



Annual Report 2017



Sharing Caring Learning

It gives me great pleasure to provide parents and community members with the 2017 Annual Report for Goollelal Primary School. This report details the school's achievements and successes during 2017, as well as our challenges and opportunities for further development. To gain a balanced and overall perspective of the school, this report should be read with consideration to other available school information such as the 2015-2017 School Business Plan, student semester reports and information located on the school website.



FROM THE PRINCIPAL

In 2017, Goollelal Primary School enjoyed another successful and productive year, it's third year of operation as an Independent Public School (IPS). Since 2015, the school staff and Board have worked tirelessly to implement the School's inaugural Business Plan 2015-2017. In November, the school took part in an Independent Public School Review conducted by the Department of Education Services (DES). Throughout the year, our staff, along with members of the school board, used the lead up to the review as an opportunity to reflect on our performance. During the review visit the reviewers met with staff, parent and community representatives. These discussions, along with evidence provided to the reviewers before their visit, was used as a basis to verify how well the school and the board have met the commitments of the Delivery and Performance Agreement (2015) and the Business Plan 2015-17. The review findings were overwhelmingly positive and also included constructive feedback on areas for continued growth and improvement. A full copy of the review findings can be seen on our school website and also, at Schools Online.

Throughout 2017 we also continued refurbishing the playgrounds and facilities around the school. Projects included installation of new picnic tables, a beautiful cubbyhouse, painting the exterior of our administration block and a vibrant mural by artist Paul Deej.

I would like to take this opportunity to thank the Board members and members of the P&C for the time volunteered to attend meetings and to play such a crucial role, not only in our school review but throughout the year in numerous school community and fundraising events. This was noted as an area of strength by the school reviewers, *"the creation of a caring and supportive environment where the whole school community joins together to engage students in learning."* Your valuable contributions and time are an important element in maintaining the warm and welcoming atmosphere which makes our school a distinctive school.

Throughout this report you will find information relevant to our School Context, Performance and Management in 2017. The information provided is a snapshot of many of the activities, events and organisational structures within the school and I hope you find its contents informative.



"We all know our little school is amazing anyway but improving the aesthetics has taken it to a whole new level. Who wouldn't want to come inside when that (mural) is on the outside."

Parent email 2017

Lynne Anderson

Principal

BUSINESS PLAN 2015-2017

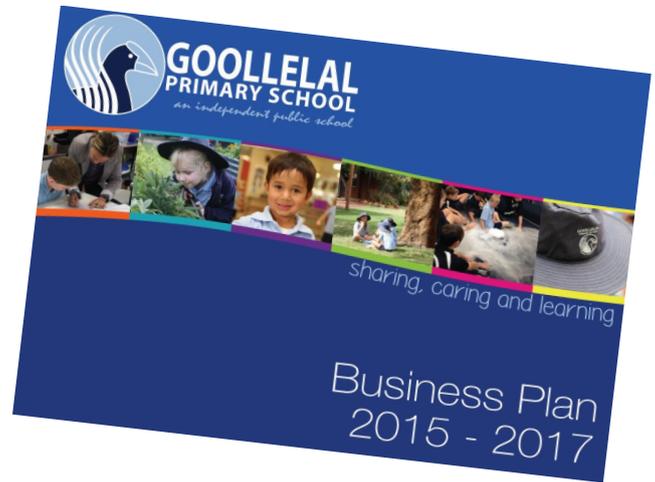


After achieving Independent Public School status in the second semester of 2014, the Goollelal Primary School Business Plan was developed. 2017 marked the last year of the current Business Plan. In 2018, a new three year plan will be developed in consultation with the school board, staff and community members. The three priority areas of the 2015-17 Business plan were:

PRIORITY 1: HIGH QUALITY TEACHING, LEARNING AND LEADERSHIP

PRIORITY 2: SUCCESSFUL STUDENTS

PRIORITY 3: COMMUNITY, CULTURE AND CARE



The Goollelal vision
Goollelal Primary School provides all students with a quality education; one that promotes a respect for self and others, embraces the pursuit of personal excellence and inspires a love of learning.

Our objectives

1. For all students to be successful in achieving their potential academically, socially and emotionally.
2. To provide a safe, inclusive and welcoming environment which engages, challenges and supports all students.
3. To develop positive and trusting relationships between the school and its community.
4. To provide professional development opportunities for all staff so they approach their work with confidence, enthusiasm and commitment.
5. For all staff to be accountable for the progress of our students and our school performance.
6. To promote confidence in public schooling.

Our school motto
Sharing shared ownership, shared accountability and shared responsibility
Caring empathy for others, care and compassion
Learning high expectations, seeking greater knowledge

Achieving our goals
Goollelal Primary School adopts the goals that guide Australian Education Melbourne Declaration on Educational Goals for Young Australians as follows:
1. Goollelal Primary School promotes equity and excellence
2. All Goollelal Primary School students become successful learners, confident and creative individuals, active and informed citizens
3. Successful students are the centre of a measurement. Everything we do is evaluated to the impact on student learning. Our value cycle has three elements: we assess data and related to student achievement and school operational improvement strategies, and we action them.

Plan
Successful students are the centre of a measurement. Everything we do is evaluated to the impact on student learning. Our value cycle has three elements: we assess data and related to student achievement and school operational improvement strategies, and we action them.

Assess
Successful students are the centre of a measurement. Everything we do is evaluated to the impact on student learning. Our value cycle has three elements: we assess data and related to student achievement and school operational improvement strategies, and we action them.

Act
Successful students are the centre of a measurement. Everything we do is evaluated to the impact on student learning. Our value cycle has three elements: we assess data and related to student achievement and school operational improvement strategies, and we action them.

Share
Successful students are the centre of a measurement. Everything we do is evaluated to the impact on student learning. Our value cycle has three elements: we assess data and related to student achievement and school operational improvement strategies, and we action them.

The Goollelal Primary School Business Plan 2015 – 2017 forms part of a suite of documents: Operational Plan, Workforce Plan, Annual Report and the Delivery and Performance Report.

| Aspirations | Strategies | Evidence |
|---|---|--|
| Goollelal Primary School attracts and retains innovative educators who provide excellence in teaching so that students are provided the opportunity to reach their potential. | School based selection for all teaching and non-teaching positions. | Performance of staff employed through school-based selection processes. |
| Professional excellence is demonstrated by a shared commitment and responsibility from all staff: active sharing of professional knowledge, willingness to work in a team based culture, high personal performance and mutual respect and support for colleagues. | Align performance and development to the AITSL Professional Standards. Adherence from all staff to the Goollelal Staff Conduct Agreement. | Staff surveys Improved longitudinal student performance data (stable cohorts) when starting from a similar first assessment score. Maintain or increase the % of students at or above the Australian Mean (Year 3 and 5 NAPLAN data) |
| Build staff capacity to meet the diverse and changing needs of our students. | Share teacher expertise, through collaborative team meetings and co-coaching to extend teaching and learning capabilities across the school. | Collaborative meeting minutes and co-coaching records All staff self-reflex on their professional practice for continuous improvement (eg AITSL professional standards and evidence-based research) Classroom planning is connected to both the School Business Plan and Operational Plan and measured by self-reflection and accountability meetings. School Development Days. Teacher moderation in reported areas of the curriculum. 2015 – All teaching staff report against Australian Curriculum Achievement Standards as per implementation schedule. ACARA General Capabilities priorities are evident |
| Embed the Australian Curriculum (Western Australian School Curriculum and Standards Authority version) in planning, teaching and assessment. | 2015 – Full implementation for English, Mathematics, Science and HASS* (History / Geography only) 2016 – Familiarisation of Health and Physical Education, HASS, Technologies and The Arts. 2017 – Full implementation for Health and Physical Education and HASS. Implement and embed General Capabilities and Cross-Curricular priorities in planning, teaching and assessment as appropriate. | |

Successful Students

| Aspirations | Strategies | Evidence |
|---|--|--|
| Pursuit and celebration of personal excellence. | Celebrate individual successes in academic and non-academic achievements via assemblies, school website and within the classroom. | Student National School positive. |
| Implement differentiated curriculum to meet student needs. | Clear SAER ¹ identification processes are in place. Develop documented plans and monitor their effectiveness to address individual learning needs of students performing outside expected levels. A case conference model is in place to manage all SAER. | SEN ² planning implies etc. Longitudinal records to it. |
| Students adopt increasing responsibility and accountability for learning. | Teachers provide explicit instruction and authentic opportunities for student accountability in learning, including engagement in self-reflection and goal setting. | Students are engaging in self-reflection to identify their strong writing. |
| Provide a safe, inclusive school environment with the promotion of resilience and optimism to assist students cope in a changing world. | Specific whole school programs (BounceBack, Growing and Developing Healthy Relationships, Protective Behaviours). Promotion of Friendship Area in the school grounds. Chaplaincy program to assist all students. | Student National School Optic Students engaging in positive pt Annual Chaplaincy school survey |

¹ SAER: Students at Educational Risk
² SEN: Special Educational Needs

| Aspirations | Strategies | Evidence |
|--|--|--|
| A strong commitment to maintaining positive, genuine school-community relationships. | Provide formal and informal involvement of our community in the identification and implementation of the future directions of Goollelal Primary School. Use a range of relevant and contemporary mediums to communicate to parents. Promote consistency of key messages. Timely and ongoing communication of relevant class, school and community events. Develop and maintain our links and support for local and world charitable, cultural and community organisations. Identify cultural considerations, as applicable, when planning learning experiences. | Parent National School Opinion Survey. Survey data is analysed and actions planned and implemented to address areas of concern. School Board meeting minutes. Annual Report summary |
| Value student diversity and demonstrate inclusivity. | Plan and implement improvements to the learning environment to meet current and future student needs. Clear processes and procedures for individual and whole of school to ensure student health and safety. | National Quality Standards Area 2: Children's Health and Safety National Quality Standards Area 3: Physical Environment |
| Create a contemporary, safe and stimulating environment. | | |



ABOUT OUR SCHOOL

Goollelal Primary School was established in 1981 and was the first school opened in Kingsley. An Independent Public School since 2015, Goollelal Primary has a long history of successful students and the school itself plays an integral part in the local community. Visitors often comment on the welcoming atmosphere and that it has the feel of a country school in the metropolitan area.

We believe that each child will achieve success through experiencing quality teaching in a stimulating and enriching program. We provide contemporary and relevant learning resources for the children to experience challenge. We have a well-entrenched program of support for students at educational risk and for those children with learning difficulties or special needs.

The school has a strong focus on pastoral care and student well-being. We have developed a number of strategies to create a positive, supportive school environment, including the Resilience Doughnut, The Buz Program and Peer Mediation. There is an expectation of excellence in behaviour and this is reinforced through the student engagement policy which has seen the introduction of various clubs for students to participate in during lunch and play times. The clubs change from time to time but include robotics, modelling, chemistry, outside art and colouring clubs. The school has an active kitchen garden, complete with six chickens, where the children are regularly seen working before school and during break times.

The school currently offers specialty areas in Physical Education, Science and Digital Technologies including Robotics and Engineering. The children from years 2 - 6 are offered Choir/musical theatre as an option and each year enjoy a production during Book Week.

The school motto of *Sharing, Caring and Learning* is well known to all the children and the motto is embodied in daily life at our school and is supported by all members of our school community. This year, our school Playgroup for 0-4 year olds began operating in our Kindy room. The School Board plays an integral role in the running of the school with parents, staff and community members making up the membership of the Board. The school also has an active P&C group who raise significant funds each year to support the teaching and learning programs. We value an active and ongoing partnership with these groups and the wider parent body.

Kerry Hartmann
Deputy Principal

THE GOOLLELAL VISION



Our vision is to provide all students with a quality education, one that promotes a respect for self and others, embraces the pursuit of excellence and inspires a love of lifelong learning.

PRIORITY 1: HIGH QUALITY TEACHING, LEARNING AND LEADERSHIP

Professional excellence is demonstrated by a shared commitment and responsibility from all staff, active sharing of professional knowledge, willingness to work in a team based culture, high personal performance and mutual respect and support for colleagues.

All our dedicated teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the Teachers Registration Board of Western Australia public register of teachers. Performance is monitored and aligned to the AITSL Professional Standards for Teachers.

We continue to build staff capacity to meet the diverse and changing needs of our students through observations of practice, collaborative team meetings and co-coaching. All staff are offered leadership opportunities via a distributed leadership model. Annual staff surveys indicate a high level of staff satisfaction. Our Education Assistants (EA's) are constantly upskilled with best practice to cater for students at educational risk and students with special needs. strategies, in particular strategies to support students with sensory needs.

| | Number | FTE _(Fixed term Equivalent) |
|--|-----------|--|
| Administration Staff | | |
| Principal | 1 | 1.0 |
| Deputy Principal | 1 | 1.0 |
| Total Administration Staff | 2 | 2.0 |
| Teaching Staff | | |
| Level 3 Teachers (exemplary teachers recognised and rewarded for their exceptional teaching practices) | 1 | 0.4 |
| Senior Teachers | 2 | 1.2 |
| Other Teaching Staff | 14 | 12.4 |
| Total Teaching Staff | 17 | 14.0 |
| School Support Staff | | |
| Clerical/Administrative | 3 | 2.4 |
| Gardening/Maintenance | 1 | 0.6 |
| Education Assistants | 9 | 7.2 |
| Cleaners | 4 | 1.9 |
| Total School Support Staff | 17 | 12.1 |



In 2017, 2 staff members retired (1 teacher, 1 Education Assistant) and 1 staff member resigned (gardener).

A successful recruitment process was conducted to form a pool of high quality teaching candidates to meet future staffing requirements. Drawing from this pool, we have been lucky to welcome Miss Ashleigh Savage and Mrs Vanessa Furlong to our staff.



“Supporting the teaching and learning program is a strong shared purpose exemplified through the school’s motto of ‘sharing, caring and learning’ and evidenced by the way in which the teaching and support staff, students, parents and the board speak of how much they value being a part of the school community. This passion is key to ensuring improvement is ongoing and sustained.” (School Review Findings 2017)

PRIORITY 1: HIGH QUALITY TEACHING, LEARNING AND LEADERSHIP

Goollelal teaching staff embed the Australian Curriculum (Western Australian School Curriculum and Standards Authority version) in planning, teaching and assessment. 2017 saw the full implementation of English, Mathematics, Science and HASS (Humanities and Social Sciences), Health and Physical Education, Technologies and the Arts. All learning areas were reported on in student reports as scheduled in the 2017 Operational Plan.

During 2017, Connected Practice was reinforced through a continued focus on iStar, a whole school, shared approach to lesson design. Connected Practice was also practised through the consolidation of Stepping Stones (Maths), Words Their Way (Spelling) and the Resiliency Doughnut. Talk for Writing was introduced and will be further consolidated in 2018.

Teachers provided high quality learning opportunities where students are fully engaged. The teaching staff at Goollelal are highly skilled at planning and delivering a tailored, differentiated curriculum to all students. In collaboration with the school administration team and in phase of learning groups, teachers used data from a range of sources (NAPLAN, On Entry testing, PAT testing) to identify the learning needs of individual students. Teachers develop individual, documented plans for students who are showing signs of not reaching their potential.

Strengthen digital fluency across all learning areas, as appropriate.

Students attended digital technology lessons with STEM (Science, Technology, Engineering and Mathematics) teacher, Geoff Rintoul. Key staff members participated in the Balcatta, Greenwood and Warwick STEM Network to lead full implementation of STEM, including robotics and coding, throughout 2017. In June, Mr Rintoul and Miss Burnett shared their knowledge of STEM in education at a conference held at Sci-Tech. In August, our robotics team won the North Metropolitan Region Robotics Challenge and in October a team of GPS students attended the Subs in Schools competition. These students worked with Mr Rintoul to build and manoeuvre mini ROV's (remoted operated vehicles).



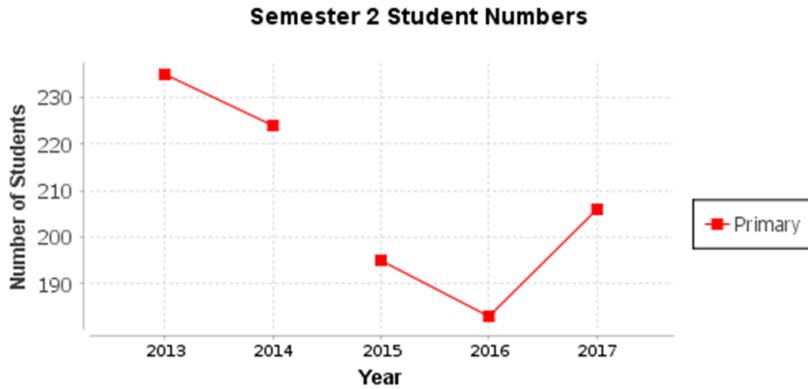
Goollelal Primary is committed to providing a contemporary, high quality Early Years Education program

Our Kindergarten to Year 2 teachers and assistants embed the Early Years Learning Framework (EYLF) into their day to day and long term planning. In August, representatives from the National Quality Standards (NQS) came to audit our early childhood program against the standards. The reviewers were very impressed with the programmes and planning in our Kindergarten to Year 2 classes, in particular, the use of outdoor spaces to create intentional learning opportunities.



PRIORITY 2: SUCCESSFUL STUDENTS

Enrolment Trends



Enrolments at Goollelal Primary School have remained steady from 2013 onwards. Overall student numbers were lower in 2015 due to the Year 7 students across Western Australia now being located at Secondary School.

As at census 2017, the school had 206 full time students enrolled from Pre-Primary to Year 6 (see left).

Student Numbers (as at 2017 Semester 2)

| Primary | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|------|-----|-----|-----|-----|-----|-----|-----|-------|
| Full Time | (17) | 38 | 35 | 30 | 20 | 23 | 28 | 32 | 223 |
| Part Time | 34 | | | | | | | | 240 |

| | Kin | PPR | Pri | Sec | Total |
|--------|-----|-----|-----|-----|-------|
| Male | 16 | 21 | 72 | | 109 |
| Female | 18 | 17 | 96 | | 131 |
| Total | 34 | 38 | 168 | | 240 |

Forecast

It is predicted that the 2018 enrolment figures will be similar in number to the 2017 school year. Some enrolment factors e.g. large numbers in one year level, may affect current class structures in 2018.



PRIORITY 2: SUCCESSFUL STUDENTS

Attendance

The school attendance rate remains very high and is above that of like schools. The school community supports regular attendance and individual attendance rates are monitored closely. The school works hard to ensure unexplained absences are at a very low rate .

| | School | Like Schools | WA Public Schools |
|-------------|--------|--------------|-------------------|
| 2015 | 95% | 94.5% | 93.8% |
| 2016 | 95.7% | 94.5% | 93.7% |
| 2017 | 95.9% | 94.7% | 93.8% |

Students with attendance levels below 90% are considered AT RISK of not achieving their academic potential.

| | Attendance Category | | | |
|--------------------------|---------------------|-----------|----------|--------|
| | Regular | At Risk | | |
| | | Indicated | Moderate | Severe |
| 2015 | 85.2% | 11.7% | 2.9% | 0.0% |
| 2016 | 91.4% | 3.1% | 5.3% | 0.0% |
| 2017 | 93.7% | 4.4% | 1.5% | 0.5% |
| Like Schools 2017 | 84.7% | 11.9% | 2.7% | 0.7% |
| WA Public Schools | 77.0% | 15.0% | 6.0% | 2.0% |

| Destination of Graduating Students | Male | Female | Total |
|---|------|--------|-------|
| Destination schools for our Year 6 students entering Year 7 were as follows | | | |
| Aranmore Catholic College | 1 | | 1 |
| Ashdale Secondary College | 1 | | 1 |
| Duncraig Senior High School | 3 | 1 | 4 |
| Greenwood College | 6 | 10 | 16 |
| Joseph Banks secondary College | 1 | 1 | 2 |
| St Mark's Anglican Comm School | | 1 | 1 |
| Warwick Senior High School | 1 | 1 | 2 |
| Woodvale Secondary College | 1 | 4 | 5 |
| | | | 32 |



PRIORITY 2: SUCCESSFUL STUDENTS

Goollelal Primary School is committed to providing high quality learning opportunities where all students are fully engaged. The school maintains a whole school approach to Literacy and Numeracy based on the Western Australian Curriculum.



STUDENT ACADEMIC ACHIEVEMENT

Before you begin...

When interpreting this data it is important to understand the context of Goollelal Primary School, as low cohort numbers can render the data unreliable. 19 Year 3 students and 27 Year 5 students participated in NAPLAN in May 2017. Similar schools in this context are schools serving students from statistically similar backgrounds. The Index of Community Socio-Educational Advantage (ICSEA) is used to group schools with students who have similar socio-educational backgrounds. Department of Education policy prevents schools from publishing their like schools list, however it does not contain any schools from the surrounding areas.

NAPLAN (National Assessment Program Literacy and Numeracy) was conducted in Years 3,5,7 and 9 throughout Australia.

| YR 3 | Numeracy | Reading | Writing | Spelling | Grammar/Punctuation |
|-----------------|----------|---------|---------|----------|---------------------|
| Goollelal PS | 462 | 461 | 414 | 438 | 457 |
| Similar Schools | 423 | 439 | 427 | 426 | 456 |
| Australian Mean | 409.4 | 431.3 | 413.6 | 416.1 | 409.4 |

What the data tells us

In Year 3, the school excelled in the area of Numeracy, Reading and Spelling. Results for Grammar and Punctuation were better than the national average and comparable to like schools. Writing results were lower than expected and this will continue to be an area of focus in 2018 and in the new School Business Plan (2018-2020).

Progress against 2017 Operational Plan Targets

The percentage of Year 3 students in Proficiency Band 6 and above will be at or above the percentage of students in Like Schools in NAPLAN. An individual case management approach will be used to identify individual students achieving below potential in Writing, Grammar and Punctuation and to focus on their areas of need.

| YR 3 | Numeracy | Reading | Writing | Spelling | Grammar/Punctuation |
|-----------------|----------|---------|---------|----------|---------------------|
| Goollelal PS | 37% | 47% | 11% | 37% | 37% |
| Similar Schools | 24% | 29% | 17% | 28% | 42% |

The percentage of stable cohort Year 3 students in Proficiency Band 1 will be at or below the percentage of students in Like Schools in NAPLAN. An individual, case management approach will be used to identify students achieving in Proficiency Band 1 in Reading, Writing, Grammar and Punctuation. Teachers will target individual areas of need to improve performance.

| YR 3 | Numeracy | Reading | Writing | Spelling | Grammar/Punctuation |
|-----------------|----------|---------|---------|----------|---------------------|
| Goollelal PS | 0% | 5% | 5% | 0% | 16% |
| Similar Schools | 2% | 3% | 1% | 2% | 4% |

STUDENT ACADEMIC ACHIEVEMENT

| YR 5 | Numeracy | Reading | Writing | Spelling | Grammar and Punctuation |
|-----------------|----------|---------|---------|----------|-------------------------|
| Goollelal PS | 500 | 488 | 470 | 490 | 499 |
| Similar Schools | 513 | 524 | 493 | 524 | 525 |
| Australian | 493.8 | 505.7 | 472.5 | 500.8 | 499.3 |

What the data tells us

In Year 5, the school performed well in the area of Numeracy and remain higher than the Australian mean. In comparison to similar schools, results were disappointing. Results in Reading, Writing, and Grammar and Punctuation were comparable to the Australian mean but below that of similar schools. Results for Spelling were lower than expected and this will continue to be an area of focus in 2018 and in the new School Business Plan (2018-2020).

Progress against 2017 Operational Plan Targets

The percentage of Year 5 students in Proficiency Band 8 and above will be at or above the percentage of students in Like Schools in NAPLAN.

The percentage of students achieving in Bands 8-10 or above is an area of concern. This will be addressed by identifying individual students achieving below potential and targeting their areas of need.

| YR 5 | Numeracy | Reading | Writing | Spelling | Grammar/Punctuation |
|-----------------|----------|---------|---------|----------|---------------------|
| Goollelal PS | 7% | 4% | 0% | 0% | 7% |
| Similar Schools | 16% | 22% | 7% | 21% | 27% |

The percentage of stable cohort Year 5 students in Proficiency Band 3 will be at or below the percentage of students in Like Schools in NAPLAN.

The percentage of students achieving in Bands 1-3 in Reading and Spelling is an area of concern. This will be addressed by identifying individual students achieving below potential and targeting their areas of need.

| YR 5 | Numeracy | Reading | Writing | Spelling | Grammar/Punctuation |
|-----------------|----------|---------|---------|----------|---------------------|
| Goollelal PS | 0% | 7% | 4% | 7% | 4% |
| Similar Schools | 1% | 2% | 4% | 2% | 4% |

STUDENT ACADEMIC ACHIEVEMENT

Science Specialist teacher, Geoff Rintoul offers an interactive and innovative program for students from Year 1 to Year 6. In May, the Hermans-Khan family donated three chickens to our school. Later in the year another three chickens joined the group. Students were able to observe and interact with the chickens to support learning in relation to life-cycles, food chains, materials and the environment. Mr Rintoul also organised a number of school events related to science including Science Day in Term 4 when our senior students demonstrated science experiments throughout the school. The table below indicates the percentage of grades A, B, C, D and E in the Semester Two, 2017 reports.



| A | B | C | D | E |
|----|----|----|---|---|
| 16 | 30 | 51 | 3 | 0 |

Humanities and Social Sciences Humanities and Social Sciences (HASS) is taught in all classes at Goollelal Primary School. In 2017 the focus was on the knowledge and understanding strands of Geography and History. In June, some classes welcomed senior storytellers for the, 'Tales of Times Past', incursion. The table below indicates the percentage of grades A, B, C, D and E in the Semester Two, 2017 reports.



| A | B | C | D | E |
|---|----|----|---|---|
| 7 | 29 | 58 | 5 | 1 |

Health and Physical Education Health and Physical Education helps students develop skills which enhance their health, safety and well being. Our Health and Physical Education specialist teachers, Marcus Serravite and Jarred Rees provided a range of activities to encourage team building, personal strength, social and emotional wellness. A highlight of 2017 was the interschool carnival which Goollelal Primary hosted. The table below indicates the percentage of grades A, B, C, D and E in the Semester Two, 2017 reports.



| A | B | C | D | E |
|----|----|----|---|---|
| 13 | 28 | 58 | 1 | 0 |

Arts Each semester our students are taught one visual art and one performing arts subject in all classes. In 2017 the focus was on the strands of making and responding to art. The table below indicates the percentage of grades A, B, C, D and E in the Semester Two, 2017 reports.



| A | B | C | D | E |
|---|----|----|---|---|
| 5 | 19 | 75 | 1 | 0 |

PRIORITY 2: COMMUNITY, CULTURE AND CARE

School Board

2017 has been an extremely busy year for our school board and has seen the culmination of 3 years of planning, acting and reporting leading to our IPS school review. The results of the review highlight the achievements our school has made, the cohesiveness of our school community and that the aspirations and targets set in the Business Plan 2015-2017 have been met (Goollelal Primary School 2017 Review Findings). We will use the findings in the report to help shape our aspirations and targets in the 2018-2020 Business Plan.

Our stable cohort of board members have worked hard to, among other things, approve the budget and school charges, sign off on the School Funding Agreement, examine the Student Survey results, analyse NAPLAN results, discuss workforce planning and review various policies such as the Uniform Policy.

Looking forward into 2018 we will see the board improve their communication with the parent body. The board anticipates having a more visible presence in the school, direct communication through the school's online tools and increased involvement in school activities.

I would like to take the opportunity to thank each member of the board for their genuine enthusiasm and hard work in creating an effective board environment.

Jo-Dee Mansell
Board Chair

Parents and Citizens

Goollelal Primary School has a very active P & C. We are lucky enough to have a large number of volunteers give their time to raise funds for various projects around the school. These include the school's Reading Eggs program, helping fund the computer leases as well as fund items around the school such as the Cubby house and the new outdoor tables.

The P & C also runs the school canteen through the hard work of their canteen committee. 2017 saw a big change with the introduction of our online ordering system.

The two biggest objectives of our P & C are to 1) provide resources/facilities to benefit all of the students of Goollelal Primary School and 2) do so without putting much pressure on our families to constantly donate.

It is a privilege to work with the other members of the P & C, and I look forward to another great year.

Louise Voss
Goollelal P & C President

PRIORITY 2: COMMUNITY, CULTURE AND CARE

2017 HIGHLIGHTS

Throughout 2017 Goollelal Primary School continued to celebrate diversity and to seek opportunities to challenge, engage and excite our students. We demonstrated our strong commitment to maintaining positive school-community relationships by planning events which incorporated our motto of 'Sharing, Caring and Learning'.



FEBRUARY and APRIL

Rick the Rock flew into Goollelal Primary with his friend to talk about choices and their consequences, healthy lifestyles and treating others with kindness and care.

Our Community Leaders conducted the **ANZAC Ceremony** which included some very moving poems, stories and a performance by the school choir. The ceremony was attended by members of our Board and Jessica Stojkovski MLA.

MAY

In May our students took part in the **Interschool Lightning Carnival** with teams competing in Netball, Australian Rules Football and Soccer.



JULY

Over a period of three days, artist, Paul Deej, created a **school mural** using ideas given to him by our Year 5/6 classes. Paul created a stunning design which reflects the school and the surrounding environment.

PRIORITY 2: COMMUNITY, CULTURE AND CARE

2017 HIGHLIGHTS



AUGUST

The school's **Book Week** was a highlight of our year again in 2017. This year we invited author, Kelly Canby, to speak to our students about how she writes and illustrates her books. Families were invited to come along on Open Night to look at all the hard work our students had been doing and to visit the Book Nook for the Book Fair. Once again, the Book Week production was a hit! Students and staff worked together to produce a musical based around the story of Peter Pan complete with two very talented Wendy's and a beautiful Tinkerbell.



Later in August we had lots of fun on **Pirate Day** to raise funds for the Kids' Cancer Project.

In August, our talented Year 5 students starred in the 'School of Thought' community radio show, hosted by our board member, Councillor John Logan.



SEPTEMBER

In September our Faction Carnival embodied our "Sharing, Caring, Learning' motto as students demonstrated sporting prowess and team spirit. We also hosted the Kingsley District Interschool Athletics Carnival, taking out the Meritorius Award for the most points per number of students.



PRIORITY 2: COMMUNITY, CULTURE AND CARE

2017 HIGHLIGHTS

OCTOBER

A team of talented students took part in the Subs in Schools Program, one of only two Primary School teams in WA to participate. Mr Rintoul and Mrs Hartmann accompanied the team as they put the submarines that they had built through a series of challenges.

In October we were also very lucky to have a visit from representatives of St John's Ambulance. Our students were given a snakebite first aid demonstration and an ambulance tour.



NOVEMBER

Throughout November Miss Pallett and Mrs Woodworth worked hard to plan events to celebrate our Year 6 students graduation. Events included a Team Works day, a Sports Day and a Scavenger Hunt through the city centre. This culminated in a moving graduation ceremony and dinner to farewell our senior students.

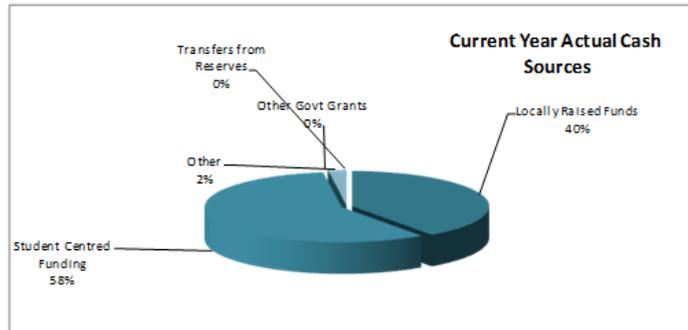
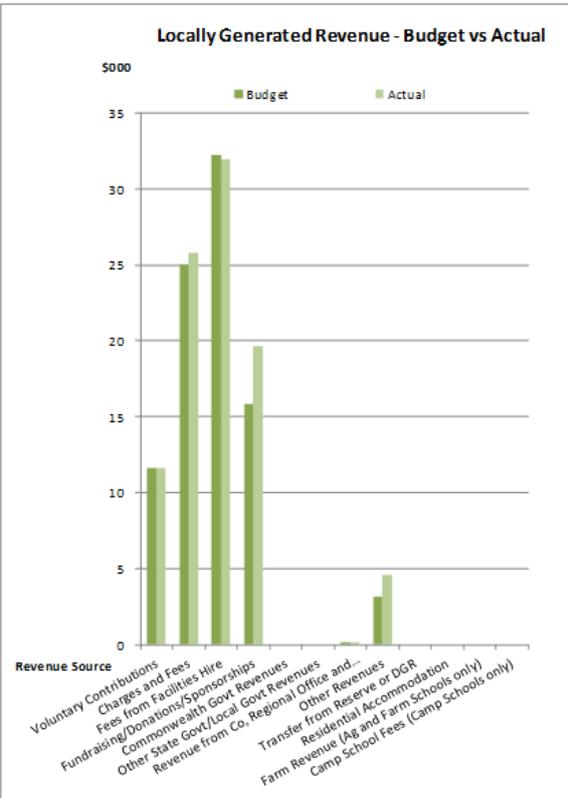


DECEMBER

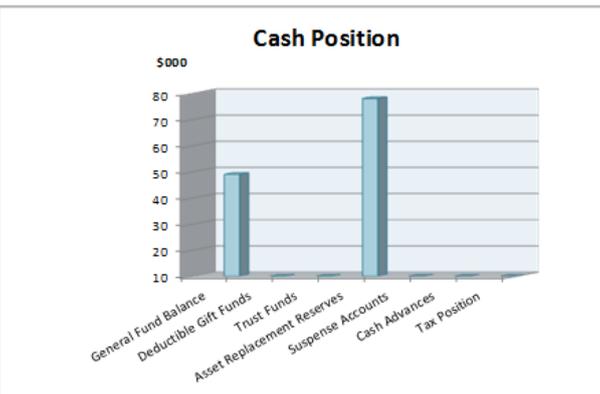
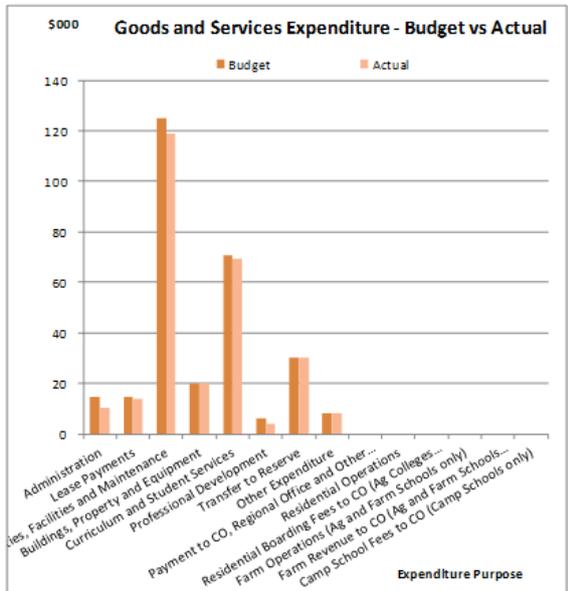
The year ended with our annual community concert. Every class practised their moves for weeks before the final performance and each and every act was very entertaining. Throughout the night teachers presented their Book Prize awards to worthy recipients. The night was a wonderful way to conclude another enjoyable and successful year at Goollelal Primary.

ANNUAL BUDGET 2017

| Revenue - Cash & Salary Allocation | | Budget | Actual |
|------------------------------------|--|----------------------|----------------------|
| 1 | Voluntary Contributions | \$ 11,649.50 | \$ 11,599.50 |
| 2 | Charges and Fees | \$ 25,028.70 | \$ 25,778.74 |
| 3 | Fees from Facilities Hire | \$ 32,255.00 | \$ 31,922.71 |
| 4 | Fundraising/Donations/Sponsorships | \$ 15,816.88 | \$ 19,649.82 |
| 5 | Commonwealth Govt Revenues | \$ - | \$ - |
| 6 | Other State Govt/Local Govt Revenues | \$ - | \$ - |
| 7 | Revenue from Co, Regional Office and Other Schools | \$ 171.86 | \$ 171.86 |
| 8 | Other Revenues | \$ 3,169.88 | \$ 4,619.52 |
| 9 | Transfer from Reserve or DGR | \$ - | \$ - |
| 10 | Residential Accommodation | \$ - | \$ - |
| 11 | Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 | Camp School Fees (Camp Schools only) | \$ - | \$ - |
| Total Locally Raised Funds | | \$ 88,091.82 | \$ 92,742.15 |
| Opening Balance | | \$ 102,005.84 | \$ 102,005.84 |
| Student Centred Funding | | \$ 127,760.26 | \$ 127,760.26 |
| Total Cash Funds Available | | \$ 317,857.92 | \$ 323,508.25 |
| Total Salary Allocation | | \$ - | \$ - |
| Total Funds Available | | \$ 317,857.92 | \$ 323,508.25 |



| Expenditure - Cash and Salary | | Budget | Actual |
|---|--|----------------------|----------------------|
| 1 | Administration | \$ 14,802.15 | \$ 10,503.21 |
| 2 | Lease Payments | \$ 14,536.00 | \$ 13,875.04 |
| 3 | Utilities, Facilities and Maintenance | \$ 125,124.02 | \$ 118,769.63 |
| 4 | Buildings, Property and Equipment | \$ 19,914.80 | \$ 19,914.92 |
| 5 | Curriculum and Student Services | \$ 70,618.73 | \$ 69,435.99 |
| 6 | Professional Development | \$ 6,000.00 | \$ 3,935.89 |
| 7 | Transfer to Reserve | \$ 30,000.00 | \$ 30,000.00 |
| 8 | Other Expenditure | \$ 7,977.40 | \$ 8,069.65 |
| 9 | Payment to CO, Regional Office and Other Schools | \$ - | \$ - |
| 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 | | \$ 288,973.10 | \$ 274,498.33 |
| Total Forecast Salary Expenditure | | \$ - | \$ - |
| Total Expenditure | | \$ 288,973.10 | \$ 274,498.33 |
| Cash Budget Variance | | \$ 28,884.82 | |



| Cash Position as at: | | |
|------------------------------|-----------|-------------------|
| Bank Balance | \$ | 135,104.07 |
| Made up of: | \$ | - |
| 1 General Fund Balance | \$ | 49,009.92 |
| 2 Deductible Gift Funds | \$ | - |
| 3 Trust Funds | \$ | - |
| 4 Asset Replacement Reserves | \$ | 78,043.75 |
| 5 Suspense Accounts | \$ | 8,376.40 |
| 6 Cash Advances | \$ | 200.00 |
| 7 Tax Position | \$ | 126.00 |
| Total Bank Balance | \$ | 135,104.07 |