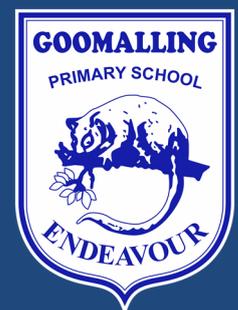


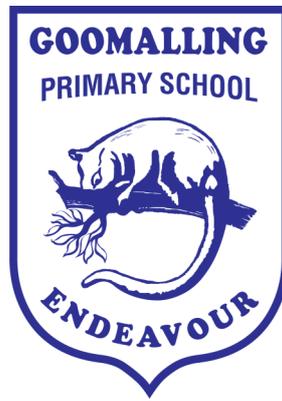
# 2021

## ANNUAL REPORT



# Goomalling Primary School





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## From the 2022 Principal

It is my pleasure to present to the GPS community the Annual Report for the 2021 school year.

This report has been developed by combing through 2021 policy, plans and data for a school year that I was not a part of. As such, I must acknowledge former Principal, Amanda Roe and former school council chair, Trudi Manera, for their leadership and congratulate them on their many successes throughout the 2021 year. In retrospectively piecing together a picture of 2021, the evidence of Amanda's work within the school and the impact of her leadership can be found in the positive tone and stability of the school, its solid policies and effective programs and the many sound school structures in place. It has been a delight to step into the leadership position at Goomalling Primary School for semester one of 2022 and I have enjoyed exploring the successes and milestones of the 2021 year.

Mr Joshua Conti—2022 Principal



## From the 2021 School Council Chair

The mission at Goomalling Primary School is “Every child every chance to shine.” School Council plays an integral role in achieving this mission by bringing together parents, community members, staff members and the Principal, to enhance the education provided by Goomalling Primary School so that it meets the Goomalling community’s expectations and the needs of the children in it.

Council helps with decision making regarding resources usage, school objectives and general policy directions. It also helps plan financial arrangements to fund the objectives and set codes of conduct for students. GPS is coming to the end of the second year of our 2020-2023 Strategic plan that Council helped develop. Council is improving the process for annual reviews of the School Strategic plan and will continue to monitor and support GPS with the progresses and challenges that arise along the way to ensure we achieve our goals. In 2021 GPS has also been implementing the Positive Behaviour Support process at the school which is proving to be extremely beneficial to the staff and students.

School Council, Principal Amanda Roes, staff and the P&C will be involved in the next Public School Review that will take place in 2022. The 2019 Review, although very favourable, did highlight some items and this feedback was used as a base to create the areas of focus in the 2020-2023 Strategic Plan. Continued improvement is always desirable and our School Council will play an important part in the upcoming 2022 review.

This is the end of my last year on the Goomalling Primary School Council and I would like to take this opportunity to thank my fellow members of the Council and the Principal Amanda Roe and all the GPS staff for their hard work, dedication, strong focus and support throughout this year and in the past. I know GPS will continue to move from strength to strength into the future and provide our children with the best educational opportunities that will bring out the best in them. Council member positions are open for 2022 and include both parent and community positions. If you are interested in taking on the rewarding role for our school or would like information about joining, please talk to a Council member.

Thank you,

Trudi Manera  
Goomalling Primary outgoing School Council Chairperson

## School Mission

To give every child every chance to shine.

## School Vision

At Goomalling Primary School our vision is to build a community of students with high expectation who strive for personal excellence in a safe learning environment. We are an integral part of the wider community, supporting students to become purposeful global citizens who are respectful and resilient in the face of challenges.

## GPS Pedagogical Beliefs

High expectations and early intervention are essential.

All children can experience success.

Students learn at different rates and in different stages.

We will deliver an aligned curriculum through implementation of agreed whole school practice.

Teachers need to provide ample opportunity for revision, ongoing practice and consolidation of previously introduced knowledge and skills.

All staff will create and maintain a positive learning environment.

## Student Numbers

K	PP	1	2	3	4	5	6	Total
4	4	4	6	8	11	4	8	49

Sex

	K	PP	1-6	Total
Male	1	2	19	22
Female	3	2	22	27
Total	4	4	41	49

## Attendance

	School	WA Public Schools
2019	90.0%	91.6%
2020	90.8%	91.9%
2021	88.3%	91.0%

Attendance data is collected by the school's attendance officer. The data is processed by the principal and follow up actions carried out. These include letters home for unexplained absences, phone calls to students families with high absentees and occasional home visits in extreme cases.

## Workforce Composition

	No	FTE
Principals	1	1.0
Total Administration Staff	1	1.0
Other Teaching Staff	5	3.2
Total Teaching Staff	5	3.2
Clerical/Administrative	2	1.0
Gardening/Maintenance	1	0.4
Other Non-Teaching Staff	5	2.0
Total School Support Staff	8	3.3
Total	14	7.5

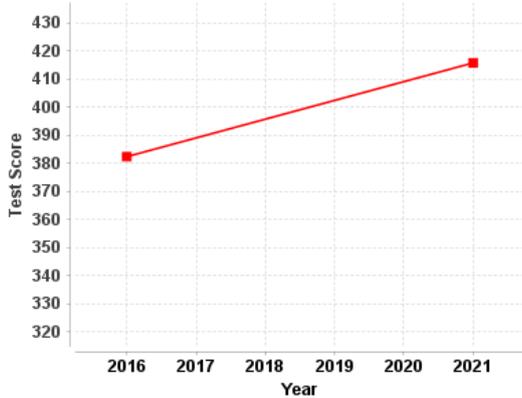


# Literacy Data

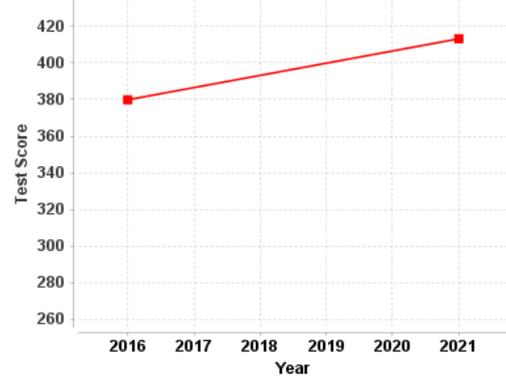
## Year 3 NAPLAN Analysis

NAPLAN data indicates a steady increase in achievement across literacy areas in our year 3 cohort. Year 3 students have demonstrated a spread of achievement in reading and satisfactory/good progress in writing. Data would suggest our middle primary students now need a push in order for us to achieve higher representation in the *high* to *very high* range, in the 2022 NAPLAN.

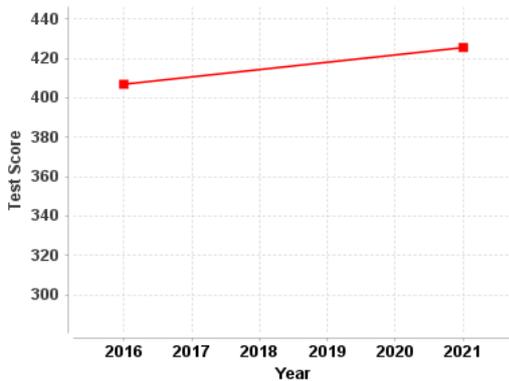
Year 3 Writing Average Test Score



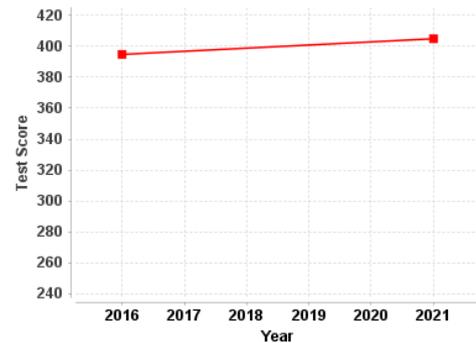
Year 3 Spelling Average Test Score



Year 3 Reading Average Test Score



Year 3 Grammar & Punctuation Average Test Score



## Year 5 NAPLAN Analysis

While our year 5 students have demonstrated limited achievement in reading, their overall progress has improved indicating that while they still require support, most students are making progress at a *moderate* level. A number of year 5 students have dropped from satisfactory to limited achievement from year 3 to 5. These students have been identified and are currently participating in the MacqLit targeted literacy program as a means of improving both their achievement and progress. The writing data indicates that our year 5 students, while achieving on the lower end of the scale, have made moderate progress in writing. Our upper Primary students will require continued, explicit instructional support to accomplish greater progress and achievement in 2022.

## Literacy Improvement Focus

### Reading:

- Incorporate the Big 5 Ideas of Reading into the Literacy Block.
- Explicitly teach comprehension strategies from the GPS S&S.
- All students have take home reading each night.
- Guided Reading as a strategy for teaching comprehension strategies where students are at an instructional (95%) level.
- High frequency words programs for home and school for all identified students.
- Incorporate teaching of Tier 2 vocabulary in Literacy Block.

### Writing:

- Opportunities to write daily.
- Follow the Talk 4 Writing approach in the junior classes.
- Follow the Seven Steps for Writing Success approach in the middle/senior classes.
- Teach handwriting according to WA Curriculum using SA Font.
- Explicit teaching and opportunities of ICT to produce text.

### Spelling:

- Teach phonic groups in middle/upper years using Soundwaves lists.
- Early years literacy program based on PA and phonic knowledge.
- Following the GPS S&S for spelling rules & conventions.
- 25 minute spelling lesson four days a week (to include phonological awareness and semantics exposure).
- Explicitly teach editing strategies.

### Intervention:

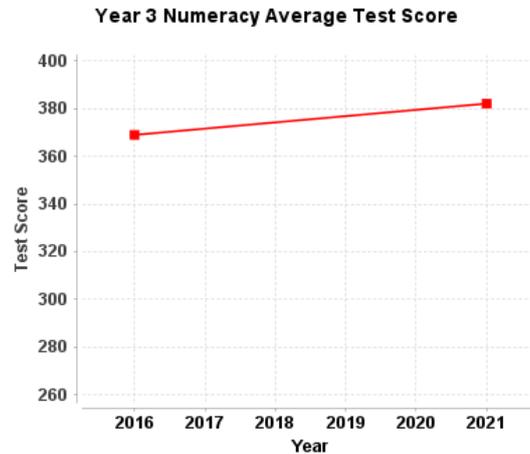
- Targeted support for students at risk through MacqLit and MultiLit



## Numeracy Data

### Year 3 NAPLAN Analysis

Year three students have demonstrated predominately satisfactory achievement in the NAPLAN numeracy test and largely low/moderate progress. Longitudinal data shows an improvement trend from 2016 through to 2021, suggesting while our year three students still require ongoing support and explicit teaching in Numeracy, GPS is making gains over time.



### Year 5 NAPLAN Analysis

As with our literacy data, year five student's have demonstrated limited achievement in Numeracy, consistent with their 2019 achievement as year three students. Our year five cohort have made very low-moderate progress in numeracy, suggesting that they are making gains in numeracy, at a level below expected and achieved by *like schools*. The data reaffirms Numeracy as needing to be a focus area for GPS teaching and learning in 2022.

## Numeracy Improvement Focus

- Continued development of effective instructional practices including modelled, shared, guided and independent learning opportunities (whole school Gradual Release of Responsibility model, *I Do, We Do, You Do*, as per the GPS Pedagogy Plan).
- Utilise maths Warm Ups at the beginning of Numeracy sessions (minimum 20 minutes, 50% number facts and 50% concepts and skills).
- Revisit/Revise previously taught mathematical concepts.
- Utilise EA time to carry out targeted small group sessions in middle and upper primary school classrooms.

## Priorities, Progress & Actions

### Improvement Target

To set an upward trend in the percentage of students with *moderate*, *high* and *very high* progress in NAPLAN improvement data through 2020-2023. (2017-2019 Numeracy—44% Reading—53% Writing—70%)

Annually, Pre Primary students identified in the Operational Plan will meet their individual improvement targets from On Entry to Year 3 NAPLAN.

Annually, Year 3 students identified in operational planning, will meet their individual NAPLAN improvement target in Year 5.

Annually, students identified in the Operational Plan will meet their individual improvement targets in ACER PAT (Progressive Achievement Tests) through 2020-2023.

Maintain and improve the partnerships our school develops with community organisations and outside agencies during the course of the Business Plan.

To maintain or improve the satisfaction of parents in the 2020/2022 National School Opinion Surveys.

By the end of 2022, we will achieve a level of at least three in 'Professional Culture' and 'Leadership' from the ACER Professional Learning Community Framework.

### Progress

While, on average, we have achieved an upward trend, we still have significant work in this space for both cohorts to reach a greater spread of achievement in *moderate-very high* progress, across learning areas.

Year three students have surpassed progress targets in literacy while progressing on par with 2017-2019 data.

While achieving our progress target in reading and numeracy, our year five students have demonstrated generally *limited* achievement and *very low-moderate* progress across learning

Data Unavailable

Ongoing

Information from the secondary school opinion survey was analysed by council and staff and used to create strategic plans for 2021.

Ongoing

### Planned Actions

To push and extend our *satisfactory* achieving students while simultaneously filling the gaps and meeting the needs of our students currently demonstrating *very low* progress and making *limited* achievement.

See strategies on [Page 8](#) & [Page 9](#).

To push and extend our *satisfactory* achieving students to achieve *good or excellent* levels of achievement and *high* progress.

See strategies on [Page 8](#) & [Page 9](#).

To continue to achieve growth for upper school students while targeting areas for development through explicit teaching sessions and targeted intervention such as MacqLit and MultiLit.

See strategies on [Page 8](#) & [Page 9](#).

To achieve year-for-year growth for all students, irrespective of their starting point.

See strategies on [Page 8](#) & [Page 9](#).

Appoint a new School Council Chair in 2022

Invite community members to join the 2022 School Council

Continued work towards achieving the key strategies of the [2020-2023 Strategic Plan](#)

Ongoing professional learning opportunities for staff and school leadership.

Continued involvement in the ILN

## Semester 1 Highlights

Term one was a busy time for Goomalling Primary School. Before students returned to school, the Dowerin Work Camp, under direction from Darryl Kennedy (school gardener) and Julie Forward (GPS MCS) completed paving works around the newly refurbished school library. Also, prior to school beginning, a team of community helpers and volunteers carried out the redevelopment of the junior playground; a plan designed and overseen by P&C President and GPS EA, Jarna French.

We continued to strengthen inter-community ties with our annual Morlock Swimming Carnival. Sacred Heart Catholic School hosted the event this year and competed against GPS and Bolgart Primary School. Goomalling Primary were successful in winning the competition. We continued our partnership with Sacred Heart later in the term with our student leadership day. GPS Student Leaders joined SHCS student leaders for a day of activities designed to strengthen our student leadership body by building their individual and collective capacity to lead effectively.

On the 9th of March Sci-Tech visited the school with an interactive session on *gravity*.

Later, on March 17, special invited guests, staff and parents of Goomalling Primary School enjoyed a lovely afternoon celebrating the recently refurbished library. New shelving was installed and kindly donated by the P&C Association. Mr Robin McGill, Mr and Mrs Mick and Karen McGill had the privilege of cutting the paper chain made by the year 3/4 class and Mrs Sheila Smith, GPS EA and Library Officer, had the honours of cutting the cake along with School Captain Gemma Carr and Vice School Captain Tasmin Clarke. Children representing all years read a passage out of their favourite book at the celebration.



On May 24, in term two, students visited Dowerin Recreation Centre to learn about being a leader and being positive about yourself.

Later in the term, students attended the CRC Senior's Day, where the seniors led students in sessions of origami, mah-jong, knitting, crochet, word searches, puzzles, naughts & crosses, jenga, connect four, ball toss. In return, our GPS students gave the seniors a demonstration with the school OSMO kits.



## Semester 2 Highlights

Music Feste was one of the events that gave way to Covid last year and it was great to see our students on the stage again in Term three. Both groups performed beautifully.

Our whole school excursion to the museum was a great day. For some the train was one of the highlights. The behaviour of our students was wonderful; they did Goomalling proud.

Following the success of last year's Pirate Day, Miss Marelli hosted an Early Childhood Day on 23rd August. Children from Gumnuts and the wider community were welcome to join in the fun for the morning. The theme was "Sliding Down Rainbows" and K/PP students were invited to dress in bright colours on the day.

Term three also saw Goomalling successful in winning two additional athletics carnivals; the 2021 Mortlock Faction Carnival and the VPSSA Interschool Athletics Carnival. The weather was magnificent on both occasions and the students represented their school proudly.

As part of our students Earth & Space Science studies, we had a visit from Australian Earth Science Education (AusEarthEd) on Thursday 5<sup>th</sup> August.



In term four, highlights included the year 5/6 children competing in the Lego League competition. It was great to see our children thinking on their feet, under time pressure, to try to score points on the day.

We also had a visit from the Royal Flying Doctors in December when their helicopter landed on our oval.

Term four concluded with our annual presentation night on Tuesday, December 14; an opportunity to acknowledge our departing students and the hard work and achievements of our Goomalling students in 2021.

## School Council

<b>Principal</b>	<b>Amanda Roe</b>
School Council Chair	Trudi Manera
Staff Members	Jarna French Sheila Smith
Parent/Community Members	Brendan Barratt Kate Glatz Debra Lee Chester Karen Mannaerts

The National School Opinion Survey was last conducted in 2020 and is due to be conducted again in 2022. Findings of the 2020 survey were closely examined to identify key areas of strength and improvement. Council determined that it needed further clarity from the school community in order to plan for improvement, so ran a secondary survey to interrogate in more detail, responses from staff and parents. Information from the secondary survey was communicated and analysed by council and staff and used to create strategic plans for 2021.



## GPS School Opinion Survey 2020

Question	Parent	Staff	Student
	12	10	12
Teachers at this school expect my child to do their best.	4.4	4.6	4.4
Teachers at this school provide my child with useful feedback about their school work.	3.8	4.0	3.8
Teachers at this school treat students fairly.	3.4	3.9	3.6
This school is well maintained.	4.2	4.0	4.2
My child feels safe at this school.	4.5	4.0	3.5
Students at this school can talk to their teachers about their concerns.	-	4.1	-
Parents can talk to their child's teachers about their concerns.	4.0	4.0	3.3
Student behaviour is well managed at this school.	3.2	3.3	3.3
My child likes being at this school.	4.3	4.2	3.8
This school looks for ways to improve.	4.2	4.2	4.6
This school takes parents' opinions seriously.	3.8	3.8(staff)	3.8(student's)
Teachers at this school motivate my child to learn.	3.8	4.1	4.3
My child is making good progress at this school.	3.9	-	-
My child's learning needs are being met at this school.	3.7	3.8	-
This school works with me to support my child's learning.	3.8	3.7	-
I receive useful feedback about my work at this school.	-	3.6	-
Staff are well supported at this school.	-	3.9	-
This school has a strong relationship with the local community.	4.3	4.7	-
This school is well led.	4.0	4.1	-
I am satisfied with the overall standard of education achieved at this school.	3.8	4.1	-
I would recommend this school to others.	4.2	4.4	-
My child's teachers are good teachers.	4.0	4.0	4.2
Teachers at this school care about my child.	4.2	4.1	-
My teachers care about me.	-	-	4.1

1 – Strongly Disagree 2 – Disagree 3 – Neither Agree nor Disagree 4 – Agree 5 – Strongly Agree

### PERFORMANCE AGAINST 2020 TARGETS

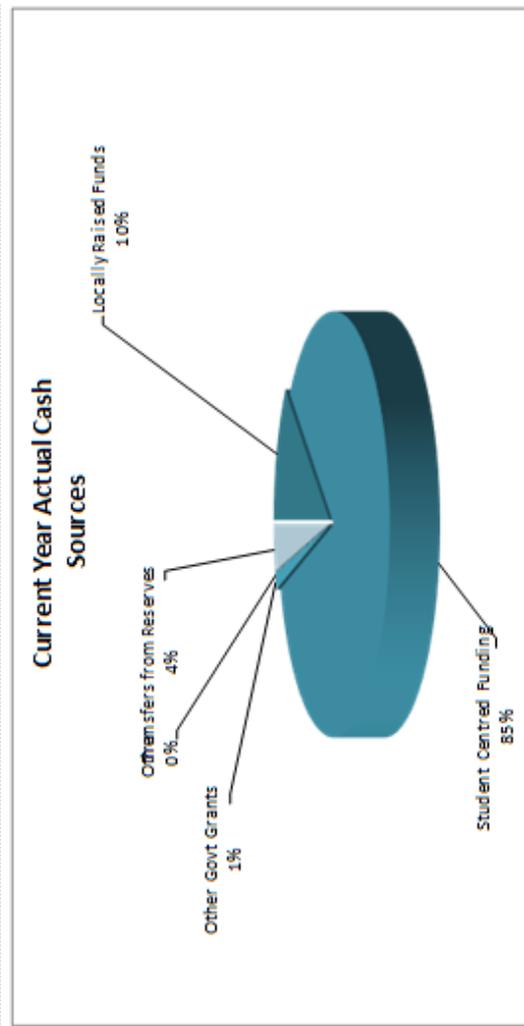
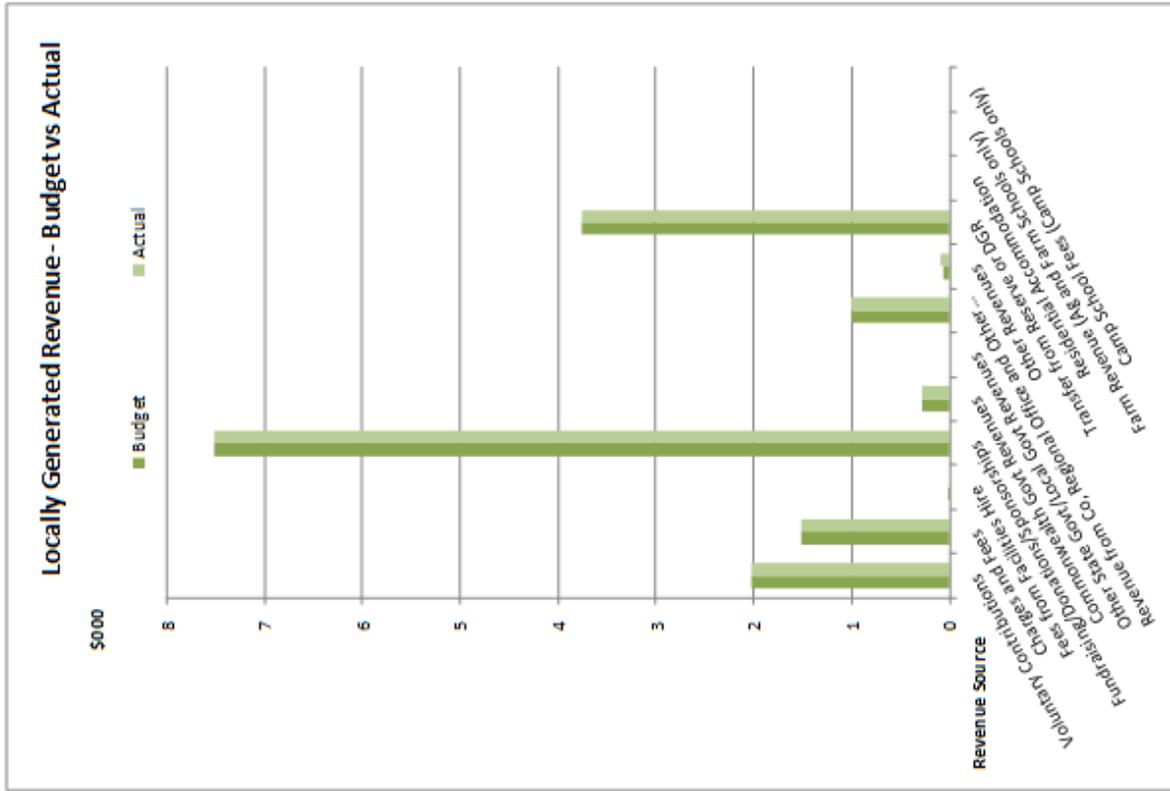
#### GOVERNANCE AND SUPPORT

Maintain and improve the partnerships our school develops with community organisations and outside agencies during the course of the Business Plan.	Achieved
To maintain or improve the satisfaction of parents in the 2020/2022 National School Opinion Survey	Ongoing (pending 2022 findings)

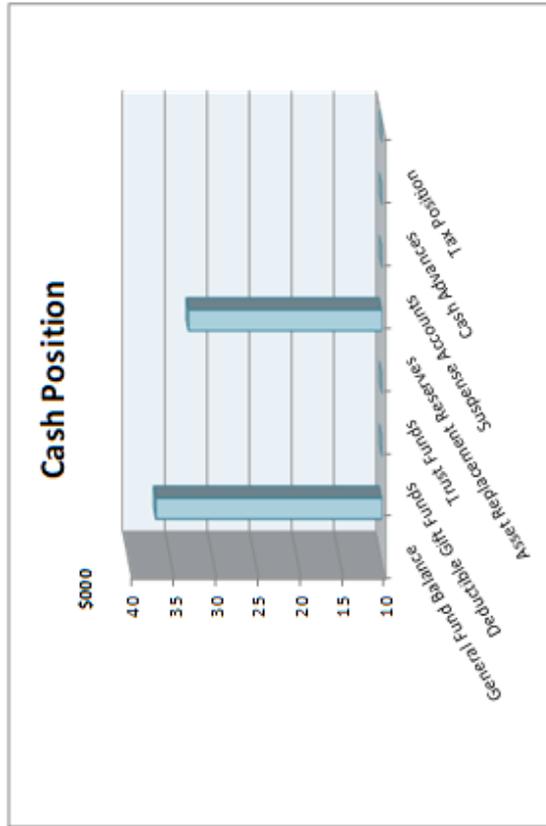
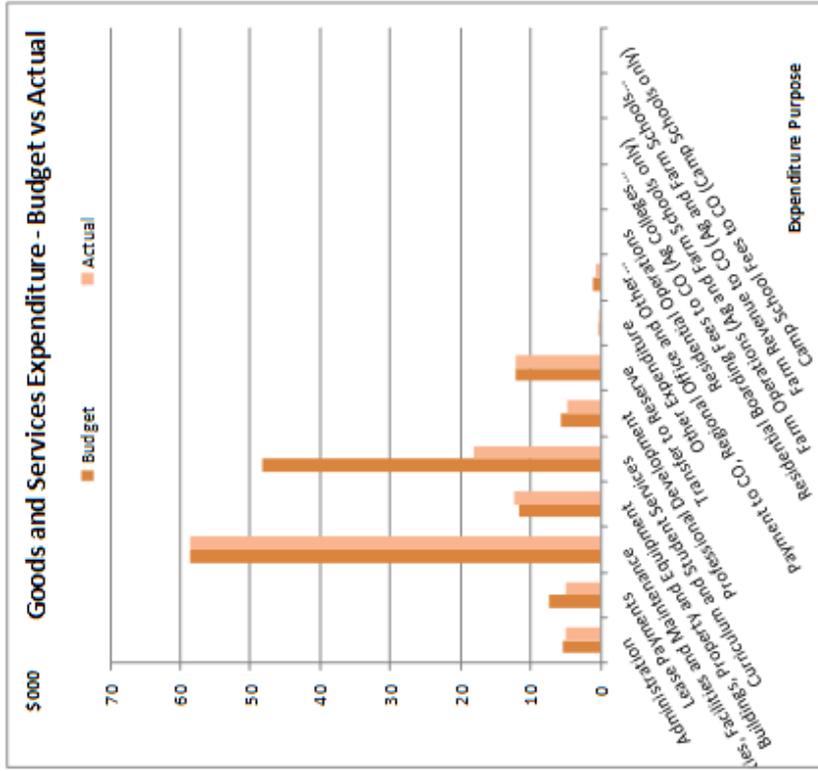
## P&C

President	Jarna French	Fundraising	Debra-Lee Chester
Vice President	Kate Glatz	Uniform	Ruth Carr
Secretary	Lisa Smith	Book Club	Kate Glatz
Treasurer	Christine Barratt		

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 2,020.00	\$ 2,020.00
2 Charges and Fees	\$ 1,517.00	\$ 1,517.00
3 Fees from Facilities Hire	\$ 1.00	\$ -
4 Fundraising/Donations/Sponsorships	\$ 7,518.00	\$ 7,518.05
5 Commonwealth Govt Revenues	\$ 286.00	\$ 285.57
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 1,000.00	\$ 1,000.00
8 Other Revenues	\$ 67.00	\$ 96.79
9 Transfer from Reserve or DGR	\$ 3,750.00	\$ 3,750.00
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>\$ 16,159.00</b>	<b>\$ 16,187.41</b>
Opening Balance	\$ 48,088.00	\$ 48,087.79
Student Centred Funding	\$ 88,909.00	\$ 88,908.76
<b>Total Cash Funds Available</b>	<b>\$ 153,156.00</b>	<b>\$ 153,183.96</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 153,156.00</b>	<b>\$ 153,183.96</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 5,321.00	\$ 5,037.73
2 Lease Payments	\$ 7,400.00	\$ 4,997.89
3 Utilities, Facilities and Maintenance	\$ 58,603.00	\$ 58,673.73
4 Buildings, Property and Equipment	\$ 11,600.00	\$ 12,281.49
5 Curriculum and Student Services	\$ 48,195.31	\$ 18,130.17
6 Professional Development	\$ 5,500.00	\$ 4,689.91
7 Transfer to Reserve	\$ 12,000.00	\$ 12,000.00
8 Other Expenditure	\$ 5.00	\$ 4.26
9 Payment to CO, Regional Office and Other Schools	\$ 1,050.00	\$ 610.81
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>\$ 149,674.31</b>	<b>\$ 116,425.99</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 149,674.31</b>	<b>\$ 116,425.99</b>
Cash Budget Variance	\$ 3,481.69	



Cash Position as at	
Bank Balance	\$ 68,610.87
Made up of:	
1 General Fund Balance	\$ 36,757.97
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 32,908.90
5 Suspense Accounts	\$ 624.00
6 Cash Advances	\$ (810.00)
7 Tax Position	\$ (870.00)
<b>Total Bank Balance</b>	<b>\$ 68,610.87</b>