



# Annual Report 2018

*Sharing Caring Learning*

*It gives me great pleasure to provide parents and community members with the 2018 Annual Report for Goollelal Primary School. This report details the school's achievements and successes during 2018, 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 2018-2020 School Business Plan, student semester reports and information located on the school website.*



## FROM THE PRINCIPAL

In 2018, the Goollelal Primary School staff began putting the aspirations of our new 2018-2020 Business Plan into action. Our new Business Plan builds on the strong foundations created in previous years and includes recommendations from our successful 2017 School Review. The 2018-2020 Business Plan has four focus areas; Success for All Students; Excellence in Teaching; A Safe, Supportive and Sustainable Environment; and, A Positive School Culture and Strong Community Partnerships. Our aspirations include continuing to strengthen connected teaching practice through a commitment to the iStar teaching framework, whole school literacy and numeracy programmes and strong collaborative teaching processes.

Throughout 2018 we also continued refurbishing the playgrounds and facilities around the school. Projects included painting the exterior of our senior block, installing new shade sails in the Kindergarten playground, redesigning our raised garden beds and chicken coop and introducing laptop computers to our senior classes to optimise their use. Much of this work could not have been possible without being supplemented by funds raised throughout the year, including voluntary contributions and the various fundraisers our P&C plan and organise. Thank you to Louise Voss for her leadership of the P&C over the last two years. The role of President will be undertaken by Erin Crowley in 2019.

On that note, I would like to take this opportunity to thank the P&C and members of our Board for the time they volunteer to attend meetings, organise events and to play such a crucial role in our school. Both groups act as a vital link between home and school, and play an important role in developing the strong community feel of Goollelal Primary. This year, our Board Chair since 2015, Mrs Jo-dee Mansell made the decision to vacate the role. Jo-dee was instrumental in guiding the Board through the first three years as an Independent Public School, including playing a leading role in our first Independent Public School Review. Jo-dee's contribution was commended in the School Review Report and I very much appreciated her articulate discussions with the reviewers. This was reflected by their comment;

*"Strong leadership and advocacy for the school by the chair throughout the duration of the DPA. The collaboration and support provided consistently for three principals during this cycle is commendable."*

Throughout this report you will find information relevant to our School Context, Performance and Management in 2018. The information provides a snapshot of many of the activities, events and organisational structures within the school and I hope you find its contents informative.

I look forward to 2019 with great excitement as we enter the school year with a caring and experienced staff and a commitment to continuing to provide our students with a high quality education.

*Lynne Anderson*  
**Principal**



*"I just wanted to say thank you to yourself and all the staff for providing such a great education and experience to our children. I couldn't have asked for more from any of the staff."*

Parent email 2018

## FROM THE DEPUTY

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 holding pride of place in a vibrant and welcoming community. The school has a strong commitment to the children experiencing success and feeling a sense of belonging. Our experienced staff provide first class teaching programs to ensure the children have the best access to learning that is available. Great care is taken to carefully support and scaffold lessons for children with special needs or learning difficulties.



The school has a strong emphasis on pastoral care and student well-being, with a focus on student leadership. Every Year Six student wears a badge and belongs to one of three groups; Community; Environment and Technology; and Sports, with each senior student having a role within the group. A number of programs create a positive, supportive school environment, including the Resilience Doughnut, the Buz Program and Peer Mediation. Behaviour Management is centred around the Levels of Behaviour Program.

There are a number of lunch time clubs which encourage positive and constructive play. The school currently offers specialty areas in Physical Education, Science, Drama and Visual Arts. 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.

*Kerry Hartmann*

Deputy Principal

## BUSINESS PLAN 2018-2020

After achieving Independent Public School status in the second semester of 2014, the Goollelal Primary School Business Plan was developed. In 2018, a new three year plan was developed in consultation with the school board, staff and community members.

The four focus areas of the 2018-20 Business plan are:

1. Success for All Students
2. Excellence in Teaching
3. A Safe, Supportive and Sustainable Environment
4. Positive School Culture and Strong Community Partnerships



Business Plan 2018 to 2020

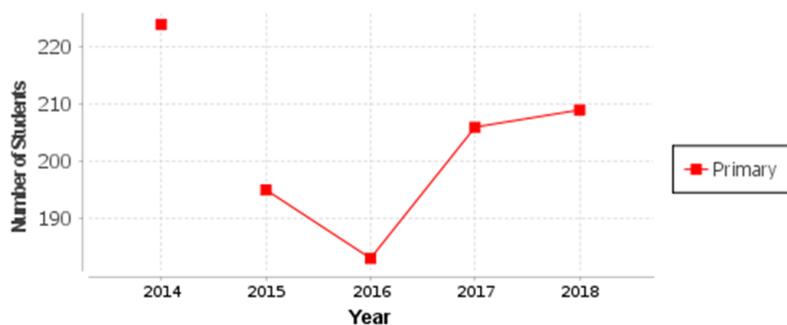
### *The Goollelal Vision*

*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.*

# Focus Area 1: Success for All Students

## Enrolment Trends

Semester 2 Student Numbers



Enrolments at Goollelal Primary School have remained steady from 2014 onwards. Overall student numbers were lower in 2015 and 2016 due to the Year 7 students across Western Australia now being located at Secondary School.

As at census 2018, the school had 209 full time students enrolled from Pre-Primary to Year 6 (see left).

Student Numbers (as at 2018 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(13)	35	39	33	29	23	23	27	222
Part Time	25								234

	Kin	PPR	Pri	Total
Male	11	20	81	112
Female	14	15	93	122
Total	25	35	174	234

	Kin	PPR	Pri	Total
Aboriginal			3	3
Non-Aboriginal	25	35	171	231
Total	25	35	174	234

### Forecast

It is predicted that the 2019 enrolment figures will be similar in number to the 2018 school year. Some enrolment factors e.g. large numbers in one year level, may affect current class structures in 2019.

*“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)*



# Focus Area 1: Success for All 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.

	School	Like Schools	WA Public Schools
<b>2016</b>	95.7%	94.5%	93.7%
<b>2017</b>	95.9%	94.7%	93.8%
<b>2018</b>	95.4%	94.4%	92.6%

The school works hard to ensure unexplained absences are at a very low rate. One area that is being monitored was indicated in the 2017-2018 data. Data from this period showed that a significant percentage of students fell within the 'Indicated as at risk' attendance category. The increase in this category in 2018 has been attributed to vacations during school term time and chronic illness.

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

	Attendance Category			
	Regular	At Risk (less than 90%)		
		Indicated	Moderate	Severe
<b>2016</b>	91.4%	3.1%	5.3%	0.0%
<b>2017</b>	93.7%	4.4%	1.5%	0.5%
<b>2018</b>	87.8%	9.4%	2.3%	0.5%
<b>Like Schools 2018</b>	83.9%	12.3%	3.1%	0.7%
<b>WA Public Schools</b>	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			
Greenwood College	1	13	14
Woodvale Secondary College	2	2	4
St Stephen's School (Duncraig and Carramar)	2	2	4
Churchlands Senior High School		2	2
Warwick Senior High School	1		1
Landsdale Christian School	1		1
Kingsway Christian College	1		1
Mater Dei College		1	1
			28



# Focus Area 1: Success for All 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

When interpreting this data it is important to understand the context of Goollelal Primary School, as low cohort numbers can render the data unreliable. 29 Year 3 students and 23 Year 5 students participated in NAPLAN in May 2018. 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	400	412	380	423	409
All WA Schools	403	423	400	411	424
Australian Mean	408	434	407	418	432

### What the data tells us

In 2018, our Year Three students took part in NAPLAN testing using the online format for Numeracy, Reading and Spelling for the first time. Writing was conducted using the paper version of the test. Results for Spelling were above that of the mean for all WA Schools and the Australian Mean. Numeracy results were close to both the WA and Australian means. Results for Writing, Grammar and Punctuation and Reading were disappointing but reflected some test anxiety within the cohort. Teaching staff identified this as a major contributor to lower than expected results for some capable students. This will be addressed in 2019 by introducing a program to familiarise students with the online platform, types of questions and with keyboard skills. A continued focus on researched approaches to teaching will continue and will be strengthened by school Focus Groups for Reading, Writing and Numeracy. Programs to identify and support students falling just below Proficiency Band cut offs has also been put in place for 2019.

### Progress against the 2018 Operational Plan Targets (\*Targets in italics)

#### NUMERACY

- In 2018 the percentage of Year 3 students achieving at Band 4 and above will be at 80% or greater*

19 out of 29 students achieved at Band 4 and above. To reach our target we needed 4 more students to reach Band 4. 5 students achieved at Band 3.

#### READING

- In 2018 the percentage of Year 3 students achieving at Band 4 and above will be at 75% or greater*

19 out of 29 achieved at Band 4 and above. To reach our target we needed 3 more students. 3 students achieved just below the cut off for Band 4.

#### WRITING

- In 2018 the percentage of Year 3 students achieving at Band 4 and above will be at 75% or greater*

15 out of 29 achieved at Band 4 and above. To reach our target we needed 7 more students. 7 students achieved just below the cut off for Band 4.

# Focus Area 1: Success for All Students

## STUDENT ACADEMIC ACHIEVEMENT continued

YR 5	Numeracy	Reading	Writing	Spelling	Grammar/Punctuation
Goollelal PS	490	508	445	474	494
All WA Schools	490	502	460	500	500
Australian Mean	494	509	465	503	504

### What the data tells us

In 2018, our Year Five students took part in NAPLAN testing using the online format for Numeracy, Reading and Writing for the first time. Our individual student results in Numeracy and Reading were generally good amongst the stable cohort of students. Similarly, our stable cohort of students performed well in Writing, Spelling and Punctuation but teachers identified individual students who would benefit from a case management approach to support greater progress and achievement.

### Progress against the 2018 Operational Plan Targets (\*Targets in italics)

#### NUMERACY

- In 2018 the percentage of Year 5 students achieving at Band 6 and above will be at 67% or greater*

12 out of 23 students achieved at Band 6 and above. To reach our target we needed 4 more students to achieve at Band 6. Six students achieved at Band 5.

#### READING

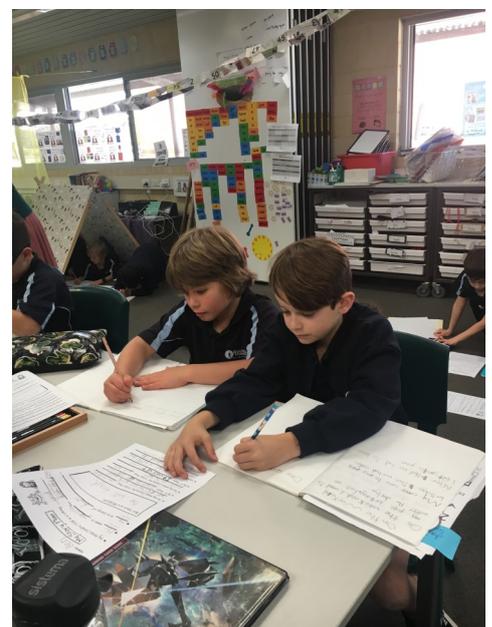
- In 2018 the percentage of Year 5 students achieving at Band 6 and above will be at 60% or greater*

12 out of 23 students achieved at Band 6 and above. To reach our target we needed 4 more students to achieve at Band 6. Six students achieved at Band 5.

#### WRITING

- In 2018 the percentage of Year 5 students achieving at Band 6 and above will be at 45% or greater*

8 out of 23 students achieved at Band 6 and above. To reach our target we needed 2 more students to achieve at Band 6. Six students achieved at Band 5



## Focus Area 1: Success for All Students

**Science** Specialist teacher, Geoff Rintoul offers an interactive and innovative program for students from Year 1 to Year 6. This year, Mr Rintoul also organised a number of school events related to science including Science Day in Term 4. Our senior students demonstrated science experiments throughout the school. The table below indicates the percentage of grades in the Semester Two, 2018 reports.



A	B	C	D	E
40	55	109	8	1

**Humanities and Social Sciences** Humanities and Social Sciences (HASS) is taught in all classes at Goollelal Primary School. In 2018 the focus was on the knowledge and understanding strands of Geography and History. Some classes enjoyed excursions to Parliament House and a visit from local MLA Jessica Stojkovski as part of the HASS program. The table below indicates the percentage of grades in the Semester Two, 2018 reports.

A	B	C	D	E
12	48	140	11	2

## Health and Physical Education

Health and Physical Education helps students develop skills which enhance their health, safety and well being. Our Physical Education specialist teacher, Jarred Rees, provided a range of activities to encourage team building, personal strength, social and emotional wellness. The table below indicates the percentage of grades in the Semester Two, 2018 reports.



A	B	C	D	E
34	52	89	2	1

**Arts** Each semester our students are taught one visual art and one performing arts subject in all classes. In 2018, the specialist area of Visual Arts was taught by Mrs Kelly Egan. Half of our classes attended Visual Arts in each semester. In 2019, this program will be expanded to enable all students to attend Visual Arts across both semesters. The table below indicates the percentage of grades in the Visual Arts for Semester One and SemesterTwo.

Semester One  
(Cohort 1)

A	B	C	D	E
10	35	66	0	0

Semester Two  
(Cohort 2)

A	B	C	D	E
4	29	65	0	1



## Focus Area 2 : Excellence in Teaching

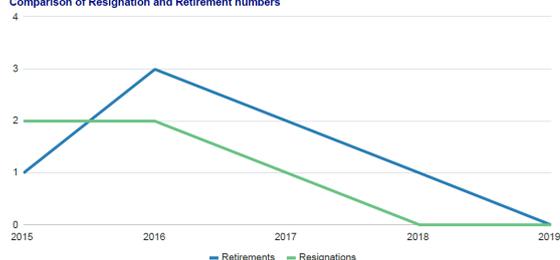
**Professional excellence is demonstrated by a shared commitment and responsibility from all staff, active sharing of professional knowledge, willingness to work in a team based culture, high personal performance and mutual respect and support for colleagues.**

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.

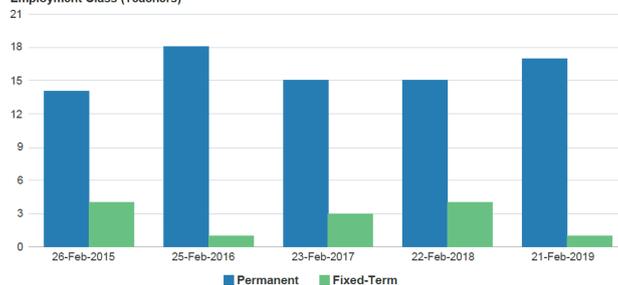
**We continue to build staff capacity to meet the diverse and changing needs of our students** through observations of practice, collaborative team meetings and co-coaching. All staff are offered leadership opportunities via a distributed leadership model. Annual staff surveys indicate a high level of 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, in particular, strategies to support students with sensory needs.

	Number	FTE (Fixed term Equivalent)
<b>Administration Staff</b>		
Principal	1	1.0
Deputy Principal	1	1.0
<b>Teaching Staff</b>		
Level 3 Teachers (exemplary teachers recognised and rewarded for their exceptional teaching practices)	1	0.4
Senior Teachers	2	1.2
Other Teaching Staff	13	10.8
<b>School Support Staff</b>		
Clerical/Administrative	3	2.4
Gardener	1	0.7
Education Assistants	4	2.5
Ed.Support Education Assistants	6	4.5
Cleaners	5	0.9
<b>Total</b>	<b>37</b>	<b>28.4</b>

Comparison of Resignation and Retirement numbers



Employment Class (Teachers)



**In 2018, our staff remained stable with no retirements or resignations.**

**A successful recruitment process was conducted to find a high quality teaching candidate to reduce the rate of fixed term contracts within the school.**



"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)

# Focus Area 3: A Safe, Supportive and Sustainable Environment

## 2018 HIGHLIGHTS

### **FEBRUARY to MARCH**

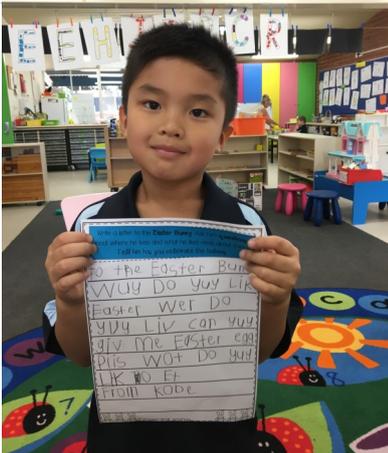
In February our Playgroup continued with a small group of happy kids and mums. Peter Coombe got us all singing and dancing to his songs about Bubblegum and Spaghetti Bolognese. Once again, our P&C organised an Outdoor Movie Night and lots of families came along to watch Moana. Later in the term we were privileged to learn all about Indigenous culture from visiting artist, Peter Farmer.



### **APRIL**

In April the whole school took part in Easter activities and our Year 6 students had their first Big Day Out before going on a mid term break.

We finished off a busy Term 1 with a moving ANZAC Ceremony that was attended by community board member, Councillor John Logan, and MLA Jessica Stojkovski. We also enjoyed a Faction Tabloid to introduce our new Faction Slip rewards.



# Focus Area 3: A Safe, Supportive and Sustainable Environment

## 2018 HIGHLIGHTS

### MAY to JULY

Our School Leaders in Year 6, organised a talent show and helped to keep our gardens looking neat and tidy. While the weather was still shining we had lots of fun our P&C Lapathon and Funky Fridays. As part of our transition to secondary program, we had a visit from the Greenwood College aviation and volleyball teachers. They arrived by helicopter and our Year 6 students were lucky enough to sit inside. Our TA11 students hosted the School of Thought radio show at ECU Joondalup and our whole school dressed up as Pirates to raise money for childhood cancer.



### AUGUST

August was an action packed month. We started with radio 89.7 broadcasting from Goollelal Primary, hosted by the students in TA11 and TA9. In Week 4 we enjoyed the P&C Scitech Evening. The fun continued as we celebrated with Writer in Residence, James Foley followed by Book Week and Open Night. Later, we had a visit from an Indonesian Dance troupe and learned more about the Indonesian culture.



# Focus Area 3: A Safe, Supportive and Sustainable Environment

## 2018 HIGHLIGHTS

### SEPTEMBER to OCTOBER

In September it was Faction Carnival time and later in the month we took part in the Interschool Carnival at Hawker Park Primary. In October, Edu Dance lessons commenced and we were all entertained by our talented flute and guitar students at our Arts Assembly. Mrs Egan showcased some of the beautiful art work that our students had produced in her classes. Through our links with Scitech, we had a Maths Murder Mystery family event and Constable Care visited the school. Our junior classes all enjoyed a visit to the Landsdale Farm School.



### NOVEMBER

In November we celebrated all things Science with a Science assembly and science activities led by our Year 6 students and Mr Rintoul. We started our Swap a Book days and enjoyed Outdoor Classroom Day.



### DECEMBER

In December we thanked all our wonderful school volunteers by holding a delicious morning tea in the staffroom. Our Year 6's enjoyed their final Big Days Out. Once again, our students starred in the end of year Edu Dance Concert and we farewelled our graduating Year 6 students with a moving ceremony followed by High Tea in the library.

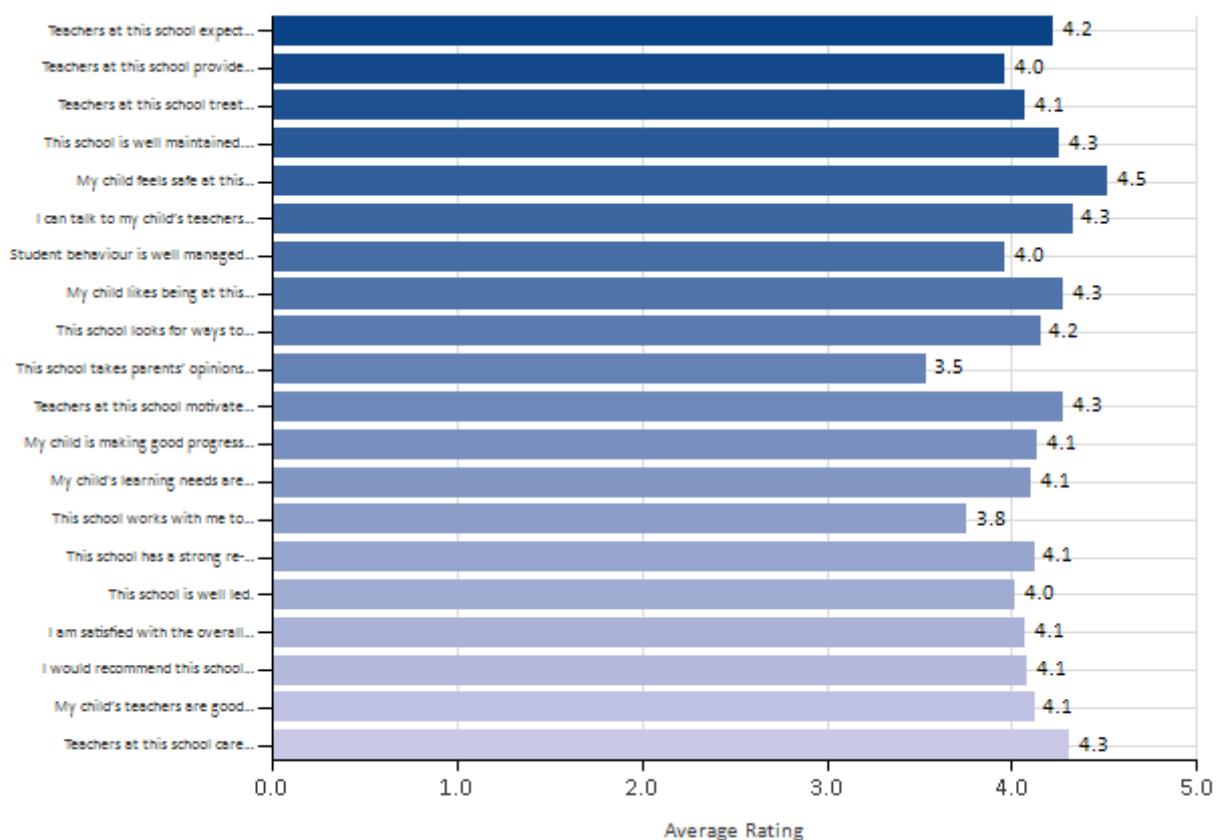


# Focus Area 4: Positive School Culture and Strong Community Partnerships

## School Surveys

***In 2018, Goollelal Primary School continued to demonstrate a strong commitment to maintaining positive, genuine school-community relationships.***

The school values its strong relationship with all members of the school community. Our 2018 Parent survey indicates that overall, parents are very satisfied with the school. Areas that the school has worked hard to improve and streamline since 2016 include giving feedback about individual student progress and in taking parents' opinions seriously. This survey indicates that there is still some work to be done in those areas. Plans to improve feedback about individual student progress are already underway and include refining the ways that teachers communicate to parents about individual education plans for those students in need of extra support. We have acknowledged and listened to concerns about the management of parent complaints. An updated version of our Complaints Policy has been published and advertised through the school newsletter. Where concerns are raised we endeavour to address the issues by meeting with parents and putting practicable solutions in place.



Results indicate that:

- ◇ 58 survey results were received. This represents approximately 1/3 of all families across the school
- ◇ Most areas surveyed produced an average score of 3.5 or higher, with 1 being strongly disagree and 5 being strongly agree.
- ◇ The area with the highest satisfaction rating of 4.5 revolved around our students feeling safe at their school (14 agreed and 38 strongly agreed).
- ◇ The areas with the lowest average satisfaction rate of 3.5 was in the areas of the school taking parents opinions seriously (2 strongly disagreed and 1 disagreed)

# Focus Area 4: Positive School Culture and Strong Community Partnerships

## School Surveys

***In 2018, Goollelal Primary School took part in the National Day of Action Against Bullying and conducted a survey for students from Year 2 to Year 6.***

The results from this student survey were collated and gave us a deeper understanding of our students' understanding of what bullying is, their experiences of bullying, both in school and outside of school, and how they deal with bullying. The data has been used to inform future planning and programs to maintain a safe and supportive learning environment for our children. Staff used the information gathered to devise aspirations in the new, 2018-2020 Business Plan under the heading, "Personal and Social Capability."

### Survey Responses

Students were asked to answer, in their own words, the question, "What is bullying?"

The written responses indicate that, while some of our students have an understanding of bullying and all that it entails, many confuse everyday conflicts between peers, with bullying. The answers also indicate that as our students mature, many develop a better understanding of bullying and they are able to explain it eloquently. Below of is a sample of the written responses.

<b>Year Two</b>
Bullying is people saying mean things.
Bullying is the wrong thing to do. I think bullying is awful. I don't like bullying.
Someone who calls a person names.

<b>Year Three</b>
Sometimes when people punch you and you need to tell a teacher. Some people say it is not ok to tell a teacher, but it is ok.
Bullying is a bad thing. Filling up the bucket, that is nice. Friends are nice.
Bullying is when someone is being mean to you, for example, stealing your lunch money or giving you a wedgie. Obviously it's not good to bully people. I'm sure there are no bullies in this school.

<b>Year Four</b>
Bullying is people being mean to you...they can throw you to the ground and hold you down so you can get lots of ant bites.
Bullying is an imbalance in power. If the bully gets what he wants (you to be sad) he will keep on bullying you. The bully wants power over you.
People calling people names, excluding them from games and making people feel angry and sad. Not caring and sharing.

<b>Year Five</b>
Every single day when someone (or some people) is being mean, it could be verbal or physical
Bullying is a person or multiple people hurting someone mentally or physically, over and over again.
When someone says something rude or hurtful to you but does it on purpose and sometimes the same person does it more than once.

<b>Year Six</b>
It is not bullying if it happens once, bullying is constant which means it happens again and again...
I think bullying is when someone's bullying you over and over. They can either bully you verbally, physically or with technology...
Bullying is when someone is constantly being mean to someone else. Whether is it physical, social or verbal and there are usually people watching and they are bystanders.

# Focus Area 4: Positive School Culture and Strong Community Partnerships

## School Board

2018 was a big year for the Goollelal Primary School Board, with several changes of personnel and the introduction of new professional standards. I would like to thank every person involved with the Board, including those who have finished their tenures and of course the new members.



Our former Chairperson, Jo-Dee Mansell, finished up in 2018 after several years as a board member and then Chairperson. Jo-Dee provided wonderful professionalism to a Board that was evolving as the rules of management for school boards evolved. She provided an excellent platform for the new board to work from and deserves our appreciation.



Parent Representative, Danielle Crawford, also decided to leave the Board in 2018. Danielle, as a board member since 2016, made valuable contributions to our Board meetings as well as playing an important role in our 2017 School Review. I would like to thank Danielle for the work she has done to support the school over the last two years.

The Board saw a change in our community membership as well, with Joondalup Councillor and Goollelal Primary School advocate, Cr John Logan, relinquishing his place to allow Natalie Dowd to accept the position. I would like to thank Cr John Logan for all of his efforts and look forward to a continuing relationship with him. John presented several ideas to the Board, including the proposition to develop a Fathers Club at the school. This idea has come to fruition, with a group of dads led by Mr Busby running a camp on the school oval. He also provided the Year 5 & 6 classes the opportunity to present on air through a community radio station. With our focus on STEM at Goollelal Primary School, new board member Natalie Dowd offers experience through her work as a STEM teacher and a Scitech education officer. Other valuable additions to the board were Chris DeBeer and Neil Partis. A board member since 2016, Julia Easton will be continuing as our third parent representative. I would also like to make mention of all of the work that our Corporate Services Manager, Marion Coad, has performed with regard to the taking and preparing of minutes.



With the changes in board membership, Goollelal Primary School Principal, Lynne Anderson, took the opportunity to organise a training session for all board members. The professional development was very enlightening and provided the board with a clear path for strengthening our professional conduct. We have now included module training into our meetings to ensure that a high standard of integrity is maintained. All board members signed a new Code of Conduct, reinforcing our understanding of Department of Education expectations. Communication was identified as one procedural aspect that we agreed could be improved, and a plan was voted on to create a unified approach.

## Focus Area 4: Positive School Culture and Strong Community Partnerships

### School Board continued

Early in 2018 the board met to discuss the School Review findings and many positives were discussed. The issue of communication also arose through the review so that was an impetus for change. We reviewed the 2018 – 2020 Business Plan, discussing the targets for core subjects and the focus for the school with regards to STEM and sustainability. It was noted that the school administration was keen to incorporate STEM into every class in the school.

A robust discussion was held when reviewing the NAPLAN results. Although they did not meet expectations, thorough analysis of factors affecting the results demonstrated a clear determination to find solutions for controllable issues. Other testing performed by students during the year were far more positive and reflected promising growth in student learning. Longitudinal data from PATS testing demonstrated promising growth in student understanding in the areas of Maths, English and Science.

Financial issues were also discussed and voted on, including the School Funding Agreement, computer leasing and security cameras. A parent survey was completed and the results were discussed.

Although it was a year of transition, 2018 was also a very positive year for evolution. The new board members have brought fresh ideas and perspectives and the meetings have been robust and professional. We have confronted issues with honesty and transparency. I would like to thank all board members for their contributions in 2018 and look forward to a similar year in 2019.

**Geoff Rintoul**  
**Board Chair**

### Parents and Citizens

The strong community and family involvement at Goollelal Primary School provides us with an active P & C. We have local council members, parents, grandparents and faculty. These people donate their time to attend meetings and to fundraise for particular extras at the school.

Because of the wonderful enthusiasm and energy, we often surprise ourselves with what we are able to achieve.

The P&C provide funds to supplement the schools educational needs in the form of subsidising the school's computer lease and Reading Eggs subscriptions. This year, money raised has also enriched the school environment in the form of an upgrade to our chicken coop area and shade sails in our Kindergarten playground.

The P & C also runs the canteen. Our canteen runs seamlessly due to our online ordering system and our amazing volunteers.

On a personal note, I have loved being on the P & C, we value giving a voice to the community whilst working hard to limit the amount of time/donations we ask of parents. It is a great opportunity to meet other parents and members of the school community and I encourage everyone to give it a try.

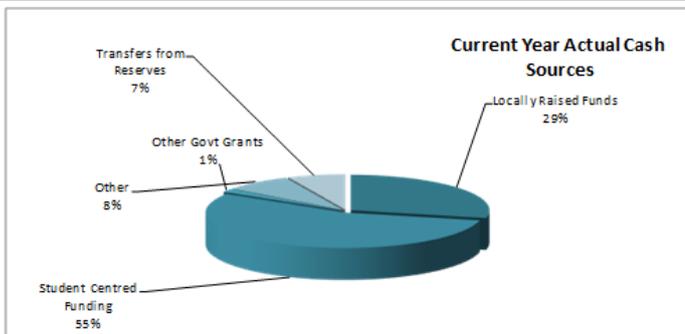
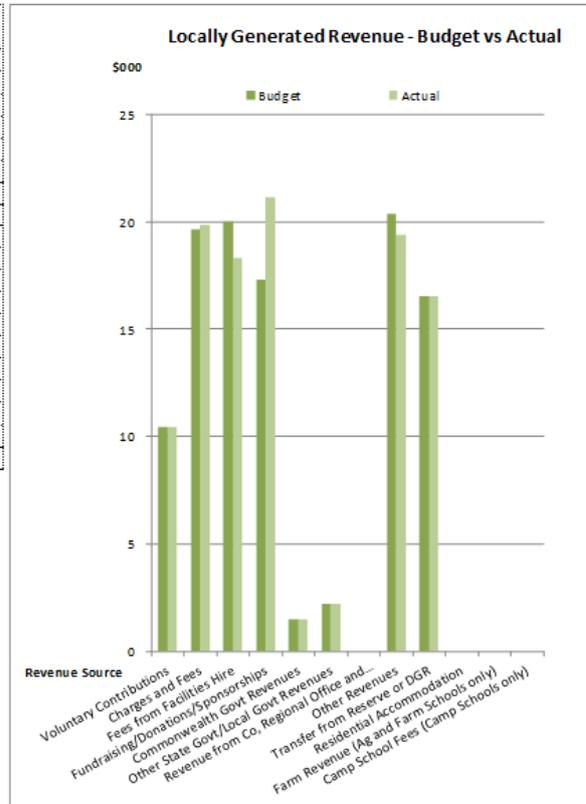
**Louise Voss**  
**Goollelal P & C President**

# ANNUAL BUDGET 2018

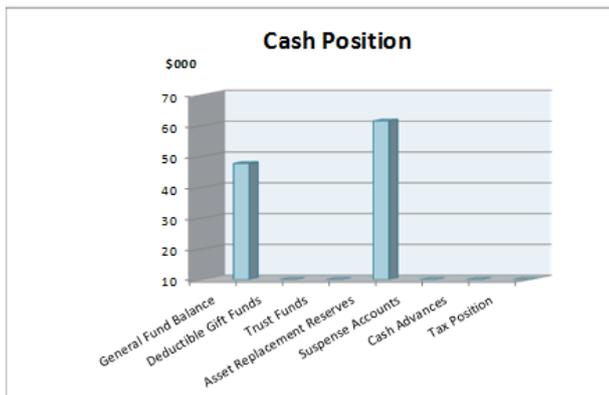
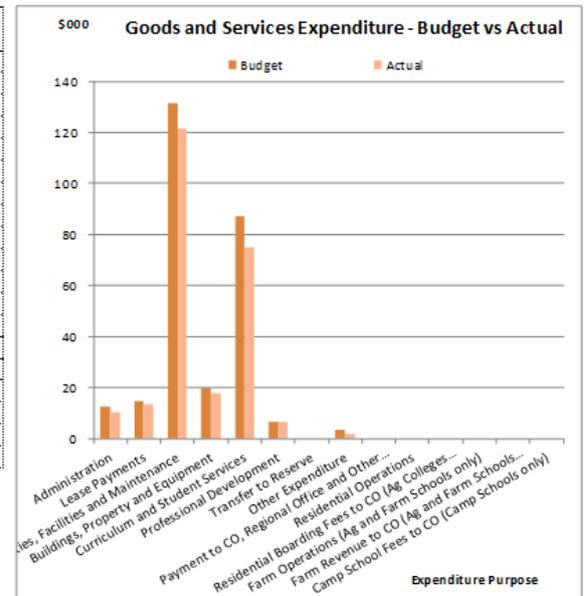


## Goollelal Primary School Financial Summary as at 10 December 2018

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 10,442.00	\$ 10,442.00
2 Charges and Fees	\$ 19,641.33	\$ 19,880.67
3 Fees from Facilities Hire	\$ 20,000.00	\$ 18,333.37
4 Fundraising/Donations/Sponsorships	\$ 17,288.00	\$ 21,150.74
5 Commonwealth Govt Revenues	\$ 1,505.86	\$ 1,505.86
6 Other State Govt/Local Govt Revenues	\$ 2,220.58	\$ 2,220.58
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 20,357.44	\$ 19,400.00
9 Transfer from Reserve or DGR	\$ 16,516.93	\$ 16,516.93
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>\$ 107,972.14</b>	<b>\$ 109,450.15</b>
<b>Opening Balance</b>	<b>\$ 49,009.92</b>	<b>\$ 49,009.92</b>
<b>Student Centred Funding</b>	<b>\$ 134,949.46</b>	<b>\$ 134,949.46</b>
<b>Total Cash Funds Available</b>	<b>\$ 291,931.52</b>	<b>\$ 293,409.53</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 291,931.52</b>	<b>\$ 293,409.53</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 12,422.91	\$ 10,126.76
2 Lease Payments	\$ 14,536.00	\$ 13,262.38
3 Utilities, Facilities and Maintenance	\$ 131,553.79	\$ 121,620.57
4 Buildings, Property and Equipment	\$ 19,985.97	\$ 17,507.51
5 Curriculum and Student Services	\$ 87,192.28	\$ 74,897.85
6 Professional Development	\$ 6,470.00	\$ 6,470.17
7 Transfer to Reserve	\$ -	\$ -
8 Other Expenditure	\$ 3,620.00	\$ 1,799.51
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)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 275,780.95</b>	<b>\$ 245,684.75</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 275,780.95</b>	<b>\$ 245,684.75</b>
<b>Cash Budget Variance</b>	<b>\$ 16,150.57</b>	



Cash Position as at:	
Bank Balance	\$ 117,003.46
Made up of:	\$ -
1 General Fund Balance	\$ 47,724.78
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 61,526.82
5 Suspense Accounts	\$ 9,160.60
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 1,208.74
<b>Total Bank Balance</b>	<b>\$ 117,003.46</b>