



Gooseberry Hill Primary School

Seek Wisdom



ANNUAL REPORT 2022

**SUCCESS THROUGH
EXCELLENCE AND
EXPERIENCE**





A MESSAGE FROM THE PRINCIPAL

It is once again with great joy that I present to you the Annual Report.

2022 was a year of great purpose following the 2021 School Review that provided a focus for ongoing school improvement and targeted responses within a 12 month turnaround. Staff were quick to respond to recommendations that were in various stages of implementation and keen to demonstrate our progress toward those targets.

Despite the ongoing threat of the global pandemic, and the ensuing disruption as our school community was impacted, 2022 can be reflected upon as a year of great success as the consolidation of the Business Plan resulted in the consolidation of many major milestones.

A systematic review of classroom practices and programs, and collaboration between staff saw a big reduction in the variability of the implementation of these programs.

Staff continued to focus on being responsive to data to ensure individual student needs were being met and academic progress and achievement remained a focus.

The success of this cannot be measured immediately, however we are confident that the impact over time will result in strong upward trends in all academic data.

The commitment of staff and focus toward ongoing improvement was reflected in a successful School Review Return whereby staff were commended on the *positive actions completed*.

THE SCHOOL'S PROFESSIONAL COMMITMENT BY FIRSTLY, ADDRESSING AREAS FOR IMPROVMENT AND SECONDLY, IMPLEMENTING THE STRATEGICES THAT HAVE RESULTED IN PROGRESS AND SUCCESS IS ACKNOWLEDGED.

PUBLIC SCHOOL REVIEW



In true Gooseberry Hill fashion, despite the increased focus on academic improvement and the interruptions caused by restrictions and large absenteeism we still found many ways to celebrate and create EXPERIENCE.

Unable to hold our traditional ANZAC Service, we went to work on creating a virtual ceremony that could be shared with the school community to honour those that had served. Assemblies were shared live online and P&C and Board meetings took advantage of the increasingly familiar WEBEX platform that allowed us to ensure that community engagement continued.

Once the restrictions lifted and we started to get back to our normal mode of operation, we went about providing all the wonderful opportunities to showcase the immense talent that is Gooseberry Hill Primary School.

Sports Carnivals were back on the agenda with Faction and Interschool Athletics being a great way to bring the community together. Assemblies welcomed back families to help us celebrate and acknowledge excellence and our choir returned to full voice with performances for the Grandparents morning tea and the annual Stirkfest.

In a special treat, the school production 'Take Off' took us on a musical journey looking back on how travel restrictions had separated families and how the joy of borders re-opening created opportunities to get out and explore again.

The establishment of the school's Reconciliation Action Plan and partnership with Artist, Kevin Bynder, to develop 'Our GHPS Story' was a significant step as the school community continues to find ways to

respect and protect this land we are on and pay tribute to its traditional owners. As the year came to an end, we embarked on a building program that would transform our teaching blocks into modern learning spaces and create new and exciting opportunities.

This of course was not without its sacrifices and we saw both junior and senior classes operate in temporary locations for both the end of 2022 and the start of 2023. We look forward to the end result and sharing this with the wider community.

As a result plans to celebrate 50 Years were postponed to ensure that a worthy celebration could be planned for 2023.

I would like to take this opportunity to formally acknowledge and thank Mrs Fiona Elsegood who retired at the end of 2022. Fiona has been the Deputy Principal at Gooseberry Hill for the past 17 years and many of the activities, events and successes can be attributed to her relentless push to provide opportunities and experiences for the students and make GHPS the school of choice within the area.

I would also like to thank and congratulate Ms Susan Archdall who left us at the end of 2022 to take up the Principal's role at Bannister Creek Primary School. This is wonderful recognition and reward for the strong leadership shown here at Gooseberry Hill.

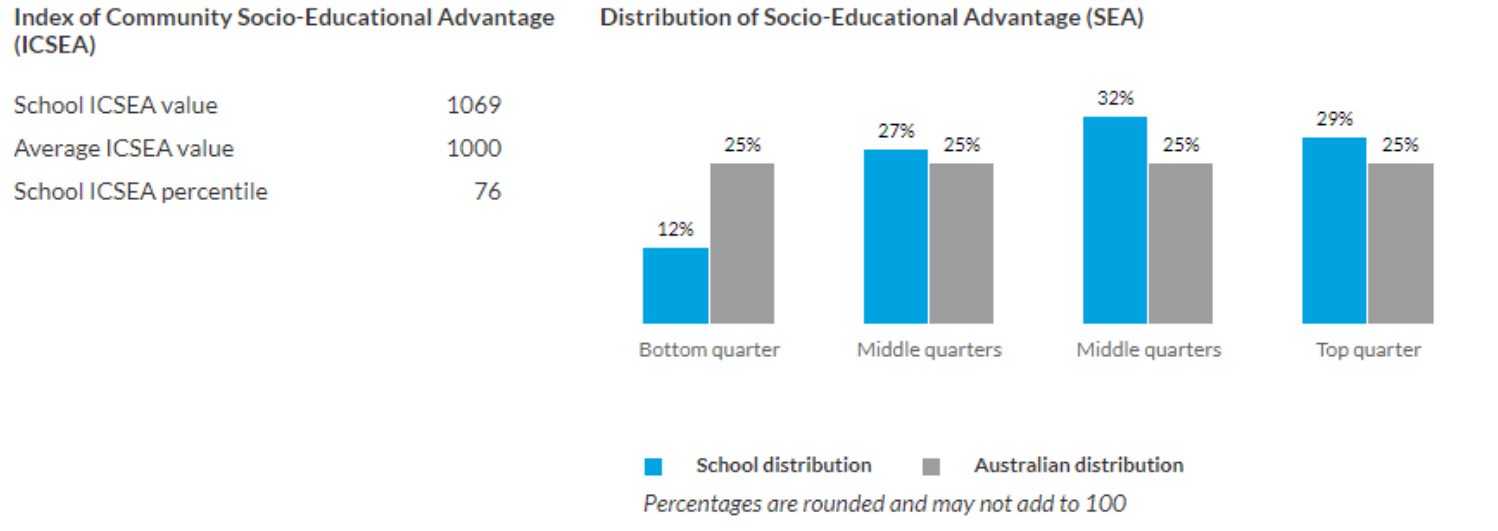
So with a new look Executive team I am excited for what 2023 will bring. I am looking forward to continued *Success through Excellence and Experience* and building on the strong foundations that have been established with the P&C, School Board and the wider school community.



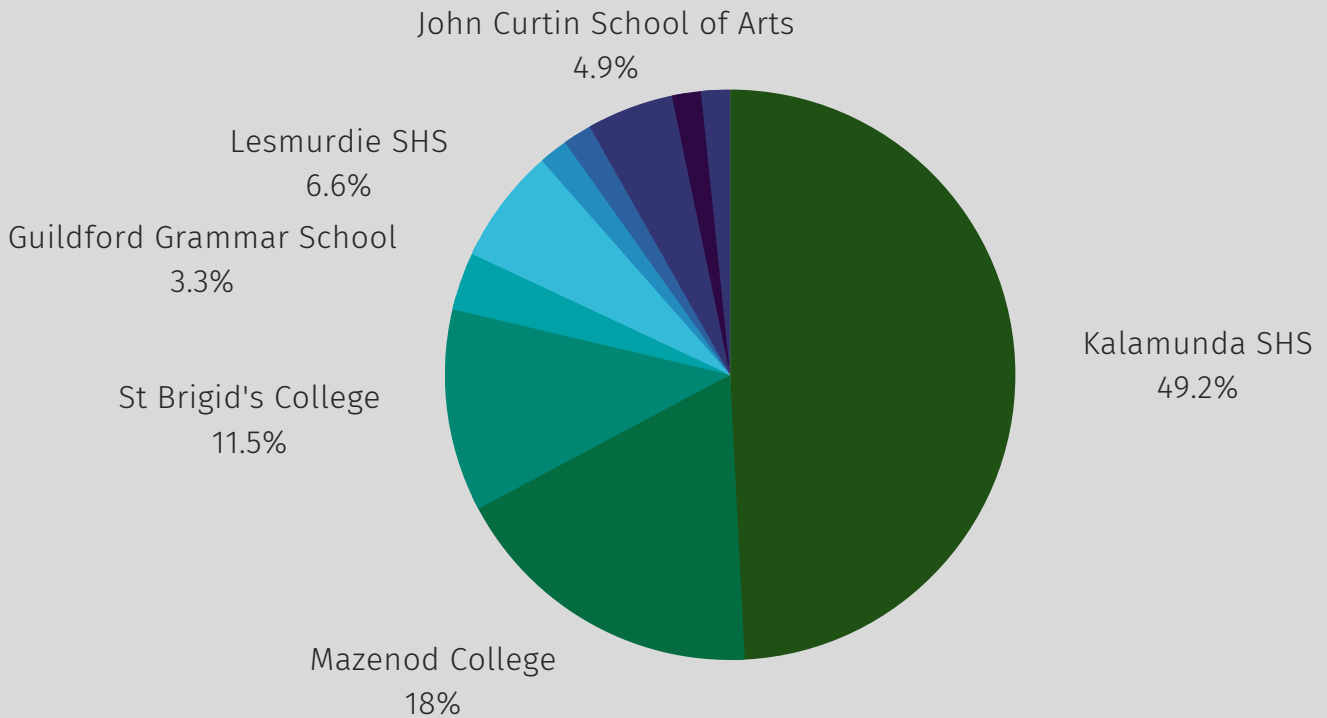
OUR SCHOOL STUDENTS

450
Total Numbers
(464 in 2021)

STUDENT NUMBERS AND CHARACTERISTICS



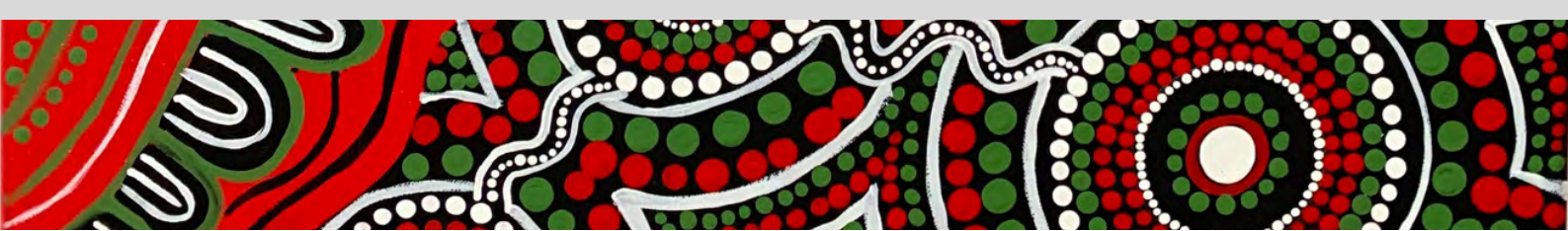
SECONDARY SCHOOL DESTINATION



2022 saw numbers maintained across the school. There is a large Year 3 cohort progressing through the school which will require an adjustment to the Year 6 program in 2025. Strong local area enrolments in Kindergarten and Pre-Primary show a shift in the community with young families moving into homes in the area. This will result in ensuring local area intake is adhered to and planning for future enrolments takes this into consideration

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

45

Average age of all staff
(44.3 in 2021)

STUDENT NUMBERS AND STAFF TREND

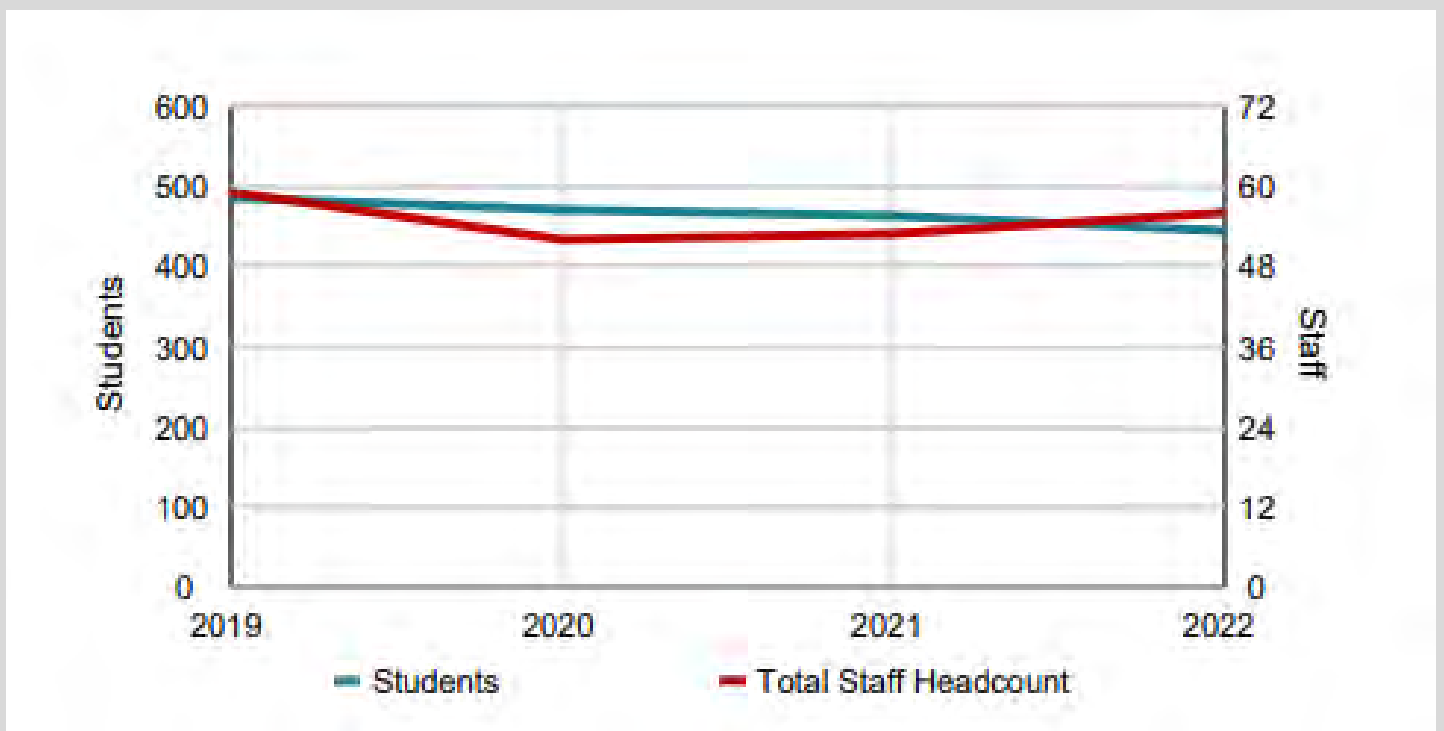


Table 10 Sick leave for teaching staff

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per Teaching Staff FTE
2019	221	124.5	7	11.0
2020	179.5	108.5	3	10.9
2021	187	102	3	9.7
2022	124.5	102	40	8.5



STAFF GENDER PROFILE

Table 5 Gender profile

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2019	5	54	4	35	1	19
2020	5	47	4	28	1	19
2021	7	46	6	30	1	16
2022	7	49	5	31	2	18

Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2019	3.8	42.4	3.0	29.6	0.8	12.8
2020	3.8	38.3	3.0	23.1	0.8	15.2
2021	6.6	36.3	5.8	22.8	0.8	13.5
2022	6.1	40.4	4.8	26.8	1.3	13.6

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	67%	33%
Mainstream EAs	4	75%	25%
Education Support EAs	6	33%	67%

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 33% part time rate for teaching staff. Targeted recruitment on bringing in experienced staff who are teacher leaders or aspiring to become Senior Teachers or Level 3 teachers has been utilised to lead and drive whole school improvement. Surprisingly, the average days of sick leave decreased in 2022 despite the impact of COVID 19. This would indicate a high level of commitment from staff to the school which is also supported by an extremely low staff turnover from 2022 - 2023.



A MESSAGE FROM THE SCHOOL BOARD CHAIR

Kaya

Ngala kaaditj Wadjuk Noongar moort, keyen kaadak nidja boodja. I acknowledge the Wadjuk Noongar people as the traditional custodians of the land we are celebrating on today.

Firstly, congratulations to the fantastic leaders in our Year 6 class off 2022. I had the privilege of attending the Graduation Ceremony and it was a wonderful celebration of individual and year group achievements. It was just one of many highlights of the year for me as Board Chair.

At the start of the year, we welcomed three new members – Paul Luck and Jasmyrn Hall were voted in by the school community, and it was particularly great to see parents from the junior school join our Board team. Kalamunda Shire Councillor, Janelle Sewell, joined us as a Community Representative, And in what is an enviable position for a School Board to be in, there were several teachers keen to take up two vacant roles, such that for the first time to my knowledge there was a vote for those positions too. Mrs O'Reilly and Ms Dunlop were the successful nominees. All our new members joined continuing representatives Kym Buckingham, Faye Morgan, Lauren Johnson, Mrs Wason, Ms Saville and of course Mr Snell. Thank you, everyone for your active engagement in Board activities throughout the year.



Many of us have probably forgotten, but early in the year there was a problem with increasing cases of a pesky virus. The Board worked with Mr Snell to provide parent perspectives on government directives about what could and couldn't happen, and how many people could be where and when, and who had to wear masks and who didn't, so that communications to the school community were clear and contextual. The decision to cancel the swimming carnival was made in consultation with the Board, and it's a testament to Mr Blight's commitment to the students at GHPS that he still managed to organise for a swimming carnival to be held in November when the pesky virus was taking a break.

This year, one of our goals as a School Board was to do more to help people know who we are. We've been wearing our badges, and ensuring that as much as possible there has been a Board member at all school events, including sports carnivals and open night. It's special to be able to represent the Board when handing out the medals to students, and I particularly love the individual and collective Virtues Awards.



A memorable highlight for me this year was participating in the development of the inaugural Gooseberry Hill Primary School Reconciliation Action Plan. The working group was led proactively and insightfully by Mrs Newman, culminating in the publication of our RAP which was launched at a celebration at a special school assembly in August. It's been a privilege to be involved in activities that educate our children to actively prevent and stop racism, and create an inclusive community where truth-telling, respecting and learning about Aboriginal history and knowledge are embedded. At the assembly, an Aboriginal community elder and young men's dance troupe provided a Welcome to Country, smoking ceremony and cultural experience. It was an interactive session, including audience participation, and it was wonderful to see our children actively joining in and enthusiastically demonstrating their knowledge of Noongar language and culture. The elder commented as he looked out across our student body that he saw many leaders in the audience who would be part of achieving reconciliation together. Goosebumps.

Lauren, Faye and I are all parents of children who will be Year 6 students next year. As such, 2023 will be our last year on the GHPS Board as parent representatives. Mr Snell will invite nominations mid-year next year, so that there will be a smooth transition before we finish.

I encourage you to consider joining this Board – it is a pleasure and privilege to be a part of school governance at GHPS. Our meetings are full of lively discussion, questions, mutual respect and are underpinned by a shared commitment to helping our children thrive.

Suzanna Robertson
Board Chair

GHPS Board Strategic Plan 2022

Success through Excellence and Experience

The GHPS School Board will proactively support the Principal, staff and school community in the delivery of the School Business Plan and uphold the values of GHPS.

Focus Areas 2022

- Provide breadth and depth of experience to inform decision-making by the school leadership team
- Work with the school to deliver on performance targets articulated in the school performance plan and oversee robust financial management
- Represent school community voice to provide input into school activities that are in with the school business plan, and provide a feedback loop from the Board to the school community.

Actions completed 2022

- Actively supported and engaged two new parent member representatives from junior school parent cohort
- Developed a succession plan for future vacancies and Chair position
- Created a simple induction approach to welcome new Board members effectively and ensure confidence to contribute early in first term
- Together with the Principal, monitored school performance against targets
- Completed financial reporting and approval responsibilities in line with legislative requirements
- Attendance at School Open Night to raise the profile of Board members
- Provided badges for all parent and community Board members to wear at school events to increase visibility
- Ensured Board member attendance at school events including ANZAC Assembly, Faction Carnivals, RAP Launch Event, Year 6 Graduation, Leadership Breakfast and End of Year Assembly.



IMPROVEMENT TARGETS

Excellence - Data Informed Teaching



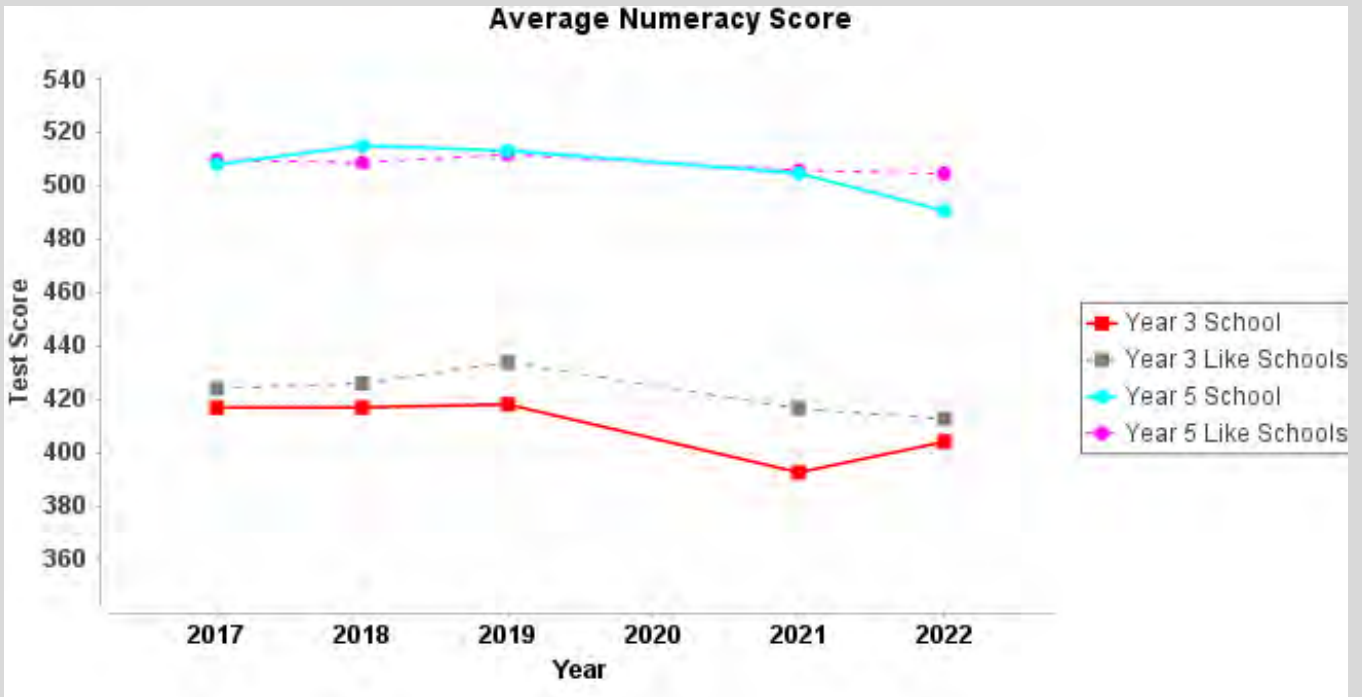
USE DATA TO REFORM PLANNING

Consolidation of Elastik (formerly Ed Companion) data triangulation program has seen staff become more data literate and able to respond to data to reform planning. Staff identify gaps in learning through the data and plan warm-ups to address these gaps and potentially improve student understanding of key concepts. Individual student gap analysis is also used when talking to parents and developing Individual Education Plans. Data continues to include PAT testing, NAPLAN, On-Entry and other sources and staff continue to develop proficiency in using the program. Staff also used data sources to develop targets across all Learning Areas in order to track and review the impact of whole school programs.

NAPLAN Data has shown an upward trend in Year 3 across most areas for the first time in almost 8 years. This is cause to celebrate and acknowledgement of the consistent approach to whole school improvement for the past 4 years. Year 5 data, whilst showing some downward trajectory, needs to be viewed carefully considering this cohort did not do NAPLAN as Year 3 students due to COVID19.

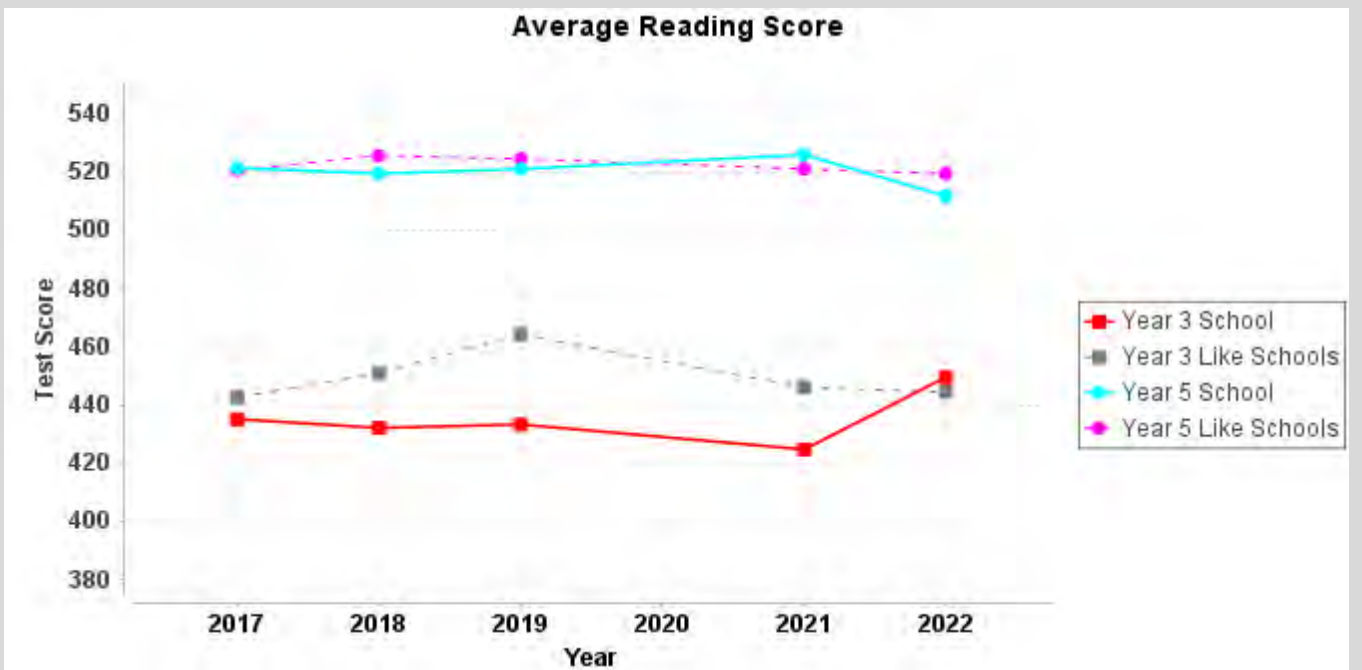


YEAR 3 AND 5 NUMERACY COMPARED TO LIKE SCHOOLS



The analysis would show that the gap has closed between like schools for the Year 3 cohort and an upward trend is now expected to continue. The Year 5 cohort, has dropped comparable to like schools, with a downward trend across the past 5 years continuing. A review of Numeracy programs and practices would be recommended.

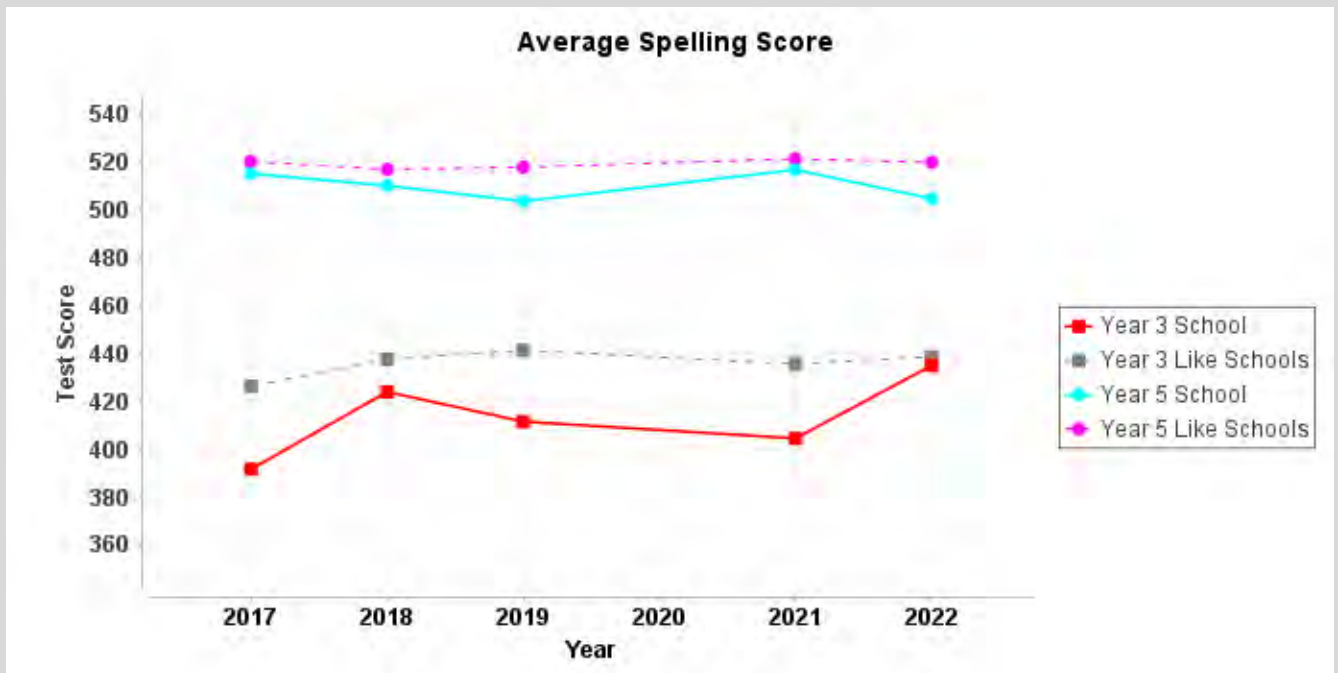
YEAR 3 AND 5 READING COMPARED TO LIKE SCHOOLS



The Year 5 cohort would suggest a drop below like schools and a slight downward trend across the past 5 years. Year 3 data shows that GHPS students have performed slightly above those from like schools and the trend is tracking upward.

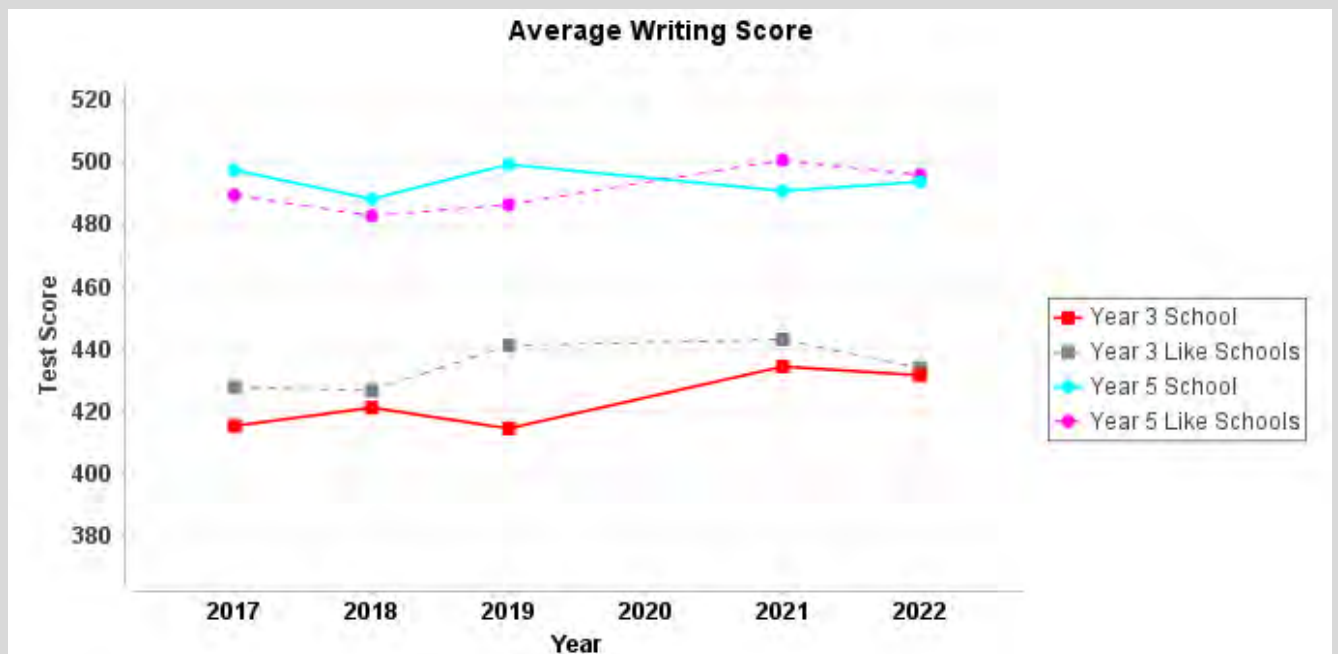


YEAR 3 AND 5 SPELLING COMPARED TO LIKE SCHOOLS



Year 3 results show a dramatic improvement with a strong upward trend across the past 5 years and are now comparable to like schools. Year 5 data would show a very slight downward trend and slipped further below like schools.

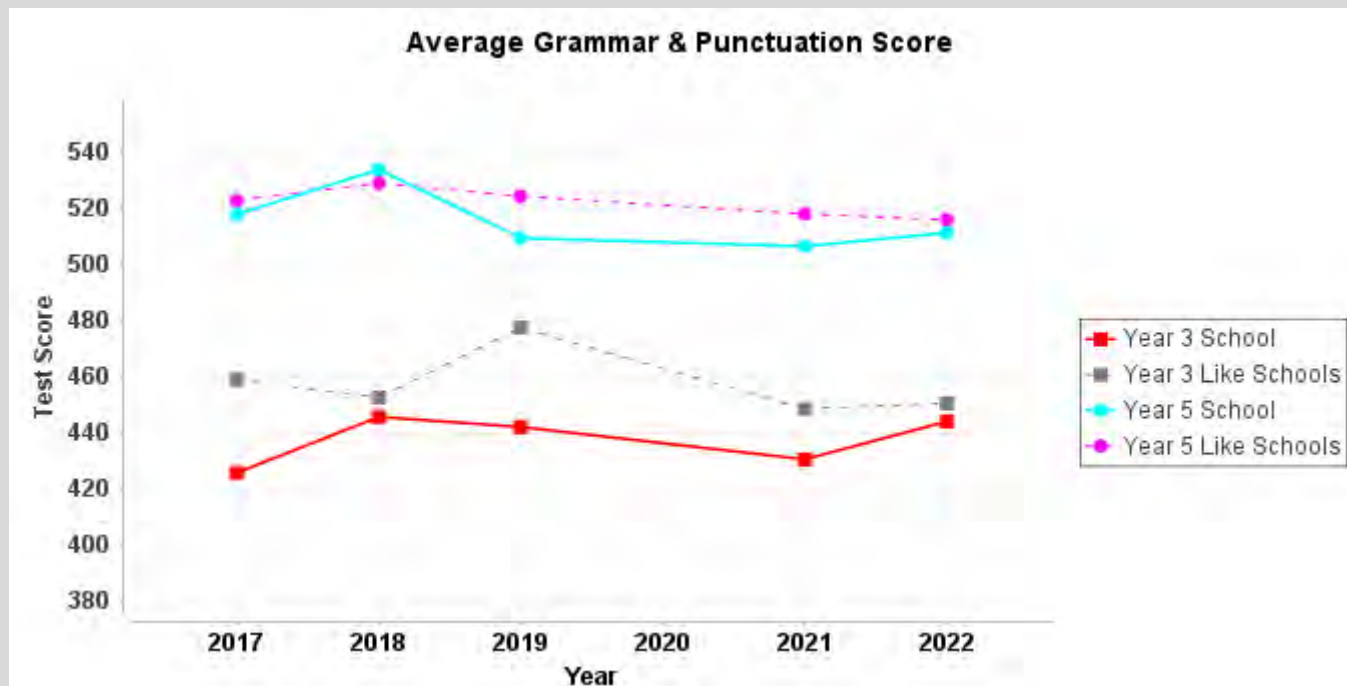
YEAR 3 AND 5 WRITING COMPARED TO LIKE SCHOOLS



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 that both Year 3 and Year 5 students are performing at a level that is comparable to like schools and the downward trajectory that was evident appears to be levelling out.

SUMMARY

Whilst the validity of 2022 NAPLAN data must be questioned due to the interruption created from NAPLAN with over 180 catch-up tests administered, there is cause for celebration particularly in Year 3. Extensive review of programs and the effectiveness of these programs using data must continue to ensure ongoing whole school improvement.

Next Steps from the School Review Return included;

- Maintain the disciplined dialogue inspired by peer and line management observations of teaching and the levers that drive improved student achievement as evidenced in current successful data.

Positive Actions from the School Review Return validated;

- The embrace of staff of the suite of necessary measures that have led to the implementation of quality assured practice, monitored by peers and leaders and collected ownership of the meeting of clearly articulated and appropriate student achievement targets.



IMPROVEMENT TARGETS

Excellence - Collaborative Community



DEVELOP PEDAGOGICAL PRACTICE FRAMEWORK

Instructional leadership provided by leaders and staff has allowed for staff to continue to interrogate practice and ensure low variance in the implementation of whole school programs. Moderation in writing using the Brightpath ruler has been extended to the entire Bibbulmun network of schools allowing staff to collaborate with staff from different context and establish a greater network of support.

With the introduction of the Department of Education's Teaching for Impact Strategy, this will provide the framework for the development and implementation of the Gooseberry Hill Primary School Instructional and Inquiry Models to be implemented across all areas of the school.

Resourcing will need to factor in time for Instructional Leaders to lead this implementation and timetabling will continue to be structured to allow for cohorts to meet weekly and plan collaboratively



Next Steps from the School Review Return suggest the school;

- Promote the sustained application of processes by embedding feedback loops in performance and development processes and classroom observations.

Positive Actions from the School Review Return validate;

- The broad engagement of teaching staff in dialogue about the necessary steps to improve teaching practice in the best interests of improving student results.



IMPROVEMENT TARGETS

Excellence - Connected Curriculum



DEVELOP TEACHER LEADERSHIP FRAMEWORK

Staff continued to take responsibility at both POD and Curriculum level to lead the review and respond to the School Improvement Plan. Development of Learning Area Targets for each learning area was lead by the Deputy Principals and maintained by Curriculum Leaders.

The use of the Brightpath Moderation Ruler was introduced and developed within GHPS and then utilised to bring together moderation across schools from the Bibbulmun Network. This moderation was lead by the English Curriculum Leader from GHPS.

On going opportunities to develop teacher leaders continues to be nurtured within the school with staff identifying development goals such as attaining Senior Teacher status or Level 3 classroom teacher acknowledgement as part of their performance and development.

2023 recruitment will require the appointment of two new Deputy Principals along with resourcing to continue to allow Literacy and Numeracy Leaders to be released to work with staff and develop instructional leadership.



Next Steps from the School Review Return suggest the school;

- Continue to empower staff to provide strategically aligned, evidence-based professional learning that supports the sustainability of improvements and the maintenance of consistent practice.

Positive Actions from the School Review Return validate;

- The impact of leaders, both in and out of the classroom, in drawing together consistencies between the practice of classroom teachers is evident. This is supported by a routine and effective process of classroom observation and feedback.



A MESSAGE FROM THE P&C PRESIDENT

The last few years have certainly been interesting as we have all navigated Covid-19, however this did not detract from the efforts by the school community to continually look for ways to support our children and school initiatives.

I would like to thank Nicole, Debbie, Lisa, Maile, Julia and Sara who form the Executive Committee. This group of women along with members from the P&C, Asher, Michelle, Tracey, Sally and Lia have worked tirelessly to generate ideas to raise funds, to provide resources and to foster community morale.

With monies raised over the past couple of years the P&C have been able to provide:

- Lexile Reading Books
- Coffee for staff during peak COVID
- 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
- Literacy Pro, an upper School Reading Program
- Decodable reading books
- Icey-poles for cross country runner
- Prizes for LEGO Competition
- The ECE Water Play Area which Early Childhood has been actively fundraising for, The P+C committed to paying the outstanding amount.
- Commemorative bricks to celebrate 50 years.



The P&C hosts many events and activities throughout the year, with the intention to create a positive culture amongst the school community and to take the opportunity where appropriate to raise funds.

Gooseberry Hill Primary School has a very special community who are generous with their time, talents, and financial contributions.

These amazing people have facilitated:

- Mother's Day Stall
- GHPS Number Plates
- 50th Merchandise – who can forget the Snelly Socks, surely that is a life highlight there Mr Snell!
- Parent Voluntary Contribution
- School Disco
- Father's Day Breakfast
- Commemorative bricks
- Run4Fun



We are very fortunate to be able to operate and offer a canteen service three days a week. The canteen is in a position where it is financially independent, with sales made through the canteen, going directly back to the operational costs.

In 2022 we farewelled Christine after 5 years of wonderful service. Christine has provided quality food for staff and children, and we are incredibly grateful for her efforts to go above and beyond.

The canteen is now in the very safe hands, managed by Freda with Julie employed as casual two days a week. The students (and teachers) have been spoilt with choice with delicious additions to the menu.

After many years of lobbying, this year the City of Kalamunda in conjunction with Main Roads installed infrastructure for a children's crossing. We were very excited to employ a Traffic Warden five days a week.

Other services that the P&C offer are:

- Second Hand Uniform Shop
- An online Business Directory – an initiative implemented to support our local business community.
- Pastoral Care Account – this is money provided to support families in need in confidence as requested by the School admin.

The P&C continues to go from strength to strength, however it is not without effort, time and passion by members of the school community who continue to support and facilitate wonderful initiatives which continue to benefit our children and teachers at Gooseberry Hill Primary School.

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 91.4% was comparable to like schools and reflective of another year that was impacted by COVID19.

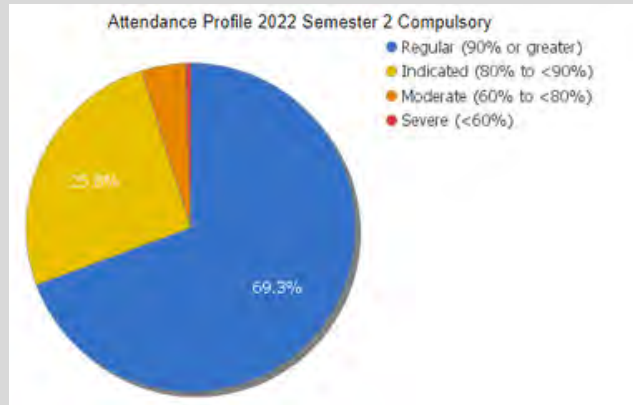
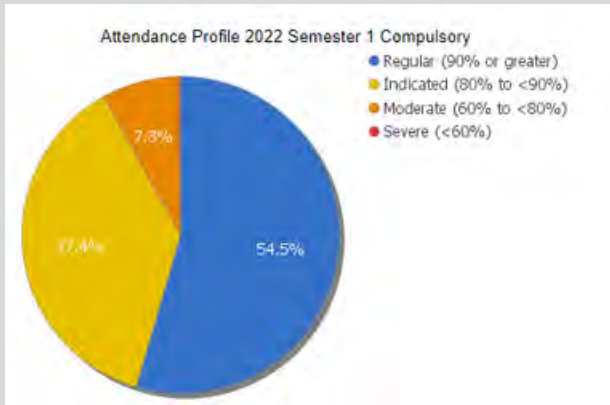
Regular attendance was down in Semester 1, with only 54.5% of students attending 90% or greater. This can be attributed to COVID19 an increase to 69.3% was noted in Semester 2. .

The virtues tokens continued to be a huge success with students eagerly anticipating the announcement each fortnight. Work is underway to create new faction flags and mascots in 2023. Each faction has also been aligned with a virtue to ensure they are constantly in focus at all times.

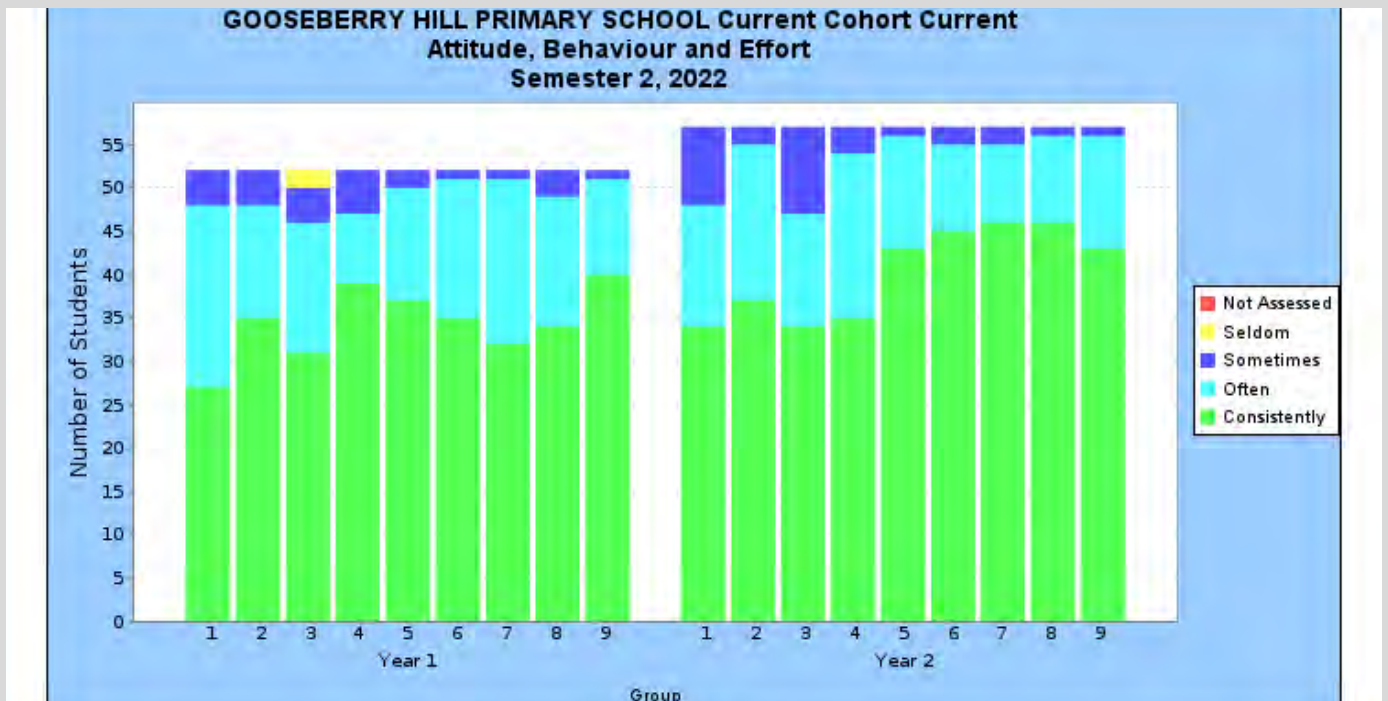
Mason were awarded the Virtues Cup for 2022.



ATTENDANCE PROFILE 2022



ATTITUDE, BEHAVIOUR AND EFFORT; SEMESTER 2, 2022



Both Year 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;

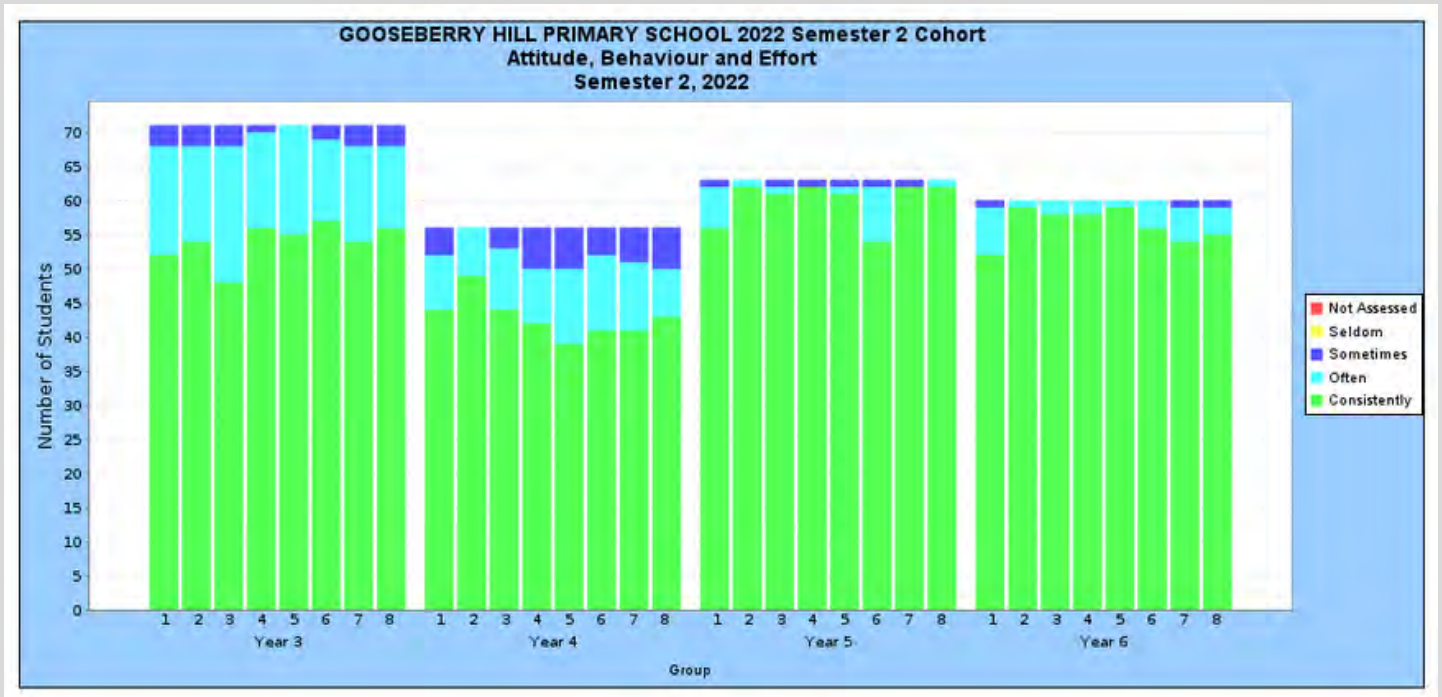
Year 1 - 3. Reflects on and talks about own learning

Year 2 - 1. Displays independence

3. Reflects on and talks about own learning



ATTITUDE, BEHAVIOUR AND EFFORT SEMESTER 2, 2022



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

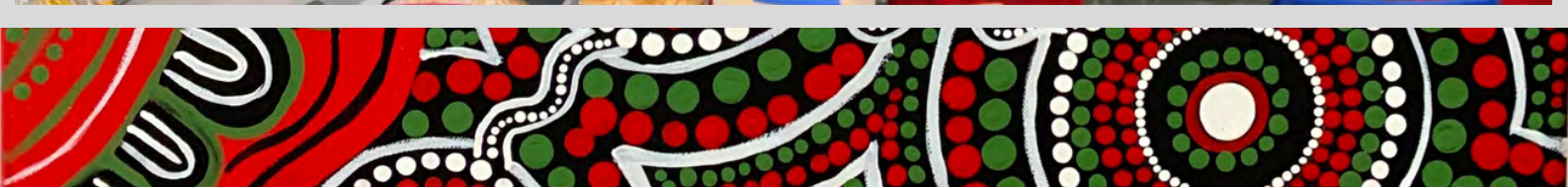
Further analysis of the raw data enables key areas of focus to be identified as;

Year 3 - 3. Shows courtesy and respect for the rights of others

Year 4 - 5. Cooperates positively and builds positive relationships with others.

Year 5 - 6. Is enthusiastic about learning.

Year 6 - 1. Works to the best of his/her ability.



IMPROVEMENT TARGETS

Experience - Culture of Care



IDENTIFY ATTRIBUTES OF HEALTHY AND ENGAGED STAFF

Staff Health and Wellbeing continued to be tested 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.

RUOK? 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 with the everyday support shown through simple expressions.

The building program at the end of the year and into 2023, tested staff resilience with temporary class locations and reduced access to resources having an impact. Careful attention to staff wellbeing will need to be a focus for 2023.

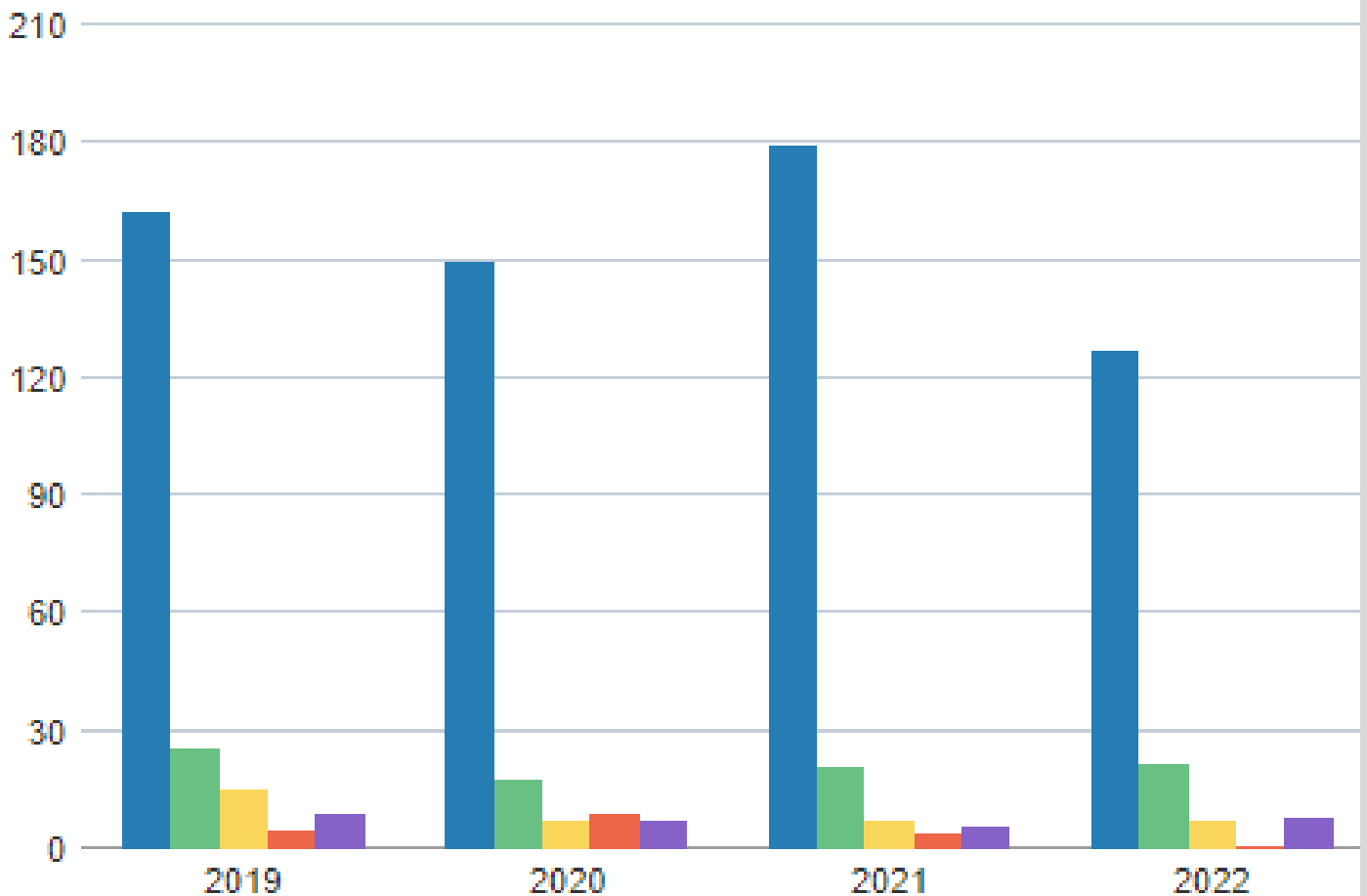


SICK AND FAMILY CARERS LEAVE FOR TEACHING STAFF - LEAVE TREND ANALYSIS

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
2019	162	26	15	5	9
2020	149	18	7	9	7
2021	179	21	7	4	6
2022	127	22	7	1	8

Teaching Leave Days



Staff leave remains consistent with overall absences slightly decreasing from 2021 and 2022. This would suggest that staff were conscious of the impact of COVID leave and therefore reduced other leave takes.



2022 saw the retirement of long standing Deputy Principal, Mrs Fiona Elsegood and the promotion of fellow Deputy Principal, Ms Susan Archdall to the Principal of Bannister Creek Primary School. Recruitment to replace these two leadership positions will be undertaken in Semester 1 with careful consideration given to ensuring the momentum of school renewal is maintained. Apart from this, there was very little other turnover in staff with no new staff being recruited and departures filled from within the current group of staff.



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 were highlighted with the musical production 'Take off', written and directed by our Music Specialist, Mrs Lynda O'Reilly. A stripped back Stirkfest, and Presentation Night, gave the students some much needed performance space in a COVID interrupted year.

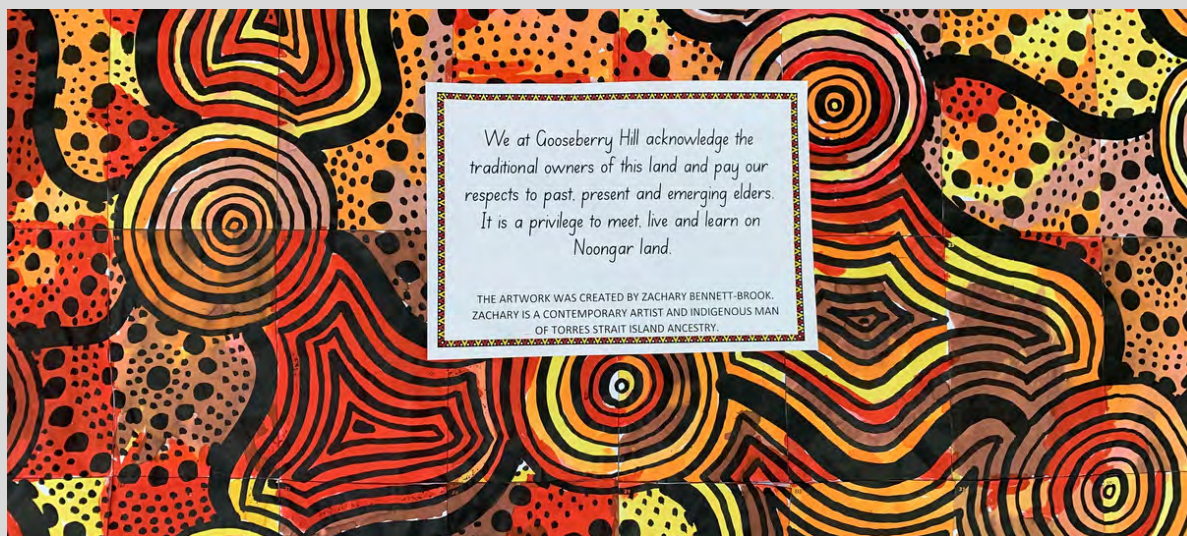
As always there is an abundance of high quality artwork throughout the school showcasing the calibre of talent of our students and the opportunities provided within the Art program. Many students were selected in the Gifted and Talented Art Extension program at Kalamunda Senior High School.



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 Run4Fun event and the School Disco along with many other supported activities either by providing volunteers or catering through the canteen. Again, COVID interrupted plans to hold a 50 year celebration event, however, the P&C did coordinate the memorial bricks that were used to create a 50 Year tribute outside the front administration building.

The implementation of the Reconciliation Action Plan, led by the Cultural Awareness Committee has been a significant step in ensuring the Aboriginal Cultural Standards Framework is embedded into school planning. Partnerships with local Aboriginal Artists to develop and design 'Our Story' demonstrated the school's commitment to respect and protect the land on which we work, learn and play. Staff proudly wear shirts with this design and student sporting uniforms have been transformed. Work is underway to have the Faction Flags and Mascots redesigned to include traditional artwork and mascots in Noongar language that align to the school virtues.



Next Steps from the School Review Return suggest the school;

- Continue to plot the school's progress on the ACSF continuum and acknowledge the positive impact already made by the visual ownership of the school's reconciliation journey.

Positive Actions from the School Review Return validate;

- Authentic and sustainable progress toward the implementation of a Reconciliation Action Plan including the self-reflection of staff on the school's progress in implementing the Aboriginal Cultural Standards Framework (ACSF).



FINANCIAL SUMMARY



GHPS remains in a strong position financially with a total bank balance of \$579,986.37 as at the 31st of December 2022. 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 from Year 2 to 6 following a successful trial. Staff Professional Development remains a priority to ensure staff are well versed on the programs being implemented.

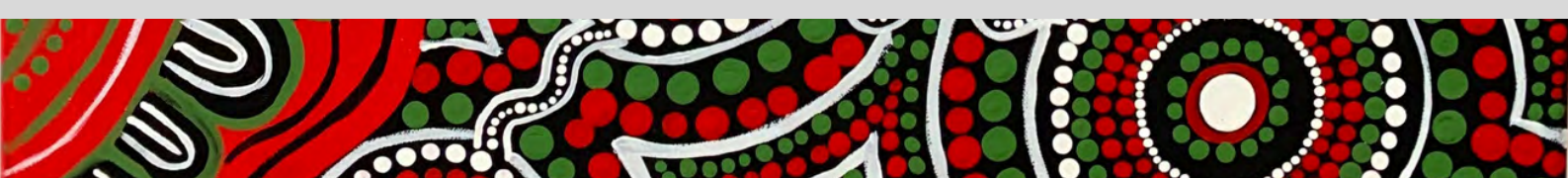
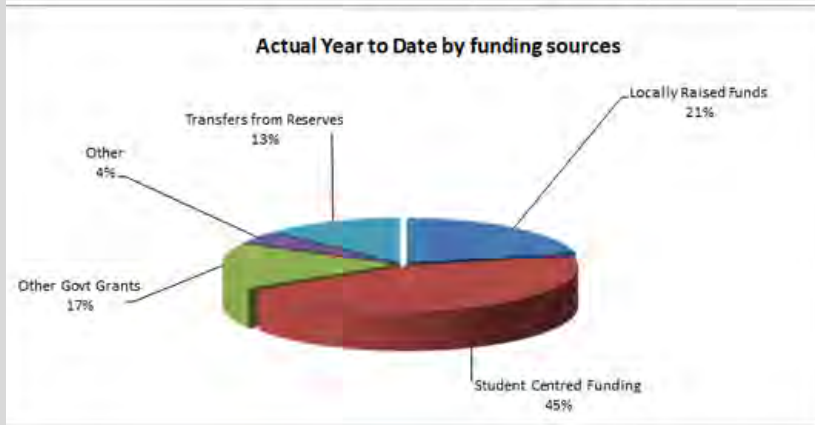
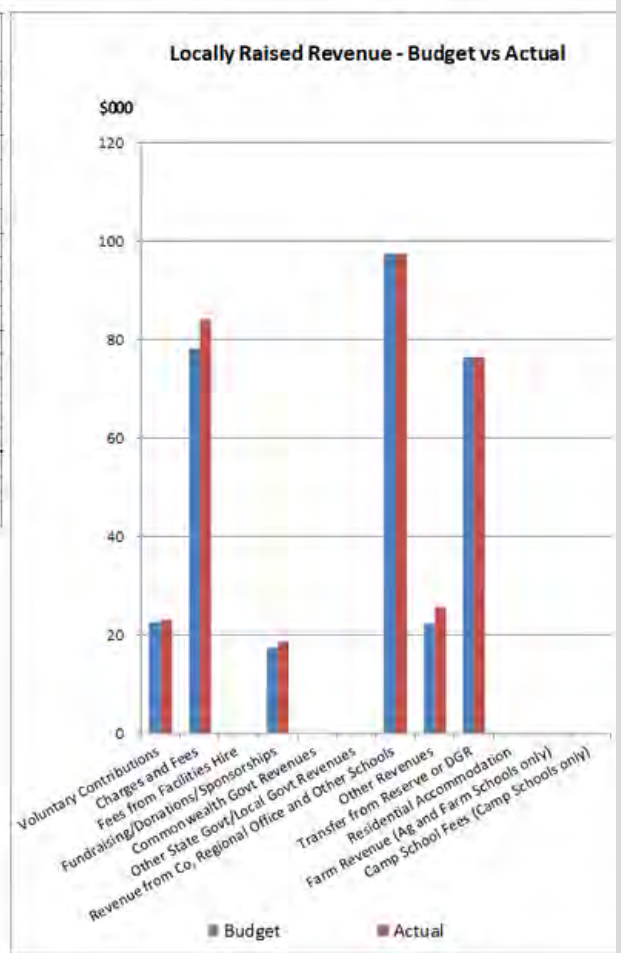
A State Government Election promise of \$30,000 for Air Conditioning in the Keene Undercover Area was completed and classroom refurbishments began in Term 4. This will include a staffroom upgrade also which has been long awaited by the staff.

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.



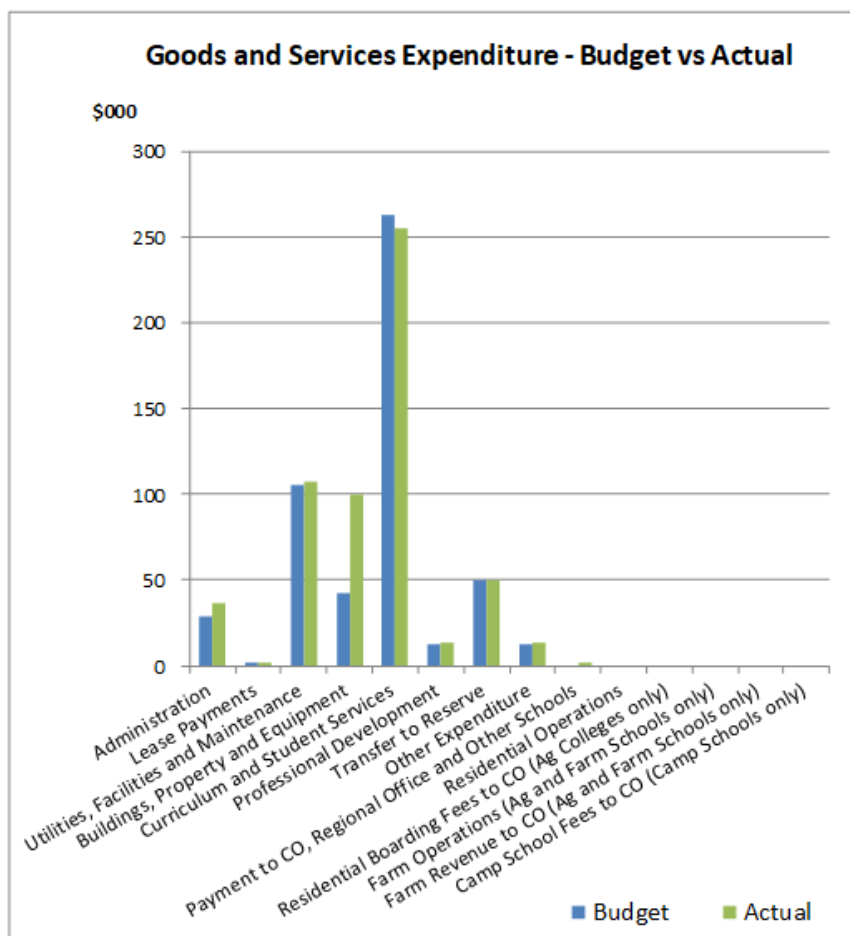
REVENUE 2022

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 22,534.00	\$ 22,969.00
2	Charges and Fees	\$ 78,242.95	\$ 84,205.45
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 17,429.61	\$ 18,657.79
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 97,363.31	\$ 97,363.31
8	Other Revenues	\$ 22,237.34	\$ 25,630.01
9	Transfer from Reserve or DGR	\$ 76,545.45	\$ 76,545.45
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 314,352.66	\$ 325,371.01
Opening Balance		\$ 79,767.00	\$ 79,767.15
Student Centred Funding		\$ 263,827.90	\$ 263,827.90
Total Cash Funds Available		\$ 657,947.56	\$ 668,966.06
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 657,947.56	\$ 668,966.06



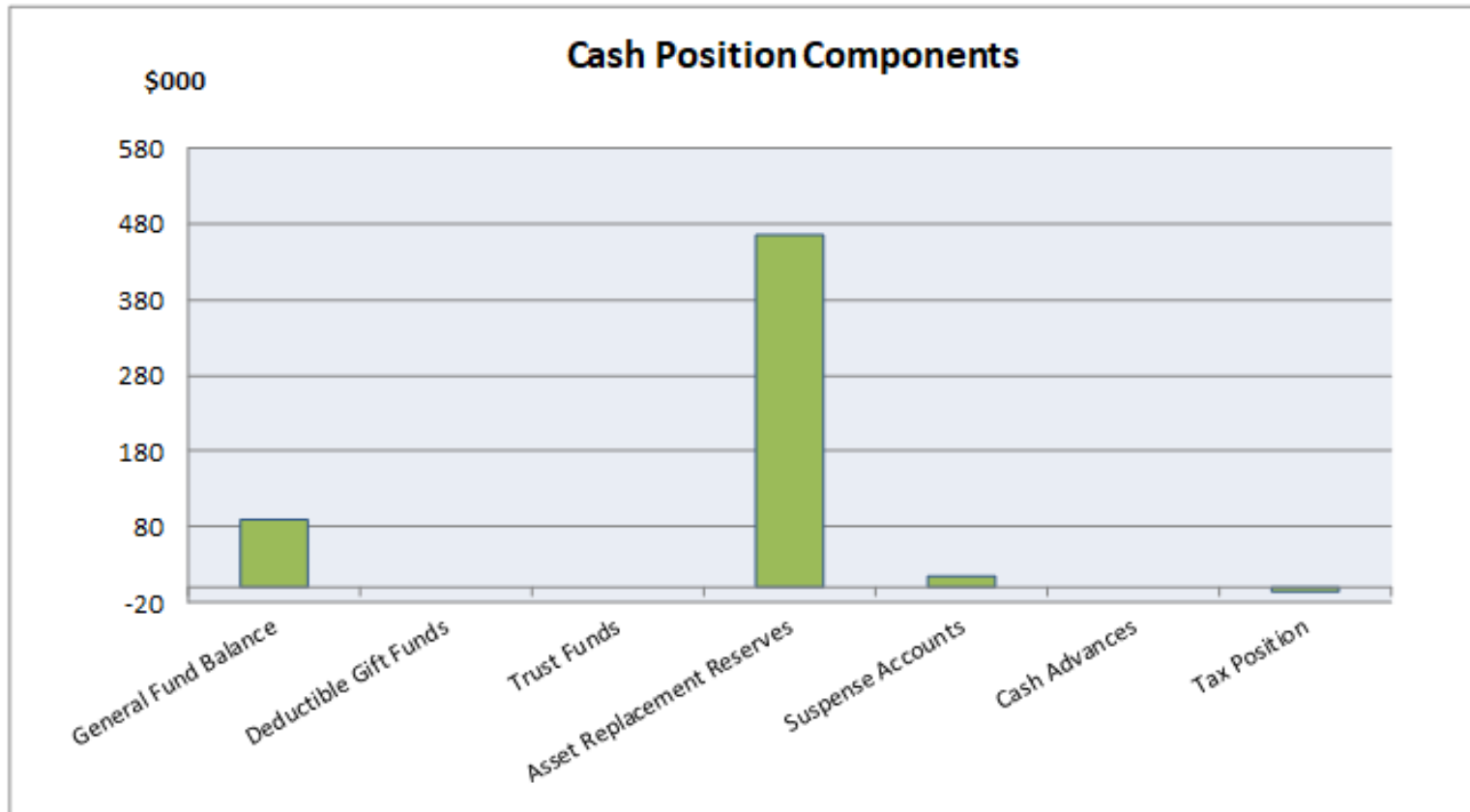
EXPENDITURE 2022

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 29,156.52	\$ 36,365.97
2	Lease Payments	\$ 1,614.00	\$ 1,615.04
3	Utilities, Facilities and Maintenance	\$ 105,145.00	\$ 107,915.43
4	Buildings, Property and Equipment	\$ 42,545.45	\$ 99,950.94
5	Curriculum and Student Services	\$ 262,682.06	\$ 255,305.38
6	Professional Development	\$ 12,300.00	\$ 13,785.02
7	Transfer to Reserve	\$ 50,000.00	\$ 50,000.00
8	Other Expenditure	\$ 12,492.36	\$ 13,063.59
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ 1,985.00
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	\$ 515,935.39	\$ 579,986.37
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 515,935.39	\$ 579,986.37
	Cash Budget Variance	\$ 142,012.17	



CASH POSITION 2022

Cash Position Components		
Bank Balance		\$ 562,876.84
Made up of:		
1 General Fund Balance		\$ 88,979.69
2 Deductible Gift Funds		\$ -
3 Trust Funds		\$ -
4 Asset Replacement Reserves		\$ 464,453.11
5 Suspense Accounts		\$ 14,344.04
6 Cash Advances		\$ -
7 Tax Position		\$ (4,900.00)
Total Bank Balance		\$ 562,876.84





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