



Annual Report 2020

Gooseberry Hill Primary School

Seek Wisdom



Alone we do
well, but
together we
do better.



A MESSAGE FROM THE PRINCIPAL

I am pleased to be able to present the 2020 Annual School Report.

As it has been said on many occasions, 2020 was a year like no other. A disruption to the school year at the end of Term 1 saw the introduction of some learning from home which the staff and students embraced as the new normal. As a result a seamless return to face to face learning was possible in Term 2.

In the new normal that was Term 2, we continued with assemblies, albeit in a modified form, we met our parents out on the footpaths before and after school, held our Cross Country and all became very familiar with the term 'social distancing'.

Fortunately, as Term 3 came upon us we were able to open up more and welcome parents back into the school.

The Fathers' Day Breakfast was the first of these followed by the Faction Carnival, which was a fantastic day and reinforced just how important school community is.

We were humbled at the end of Term 1 with the well wishes and gratitude that was forthcoming as we navigated a potential move to online studies

The 2019 -2020 Business Plan continued our focus to the three areas of;

- 1.Excellence in Teaching, Learning and Leadership**
- 2.Fostering a Safe and Supportive Environment**
- 3.Building and Maintaining Strong and Sustainable Partnerships.**

The cancellation of NAPLAN in Term 2 will have some impact on school reporting, however the introduction of PAT Testing across Years 3-6 has provided staff with sufficient data to identify areas of improvement both at individual and whole school level.

Within this report, I will outline progress made toward targets using a more qualitative approach celebrating milestones that were achieved in 2020.

I would like to take this opportunity to thank all stakeholders for their contributions over the past year. Whilst challenges were plentiful, upon reflection it can be noted that we also learnt a lot and came together as a community supporting one another at every opportunity.

I would like to acknowledge the contributions of the School Board and the P&C for their unwavering support and counsel. The connectedness of these parent groups continues to keep us in a strong position.

As always, the staff at GHPS continue to lead the way with their dedication to their students and willingness to always look for improvement. As we look forward to 2021, and a new Business Plan Cycle, staff are heavily involved in reviewing current practice and reflecting upon what is relevant in a post COVID environment. It is important that we take the lessons learned and alter practice to include them in our day to day operations.

I am excited to be able to consolidate on the great things that we do at GHPS and strive to find the balance between academic excellence and valuable experiences to ultimately 'Seek Wisdom' as the school motto says.

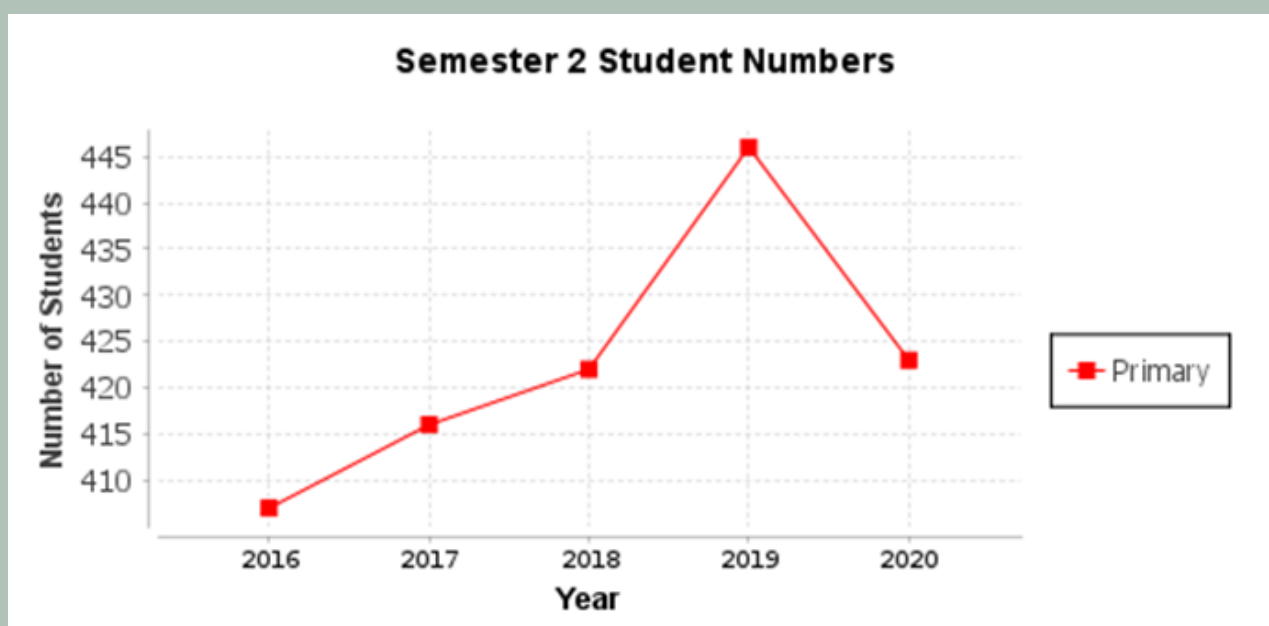
I look forward to continuing to build upon a 'Culture of Success' and celebrate this with our wonderful school community.

OUR SCHOOL

Students

465

Overall Student Numbers as at
August Census

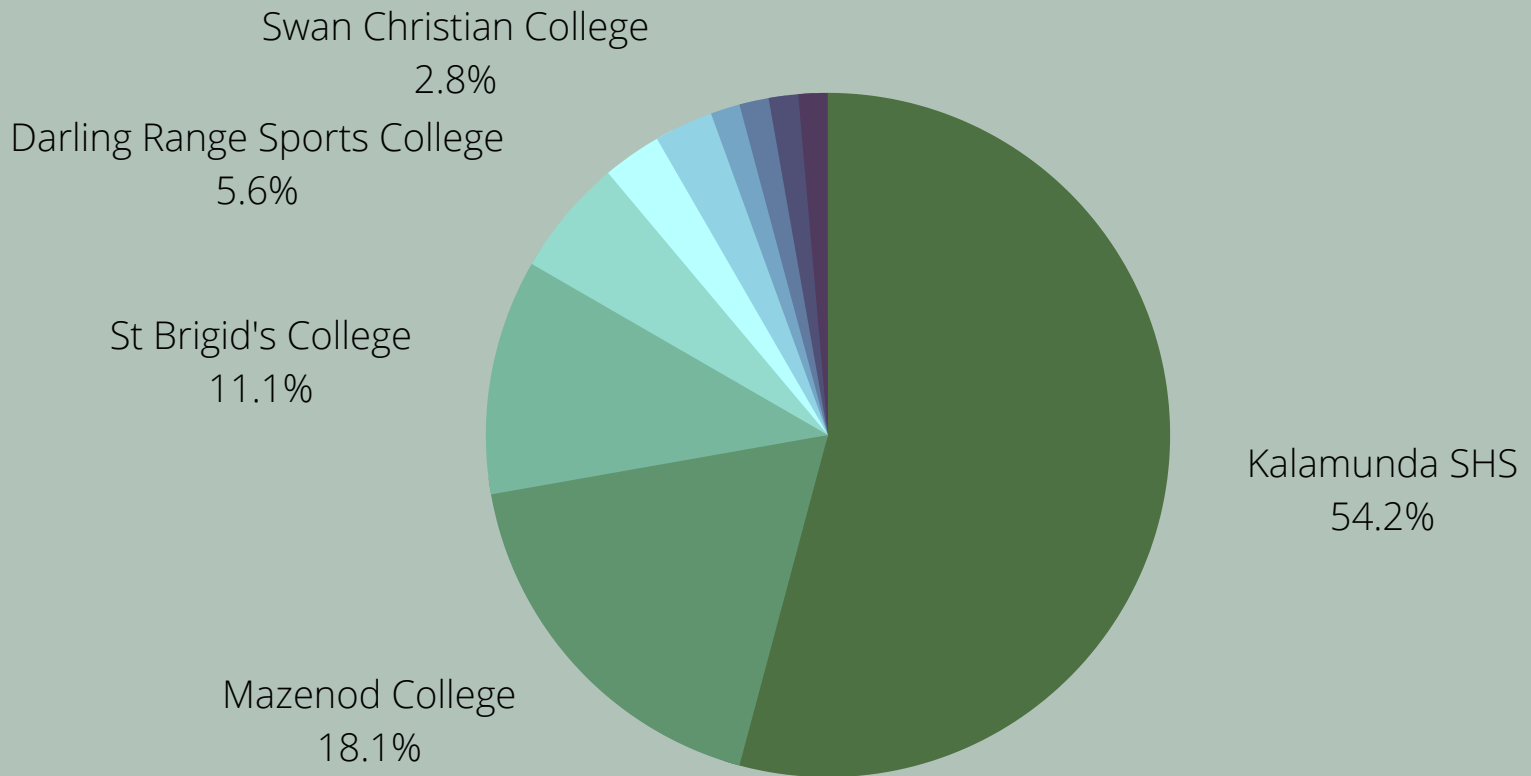


STUDENT NUMBERS BY YEAR GROUP

Numbers as at 2020 August Census



Secondary School Destination



2020 saw a slight reduction in numbers due to a smaller Year 6 cohort. This resulted in one less classroom across the school and allowed Languages to return to the Room 15 demountable. This is optimum size for GHPS. Large cohorts in Years 5, 3 and 1 will require considerable planning when entering Year 6, so as to maintain the Year 6 program which is seen to be the preference of the school community.

Kalamunda Senior High School continues to be the preferred destination for GHPS students in Year 7 with Mazenod College and St Brigid's College being the schools of choice for those choosing the private sector. Other schools are chosen due to students taking an opportunity in a specialist program. Feedback from the secondary schools is that GHPS students are well prepared for the next phase of schooling.

GHPS is working to obtain some academic data to assist in the ongoing planning of programs to prepare Year 6 students for success.

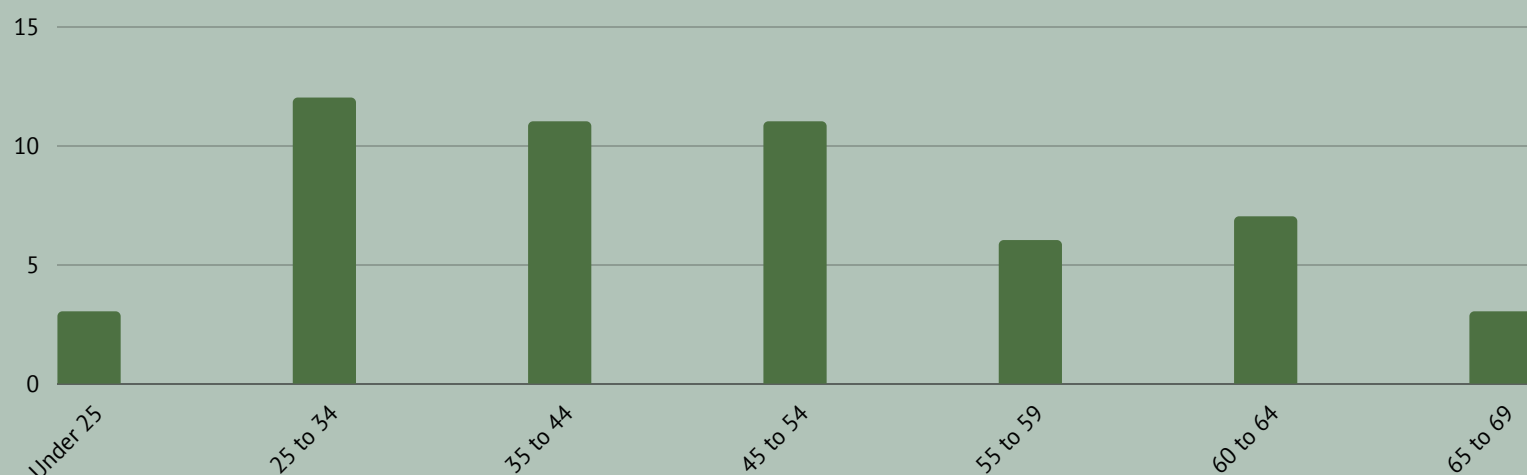
OUR SCHOOL

Staff

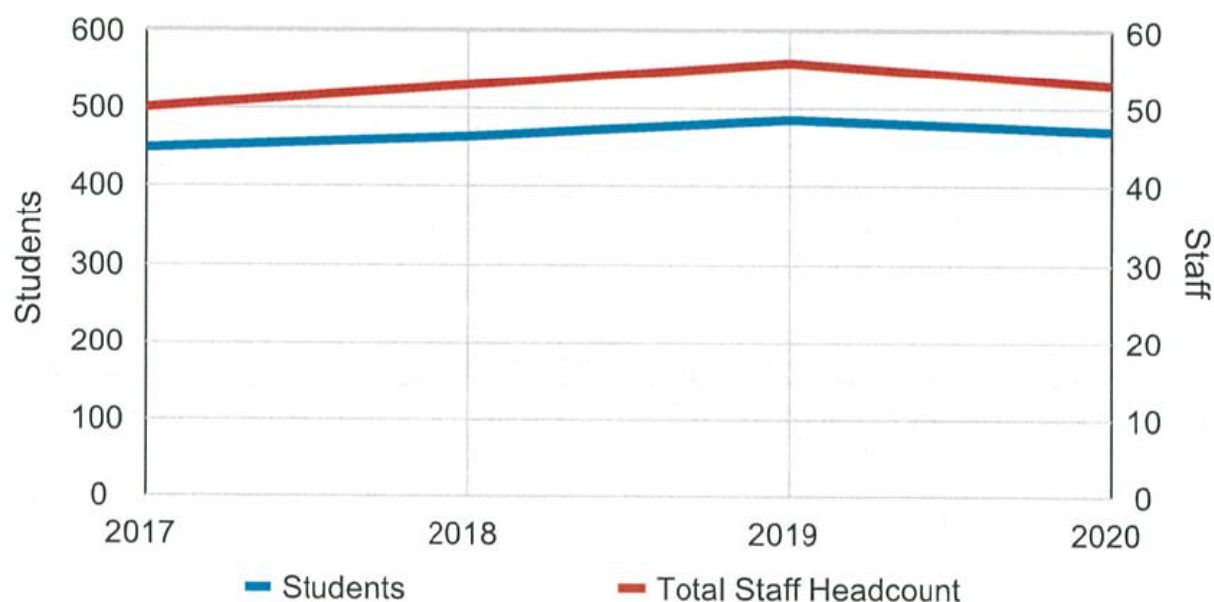
45.7

Average age of all staff

STAFF NUMBERS BY AGE



Student Numbers and Staff Trend



Staff Gender Profile

Table 5 Gender profile

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2017	5	45	4	29	1	16
2018	4	49	3	31	1	18
2019	5	51	4	32	1	19
2020	5	48	4	28	1	20
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2017	3.8	34.9	3.0	23.2	0.8	11.7
2018	3.4	36.5	2.6	24.0	0.8	12.5
2019	3.8	39.8	3.0	27.0	0.8	12.8
2020	3.8	38.3	3.0	23.1	0.8	15.2

Full Time / Part Time Staff

Table 3 Total employment headcount with proportion of full time employees

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	3	100%	0%
Teacher	29	52%	48%
Mainstream EAs	5	60%	40%
Education Support EAs	6	67%	33%

The workforce planning at GHPS would indicate that staff average age is comparative to that of the Australian average of 42 years, taken from the 2018 OECD Teaching and Learning Survey. What can be noted, is the large number of staff in the 25 - 44 age groupings, most of which are female. This has planning implications with regard to parenting leave and staff returning part time following this leave. In 2020, 5 of 17 classes and 1 of 4 specialist areas consisted of a job share arrangement due to staff being part time. This equated to 48% of staff working part time. Careful consideration is given to this to ensure there is limited impact on student learning. Staff work closely together to ensure this success.

IMPROVEMENT TARGETS

Excellence in Teaching, Learning and Leadership

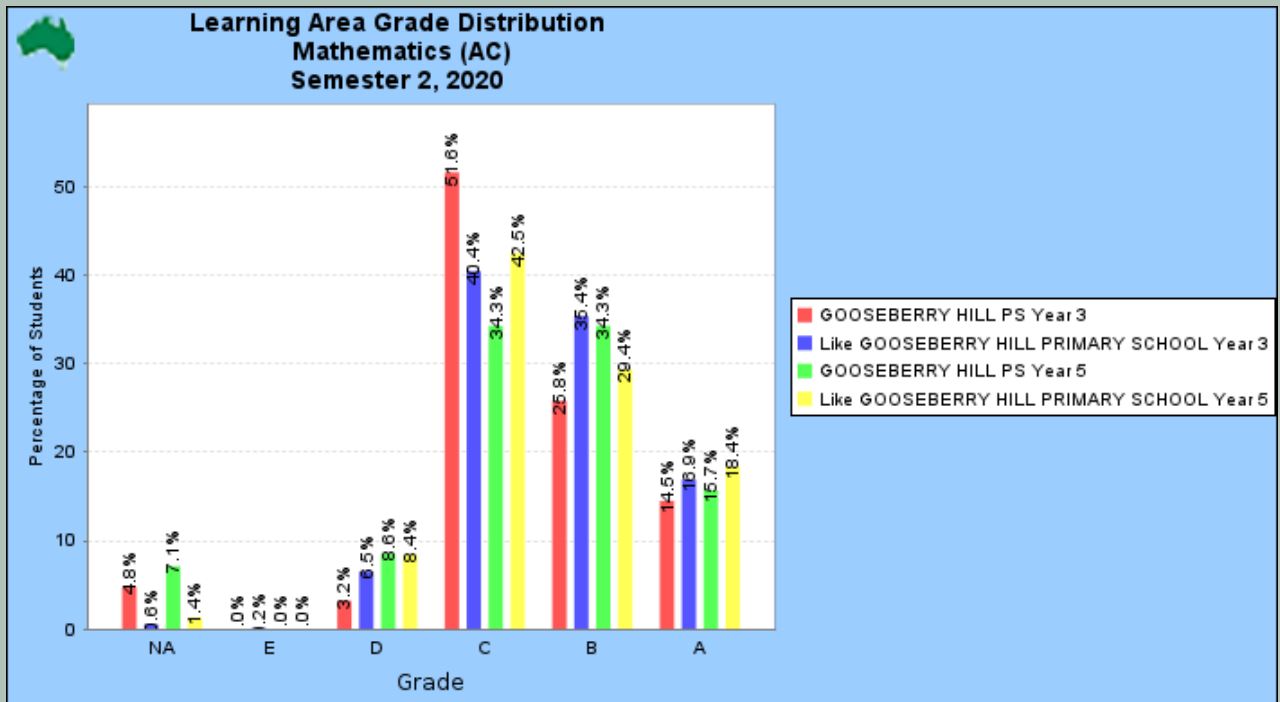


Literacy and Numeracy

With the cancellation of NAPLAN, an analysis of PAT Testing from Years 3 - 6 was undertaken to determine areas of targeted intervention. With this intervention in Reading and Spelling, student progress was determined across a number of areas. This data can now be tracked annually to determine both individual and cohort progress and focus areas.

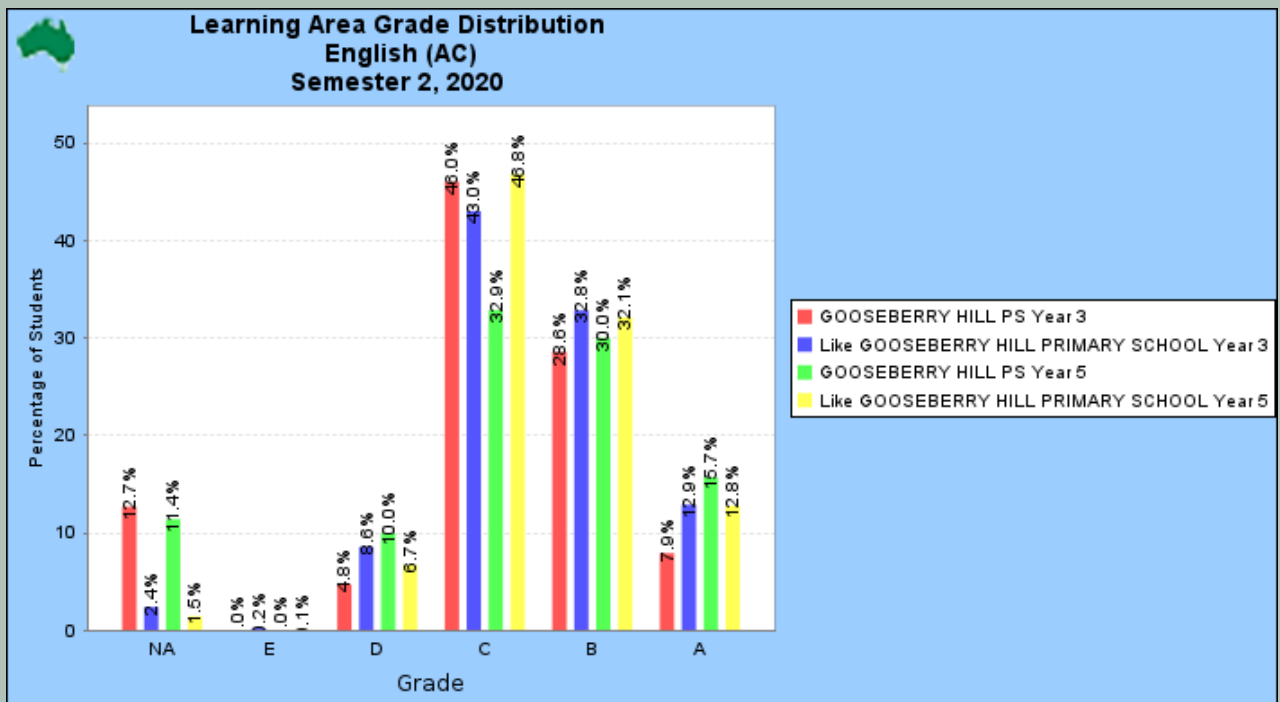
With NAPLAN Data being unavailable, a comparison on grade distribution with 'Like' schools for the Mathematics and English Learning are has been completed. It can be noted that this analysis would mirror previous NAPLAN analysis with GHPS achieving just below that of 'like' schools.

Year 3 and 5 Mathematics Grade Distribution Compared to Like Schools



The analysis would show that the Year 3 cohort achieved a similar percentage of A grades compared to that of 'like' schools, but had 10% less B grades and 17% more C grades. Year 5 students were also comparative with A grades and achieved 5 % more B grades compared to 'like' schools.

Year 3 and 5 English Grade Distribution Compared to Like Schools



The analysis would show that the Year 3 cohort achieved 5% less A grades compared to that of 'like' schools, but 2% less B grades and 4% more C grades. Year 5 students achieved 3% more A grades, but 2% less B grades and 10% less C grades. Larger percentages of N/A's are reflective of students on Individual Learning Plans who are not assessed against the standard curriculum.

IMPROVEMENT TARGETS

Excellence in Teaching, Learning and Leadership



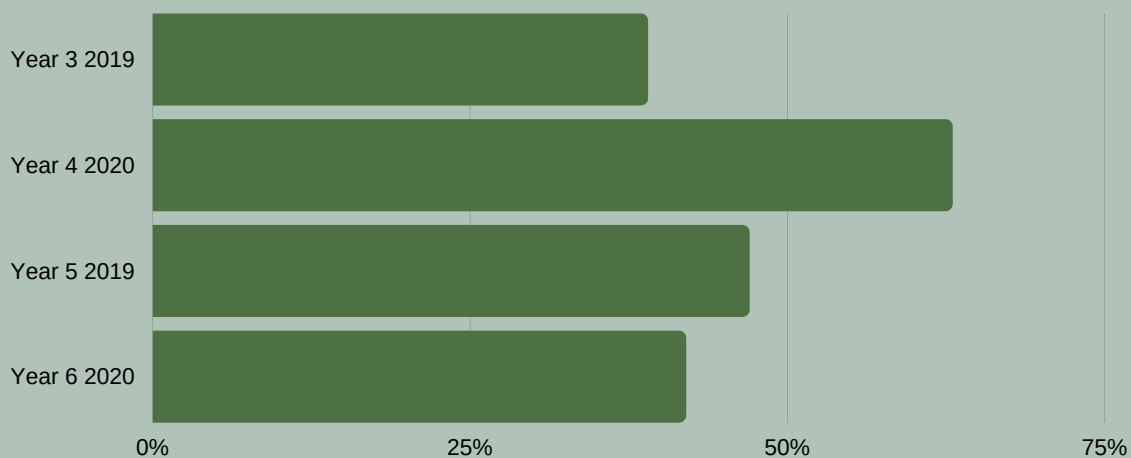
Science

Increase the number of students receiving a B or Higher by 10% in Years 4 and 6.

Achieve a greater percentage of A and B grades compared to 'like' schools.

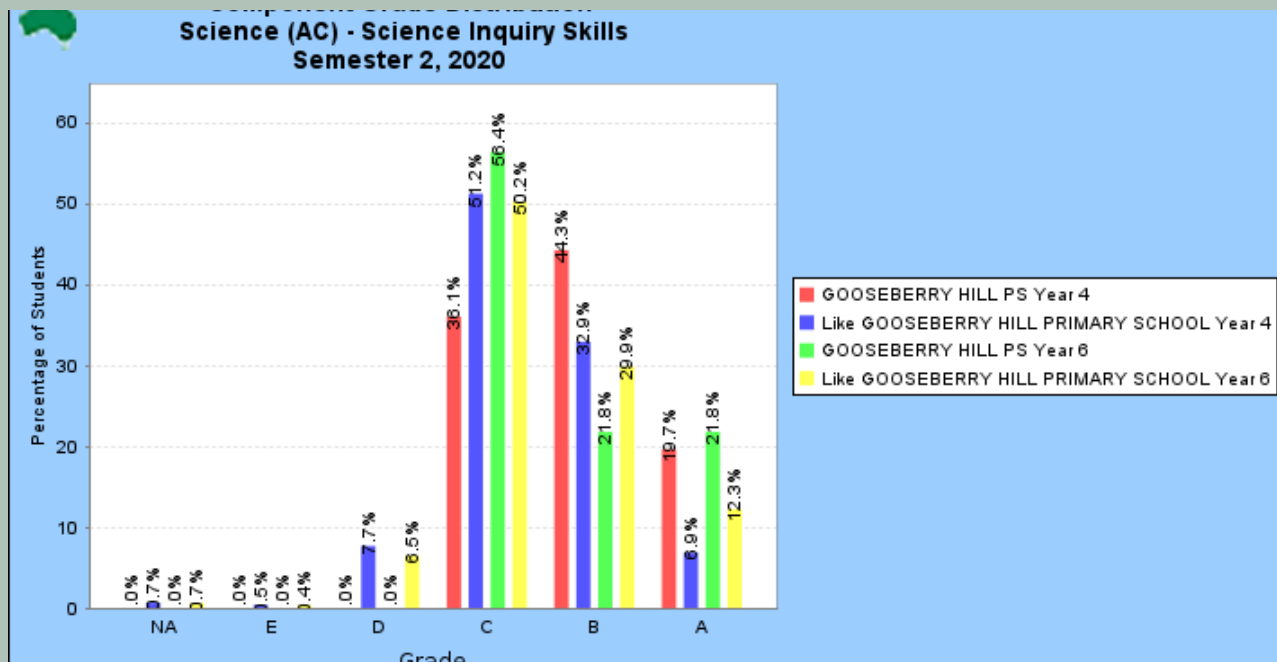
To get an accurate analysis of data, the same cohort was looked at in both Year 3 and 5 in 2019 and then their comparative grades in Year 4 and 6 for 2020. The analysis can be made across the Science Inquiry Skills Strand which is consistent across all year levels.

Percentage of Students with B Grade or Higher; Science Inquiry Skills



The analysis would show that the Year 3 to 4 grade distribution increased by 14%, whereas the Year 5 to 6 showed a 5% decrease. This can often be attributed to an increase in the rigour from Year 5 to 6.

Year 4 and 6 Grade Distribution Compared to Like Schools



The analysis would show that GHPS has out performed like schools in both Year 4 and 6 Science Inquiry Skills. The percentage of Year 4 students with A and B grades was 14% higher than like schools with Year 6 students showing a 1% margin.

IMPROVEMENT TARGETS

Excellence in Teaching, Learning and Leadership



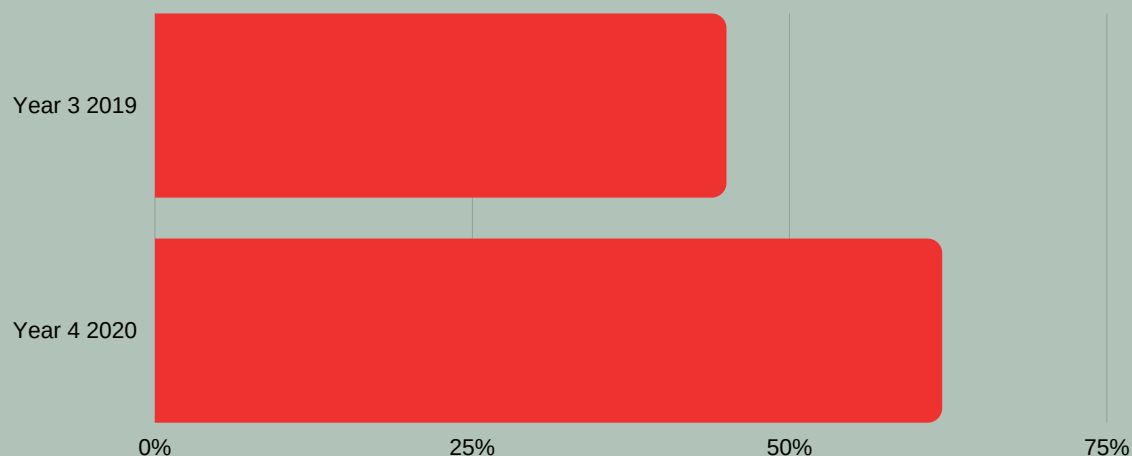
HASS

Increase the number of students receiving a B or Higher by 10% in Years 4 and 6.

Achieve a greater percentage of A and B grades compared to 'like' schools.

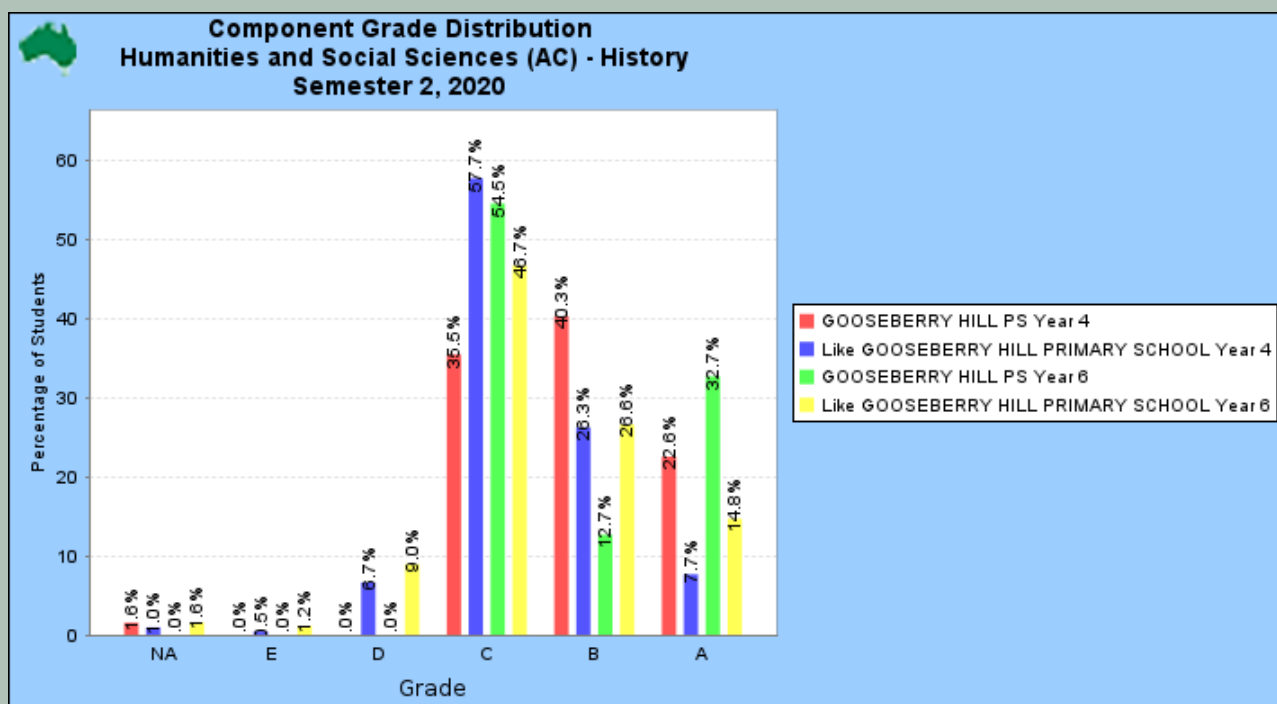
To get an accurate analysis of data, the same cohort was looked at in both Year 3 and 5, 2019 and then their comparative grades in Year 4 and 6 for 2020. The comparisons can only be made for Year 4 students for 2020 as they were assessed in History in both years. Year 5 and 6 students were not assessed in Geography in 2019 and History in 2020 therefore making any comparisons invalid. Comparison to like schools can be drawn in History for both Year 4 and 6 students in 2020.

Percentage of Students with B Grade or Higher; History



The analysis would show that the Year 3 to 4 grade distribution increased by 17%. Significantly all students achieved a C grade or above for Year 4, in 2020.

Year 4 and 6 Grade Distribution Compared to Like Schools



The analysis would show that GHPS has out performed like schools in both Year 4 and 6 History. The percentage of Year 4 students with A and B grades was 29% higher than 'like' schools with Year 6 students showing a 5% margin.

IMPROVEMENT TARGETS

Fostering a Safe Supportive and Successful Environment



Attendance

Maintain a whole school average in attendance of 94%

The 2020 attendance rates were dramatically impacted on by the COVID 19 pandemic. The Department of Education had not published 2020 attendance data tables at the time this report was published. The impact on student attendance at GHPS was significant with only 10 students attending school in the final week of Term 1. Whilst most students returned at the beginning of Term 2, staff reported ongoing absences throughout the term due to an increased alertness to cold and flu symptoms and the instruction to keep students at home should they be showing any signs of illness. The impact of the increased absenteeism may take some time to present.



IMPROVEMENT TARGETS

Fostering a Safe Supportive and Successful Environment



Social / Emotional

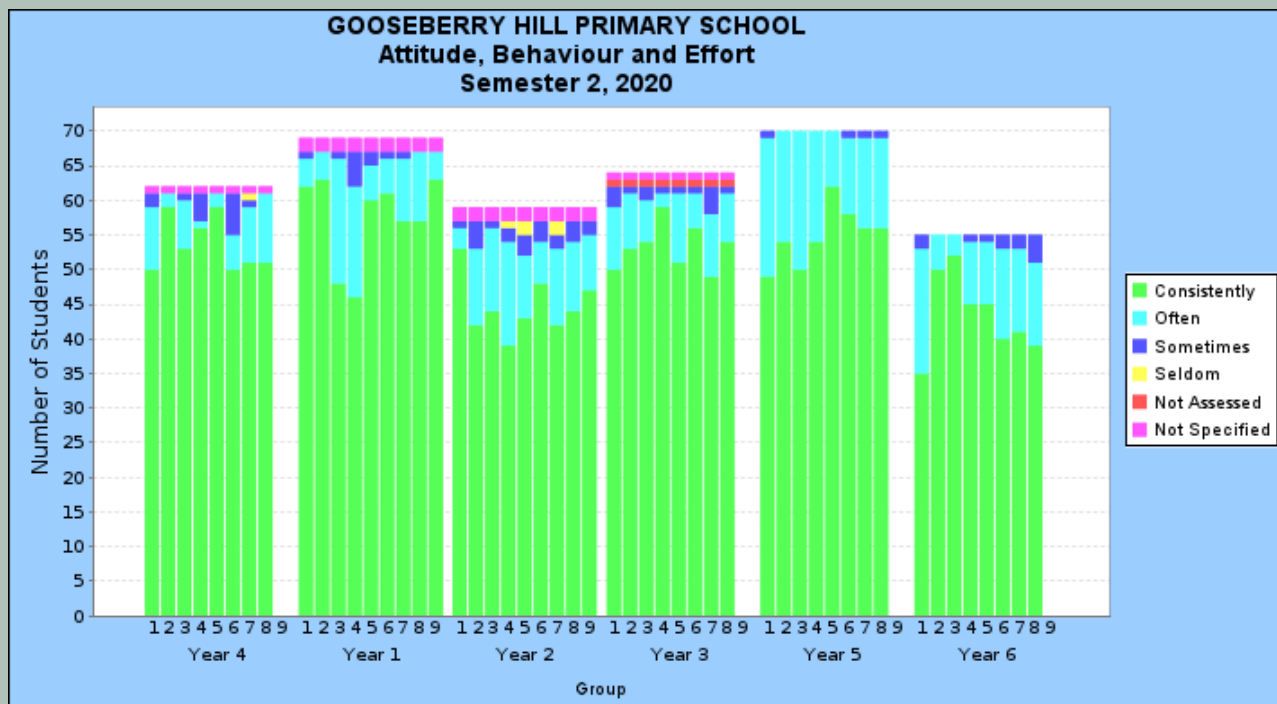
95% of students achieve usually or consistently in Attitude Behaviour and Effort attributes in Semester Reports

Attain the National Quality Area 2 - Children's Health and Safety

Student behaviour continues to be of a high standard across the school. All staff were trained in the use of the 1,2,3 Magic and Emotional Coaching program and this was implemented as a whole school program in 2020. This is a simple and effective behaviour management system that redirects student behaviour with minimal disruption to the class.

GHPS continues to complete the National Quality Standard Audit in the Early Childhood to maintain compliance.

Attitude, Behaviour and Effort; Semester 2, 2020



Analysis would show that overall most year groups have achieved often or consistently with regard to attitude, behaviour and effort. From a simplistic viewpoint, Year 5 and 6 students would appear to have demonstrated very positive attitude and behaviour across the year.

Further analysis of the raw data enables key areas of focus to be identified as;

Year 1 - Attribute 4 - Displays perseverance

Year 2 - Attribute 5 - Expresses emotions appropriately

Year 3 - Attribute 7 - Sets goals and works towards them with perseverance

Year 4 - Attribute 6 - Is enthusiastic about learning

Year 5 - Attribute 1 - Works to the best of their ability

Year 6 - Attribute 8 - Shows confidence in making positive choices and decisions

National Quality Standard 2 - Children's Health and Safety

Quality Area 2 has two standards that focus on children's health and safety. These Standards are crucial to delivering quality outcomes for children under the National Quality Framework because:

- children's health, comfort and wellbeing strongly impact on their learning, confidence and self-growth;
- all children have a right to safety and protection from harm
- adequate supervision and effective management of incidents and emergencies are paramount at all times to support children's safety and engagement in the educational program.

Standard/ Elements	Concept	Descriptor
QA2		Children's health and safety
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

In accordance with Department Policy, GHPS undertakes an annual audit of all National Quality Standards within the Early Childhood area. This audit consists of anecdotal evidence as well as ongoing review of plans and procedures to ensure standards, elements and concepts are being met. GHPS has a very strong Early Childhood program that meets the needs of the students and provides a safe and supportive environment for young minds to learn and play.



IMPROVEMENT TARGETS

Building and Maintaining Strong and Sustainable Partnerships



Community Partnerships

Increase attendance of families at Open night to 90%.

Maintain positive trend in future school enrolments.

Increase parents attendance at parent teacher interviews to 95%

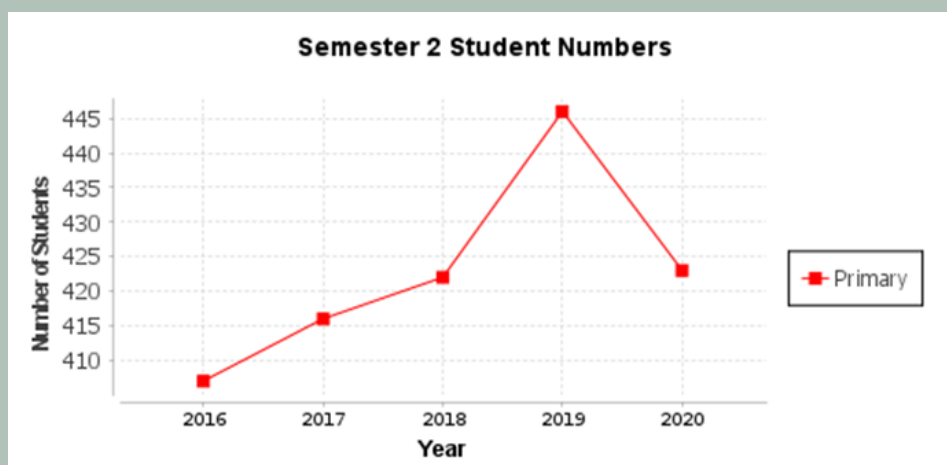
Community and partnerships continue to underpin the culture at GHPS with strong support from the parent body crucial to ongoing success. A strong and functional School Board has been established with all members taking part in training as to the role and function of board members. The P&C remains a strong contributor to the school with celebration of events such as the Quiz Night and the Run-4-Fun were the highlights in an otherwise difficult year.

A partnership with Kanyana Wildlife Rehabilitation Centre continues to allow the students to take part in the wider community and contribute outside of the school. Students from Year 5 and 6 attend weekly to work with volunteers to feed and care for sick and injured animals. Year 4 students attend a whole day excursion in Term 4 to prepare for this.

The parent support for the school was evident in 2020 in a numbers of ways, but not restricted to attendance at events. Parent teacher interviews were well attended in Term 1, however the restrictions preventing parents from being on school grounds impacted this in Terms 2, 3 and 4. Open night was a huge success with over 95% of parents and families recorded as attending. This was a huge event that marked the welcoming of families back into school under the new restrictions and capacity guidelines.

Careful adherence to these saw many successfully attended events to wrap up the year including the Year 6 Leadership Breakfast, the Father's Day Breakfast, Faction Athletics and Swimming Carnivals and end of year Christmas concerts. Utilization of our amazing school grounds allowed for an outdoor evening Presentation Night that was very well attended by the school community and was a worthy celebration of the year.

Enrolment trends 2016 -2020



Whilst the above graph would show a decline in numbers from 2019, it can be viewed more as numbers stabilising, following the large Year 6 cohort in 2019. Future projections of large cohorts in Year 5, 3, and 1 will mean that the Year 6 program will be placed under pressure to remain in its current set up with all Year 6's in the Brooks area. Careful consideration and planning will be required to preserve this. Stronger adherence to the enrolment policy, including the reduction of out of area enrolments, is needed considering the changing real estate patterns in Gooseberry Hill.

FINANCIAL SUMMARY



GHPS remains in a strong position financially with a total bank balance of \$577,839.53 as at the 31st of December 2020. The majority of this is in asset replacement reserves for computers and furniture, including interactive whiteboards. This equipment is replaced regularly to ensure that students and staff have access to up to date technology. With the purchase of new desktops and laptops in the laboratories, and a set of iPads to replace the laptops in the Year 6 area, spending in this area was significant in 2020. The asset replacement plan will see funding directed to the reserve accounts to ensure future upgrades are available.

Capital spend on buildings and equipment was a large percentage of the cash budget with the completion of the outdoor learning area, the purchase of bag racks and the construction of the Kindy veranda. Planning for the construction of a new staffroom is underway and funding will be directed to this in future budgets.

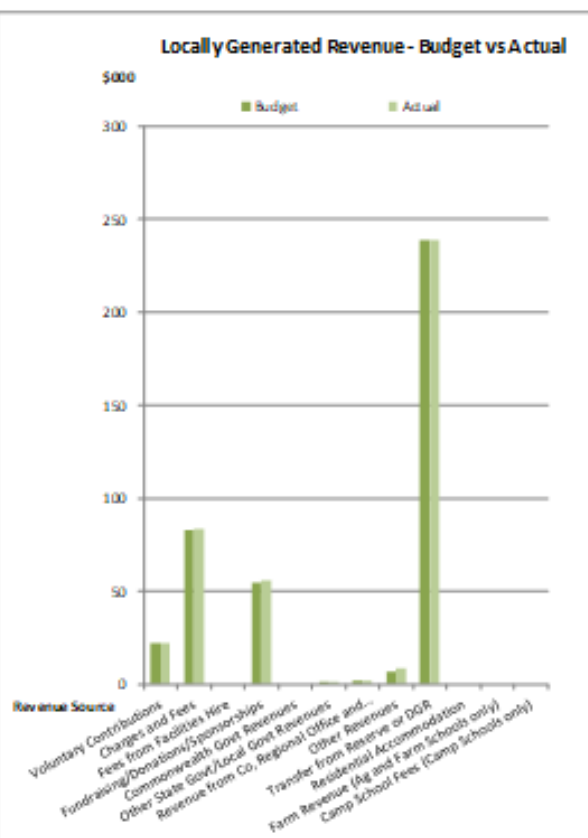
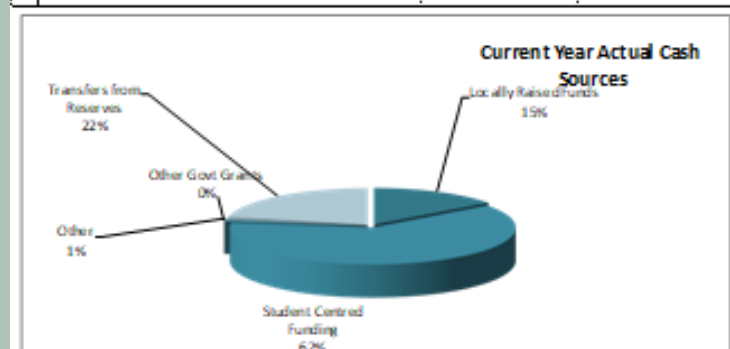
As always, curriculum and services for students spending provides materials and activities to support student learning and is linked to the Business and Operational Plans.

Insert your School
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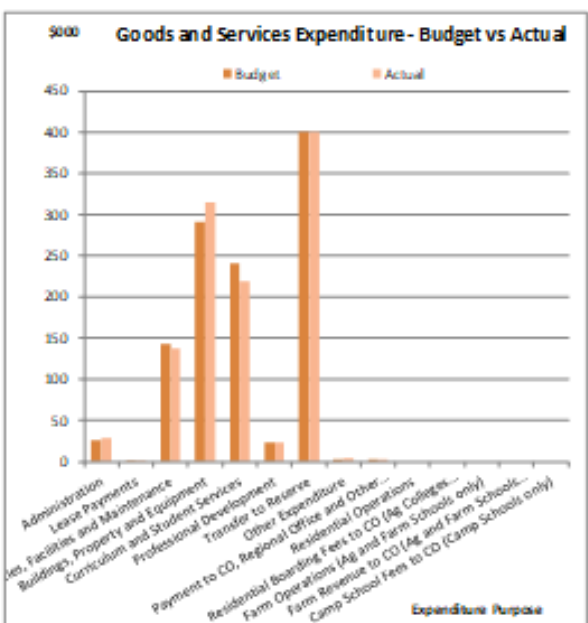
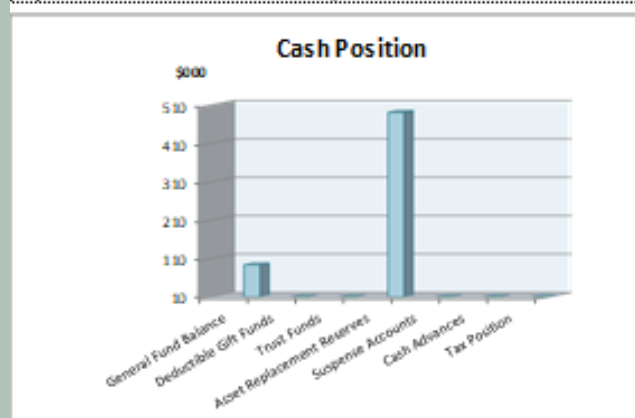
Gooseberry Hill Primary School

Financial Summary as at 31st December 2020

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 22,375.50	\$ 22,458.50
2	Charges and Fees	\$ 83,083.61	\$ 83,897.61
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 54,690.39	\$ 56,268.19
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ 1,749.50	\$ 1,749.50
8	Other Revenues	\$ 6,777.80	\$ 8,577.15
9	Transfer from Reserve or DGR	\$ 238,774.12	\$ 238,774.12
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 408,548.92	\$ 412,815.07
Opening Balance		\$ 126,108.00	\$ 126,108.00
Student Centred Funding		\$ 685,435.04	\$ 685,739.13
Total Cash Funds Available		\$ 1,220,086.96	\$ 1,224,637.20
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 1,220,086.96	\$ 1,224,637.20



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 25,832.72	\$ 29,284.26
2	Lease Payments	\$ 1,615.04	\$ 1,615.04
3	Utilities, Facilities and Maintenance	\$ 142,806.38	\$ 136,990.65
4	Buildings, Property and Equipment	\$ 290,185.45	\$ 314,362.22
5	Curriculum and Student Services	\$ 240,130.17	\$ 219,438.93
6	Professional Development	\$ 23,300.00	\$ 23,020.14
7	Transfer to Reserve	\$ 400,000.00	\$ 400,000.00
8	Other Expenditure	\$ 2,725.82	\$ 3,876.82
9	Payment to CO, Regional Office and Other Schools	\$ 2,460.00	\$ 2,460.00
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)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 1,131,036.53	\$ 1,130,998.06
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 1,131,036.53	\$ 1,130,998.06
Cash Budget Variance		\$ 89,050.43	\$ -



Cash Position as at:

Bank Balance	\$ 577,839.53
Made up of:	
1 General Fund Balance	\$ 93,639.14
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 480,998.56
5 Suspense Accounts	\$ 5,799.83
6 Cash Advances	\$ -
7 Tax Position	\$ (12,538.00)
Total Bank Balance:	\$ 577,839.53

