



**GOOLLELAL
PRIMARY SCHOOL**



Annual Report 2020

Sharing Caring Learning

Acknowledgement of Country

We respectfully acknowledge the traditional custodians of the land on which Goollelal Primary School is located, the Whadjuk people of the Noongar nation. We pay our respects to all members of Aboriginal communities and their cultures; and to Elders past, present and emerging.

From the Principal

What a year 2020 was.

In the midst of a global pandemic, the education of students at Goollelal Primary School continued almost without interruption. Unlike other parts of the world, our period of learning from home was remarkably brief and students were quickly back to school, albeit with many adjustments. Previously foreign concepts, such as social distancing, video conferencing, QR codes and the near-constant use of hand sanitiser, quickly became the norm. The school's focus on wellbeing and resilience, using the Resilience Doughnut model, proved particularly helpful as children and adults alike navigated uncharted territory.

In the midst of all this, students at Goollelal continued learning. While the annual NAPLAN tests were unable to go ahead, staff at Goollelal conducted many reliable school-based assessments that have indicated areas of strength as well as opportunities for improvement. Analysis of this data will form the basis for our improvement efforts, particularly in the fields of literacy and numeracy, over coming years.

As restrictions eased, Goollelal was progressively able to reintroduce many much-loved events and activities. Throughout the year, students were able to enjoy Harmony Day, Book Week, our annual sports carnival, a helicopter visit, an excursion to Mawson Park, Resilience Day, NAIDOC Week, the P&C Family Picnic Night, swimming lessons, the Day for Daniel and a Colour Run. The redevelopment of the undercover area was commenced and this will provide a wonderful asset for Goollelal's students over many years.

As a new Principal, I feel very privileged to have been given the opportunity to lead this wonderful school and look forward to working with all community members to unlock the amazing potential of Goollelal and its students.

Paul Fuller | **Principal**



It gives me great pleasure to provide parents and community members with the 2020 Annual Report for Goollelal Primary School. This report details the school's achievements and successes during 2020, 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 School Board Chair

The Board plays a key governance role for our school, setting our strategic direction, ensuring that the views of the community are heard and establishing the conditions for every child to be successful. Our Board comprises of three parent representatives (Julia Easton, Chris de Beer and Claire Willis), three school representatives (Paul Fuller, Vanessa Furlong and Kelly Egan) and a community member (Pat Kiddey, Literacy expert). We represent the school community and act in the best interests of the students and the school community.

The Board takes part in business and strategic planning, reviewing policy, selection of the Principal, the school review processes, and code of conduct for students. We promote the school community and determine the dress code in consultation with the students, parents and staff. We approve the contributions and sponsorship arrangements. To use a sporting analogy, we are the coaching team on the sidelines supporting the team to play their best, advising on game strategy but not playing the game.

In 2020, our Board (like many of us) tackled the many challenges of the COVID pandemic. I am very proud of how our school community managed the restrictions and continued to communicate well with parents and support the learning outcomes for our students. I commend the leadership team, the staff and the parents for their response to these challenging times. The Board met virtually during lock down to support and advise the Principal and maintain our governance role. In addition to our COVID response we also achieved:

- Approval of Assembly Area upgrades
- Review of literacy program and agreement to expand Diana Rigg's PLD literacy program from early years to whole of school (including all staff professional development day)
- Appointment of a new Principal and transition

In many ways, 2020 was a year of change and we have experienced change within our board. I would like to take this opportunity to thank Mr Geoff Rintoul for his significant contribution and service to the school through his roles on the Board. Geoff served on the board for four years and two of those as the Chair. I would also like to thank our Acting Principal and Acting Deputy Principal for stepping up into these roles and keeping our school running during our transition. Please join me in welcoming our new Principal, Mr Paul Fuller.

I encourage you to speak with any of our Board members to learn more about their role and share with them your ideas, concerns and aspirations for Goolllelal. Our role is to serve the school community and represent every student, family and teacher, which means you. Unless otherwise advised, all Board meetings are open to the community and we welcome any interested people to join us. Dates and times are advertised in the school newsletter and on the term planner.

Dr Julia Easton | **School Board Chair**



School Vision

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

School Overview

Goollelal Primary School is an Independent Public School catering for students from Kindergarten to Year 6. Our school motto is 'sharing, caring and learning' - reinforcing our belief in the importance of nurturing the whole child and helping them to become a contributing citizen.

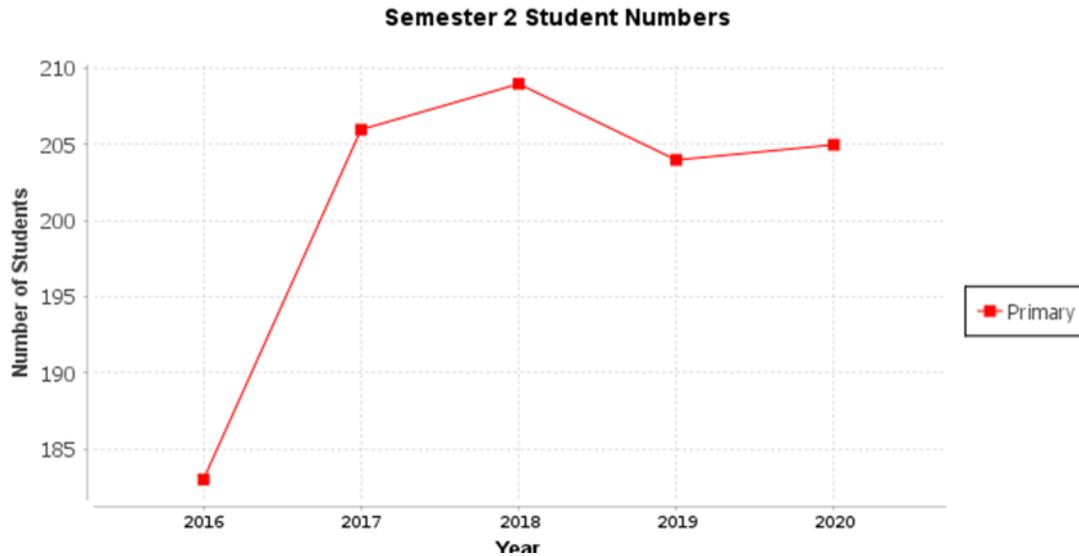
The children in our care are offered a modern, contemporary education with access to the latest technologies and learning resources. The school offers specialist programs in Physical Education and Visual Arts, together with a Science program with a focus on STEM (Science, Technology, Engineering and Mathematics).

Goollelal Primary School is situated 20 kilometres north of Perth in the suburb of Kingsley. Our school features a variety of dynamic play areas, including a 'loose parts' area and a challenging fitness track. The school grounds are well maintained and feature established native trees and plants.

Goollelal Primary School is at the heart of a vibrant community. We work closely with the school community and value parents as partners in educating the students in our care. As an Independent Public School we operate under our School Board consisting of parent, staff and community members. We also have an active P&C who coordinate several events throughout the year.



School Enrolments



On the census date in 2020, the school had 205 full-time students enrolled from Pre-Primary to Year 6 (see left). An additional 30 students were enrolled in the Kindergarten program.

Forecast

It is predicted that the 2021 enrolment figures will show a slight increase from the 2020 school year, with slightly lower kindergarten enrolments being offset by new students in the later year levels.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time		33	29	36	35	21	32	19	205
Part Time	39								244

	Kin	PPR	Pri	Total
Male	19	17	93	129
Female	20	16	79	115
Total	39	33	172	244



Attendance

School attendance is an important element of Goollelal's Business Plan. However, the very unusual circumstances of 2020 meant that many families chose to educate their children at school, while other students were prevented from attending school due to quarantining or health directions.

Accordingly, Western Australian public schools are not reporting attendance rates for 2020.

Destination of Graduating Students

Destination schools for our Year 6 students entering Year 7 were as follows	Male	Female	Total
Greenwood College	8	7	15
Woodvale Secondary College		1	1
St Stephen's School (Duncraig and Carramar)	1		1
Landsdale Christian School		1	1
Aranmore Catholic College		1	1
Duncraig SHS	1		1
Governor Stirling SHS		1	1
			21



2020 represented the third year of Goollelal Primary School's current Business Plan. The four focus areas of the 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

At the conclusion of each year, the school reviews its performance in each of these areas, guided by the targets in the Business Plan. A summary of these is provided below.

Focus Area 1: Success for All Students

Business Planning

In late 2017, Goollelal Primary School set student achievement targets based on the assessment data collected at that time. Targets were set to be realistic but challenging and a time frame of three years was set in the current Business Plan.

The majority of targets for student achievement in Goollelal's Business Plan are based on the scores for National Assessment Program - Literacy and Numeracy (NAPLAN) and On-Entry Assessment. Unfortunately, due to the COVID-19 pandemic, NAPLAN assessments for 2020 were cancelled. At the same time, a change in the scoring system for the On-Entry Assessment means that it is no longer possible to assess the school's performance against the On-Entry targets that were set in 2017.

It is not, therefore, possible to report against the targets in the current Business Plan.

Nonetheless, in order to provide the community with an indication of the school's strengths and challenges, below is a summary of student achievement for 2020. Where appropriate, the school has substituted alternative performance measures to take the place of NAPLAN and On-Entry progression points.

Data Analysis Summary 2020

The following three reliable sources are available to assess our students' academic progress. These are:

- On-Entry assessments for students in Year 1; and
- Results from Progressive Achievement Tests (PAT), a standardised test similar to NAPLAN;
- Teachers' on-balance judgements for the whole year's learning as recorded in student grades.

On-Entry assessment

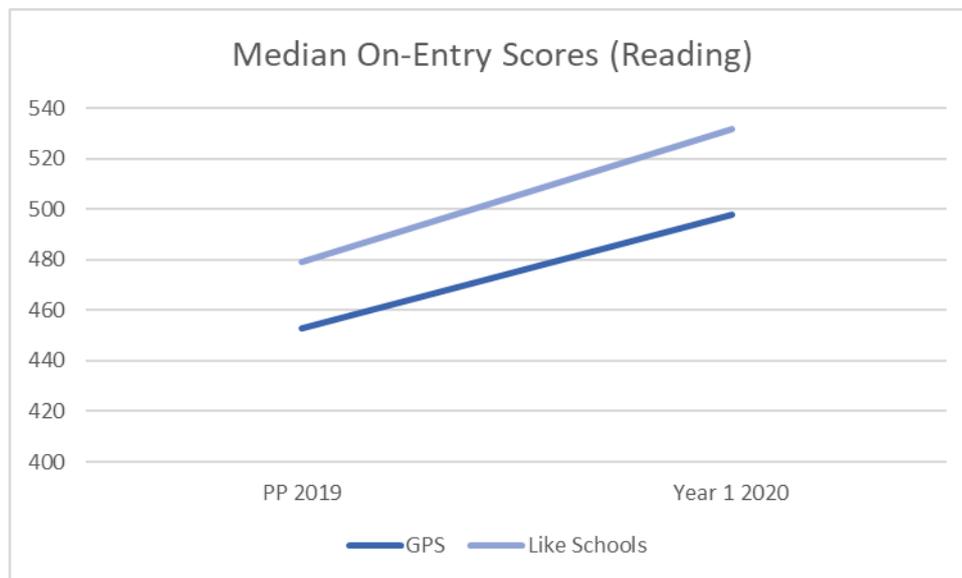
The On-Entry Assessment measures the early literacy and numeracy skills that students bring with them when they arrive at Pre-Primary, the first year of compulsory schooling. For this reason, scores for Pre-Primary students are not considered a measure of school performance. However, student **progress** between Pre-Primary and Year 1 does provide an indication of the effectiveness of the school's Pre-Primary program.

The median On-Entry Assessment scores for 2020 Year 1 students were as follows:

	Pre-Primary 2019		Year 1 2020		Progress	
	GPS	Like schools	GPS	Like schools	GPS	Like schools
Reading	453	479	498	532	45	60
Writing	226	226	430	507	204	265
Numeracy	390	449	482	529	92	77

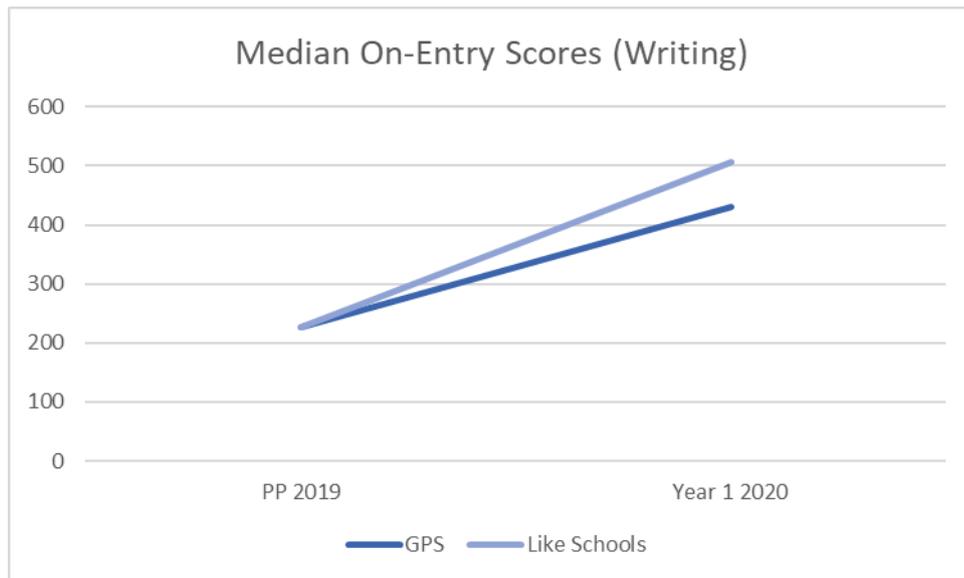
Note about 'Like Schools':

Goollalal is in ICSEA Decile 2. This means that it is in the highest 20% of schools when measured by socio-economic status. Scores for 'like schools' are based on the average for schools in Decile 1 (Top 10% by ICSEA) and Decile 2 (The second 10% by ICSEA).

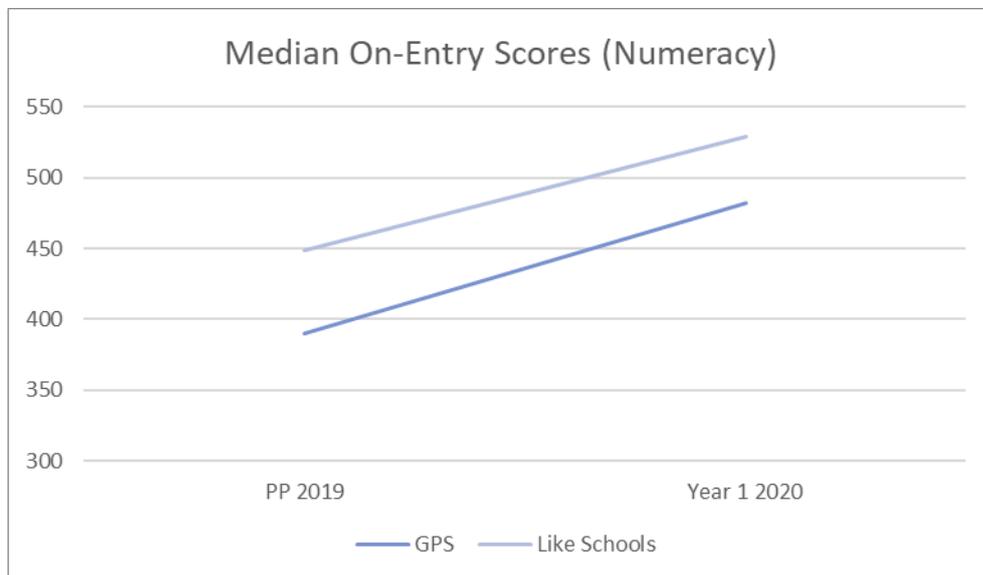


Overall, students arrive at Goollalal with early reading skills that are slightly below those of their peers in like schools. While our 2020 cohort of Pre-Primary students made considerable progress with their reading, this progress was not as high as expected, leading to a slight increase in the gap between GPS students and like schools.

Similarly, writing scores were disappointing, as students starting from an identical point to like schools did not, on average, make the expected level of progress.



To address these concerns, the school will implement a new evidence-based literacy program (*PLD – Promoting Literacy Development*) from the start of 2021. This is a whole-school program based on a structured and sequential approach to teaching synthetic phonics. The results of this new approach will, naturally, take some time to become evident and will be monitored over the course of the school’s new Business Plan.



Results in numeracy were far more positive. While students arrived at Pre-Primary with numeracy skills below those of like schools, this gap narrowed over the course of the year, with students making greater than expected progress.

Progressive Achievement Tests (PAT)

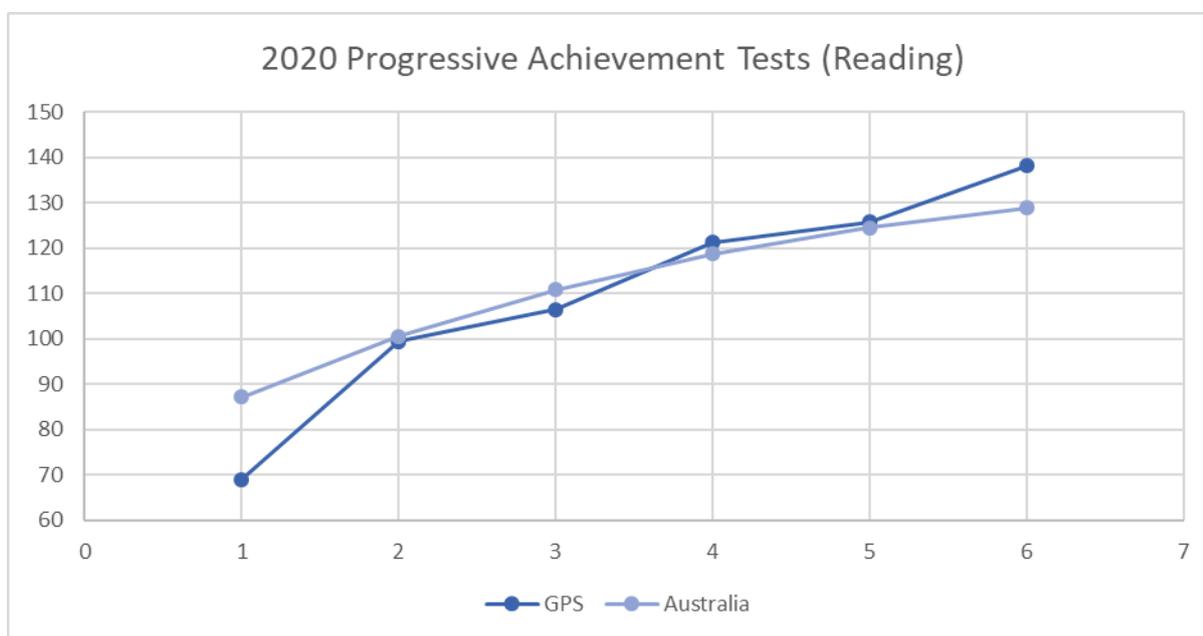
PAT assessments are a standardized online test offered by the Australian Council for Education Research. These norm-referenced tests provide schools with the opportunity to gain valuable data about each student's knowledge in the areas of reading, writing and grammar / punctuation.

In the absence of NAPLAN data in 2020, Goollelal Primary School has used the PAT suite of assessments as a measure of school performance in the areas of literacy and numeracy. Please note that it is not possible to gain a 'like schools' comparison for PAT. However, comparisons can be made with the median score for all students undertaking the tests nationwide.

Reading

The following table provides a comparison of the median scores for PAT-Reading at Goollelal Primary School compared to Australian norms:

Year	GPS	Australia
1	69	87.1
2	99.4	100.5
3	106.5	110.9
4	121.3	118.7
5	125.7	124.5
6	138.2	128.8



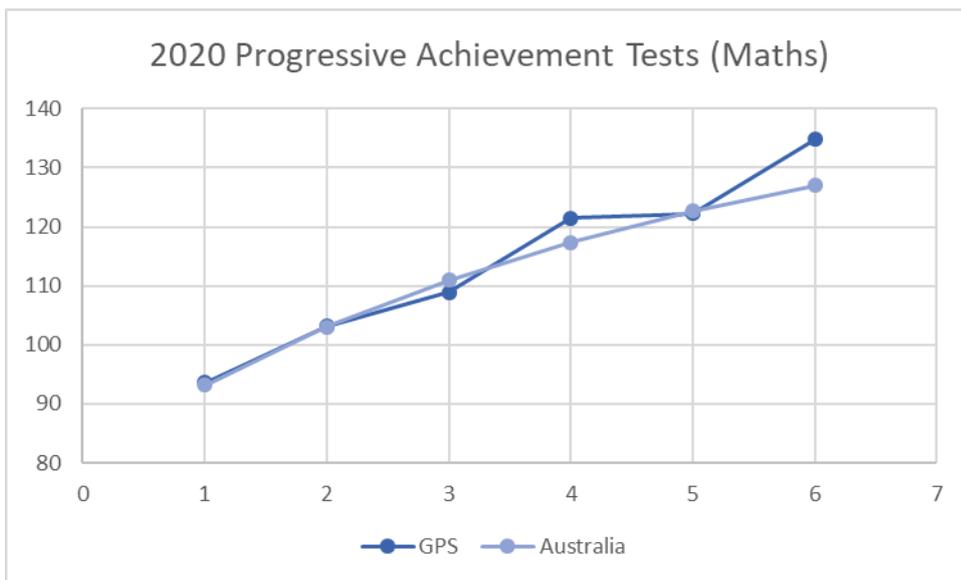
Reading scores in the early years for Goollelal students are low compared to the Australian average. It is possible that this is due to the online nature of the tests, as many students of this age have never completed an online test before. However, these results are consistent with those for the On-Entry Assessment, so the data should not be automatically discounted.

Results in later years trend upwards, with students in Year 6 achieving significantly above the national average. It should be noted, however, that, unlike NAPLAN, PAT data does not permit comparisons with 'like schools'. Given Goollelal's high socio-economic status, results above the national average should be expected in most years.

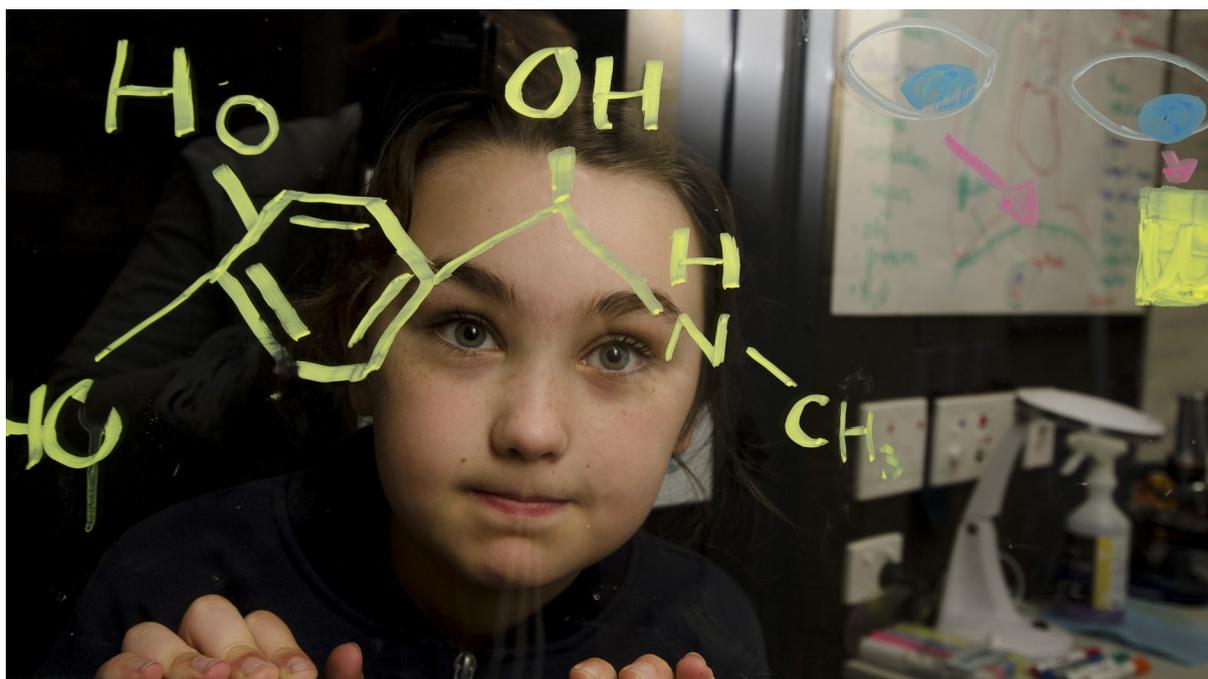
Mathematics

The median scores for PAT-Mathematics in 2020 were as follows.

Year	GPS	Australia
1	93.6	93.2
2	103.1	103
3	108.9	110.9
4	121.5	117.4
5	122.2	122.7
6	134.8	127



PAT results for Mathematics indicate that the school is achieving above the national average in most areas and that, generally speaking, students are making an acceptable level of progress.



Learning Area Reports

Grade distribution across the school was as follows:

Learning Area	A	B	C	D	E
English	4%	33%	49%	13%	1%
Health and Physical Education	11%	27%	57%	5%	1%
Humanities and Social Sciences	3%	26%	64%	7%	0%
Languages (Indonesian)	0%	10%	85%	5%	0%
Mathematics	13%	33%	47%	6%	1%
Science	11%	33%	50%	6%	0%
Technologies	3%	26%	70%	1%	0%
The Arts	7%	36%	55%	1%	0%

Physical Education

We were very fortunate at Goollelal Primary School to be only minimally affected by COVID-19 restrictions. With careful application of guidelines regarding the activities allowed to be performed and judicious sterilising of equipment, students were able to continue to develop skills throughout the year. In Term 1, students across all year levels learned skills and gameplay associated with European Handball, with the upper school students managing to apply quite complex strategies and team play by the end of the term. Due to restrictions on activities in Term 2, more emphasis was applied to locomotion and body control skills. Interschool activities were suspended for the term, but we were able to perform intraschool games in netball, soccer and AFL. Term 3 was dedicated to developing the fitness and skills required to perform in the faction and interschool carnivals. The Faction Carnival was a massive success, with parents invited to attend under restriction guidelines. The atmosphere was sensational, and every person abided by the rules and made the day a complete success. Red Faction was too strong on the day and finished with a convincing win. The tug of war and teacher/student egg race were highlights of the day and led to much mirth and merriment. We took a restricted but passionate team to the Interschool and performed very well, finishing third overall. We finished the year with floorball hockey. Students from Year 1 through to Year 6 learned many new skills and thoroughly enjoyed playing a game with novel skills.



Science

Although 2020 will be remembered as a disrupted year, students at Goollelal Primary School were still able to experience many practical and theoretical opportunities within the school setting. Unfortunately, the Year 6 students missed out on competing in the Solar Challenge 2020, but they still managed to perform the associated activities involved in building and testing solar powered model cars. They were able to apply understanding of concepts related to Physics to maximise the speed and endurance of their models, and used excellent data gathering and analysis to make modifications. The Year 5 students were introduced to Microsoft 365 and learned to create presentations using Sway. The Year 4 students thoroughly enjoyed producing models used in explaining natural and artificial impacts on various landforms. All students across the school, from Pre-Primary through to Year 6 were exposed to experiments in Chemistry designed to develop understanding and to teach measurement skills.

Students from Year 2 through to Year 6 performed PATS testing in Science, and the results were incredibly impressive. Every year produced results that reflected excellent understanding of scientific concepts. Statistical analysis in the form of Box and Whisker charts revealed that Years 3 through to 6 performed well above the national average for their respective years, with some outperforming national standards compared to higher years.

Visual Arts

The students from Pre-Primary to Year Six at Goollelal Primary School are immersed in a rich Visual Arts program which is designed to engage, inspire and motivate all students in order to reach their full artistic potential.

They are provided with many opportunities to discover their natural artistic talents through an extensive arts program that includes; drawing, painting, textiles, ceramics, mosaics and sculptures. Students are encouraged to not be afraid to make mistakes, but learn and use these mistakes as a stepping stone to inspire them to improve and develop their critical creative thinking skills.

The students have learnt about many well-known visual artists, from the distinctive dashed brush strokes of Van Gogh to the cubism movement of Picasso. Students benefited from and were further enriched from the high attendance of an optional Visual Arts Club which was offered throughout the year.

Goollelal Primary School is proud to acknowledge the high level of achievement of students in Visual Arts in 2020 and this has been highlighted through the Visual Arts opening day which showcased their excellent achievements. Goollelal is also very proud to be awarded second place in the Bunnings Spring Competition for 2020.



Performing Arts

Students from all year levels learnt something creative and innovative about themselves as they explored new skills and techniques associated with dance and drama.

The year began with rehearsals for Harmony Day. This involved every class in the school learning an item related to a certain country in order to highlight aspects of that countries cultural practices. The countries that the students represented were – England, Indonesia, New Zealand, Japan, USA, Indigenous Australia and multicultural Australia.

This year, all classes had opportunities to build on their current skills and further develop their use of voice, movement and gesture to convey meaning and feelings and extend the use of action and dialogue in order to make performances more realistic.

All students have developed their improvisation strategies and explored how to make an entrance through the use of different settings and characters.

The lower primary students have conducted role plays based on crime scenes and investigated movement and gesture when speaking in drama. All lower primary students have performed a short skit as a whole class with the teacher and they have also performed a short script in pairs to an audience.

The upper primary students have conducted role plays, idioms and various fables. They have investigated the meaning of subtext in drama and the use of “cheating” as a tactic to engage the audience during performances. All upper primary students have performed an assessment task that consisted of learning a script which was up to 6-8 pages long and performing a play to the class in selected groups. Some students were capable of reciting their lines by memory, which was very impressive!

The students should all be commended for their fantastic efforts this year. They have done very well to adjust to the different circumstances that have evolved due to the pandemic and stay focused on their learning.



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.

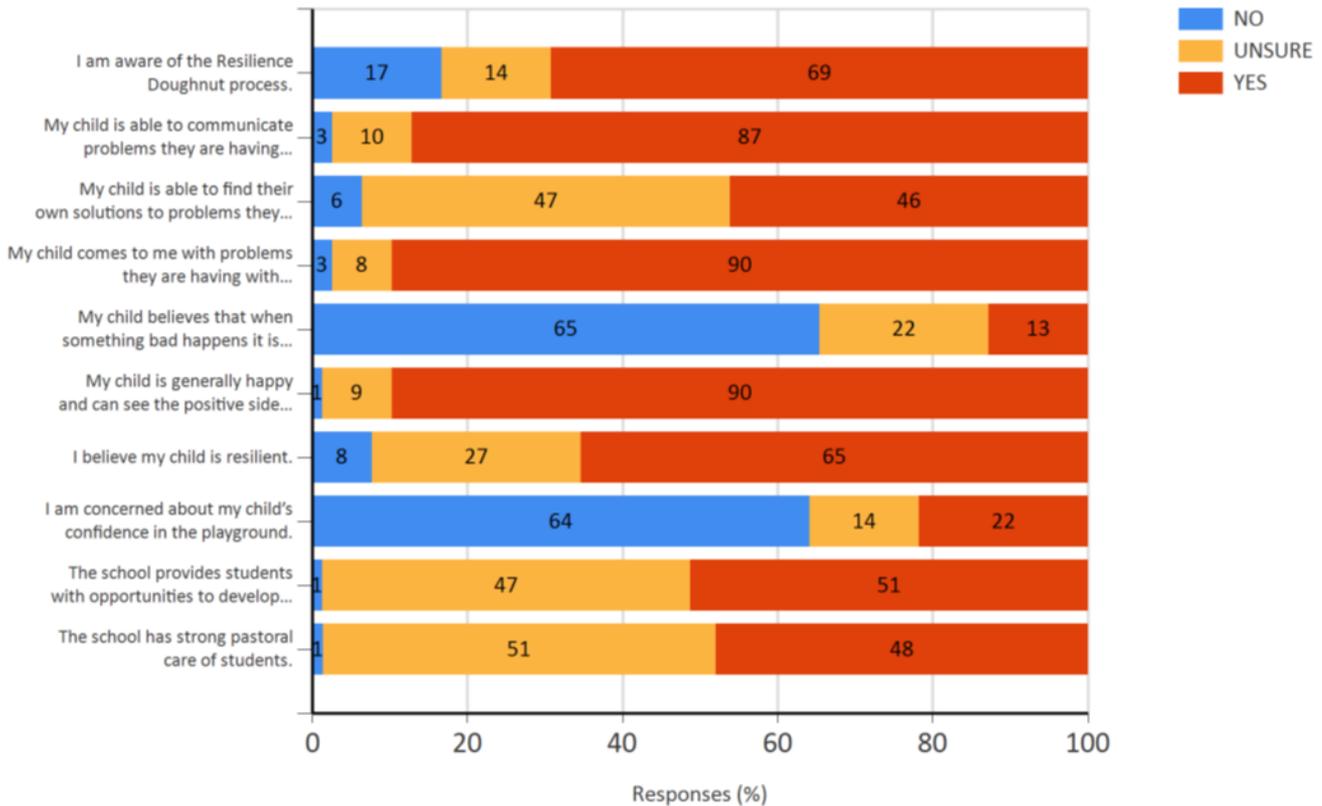
We continue to build staff capacity to meet the diverse and changing needs of our students through observations of practice, collaborative team meetings and co-coaching. All staff are offered leadership opportunities via a distributed leadership model. Our Education Assistants (EAs) are constantly upskilled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

	No	FTE
Leadership Team		
Principal	1	1
Deputy Principals	1	1
Total Leadership Team	2	2
Teaching Staff		
Level 3 Teachers	1	0.4
Other Teaching Staff	15	12
Total Teaching Staff	16	12.4
School Support Staff		
Clerical / Administrative	2	2
Gardening / Maintenance	1	0.7
Other Non-Teaching Staff	10	7.8
Total School Support Staff	13	10.5
Total	31	24.9



Focus Area 3: A Safe, Supportive and Sustainable Environment

The Goollelal Primary Business Plan has outlined our aspirations for developing students' personal and social capabilities and the strategies to build these skills. A key element of this is the whole-school 'Resilience Doughnut' program. Confidential feedback from parents was that this program was well understood and having a positive impact.



Most pleasingly, a confidential student wellbeing assessment indicated that students in almost all year levels self-assessed their sense of personal wellbeing as higher than that of students elsewhere in Australia. This reinforces the impact of the school's programs and the strong, positive connection between home and school.

The following summarises the Social and Emotional Wellbeing Assessment conducted in 2020.

Your school

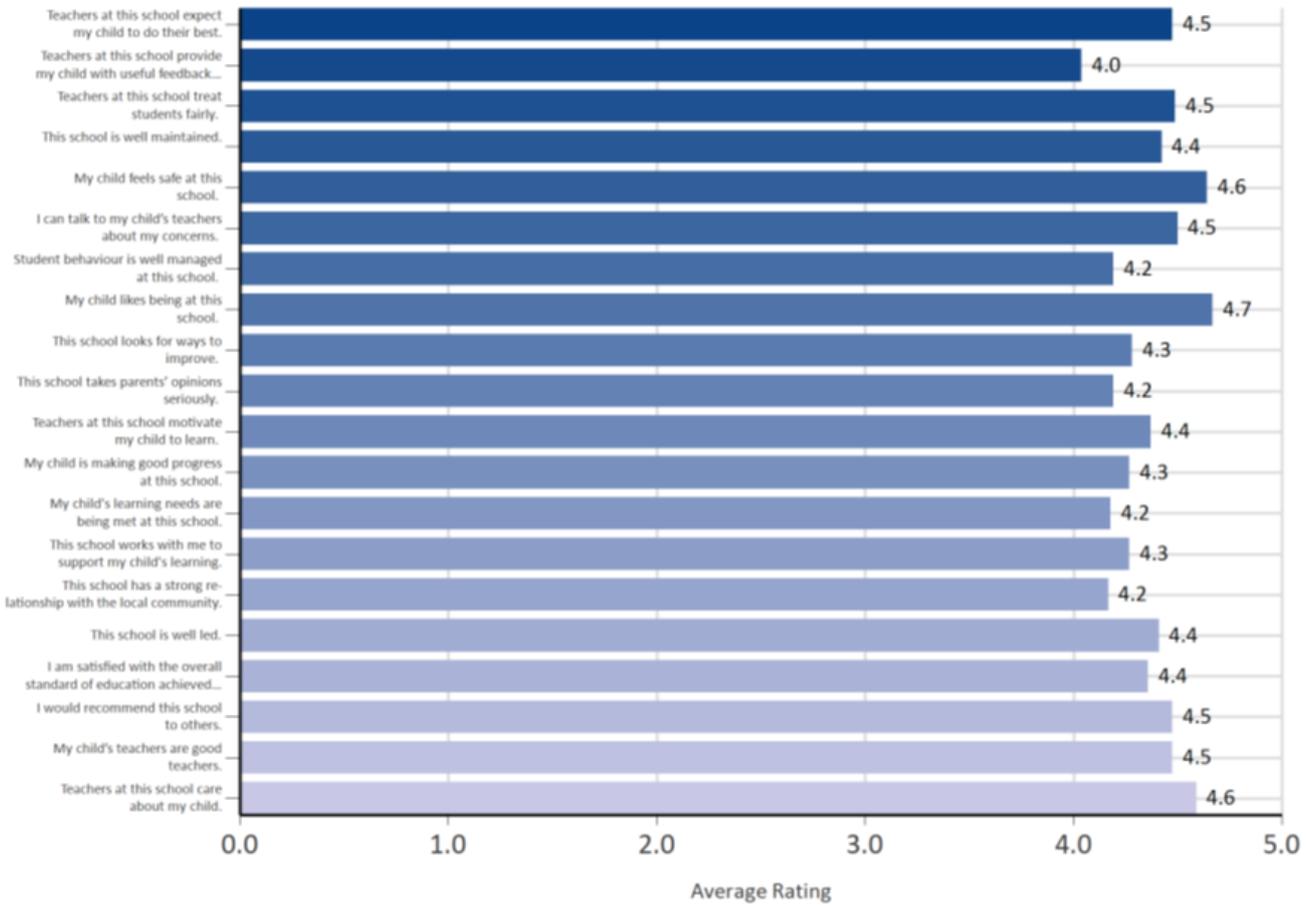
	N	Mean	Std. Dev.
Year 2	36	123.7	9.0
Year 3	31	117.3	10.9
Year 4	22	131.6	12.2
Year 5	28	122.8	12.8
Total	117	123.3	12.1

All schools

	N	Mean	Std. Dev.
Year 2	2812	118.3	17.0
Year 3	4089	119.6	16.4
Year 4	3918	120.6	15.8
Year 5	4069	120.4	14.4
Total	18 082	120.0	15.6

Focus Area 4: Positive School Culture and Strong Community Partnerships

A confidential parent survey conducted in 2020 revealed very high levels of community satisfaction with the quality of education provided at Goollelal Primary School.



From the P&C President

2020 was an interesting year for the P&C to say the least! With a number of events having to be cancelled and the canteen closed due to COVID, it was a very slow start to fundraising. However, we certainly finished off the year strong with a disco and Colour-Run in Term 4. Thanks to these events, the amazing Canteen and various other smaller events & initiatives, the P&C was able to raise \$16,000, which is an incredible effort given the circumstances. With the funds raised, we were able to provide the school's computer leases and Literacy Planet subscription.

All of this would not have been possible if it wasn't for all the hard work of our amazing volunteers, who contribute countless hours to organise and run all of the fantastic events with such enthusiasm. Thanks to the committee and all the hard-working volunteers for another great year.

Erin Crowley | **P&C President**



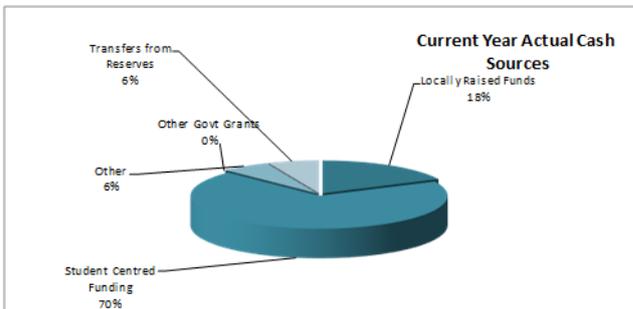
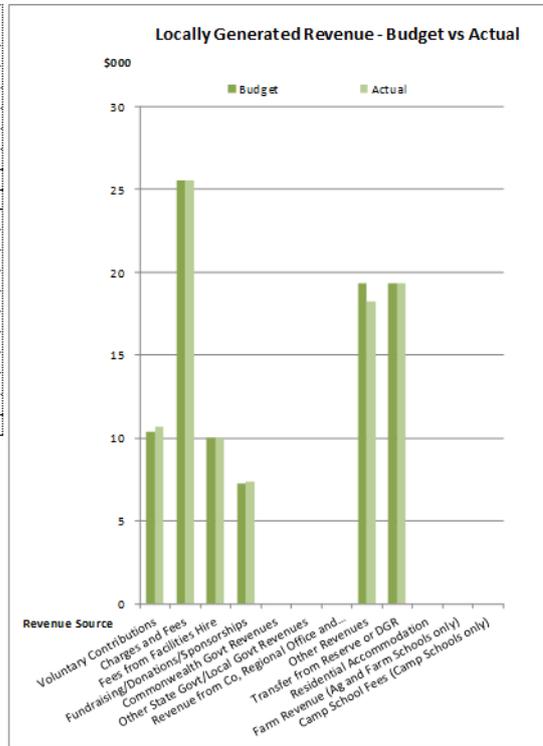
Community Highlights



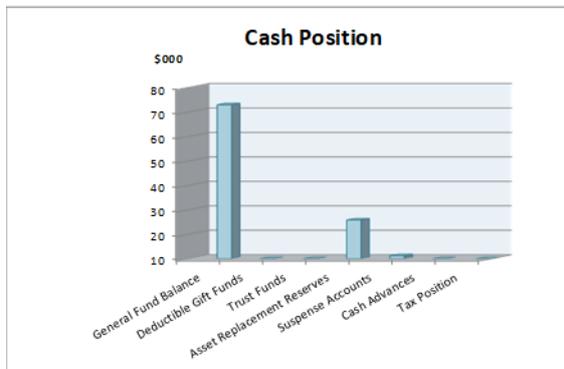
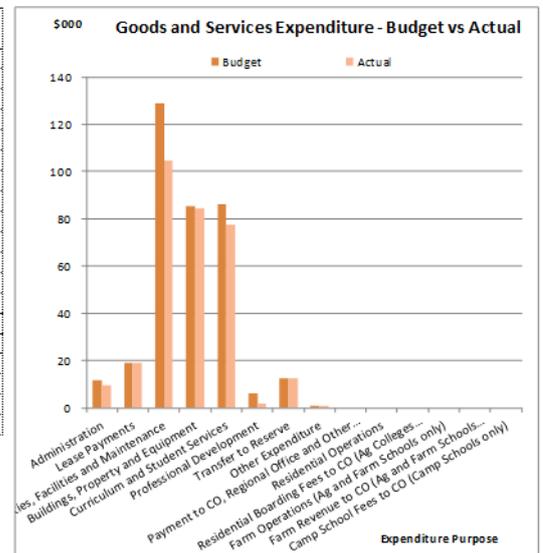


Goollelal Primary School
Financial Summary as at
28 January 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 10,356.20	\$ 10,665.70
2 Charges and Fees	\$ 25,547.15	\$ 25,546.15
3 Fees from Facilities Hire	\$ 10,000.00	\$ 10,000.02
4 Fundraising/Donations/Sponsorships	\$ 7,276.10	\$ 7,394.66
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 19,368.67	\$ 18,264.29
9 Transfer from Reserve or DGR	\$ 19,319.06	\$ 19,319.06
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 91,867.18	\$ 91,189.88
Opening Balance	\$ 83,347.56	\$ 83,347.56
Student Centred Funding	\$ 209,019.13	\$ 209,019.13
Total Cash Funds Available	\$ 384,233.87	\$ 383,556.57
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 384,233.87	\$ 383,556.57



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 11,719.00	\$ 9,664.69
2 Lease Payments	\$ 18,980.00	\$ 18,979.86
3 Utilities, Facilities and Maintenance	\$ 128,655.59	\$ 104,787.66
4 Buildings, Property and Equipment	\$ 85,146.98	\$ 84,282.27
5 Curriculum and Student Services	\$ 86,082.35	\$ 77,511.22
6 Professional Development	\$ 6,000.00	\$ 1,904.19
7 Transfer to Reserve	\$ 12,500.00	\$ 12,500.00
8 Other Expenditure	\$ 956.94	\$ 959.32
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	\$ 350,040.86	\$ 310,589.21
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 350,040.86	\$ 310,589.21
Cash Budget Variance	\$ 34,193.01	



Cash Position as at:	
Bank Balance	\$ 106,853.70
Made up of:	\$ -
1 General Fund Balance	\$ 72,967.36
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 25,827.76
5 Suspense Accounts	\$ 11,232.58
6 Cash Advances	\$ -
7 Tax Position	\$ (3,174.00)
Total Bank Balance	\$ 106,853.70