



# ANNUAL REPORT 2021

Gooseberry Hill Primary School

Seek Wisdom



**SUCCESS THROUGH  
EXCELLENCE AND  
EXPERIENCE**



## A MESSAGE FROM THE PRINCIPAL

I am pleased to be able to present the 2021 Annual School Report.

2021 was a year of strong growth for Gooseberry Hill Primary School as we brought together many years of work to launch the new Business Plan. With a focus on creating the balance between all of the wonderful experiences on offer at our school and the academic rigour required to improve student outcomes, the 2021 -2023 Business Plan will focus on Success through Excellence and Experience.

Along with the accompanying strategic and operational plans staff, students and the parent community committed to the relentless pursuit of improvement across all aspects of the school.

A new shared vision brings together all of the existing strength, whilst narrowing the focus on challenging everyone to meet their potential.

## OUR VISION

**TOGETHER,  
WE SEEK WISDOM BY  
STRIVING FOR EXCELLENCE  
AND SUCCESS THROUGH A  
NURTURING AND  
CHALLENGING ENVIRONMENT,  
RICH WITH EXPERIENCE AND  
RIGOUR.**

With the School Review taking place in Term 3, the early part of the year was spent interrogating whole school programs and looking at data to identify areas that required attention.

Following an extensive staff audit of programs and activities, and in response to parent feedback the 2021 calendar was streamlined and many activities were removed. This created opportunity to focus on doing less well, and reduce the stress levels on staff, students and parents at peak times of the year.

Curriculum Leaders developed Operational Plans and worked with individual cohorts to create consistency within the teaching of these programs. The data collected was analysed and focus areas identified.

The School Review identified that the school is well led and has fantastic support from it's community. The engagement of the parent body and care and consideration with which they engage in the school was highlighted as an example of how highly effective schools operate.

Not surprisingly, the academic progress of the students was identified as an area of focus as was the need to ensure that whole school programs were taught consistently across the school.

Staff engagement in the process and the shared vision to create success was celebrated with the reviewers identifying that the school was on the cusp of making significant steps toward being a highly effective school across all 6 domains.

The immediate response to the recommendations from the review has seen the engagement of staff in Ed Companion Data Analysis program that has allowed for the drilling down on specific learning outcomes in order to improve student outcomes.

Strategic recruitment has also enabled teacher leaders to take charge of school improvement and drive the necessary change.

I would like to thank and acknowledge the work of the whole school community for it's continued support and drive to 'SEEK WISDOM'.

I look forward to continuing to see the progress made under the current Business Plan as we achieve our milestones and targets with *Success through Excellence and Experience*.

# OUR SCHOOL STUDENTS

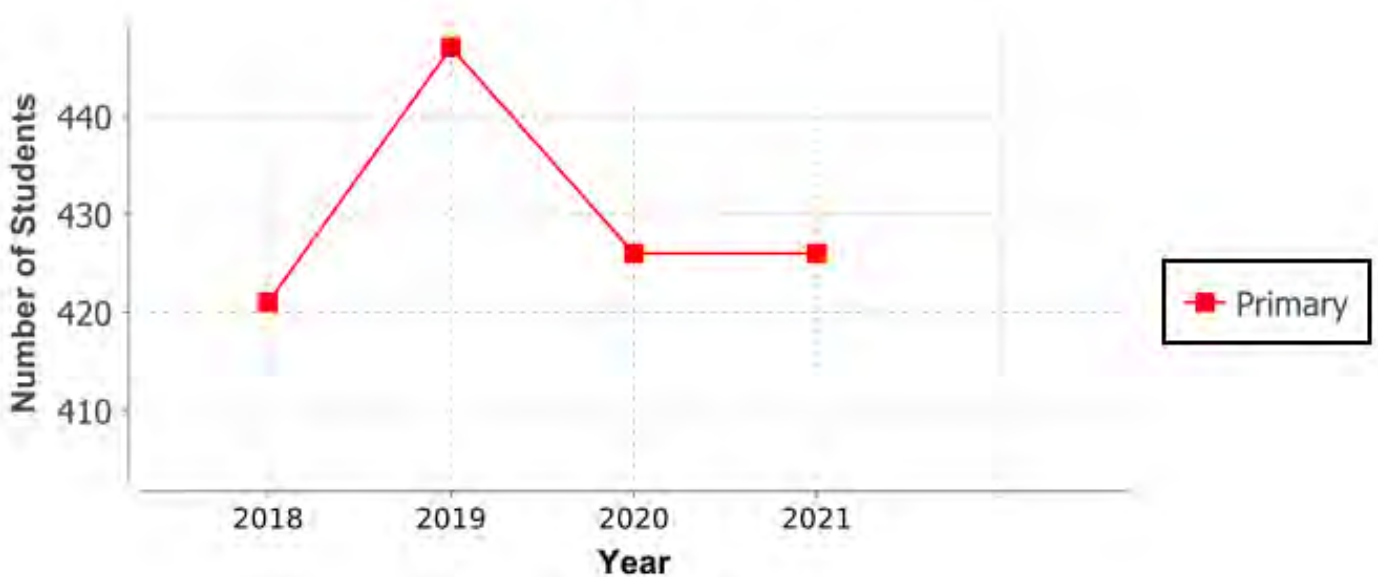
464

Overall Student Numbers as at  
August Census

## STUDENT NUMBERS AND CHARACTERISTICS

Numbers as at 2021 August Census (does not include Kindergarten)

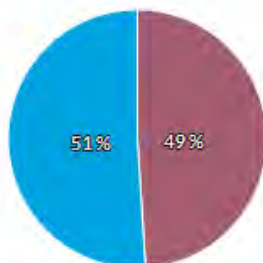
### Semester 1 Student Numbers



### Students

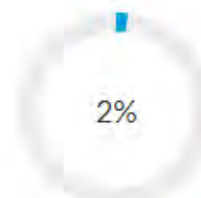
Total enrolments: 464

- Boys 235
- Girls 229



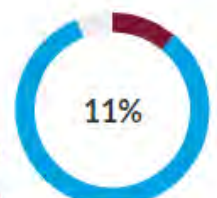
Full-time equivalent enrolments: 449.2

Indigenous students

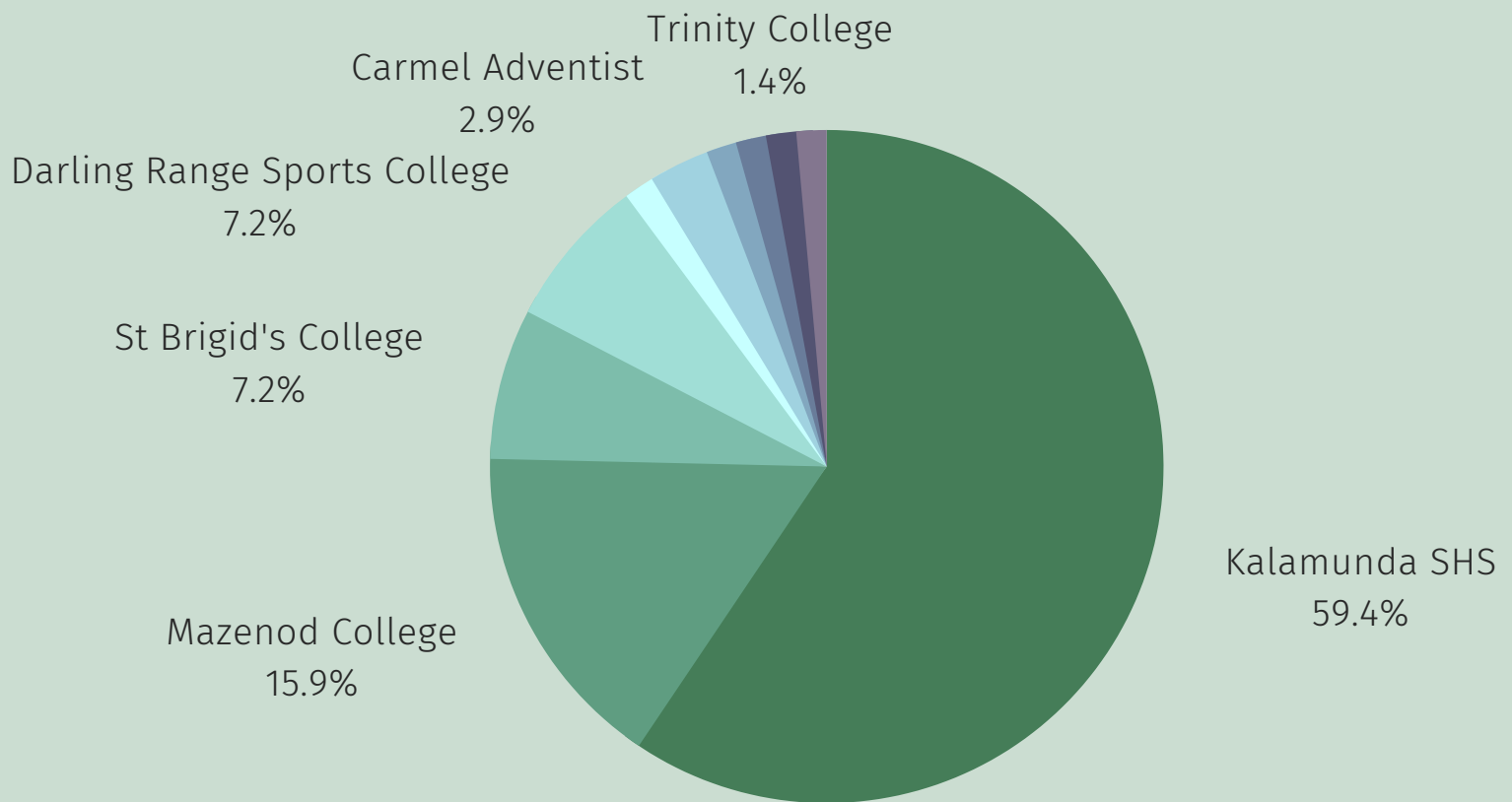


Language background other than English

- Yes (11%)
- No (83%)
- Not stated (6%)



# SECONDARY SCHOOL DESTINATION



2021 saw numbers maintained across the school. The large Year 6 cohort meant that 3 classes were located in Brooks so as to maintain the Year 6 program. Whilst there are some benefits to this, the third classroom does create some noise issues and will need to be assessed before deciding on the structure for 2023.

Diversity remains low with only 2% of students identifying as indigenous and 11% identifying as coming from a language background other than English. With such a small number of Aboriginal students, it is essential that the school attend to the Aboriginal Cultural Standards Framework in ensuring they are inclusive of these guidelines within everyday classroom practice. .

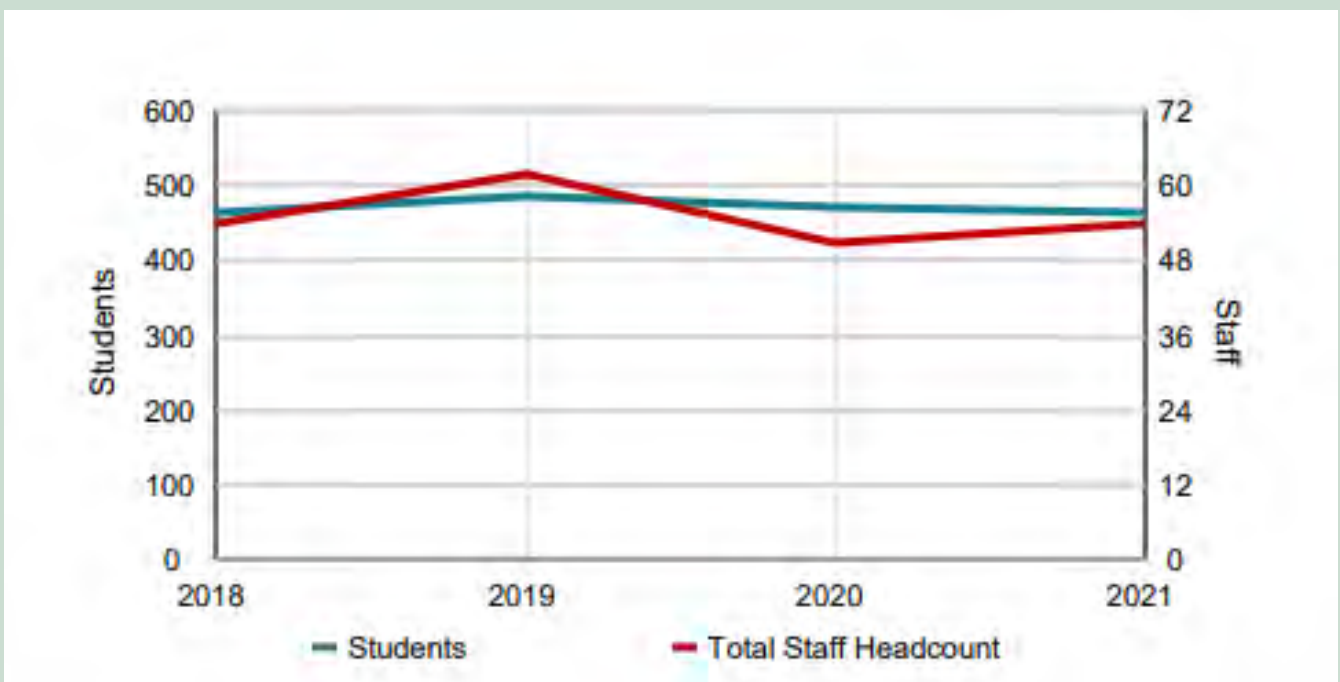
Kalamunda Senior High School continues to be the preferred destination for GHPS students in Year 7, with Mazenod College and St Brigid's College being the schools of choice for those opting for the private sector. Other schools are selected due to students taking an opportunity in a specialist program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

# OUR SCHOOL STAFF

# 44.3

Average age of all staff

## STUDENT NUMBERS AND STAFF TREND



**Table 4 Students and staff trend**

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2018	54	33	21	465
2019	62	38	24	486
2020	51	31	20	468
2021	54	36	18	463

\* Note: student numbers are taken from Semester 1 schools online figures each year

# STAFF GENDER PROFILE

**Table 5 Gender profile**

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2018	4	50	3	30	1	20
2019	4	58	3	35	1	23
2020	5	46	4	27	1	19
2021	7	47	6	30	1	17
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2018	3.4	36.6	2.6	23.2	0.8	13.4
2019	3.6	46.7	2.8	29.8	0.8	16.9
2020	4.4	37.5	3.6	22.5	0.8	15.0
2021	6.6	39.1	5.8	25.4	0.8	13.7

## 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	33	64%	36%
Mainstream EAs	4	75%	25%
Education Support EAs	5	60%	40%

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. Staff continue to take time for parental leave and returning in a part time capacity contributing to the 36% part time rate for teaching staff. Recruitment also needs to focus on bringing in experienced staff who are teacher leaders or aspiring to become Senior Teachers or Level 3 teachers to lead and drive whole school improvement.

# A MESSAGE FROM THE SCHOOL BOARD CHAIR

This year, the School Board participated in the school review process, sharing our perspectives and experiences of being board members and parents at GHPS with the reviewers from the Department of Education. The report from the review is available on the GHPS website, and I encourage you to have a read as it tells you all the great things that Mr Snell and the fantastic staff team have achieved, as well as some areas that we can improve. One of the recommendations is for GHPS to start developing a Reconciliation Action Plan, to demonstrate commitment to an educational environment that fosters knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions. The board is looking forward to supporting Mr Snell and the wider school community in this activity.

The Board is a collaboration between parents, teachers and community members. Ms Bebbington, Mrs Saville, Ibu Marshall and Mrs Wason, along with Mr Snell, were the teacher representatives on the school board this year. We also have two community representatives – Cameron Maitland, a past parent, and we recently welcomed Kalamunda Shire Councillor, Janelle Sewell. Myself, Faye Morgan, Lauren Johnson and Kym Buckingham make up the parent representatives along with Rachael Bolton who represents the P&C. I would like to take this opportunity to thank all the Board members for their contribution over the past year.



In particular, I'd like to thank Brooke Durling, our outgoing chair, for his terrific leadership while in the role. I'd also like to thank Tom Atkinson, who resigned from his board position in the latter half of this year. Both Brook and Tom have been great assets to the strategic capability of our board. We will welcome two new members in the new year. We look forward to announcing our newly elected parent members in due course.

In finishing, I'd like to reflect for a moment – the past two years have shown us how unpredictable things can be, and our teachers and students have proven how extraordinarily capable and adaptable they are. I'm sure 2022 will be just as interesting, and that our school community is absolutely up to the challenge.

Suzanna Robertson  
Board Chair



# IMPROVEMENT TARGETS

Excellence - Data informed Teaching

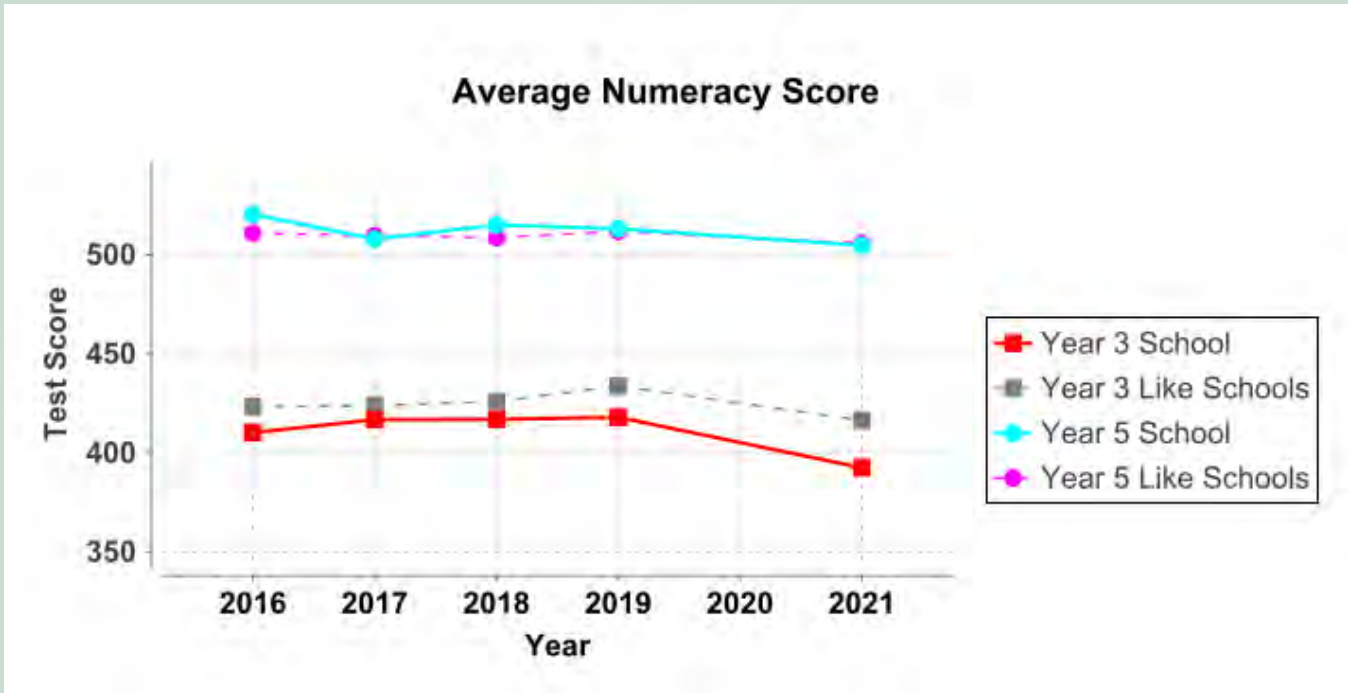


## USE DATA TO REVIEW PLANNING

Following the School Review, the Executive Team made the decision to implement the Ed Companion Software to collect and triangulate data sources so that a clear analysis of the data could be obtained. Data included PAT testing, NAPLAN, On-Entry and other sources and staff underwent professional learning in order to become proficient in using the software. The Deputy Principal for Teaching and Learning led a whole school gap analysis to identify areas of priority and focus for 2022.

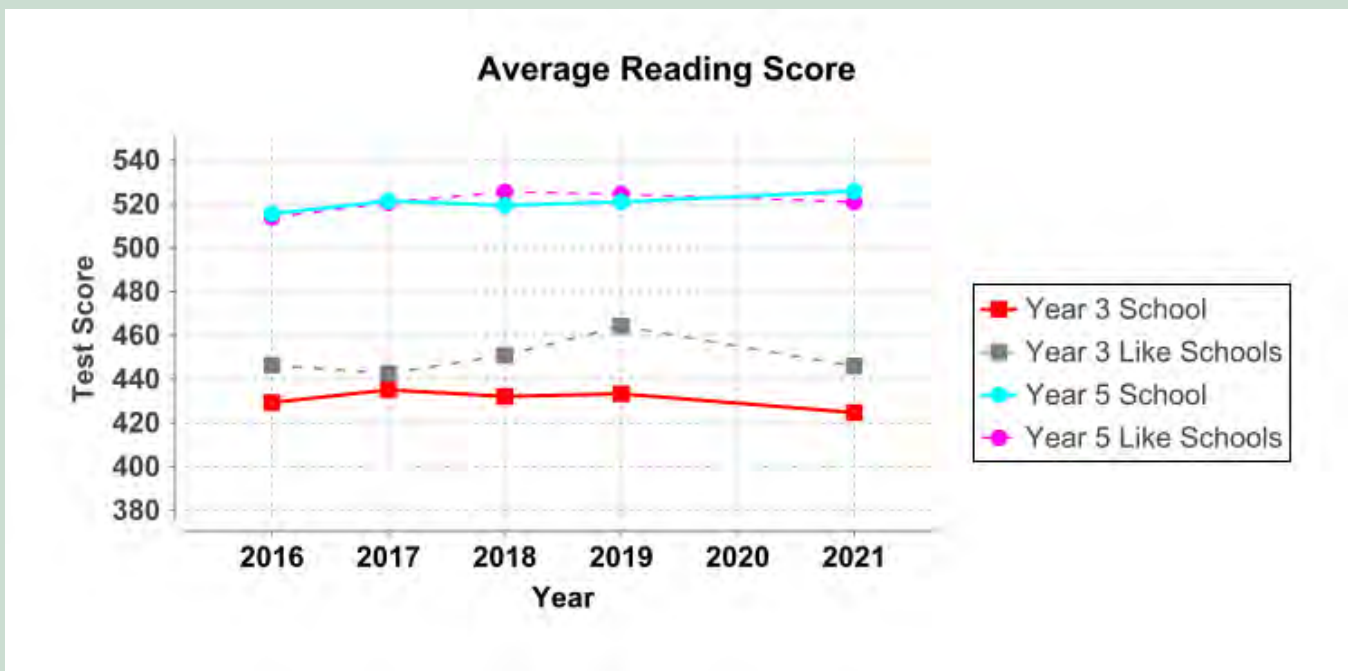
NAPLAN Data was used to compare progress against like schools and inform effectiveness of whole school programs.

## YEAR 3 AND 5 NUMERACY COMPARED TO LIKE SCHOOLS



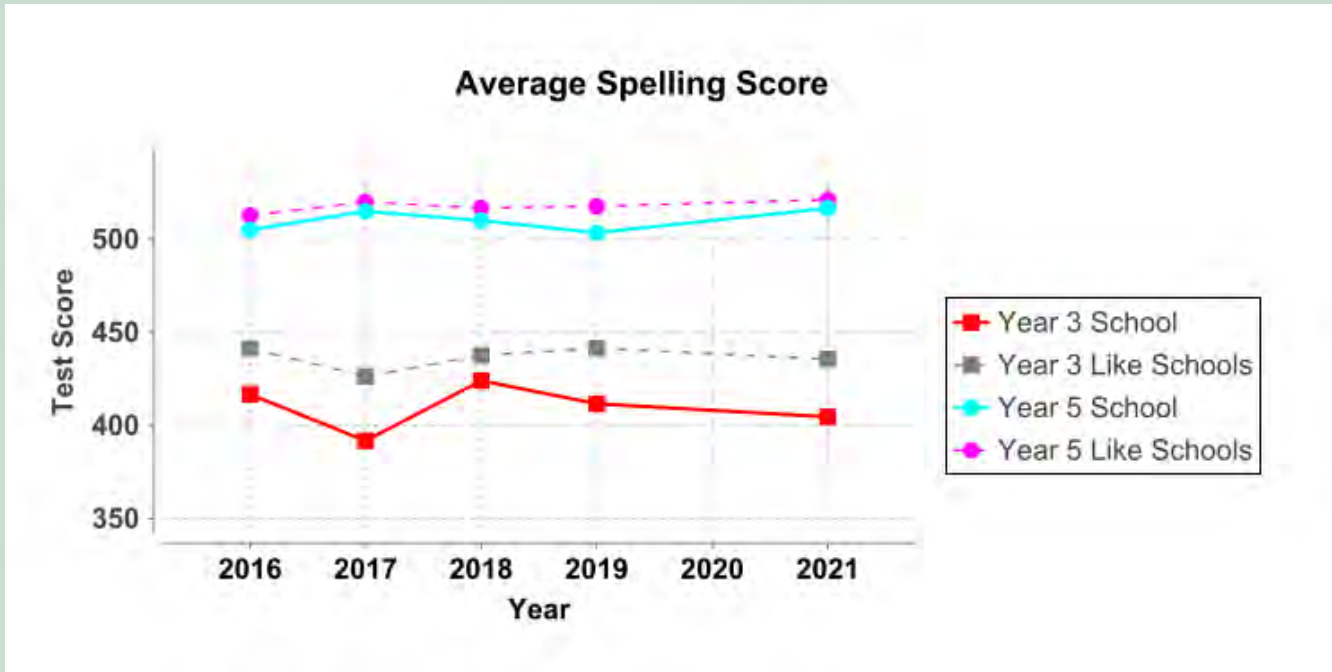
The analysis would show that the gap has widened between like schools for the Year 3 cohort. There is also a continuation of the downward trend from 2016. The Year 5 cohort, whilst comparable to like schools, also shows a slight downward trend across the past 5 years.

## YEAR 3 AND 5 READING COMPARED TO LIKE SCHOOLS



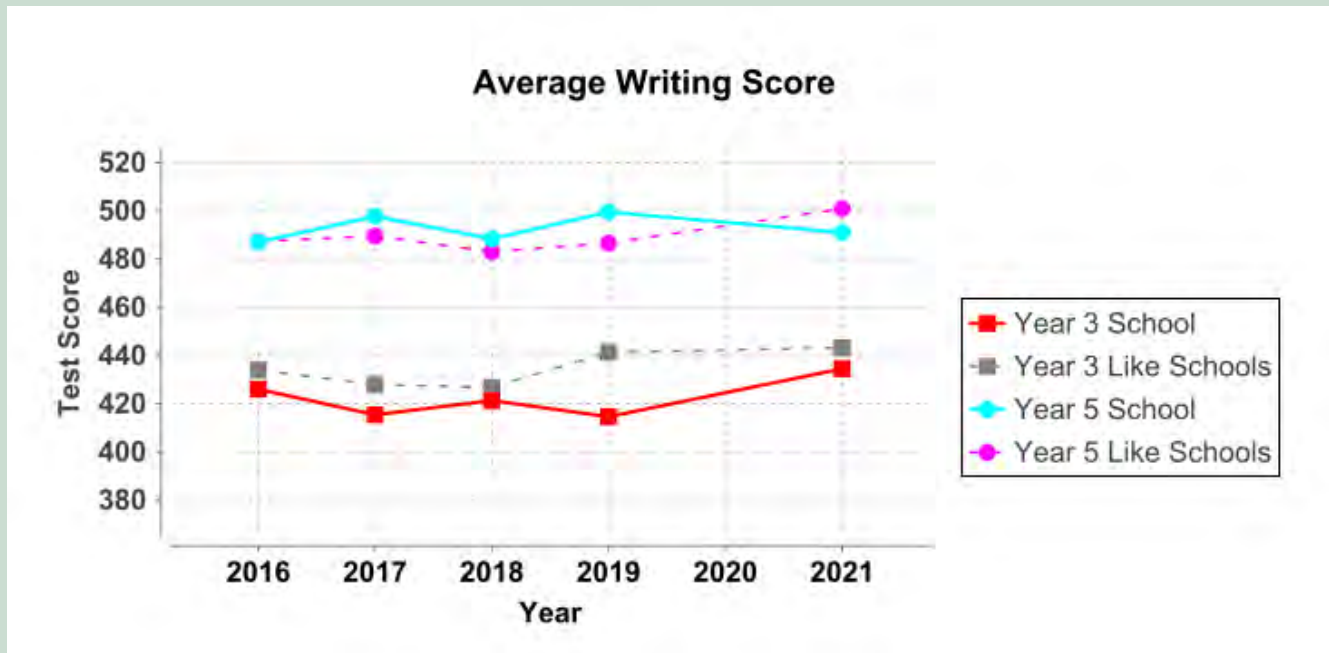
The Year 5 cohort would suggest a slight improvement compared to like schools and a very slight upward trend across the past 5 years. Year 3 data shows that GHPS students have performed below those from like schools and whilst the trend is just slightly downward, this needs to be addressed.

## YEAR 3 AND 5 SPELLING COMPARED TO LIKE SCHOOLS



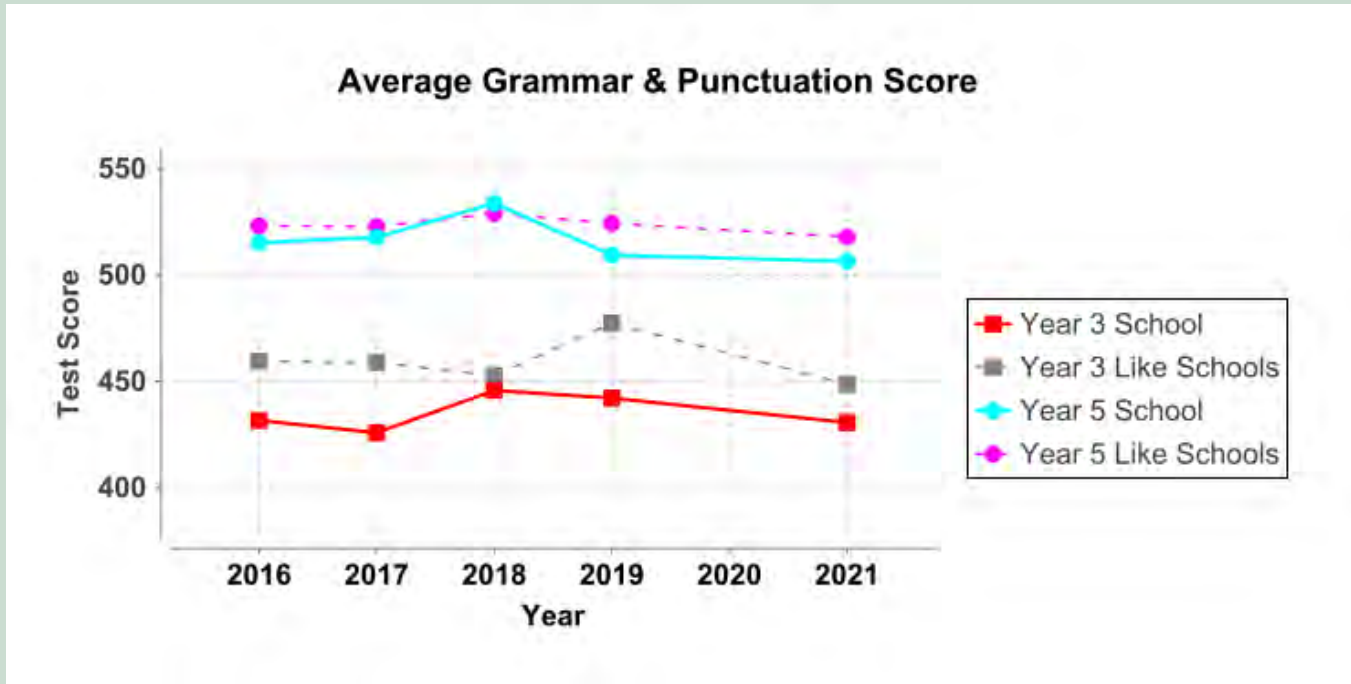
Year 3 results compared to like schools show a widening of the gap along with a slightly downward trend across the past 5 years. Year 5 data would show a very slight upward trend and are comparable to like schools.

## YEAR 3 AND 5 WRITING COMPARED TO LIKE SCHOOLS



The Year 5 cohort have dipped below like schools which would need to be investigated, however the trend remains stable. Year 3 shows a closing of the gap to like schools and a strong upward trend, particularly since 2018.

# YEAR 3 AND 5 GRAMMAR AND PUNCTUATION COMPARED TO LIKE SCHOOLS



The above graphs would show there is cause for concern in both cohorts with results below that of like schools and also trending downward.

## SUMMARY

An extensive and honest interrogation of this data, along with the evaluation of programs and classroom implementation is required. All staff must reflect upon current practice and ask how the downward trend across all but three areas (Year 3 Writing, Year 5 Writing and Year 5 Spelling) can be arrested.

Recommendations from the School Review included;

- Establish effective, consistent tracking tools and databases that ensure data for student cohort performance and students at educational risk is available to all staff and used in handover processes.
- Focus on the consistency of grade allocation. Be sure judgments are defensible by using reliable, systemic and research-based complementary school-based assessments
- Drive a school-wide belief that student success is everyone's responsibility. Give rigorous attention to maintaining a shared belief in the value of assessing, monitoring and reviewing student performance.

Commendations from the School review validated;

- Student achievement levels related to systemic data (NAPLAN) in recent years for Year 3, have been consistently below like schools. Year 5 data, while marginally better over the same period, has not indicated improvement trends in all areas assessed.
- Staff have identified the appropriateness of strategies catering for Aboriginal students and students with English as an Additional Language or Dialect. The implementation of a new assessment schedule for cohort and individual tracking has strengthened the school's capacity to make informed class planning decisions.
- The introduction of Progressive Achievement Test assessments and Brightpath is anticipated to strengthen alignment of grade allocations and systemic data sets.

# IMPROVEMENT TARGETS

Excellence - Collaborative Community



## REVIEW PEDAGOGICAL PRACTICE

An extensive review of teaching pedagogy and programs was undertaken by all staff in order to identify areas that needed attention. Through the School Review, it was identified, that whilst whole school programs were in place, teaching methods across classes differed, leading to some inconsistencies and invalidity of data.

Curriculum Area Leaders reviewed Operational plans and used data to measure the impact of whole school programs on student progress and achievement. Evidence suggested that whilst operational plans outlined teaching pedagogy and practice, the variation of these practices across classes was larger than would be expected.

Timetabling was structured to allow for cohorts to meet weekly and plan collaboratively to ensure a greater consistency and lower variance to teaching pedagogy. Staff revisited the whole school pedagogical practice of the Gradual Release Model to ensure that it was at the forefront of planning with cohorts and PODs.

Recommendations from the School Review suggest the school;

- Implement the Aboriginal Cultural Standards Framework across the curriculum as a matter of urgency.
- Commence planning of a Reconciliation Action Plan.
- Continue to upskill staff to an evidence-based approach, including accessing Student Achievement Information System and On-entry Assessment Program data.
- Use these data sources to better inform differentiation planning to cater for the needs of all students.
- Create a strong, collaborative and reflective teaching culture, delivering impactful, low variation, connected practice with low variation across all phases of learning.

Commendations from the School Review validate;

- A focus on instructional practice has begun at the school and this will need to be transferred from the Professional Learning Community to a whole-school approach.
- Through professional learning and instructional leadership, a disciplined dialogue has emerged featuring a common pedagogical language.
- Following a school audit, the priority for elevating the school focus to be on academic rigour has been embraced and is at the core of staff valuing and accepting 'what the data says'. This means greater emphasis is placed on data triangulation to identify gaps in student learning and teacher content delivery.
- The relationship between teachers and education assistants has elevated the capacity of the school to meet the needs of all students, particularly for those identified with additional learning needs.



# IMPROVEMENT TARGETS

Excellence - Connected Curriculum



## IDENTIFY AND DEVELOP TEACHER LEADERS

Staff were supported to take responsibility at both POD and Curriculum level to lead the review and response to the School Improvement Plan.

The introduction of the Professional Learning Community identified up to 10 staff aspiring to be Senior Teachers and 3 wanting to begin their application for Level 3 teacher. Regular meetings of this group to empower one another and develop whole school initiatives that supported both individual leadership aspiration and the whole school improvement cycle.

Strategic recruitment focusing on bringing in teacher leaders was made a priority and through the use of the Future Leaders Framework, of which the Executive team attended Professional Learning to understand it's implementation, 2022 leaders would be identified.

Deliberate allocation of resources allowed for the creation of several new leadership positions for 2022 that would both develop teacher leaders and respond to and implement the recommendations of the school review.

Commendations from the School review validated;

- The Professional Learning Community and curriculum committee structures provide a scaffold underpinning the emerging culture of school self-assessment and personal professional reflection at the school.
- The school has introduced a level of devolved leadership through the development of a Professional Learning Community. This structure has engendered an appetite for change and professional learning.
- Staff have been further upskilled through their participation in the Leading School Improvement program.
- A change management approach has been developed and is outlined in the 'Road to Wisdom' document. This cleverly links to the historical context of the school, establishing a commitment from staff to be part of a forward looking school improvement ethos.
- Operational planning is evident through the agency of curriculum committees. The professional dialogue between these committees and Phase of Development teams is emerging.
- A focus on instructional practice has begun at the school and this will need to be transferred from the Professional Learning Community to a whole-school approach.

Recommendations include;

- Consider how the school budget can accommodate time for staff to be involved in collective leadership development activities.
- Maintain a focus on building staff understanding and acceptance of the value of professional reflection through performance management processes.
- Continue to upskill staff to an evidence-based approach, including accessing Student Achievement Information System and On-entry Assessment Program data
- Use these data sources to better inform differentiated planning to cater for the needs of all students.





# A MESSAGE FROM THE P&C PRESIDENT

The Gooseberry Hill Primary School P+C is a group of exceptional parents who are united in working cohesively with the school, to provide further opportunities and resources to our students and staff.

The 2021 Executive Committee was  
Vice President – Nicole Airay  
Secretary – Debbie Parkinson  
Treasurer – Lisa Logan  
Fundraising – Rachael Rowcroft  
Communications- Kristel Clarke  
Parent Rep Coordinator - Lauren Johnson.

This group of women along with members from the P+C worked tirelessly to generate ideas to raise funds, to provide resources and to foster community morale. They have also provided me with immense support and I would like to say a sincere thankyou.

In 2021 the Fundraising Sub-Committee facilitated 12 events with an incredible total of \$27,252.26 being raised.

The Sub-committee worked incredibly hard to implement new and exciting ways to raise money to benefit our children and I am personally really grateful for their commitment to the P+C.



Kerrie Rowe again coordinated the Mother's Day Stall. I am so appreciative for the thought, hours and effort that she has put into this stall over the past three years. I know many mums, like myself, were blown away on Mother's Day by the gifts that were presented. This year was Kerrie's last year coordinating the stall, however I know it has been handed over to very safe, capable hands. Thank you Kerrie.

Last year, the P&C committed funds to support the Early Childhood area in creating a Sensory Break Path for all students to be able to use. Thank you Anna Campbell from Blue Goose Therapy Services for so willingly giving up her time for site visits and to design the course, personalised for our school. Thank you Jasmyn and Erks for assisting in sourcing the paints and to Mrs Newman for giving up your personal time to paint the course and oversee the project.

The Run4Fun was again a huge success, while it would be easy to define an event as successful by the amount of money raised, the aim of the P&C has been to drive positive culture by creating events and activities which fosters a positive and inclusive school community. In 2021 a decision was made to raise money to plant trees rather than individual prizes. I am so proud to announce that through the generosity of our school community, \$12,573.60 was raised which means our school is responsible for planting 807 trees. A huge thank you must go to Melissa Duxbury for the efforts that she put into this event, to the fundraising team and to all the volunteers who helped on the day.

The P+C were committed this year to a holistic approach when allocating funds. As a direct result of the generosity of the Gooseberry Hill Primary School community over the past years, I am again proud to let you know that the P+C have been able to fund the following projects and initiatives.

- Four new faction coloured shelters
- Funds to the Fathering Project an initiative that works to inspire and equip dads and father figures to be the best parents they can be, for the benefit of the kids.
- Free Easter Raffle for all students
- The cost of the new Junior Playground
- Literacy Pro an upper School Reading Program which provides 200 new books to the school and half a year subscription.
- Decodable reading books that align with the most up to date, evidence based practices for beginning reading instruction in early childhood. These books align with the school's phonics program, enabling students in K-2 to apply their phonics knowledge to read the words these books contain - thank you Jasmyn Hall for assisting with this.

- The ECE Water Play Area which Early Childhood has been actively fundraising for, led by Mrs Newman. The P+C committed to paying the outstanding amount to ensure that the area be built and ready for early 2022.
- A Canteen Casual Assistant - This will assist Christine as she continues to provide an exceptional food service to our children.

Thank you Christine for continually going above and beyond to ensure that our children are offered a healthy food option and for all the extra events and hours that you put in.

The P&C have committed to paying for a traffic warden, which will hopefully come to fruition sooner rather than later now that works have commenced.

I encourage you to check out the online Business Directory featuring businesses from our school families, this can be found on the School website, and was implemented to support our school community, especially during Covid times.

Thank you Sam for your coordination and organisation of the Second Hand uniform Shop. Money from sales goes towards Lowes Vouchers which are then gifted to families in need.

Thank you Marlene and Maile for facilitating the final year of school banking, this is again a service which has been provided by volunteers that many families have had access to. Thank you for giving up your time each week.

There was a moment at the beginning of this year that we all held our breath wondering what would happen should there be another covid break out, I was mentally preparing myself for the potential role of teacher, hoping it would be relief teacher status rather than long term classroom teacher. The direction from admin and staff during this time alleviated fears as parents, and provided consistency and stability for our children ensuring minimal impact on the students.

The calibre of teacher at this school is outstanding and on behalf of the parenting body I would like to thank all of the teachers for their dedication to growing our children holistically, by pushing our children to individual student excellence and most importantly fostering their wellbeing.

Thank you Mr Snell for your ongoing support, counsel and leadership to the P&C and to the wider school community. I would also like to thank Fiona, Susan, Stacey and Jenny for all of your efforts, it has been an absolute pleasure to work with you the last two years.

In 2021 we farewelled a number of brilliant educators and admin staff. While I won't name names, I would like to wish you success wherever you may be going, please know that you have left behind a monumental impact and we thank you for your commitment to our school community during your time at the school.

We belong to a school community which holds the vision that 'Together we seek wisdom by striving for excellence and success in a nurturing yet challenging environment, rich with experience and rigour'

I know that I am not alone when I say that teachers at this school go above and beyond to ensure that this vision is not just a bunch of words displayed on a website, but intentional actions demonstrated every day.

2021 was another interesting year which presented highs along with challenges. I am extremely proud to belong to a school community which continues to strive for excellence and success despite these challenges. It has been an absolute pleasure being apart of the P&C and I look forward to celebrating 50 years of Gooseberry Hill Primary School in 2022.

Rachael Bolton  
President



# IMPROVEMENT TARGETS

Experience - Culture of Care



## REVIEW SAFE AND SUCCESSFUL STUDENTS

The student body at GHPS continues to be characterized by exemplary behaviour and high levels of attendance and engagement.

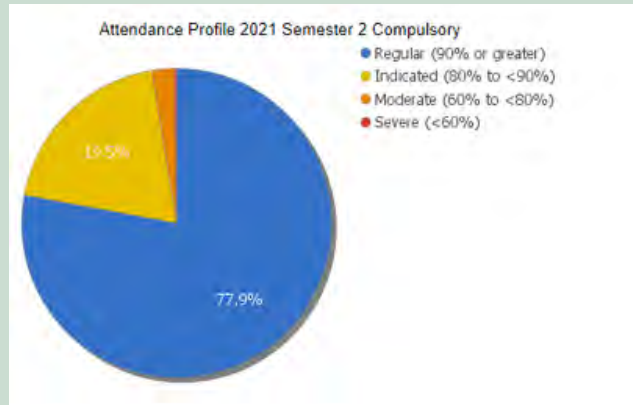
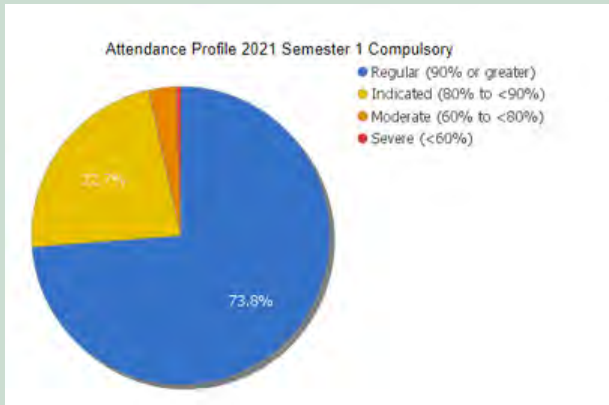
A whole school attendance rate of 93% was comparable to like schools and reflective of another year that was impacted by COVID19.

Regular attendance was down from 2020 with just 73% of students reaching the 90% attendance in Semester 1 and 78% in Semester 2. This may be a response to COVID19, but will need to be monitored in the coming years.

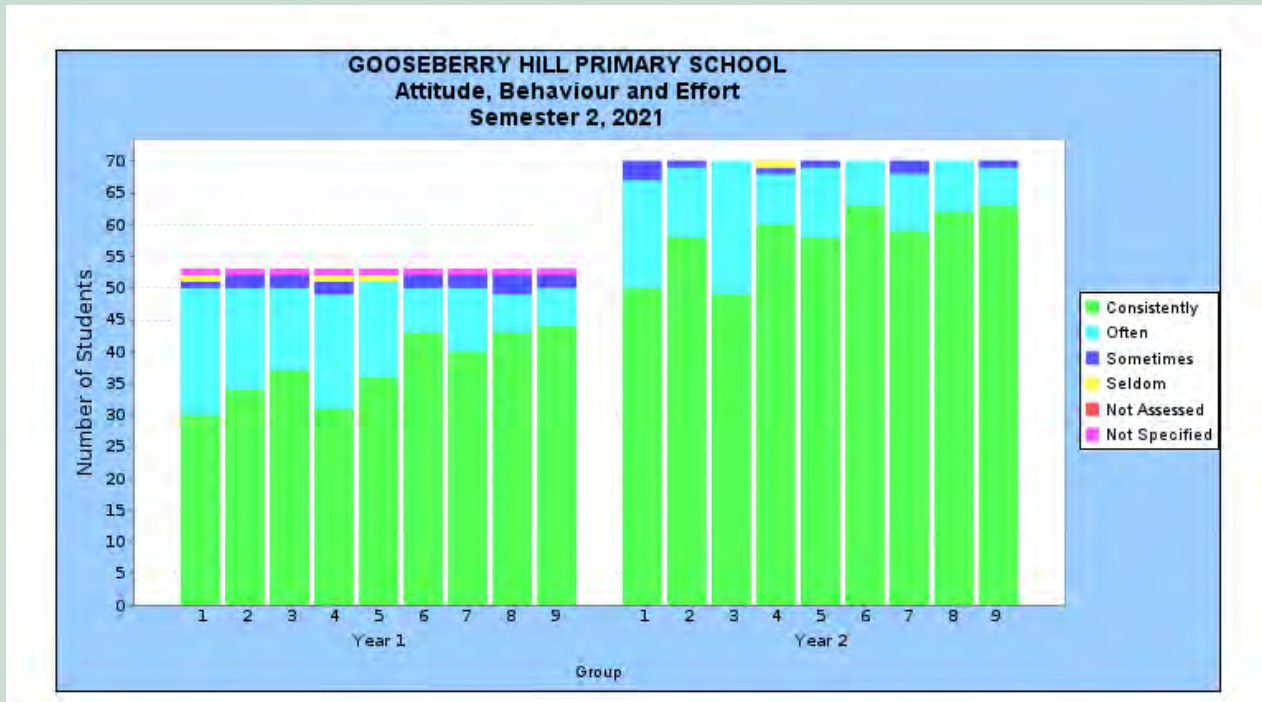
The introduction of values tokens linked to factions provided an incentive for students to not only demonstrate school virtues, but begin to understand how to. This has provided a good lead in to implementing a whole school positive behaviour system linked to the virtues.

Sanderson were awarded the Virtues Cup for 2021.

# ATTENDANCE PROFILE 2021



## ATTITUDE, BEHAVIOUR AND EFFORT; SEMESTER 2, 2021



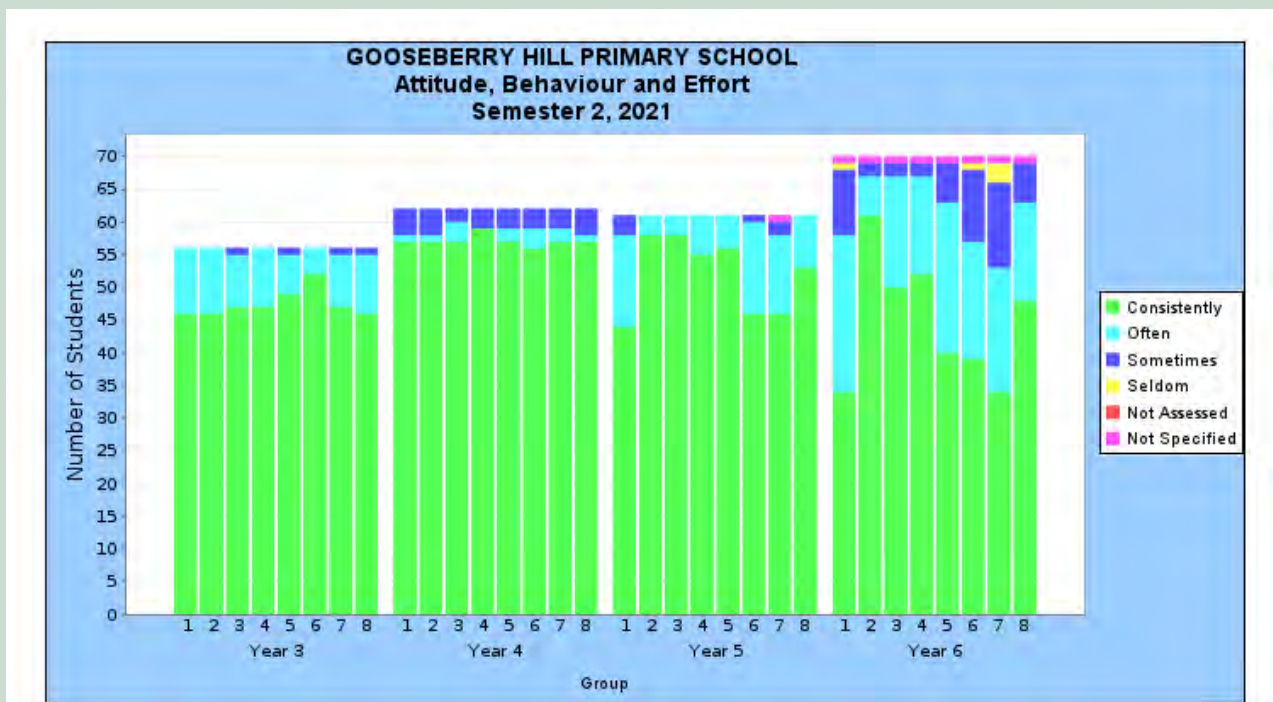
Both Y 1 and 2 cohorts have achieved often or consistently with regard to attitude, behaviour and effort. This would continue to reflect the high level of behaviour at GHPS.

If staff were to look to focus on a particular behaviour based upon the above data it would be

Year 1 - Sets Goals and works towards them.

Year 2 - Participates responsibly.

## ATTITUDE, BEHAVIOUR AND EFFORT; SEMESTER 2, 2021



Analysis would show that overall student attitude behaviour and effort continues to be of a high standard.

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

Year 3 - Shows confidence in making positive choices and decisions.

Year 4 - Is enthusiastic about learning.

Year 5 - Works to the best of their ability.

Year 6 - Sets goals and works towards them with perseverance.

Commendations from the School Review validate;

- The school's approach to behaviour management is evolving to incorporate a proactive, whole-school strategy reflecting local community values. School programs, such as Zones of Regulation, URStrong and Cyber Safety, together with dedicated school chaplaincy time for each class, adds to the mix of health and wellbeing activities provided to students.

Recommendations included;

- Review the school's students at educational risk processes, updating information management and student transition processes to reflect contemporary practice. Take into account the multi-layered information systems that inform decisions relating to students at risk.

# IMPROVEMENT TARGETS

Experience - Culture of Care



## IDENTIFY ATTRIBUTES OF HEALTHY AND ENGAGED STAFF

Staff Health and Wellbeing continued to be a focus in the current environment with many interruptions to the teaching and learning program due to the ongoing impact of COVID19. Staff continued to work in cohorts and PODs and plan and assess collaboratively. Performance and Development processes were aligned with Department of Education policy to ensure a consistent and supportive approach with the appropriate level of accountability.

RU OK week in Term 3 focused on staff wellbeing with the Chaplain contributing to activities to support staff and celebrate their success. The P&C and School Board, along with the wider school community, continued to express gratitude for the efforts of staff in preparing for a switch to online learning if required along with the everyday support shown through simple expressions.

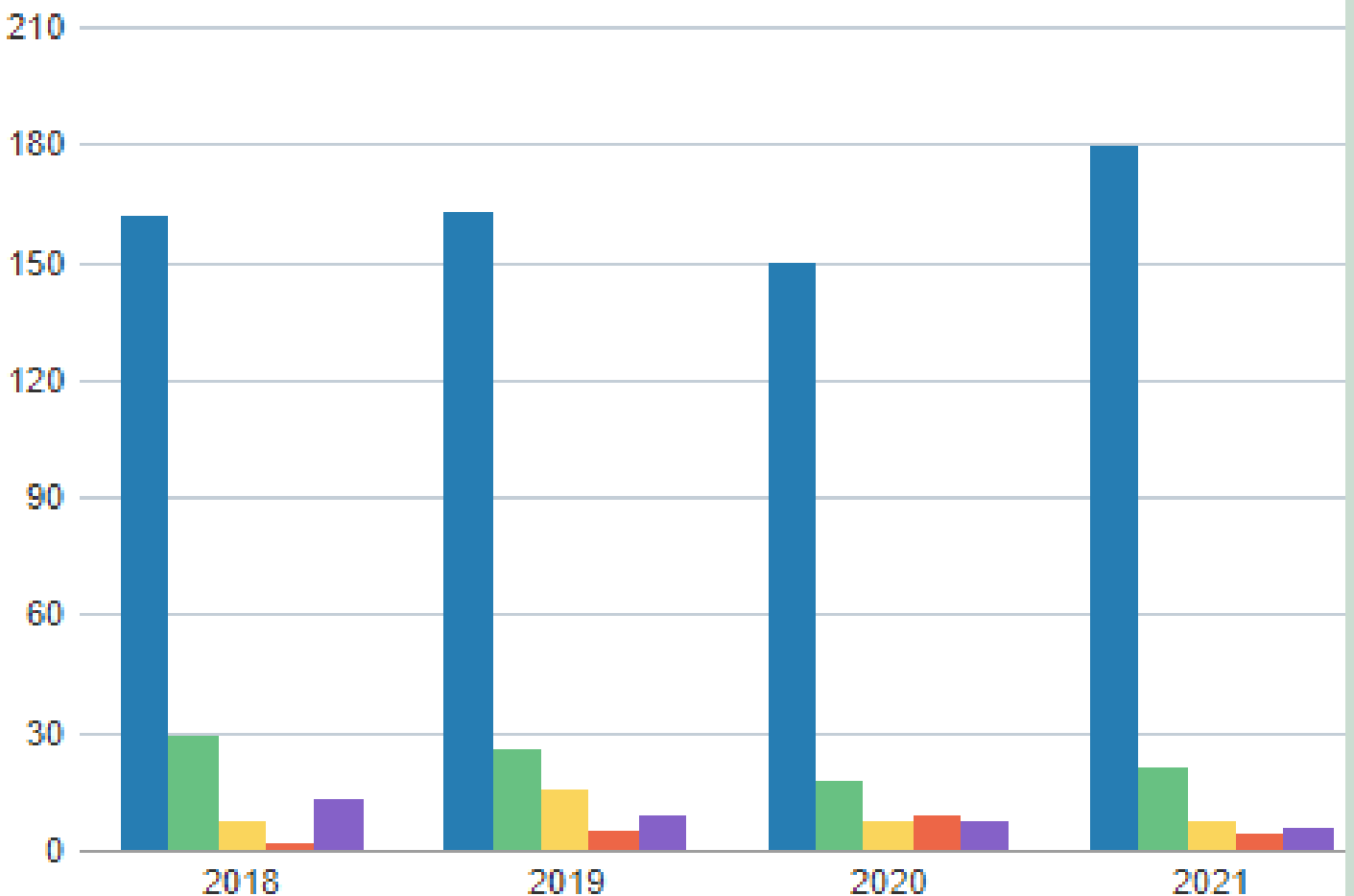
The continued staff buy-in of school renewal was evident in the participation, development and support of the new Business Plan and supporting documents that were proudly received by all staff. The ownership of these plans by all staff has the school primed to make the necessary adjustments to continue to strive for whole school improvement.

# SICK AND FAMILY CARERS LEAVE FOR TEACHING STAFF - LEAVE TREND ANALYSIS

**Sick and Family Carers leave for Teaching Staff - Leave Trend Analysis**

	# Leave Instances				
Year	1 Day	2 Days	3 Days	4 Days	More than 4 Days
2018	161	29	7	2	13
2019	162	26	15	5	9
2020	149	18	7	9	7
2021	179	21	7	4	6

## Teaching Leave Days



Staff leave remains consistent with overall absences remaining consistent across 2021 and 2022. This would suggest that despite the increased pressure and workload, staff remain resilient.



There is a strong sense of staff collegiality and support with staff participation in activities and events ongoing. Staff assist each other in the set up and organisation of whole school events.

2021 saw the retirement of 5 experienced staff including the Manager of Corporate Services. These staff take with them a wealth of knowledge and careful workforce planning and staff development will be required to replace them. This, along with a number of staff on parental leave, will result in a large staff turnover for 2022 with the appointment of up to 8 teaching staff and 3 non-teaching staff.

Commendations from the School Review validate;

- The health and wellbeing of staff is considered a significant factor in how students perceive the 'vibe' of the school environment. The leadership team works to ensure staff feel they are able to do their job in a safe and supportive environment.
- The Principal's priority for bringing staff into the foreground of school planning, decision making and performance reflection has been welcomed by staff.
- Staff with leadership aspirations have been given a voice through being involved in the development of the school business plan.
- A comprehensive workforce plan has been developed giving consideration to existing and future staffing requirements. All decisions are underpinned by an unambiguous focus on the needs of students.

Recommendations included;

- Maintain a focus on building staff understanding and acceptance of the value of professional reflection through performance management processes.



# IMPROVEMENT TARGETS

Experience - Connected Community



## IDENTIFY KEY COMMUNITY LINKS AND SUPPORTS

GHPS continues to have strong ties with both its parents and the wider community. This allows the school to have countless opportunities to showcase student talents across all areas of the school, in particular the Specialist areas.

Community support for these events was evident in parent attendance and support at Faction and Inter school sports carnivals where feedback was positive as to the participation and achievement of students.

Musical performances included Stirkfest, Open Night, Presentation Night, City of Kalamunda Carols, along with the highlight for many which was the performance at the WAGSSM at Crown which included both the Choir and Orchestra.

Languages week provided a further opportunity for community engagement with the students celebrating Indonesian language and culture along with other languages and cultures including a Japanese Drumming workshop. The Year 5 students hosted the assembly which was conducted speaking Indonesian in an incredible showcase of the skills developed in the Languages program.

As always there is an abundance of high quality artwork throughout the school showcasing the calibre of talent of our students and the opportunities provided within the Art program. Many students were selected in the Gifted and Talented Art Extension program at Kalamunda Senior High School.

The 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.

An active and engaged P&C continued to provide many opportunities to connect as a community with highlights being the Quiz Night, Run 4 Colour Fun Run and the School Disco along with many other supported activities either by providing volunteers or catering through the canteen, All of this is outlined in the P&C President's Report.

As a school GHPS continues to explore opportunities to connect with the community, with the establishment of the Fathering Project an example of this. This group allows fathers and father figures to connect through the school and also coordinate activities and event for dads with their children.



Commendations from the School Review validate;

- There are many examples of exceptional community-based events and activities in which families and staff collaborate to deliver a unique school experience and lasting memories for students.
- School Board members, together with representatives of the P&C, have strongly endorsed the school's vision, direction and progress towards achieving and maintaining community confidence.

Recommendations included;

- Consider how School Board members can achieve enhanced levels of visibility.

# FINANCIAL SUMMARY



GHPS remains in a strong position financially with a total bank balance of \$552,411.02 as at the 31st of December 2021. 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. The asset replacement plan will see funding directed to the reserve accounts to ensure future upgrades are available.

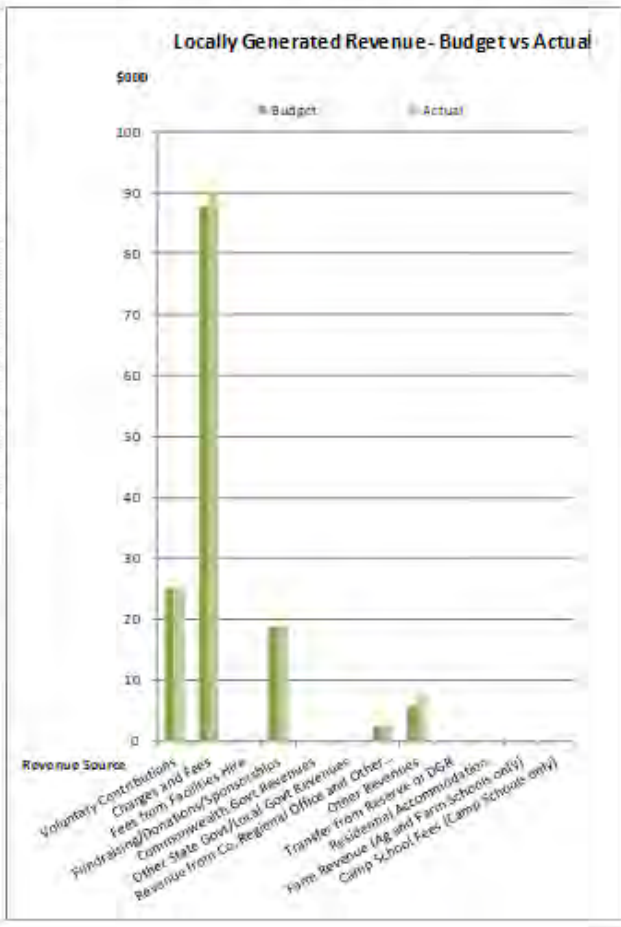
A targeted approach to spending in line with school plans and priorities has seen an increase in, curriculum spending with the introduction of the Literacy Pro program and Spelling Mastery trial in Year 4 and 5. Staff Professional Development remains a priority to ensure staff are well versed on the programs being implemented.

A State Government Election promise of \$30, 000 for Air Conditioning in the Keene Undercover Area and \$700, 000 for classroom refurbishments will be a focus for 2022.

Students raise funds for many charity organisations throughout the year such as Heart Kids, World Vision and Orangutans through dress up days. This is great community spirit and aligns with school priorities. Donations to community organisations in 2021 totaled \$2556.80

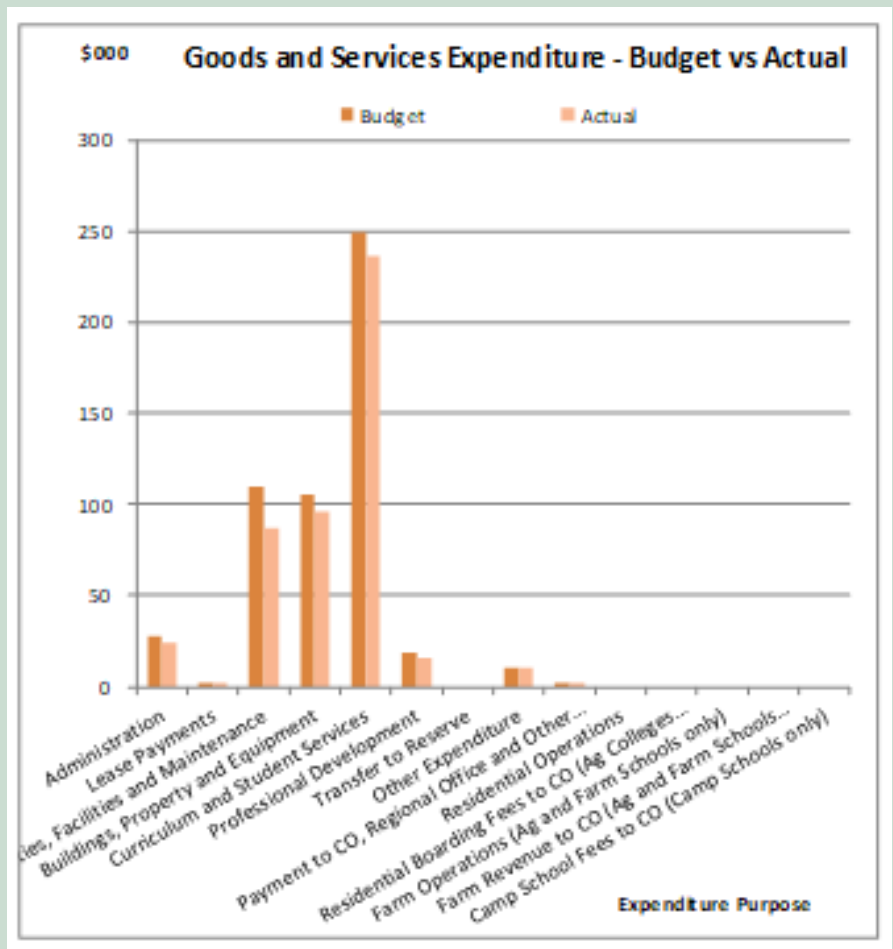
# REVENUE 2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 25,041.00	\$ 25,041.00
2	Charges and Fees	\$ 87,794.20	\$ 90,322.20
3	Fees from Facilities Hire	\$ 0.90	\$ 0.91
4	Fundraising/Donations/Sponsorships	\$ 18,945.18	\$ 18,945.18
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 2,583.46	\$ 2,583.46
8	Other Revenues	\$ 5,895.86	\$ 7,643.02
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 140,160.63</b>	<b>\$ 144,535.77</b>
Opening Balance		\$ 93,639.00	\$ 93,639.14
Student Centred Funding		\$ 314,236.11	\$ 314,236.11
<b>Total Cash Funds Available</b>		<b>\$ 548,035.74</b>	<b>\$ 552,411.02</b>
Total Salary Allocation		\$ -	\$ -
<b>Total Funds Available</b>		<b>\$ 548,035.74</b>	<b>\$ 552,411.02</b>



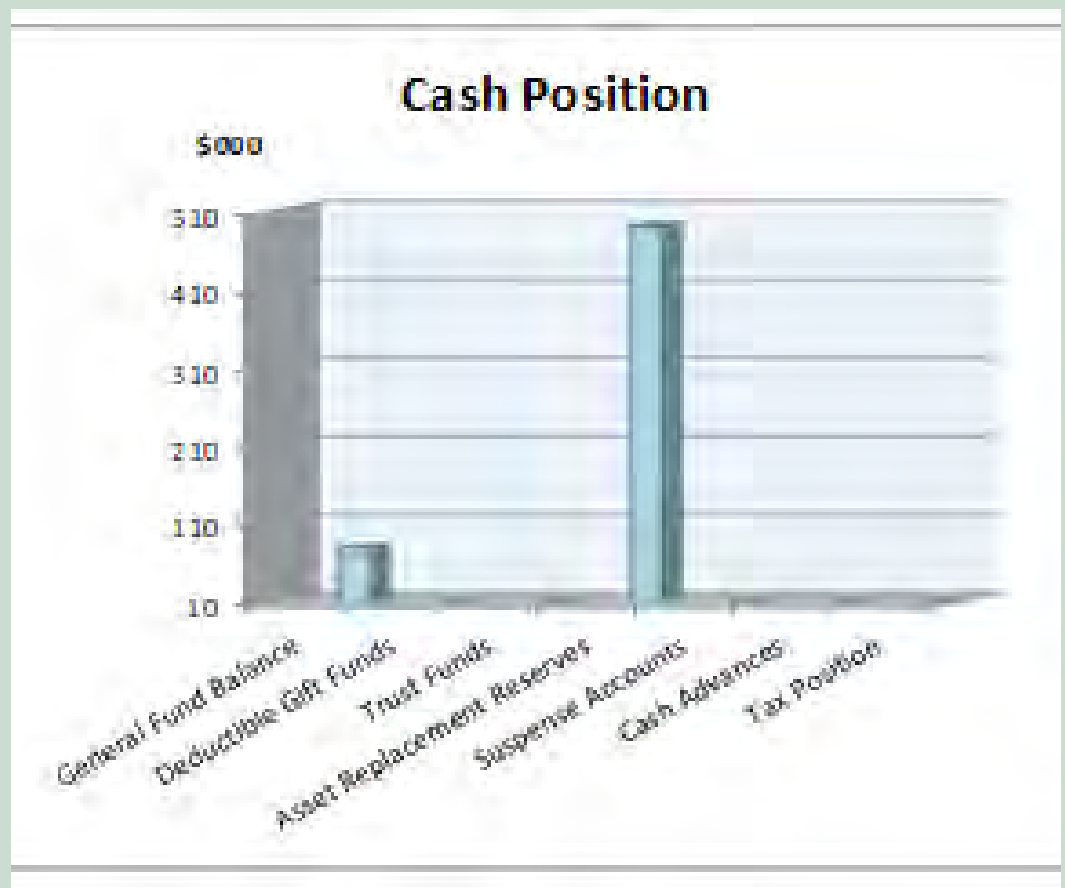
# EXPENDITURE 2021

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 27,418.40	\$ 24,128.85
2	Lease Payments	\$ 1,615.04	\$ 1,615.04
3	Utilities, Facilities and Maintenance	\$ 110,103.77	\$ 86,472.48
4	Buildings, Property and Equipment	\$ 105,561.07	\$ 95,978.43
5	Curriculum and Student Services	\$ 248,969.17	\$ 236,089.64
6	Professional Development	\$ 18,800.00	\$ 15,808.85
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 10,252.13	\$ 10,250.58
9	Payment to CO, Regional Office and Other Schools	\$ 2,300.00	\$ 2,300.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	<b>Total Goods and Services Expenditure</b>	<b>\$ 525,019.58</b>	<b>\$ 472,643.87</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 525,019.58</b>	<b>\$ 472,643.87</b>
	<b>Cash Budget Variance</b>	<b>\$ 23,016.16</b>	



# CASH POSITION 2021

Cash Position as at:	
Bank Balance	\$ 571,355.21
Made up of:	
1: General Fund Balance	\$ 79,767.15
2: Deductible Gift Funds	\$ -
3: Trust Funds	\$ -
4: Asset Replacement Reserves	\$ 490,998.56
5: Suspense Accounts	\$ 5,689.50
6: Cash Advances	\$ -
7: Tax Position	\$ (5,100.00)
<b>Total Bank Balance</b>	<b>\$ 571,355.21</b>



Commendations from the School Review validate;

- Through their engagement, the School Board, Finance Committee, and staff more broadly, are developing a shared understanding of the complex nature of governance for budget management and resource allocations.
- Targeted initiative and student characteristics funding have been deployed to assist students to achieve learning goals, including through the setting of individualised targets.
- Good financial processes and strong governance are in place, with budget allocations and expenditure decisions discussed with the Finance Committee and shared with School Board members.
- The digital technology needs of the students and school have been reviewed and a long-term plan and replacement schedule has been established.

Recommendations included;

- Maintain the creation of opportunities for staff to meaningfully engage in school financial and budget management processes, including access to the Funding Agreement for Schools.





# CELEBRATIONS

## ASSEMBLIES



## RUN4FUN COLOUR RUN



# WAGSSM @ CROWN



# FACTION SPORTS



# FINAL ASSEMBLY



AND SO MUCH MORE.....





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