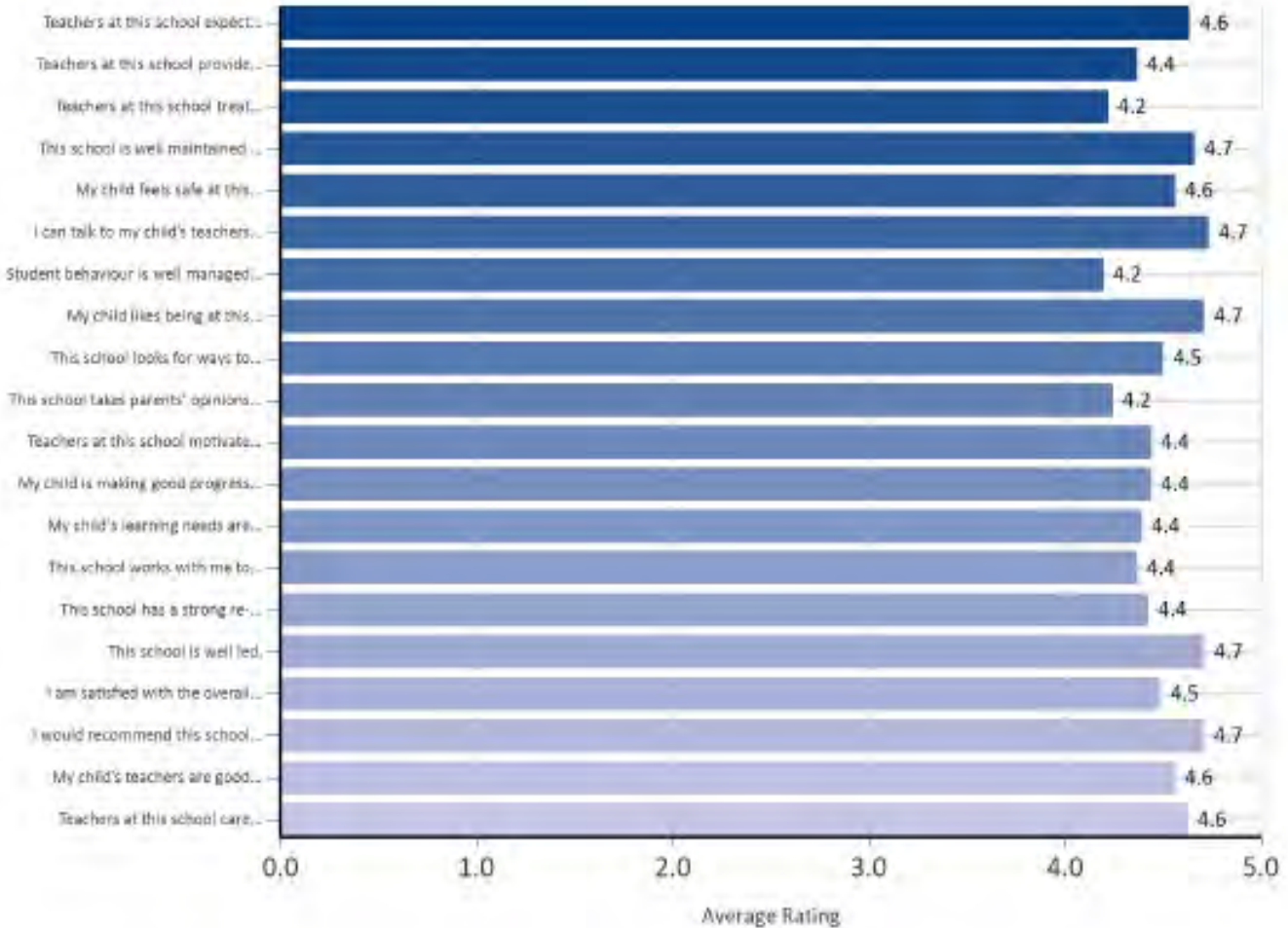
My school takes students' opinions seriously (3.8)

Whilst not a great deal below the desired target of 4.0, this does give the school some areas to focus on for 2019.



SCHOOL SURVEY

Parent Responses



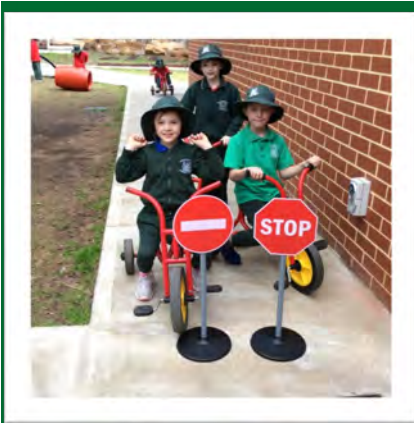
Parent responses were also positive with all questions receiving an average rating of 4 and above (Strongly Agree / Agree). The lowest response of 4.2 was shared by 3 questions;

Teachers at this school treat students fairly (4.2)

Student behaviour is well managed at this school (4.2)

This school takes parents' opinions seriously (4.2)

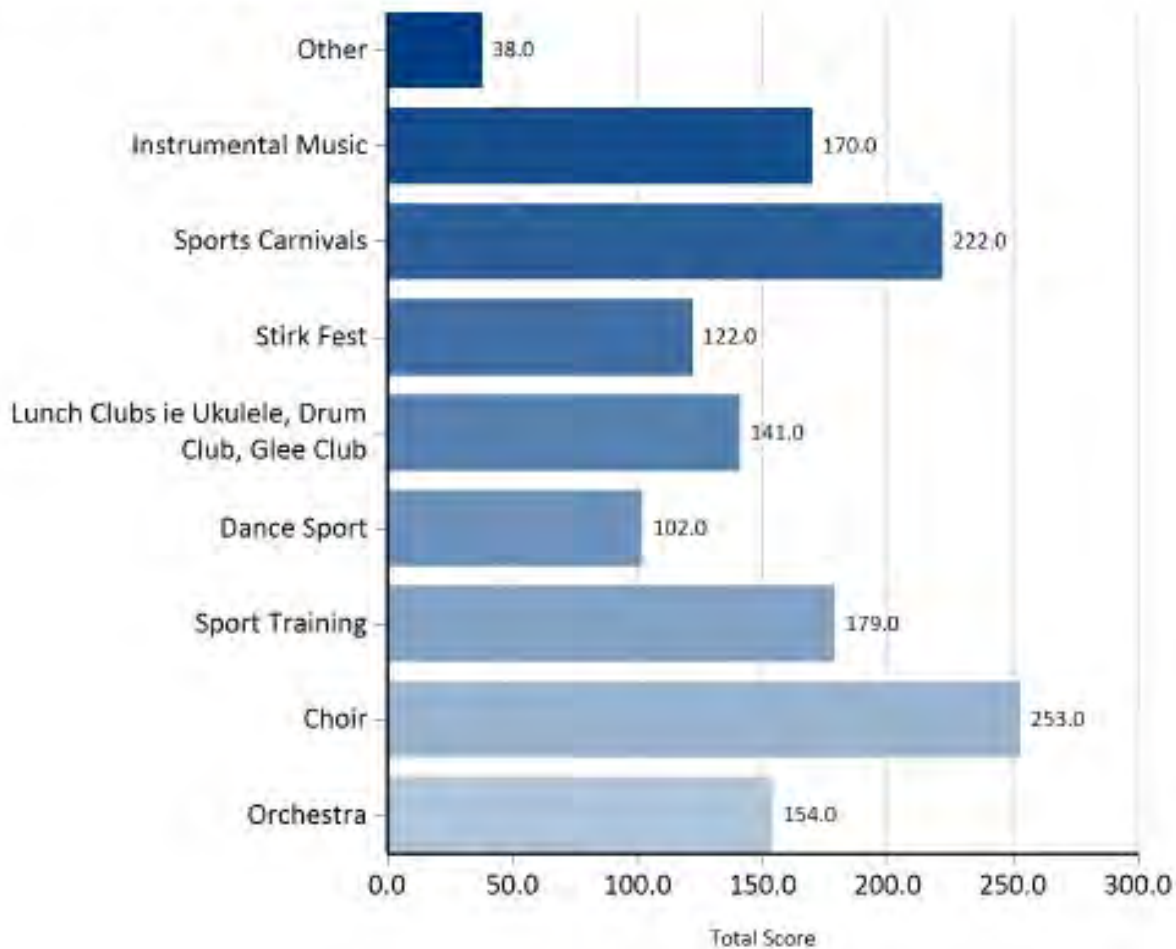
A point of note is 3 of these responses were also the lowest from the students.



SCHOOL SURVEY

Parent Responses—Extra-Curricular Activities

Ranking By Total Score

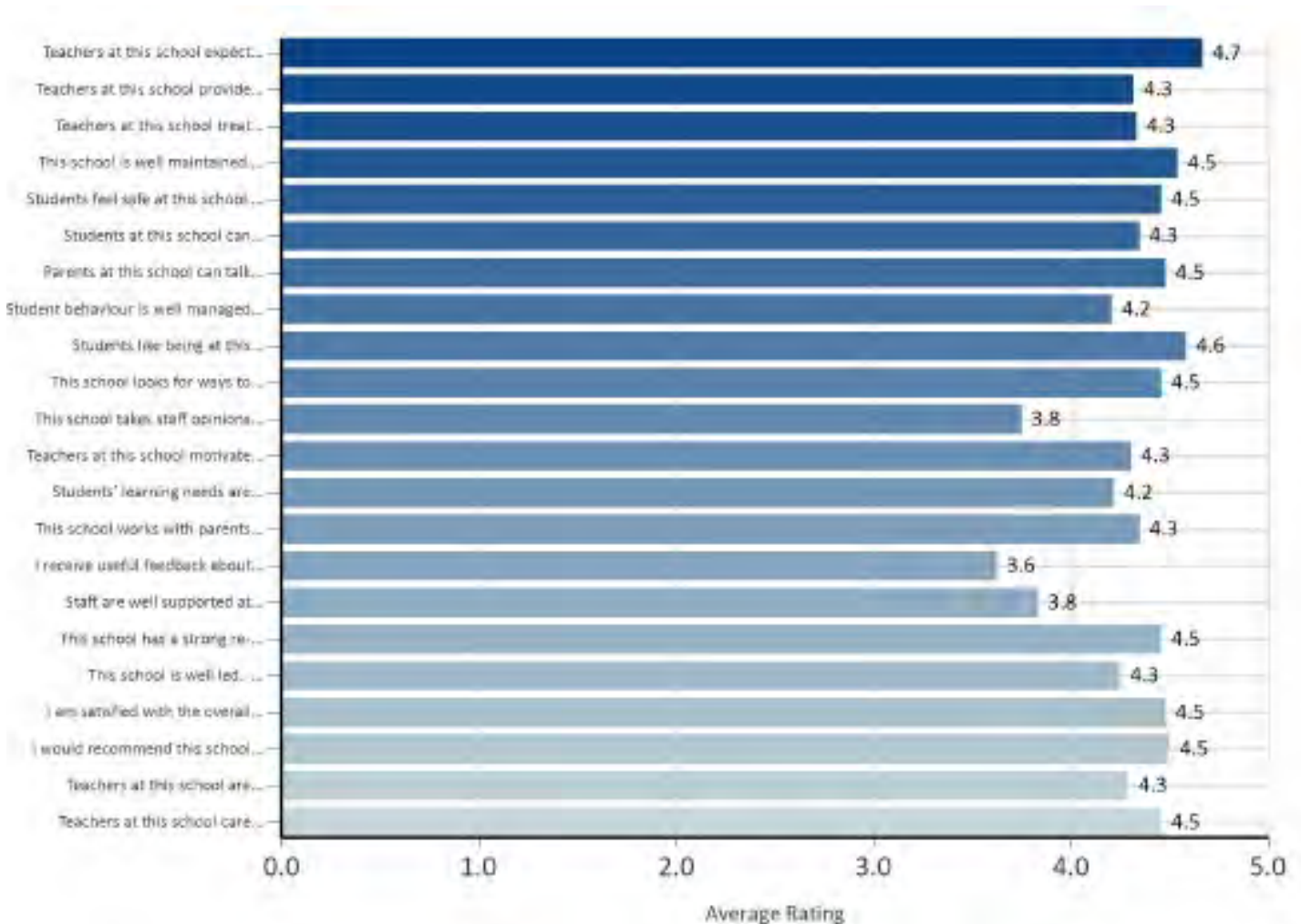


In response to feedback about the value of the range of extra-curricular activities offered at the school, parent feedback showed great support for the Choir and Sporting Carnivals, but was less supportive of Dance Sport. Supporting comments make reference to the introduction of some academic activities in and around the areas of Science and Technology.



SCHOOL SURVEY

Staff Responses



Staff feedback was also relatively positive with 3 questions falling below the 4.0 average ranking. These were;

The school takes staff opinions seriously. (3.8)

I receive useful feedback about my work at this school. (3.6)

Staff are well supported at this school. (3.8)

Taking opinions seriously would appear to be an area of future focus.



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

Increase the percentage of students in Year 3 and 5 in the top proficiency bands to be the same as like schools in Reading Writing and Numeracy.

Percentage of students in the top proficiency bands at GHPS compared to like schools in Reading, Writing and Numeracy.

Year	READING		WRITING		NUMERACY	
	School	Like Schools	School	Like Schools	School	Like Schools
Year 3	32%	37%	8%	16%	19%	23%
Year 5	27%	22%	6%	6%	13%	12%

GHPS is closely aligned to Like Schools in Year 3 and the **Target was reached in Year 5**

For the school to be the same as like schools in Year 3 we would need to improve:

- 3 students to be same as like schools in Reading.
- 6 students to be same as like schools in Writing.
- 1 student to be same as like schools in Numeracy.

Target 2

In Year 5, 90%of students' progress will be moderate or better measured by first cut over a two year cycle in Reading, Writing and Numeracy.

Moderate to high rates of student progress from Year 3 (2016) to 5 (2018)

Reading	Writing	Numeracy
92%	98%	90%

Target has been achieved



Target 3

95% of students to at least achieve the National Minimum Standard in Year 3 and 5 in Reading, Writing and Numeracy.

Percentage of students achieving above National Minimum standard at GHPS in Reading Writing and Numeracy

Year	Reading	Writing	Numeracy
Year 3	92%	98%	100%
Year 5	96%	94%	97%

All areas achieved target except for Year 3 Reading and Year 5 Writing

3% improvement in Reading, required which equates to 2 students.

1% improvement required in Writing in Year 5 which equates to 1 student.

2. Safe and Supportive Environment

Target 1

95% of students to achieve often or consistently in the Attitude, Behaviour and Effort attributes in the semester reports

Year Group	Semester 1 Percentage Often or Consistently	Semester 2 Percentage Often or Consistently
Pre –Primary	96%	97%
Year 1	98%	99%
Year 2	97%	97%
Year 3	90%	90%
Year 4	96%	97%
Year 5	98%	98%
Year 6	93%	89.5%



Target was achieved in all areas apart from Year 3 and Year 6.

Target 2

Maintain whole school average in student attendance of 94%.

Target was achieved.

Average Attendance Rate 2018	96%
% Students Regularly Attending (90%+) 2018	91%

Target 3

85% of Students "Feel Safe at School" as per Student Survey.

National School Opinion Survey 2018

'I feel safe at school'

N/A	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1%	3%	2%	6%	29%	60%

Target Achieved with 89% of students indicating that they felt safe at school.

Target 4

Attain the standard in National Quality Area 2 –*Childrens' Health and Safety*.

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.

Target achieved.



3. Strong, Sustainable Partnerships

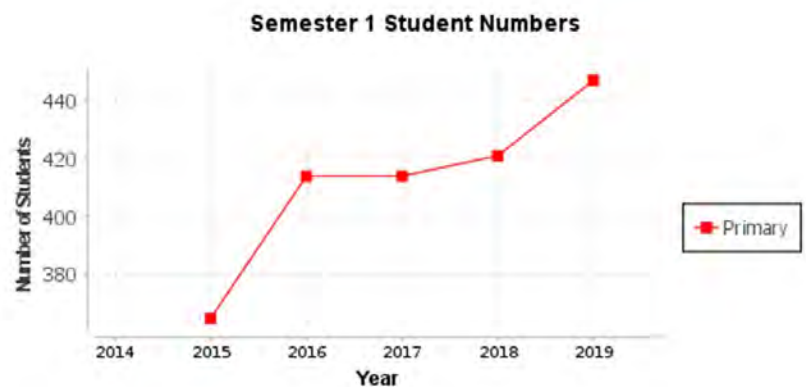
Target 1

Increase attendance of families at Open Night to 90%.

Target not achieved with percentage of families attending being around 75%. Feedback has suggested greater advertising of the event as a school activity and not one for just visitors.

Target 2

Maintain current trend in school enrolment.



Target achieved. GHPS continues to remain a school of choice within the local area.

Target 3

Increase the number of respondents to parent survey by 50%.

2016 Respondents	2018 Respondents
11	41

Target achieved. A clear increase in parent responses as a result of communication supported by both the Scholl Board and the P&C.



Target 4

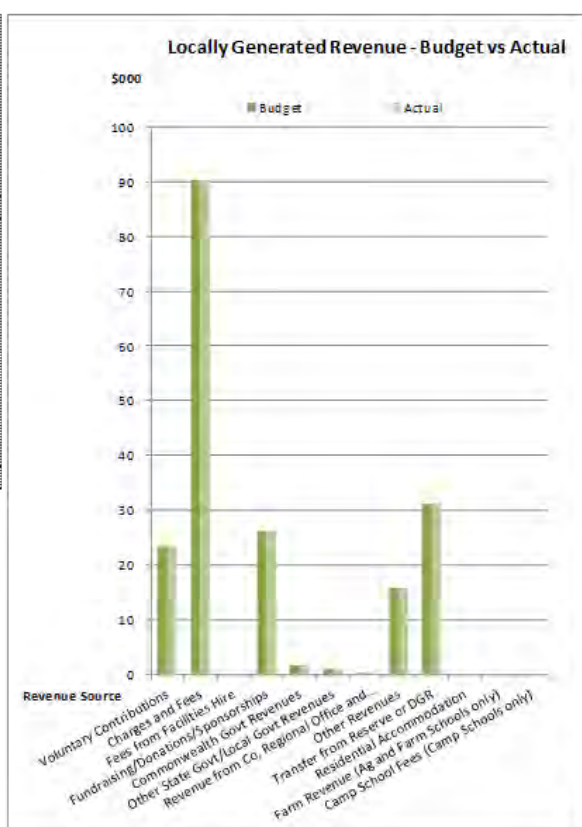
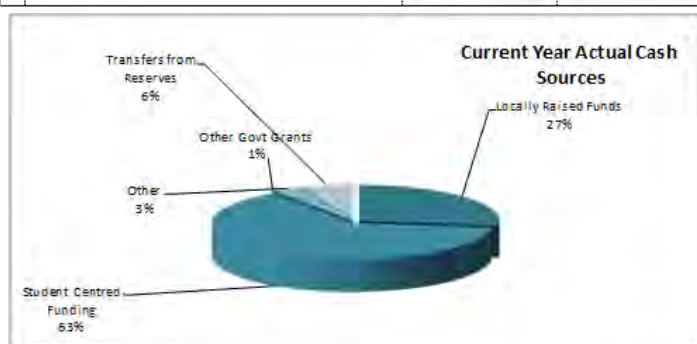
Increase parent attendance at parent –teacher interviews to 100% .

Target not achieved. Whilst every attempt is made for all parents to attend, this is not always an achievable target. Many classes do however report 100%.

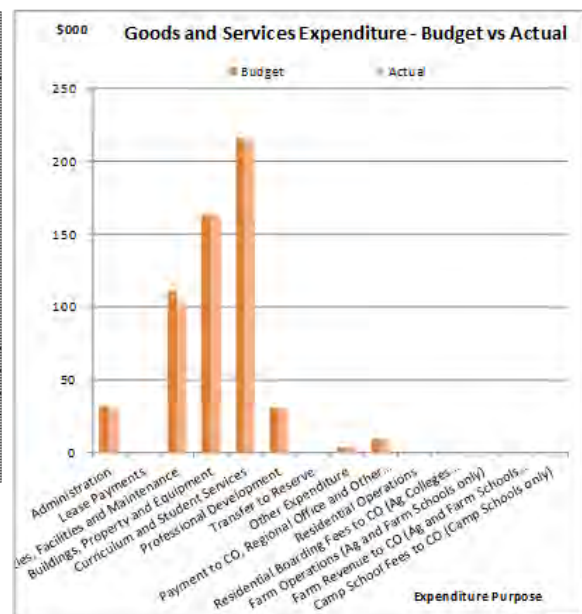
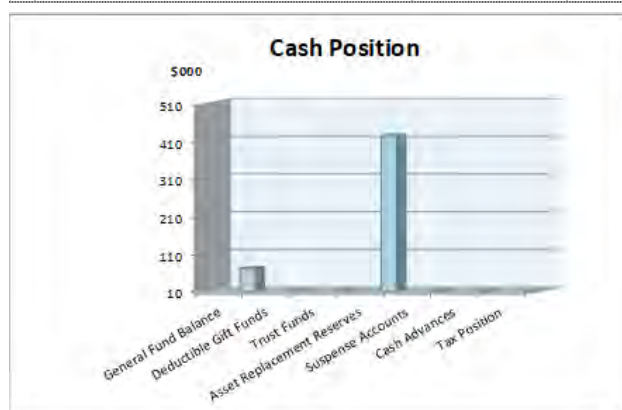
Gooseberry Hill Primary School

Financial Summary as at
31st December 2018

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 23,358.00	\$ 23,358.00
2	Charges and Fees	\$ 90,309.97	\$ 90,309.97
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 26,264.21	\$ 26,264.21
5	Commonwealth Govt Revenues	\$ 1,769.87	\$ 1,769.87
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 90.91	\$ 90.91
8	Other Revenues	\$ 15,733.70	\$ 15,732.17
9	Transfer from Reserve or DGR	\$ 31,239.55	\$ 31,239.55
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 189,766.21	\$ 189,764.68
	Opening Balance	\$ 69,128.00	\$ 103,509.55
	Student Centred Funding	\$ 329,928.07	\$ 329,928.07
	Total Cash Funds Available	\$ 588,822.28	\$ 623,202.30
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 588,822.28	\$ 623,202.30



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 31,613.00	\$ 29,693.49
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 110,794.62	\$ 102,727.52
4	Buildings, Property and Equipment	\$ 162,904.40	\$ 162,904.40
5	Curriculum and Student Services	\$ 216,247.30	\$ 213,513.64
6	Professional Development	\$ 30,670.52	\$ 30,039.61
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 3,402.45	\$ 3,788.98
9	Payment to CO, Regional Office and Other Schools	\$ 9,343.60	\$ 9,343.60
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	\$ 564,975.89	\$ 552,011.24
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 564,975.89	\$ 552,011.24
	Cash Budget Variance	\$ 23,846.39	



Cash Position as at:	
Bank Balance	\$ 492,997.10
Made up of:	
1 General Fund Balance	\$ 71,191.06
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 422,843.28
5 Suspense Accounts	\$ 1,647.76
6 Cash Advances	\$ -
7 Tax Position	\$ 2,685.00
Total Bank Balance	\$ 492,997.10

SCHOOL BUDGET AND ANNUAL ACCOUNTS 2018



The Student Centred Funding Model allowed the school to direct funds to areas of need. 2018 saw the school and P&C contribute a significant amount of funding toward the upgrade of the Audio Visual equipment in the Keene Undercover area making for an improved performance space. Spending on curriculum areas such as Maths and English continued to provide resources to assist student learning and staff development in programs such as Talk for Writing, Letters and Sounds and Words Their Ways supported the operational plans in these areas. Staff development remains a focus with time and resources to be spent in the area of creating teacher leaders who are reflective of their practices and contribute to the ongoing improvement of the learning program.

Future planning will focus on the development of facilities and equipment in the Science and STEM areas, with the P&C and school committed to an outdoor learning space to facilitate this. The upgrade of the Cooke Room into a purpose built Science Lab will also improve the resources in the Science Learning Area and create a greater focus for the future.

The grounds continue to be a feature and spending on the maintenance and upgrade of playground facilities remains a priority. Voluntary Contributions were at around 80%. Whilst the contributions are voluntary, they do contribute directly to the classroom resources for all students.

The School Business Plan for 2019 –2020 will continue to focus on whole school improvement ensuring a reflective and responsive approach to teaching and learning. Continuous review of data and the impact of learning programs will form the basis for staff discussions. Staff will also participate in a 360 review of their own teaching practice to ensure ongoing reflection and focussed improvement plans.

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.

