

**GOOLLELAL**  
PRIMARY SCHOOL



*an independent public school*



**Annual Report 2022**

## Acknowledgement of Country

Goollelal Primary School derives its name from Lake Goollelal, a Noongar word which means 'swampy sheoak', 'place for camp' or 'place of the swamp hen'. Lake Goollelal is part of the Yellagonga Regional Park, Mooro country, which is named after the Noongar leader at the time of European settlement, Yellagonga.

We respectfully acknowledge the Whadjuk people of the Noongar nation who are the past and present traditional custodians of the land where Goollelal Primary School is located. We pay our respects to elders past, present and emerging.

## Principal's Message

As we come to the end of 2022, I reflect with great pride on everything that our school community has achieved together.

It is fair to say that the global pandemic made 2022 probably the most challenging school year in living memory. Goollelal staff were asked to become contact tracers, our community adapted to mandatory quarantine rules and there was a nationwide shortage of staff, including teachers.

In the midst of this, however, Goollelal students didn't merely cope. They thrived.

Literacy and numeracy have been our school's focus over the past two years and I am pleased to report that, since 2021, Goollelal students have made 38% more progress than the national average in mathematics, and 28% more progress than the national average in reading. While this progress is not yet reflected in Year 3 and Year 5 NAPLAN results, there is a clear schoolwide shift to a more evidence-based approach to instruction, and this is producing measurable benefits for all students.

Not only have our students made impressive academic progress, they have developed a level of independence, flexibility and resilience that will serve them well into the future. They are growing into responsible and capable young citizens.

The other significant achievement from 2022 was the introduction of our new nature playground, with thanks to our wonderful P&C. Here at Goollelal, we care about kids' hearts as well as their minds, so we believe in the value of purposeful play, especially in the yearly years. This new playground will be a wonderful asset for our community, and I can't wait to see it grow over the coming years.

These positive outcomes are testament to our dedicated staff and supportive community. I thank you all and look forward to seeing the progress continue in what is, hopefully, a less eventful school year in 2023.

Paul Fuller | **PRINCIPAL**





## Board Chair's Message



Goollelal Primary School's Board membership includes three parent representatives (Candice Patterson, Caitlin Merritt, and Chris Quelch), three staff representatives (Paul Fuller, Vanessa Furlong and Kelly Egan) and a community member (Dr Pat Kiddey). The role of the board is to provide governance and accountability, as well as advice and guidance on a range of issues relating to strategic direction and student academic performance.

In 2022 we saw previous Board Chair and parent representative Dr Julia Easton step down from her role, as well as parent representative Claire Willis. Julia's astute decision-making and outstanding leadership were essential in setting the current direction for the school, including the development of a strong strategic plan that focuses on student academic growth. We extend our sincere thanks to Julia and Claire for volunteering so much of their time and for their extensive contributions to the school and the board.

During 2022, the very clear focus of both the Board and the school was on ensuring high-quality teaching of literacy and numeracy in every classroom. Board members received regular briefings about the implementation of whole-school curriculum programs and the impact of these on student learning.

The progress described in this annual report is a testament to the incredible effort that Goollelal staff have put into improving the academic growth of Goollelal students especially in literacy and numeracy. The benefits of a whole-school evidence-based approach to teaching and learning are clear to see. As students' progress through their journey at Goollelal, we will continue to aim for one year of academic progress for every year of learning.

With a strong strategic plan in place, evidence-based teaching and learning, and putting students at the centre of everything we do, Goollelal Primary School is well known as a small school with a big heart. If you would like to learn more about the role of the Board, or share your ideas and views on how Goollelal can provide an excellent educational experience for your child, please speak with any of our representatives or join us at the regular in-term Board meetings as advertised in the term planner.

Candice Patterson | **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

As an Independent Public School, Goollelal Primary School caters for students from Kindergarten to Year 6. Our school motto is, 'Sharing, Caring and Learning,' and this reinforces our belief in the importance of nurturing every child to fulfil their potential, socially, emotionally and academically.

Goollelal is situated 20 kilometres north of Perth in the suburb of Kingsley. Our school features a variety of dynamic play areas, including a new nature playground for our younger children. Goollelal students also enjoy working in the chicken coop and vegetable patch and participate in a variety of clubs during recess and lunchtime breaks. The school grounds are well maintained and feature established native trees and plants.

Our dedicated teachers and support staff are committed to providing a high quality learning program which encompasses all aspects of the Western Australian Curriculum. Our staff and children work together to create a positive school environment in which every child feels safe and is able to learn in a friendly and caring atmosphere. We offer a number of specialist subjects and have a strong STEM (Science, Technology, Engineering and Mathematics) program.

The school's strategic focus for 2021 - 2024 is on student academic growth, particularly in the key areas of literacy and numeracy. This overarching goal is underpinned by three pillars: consistency of practice, a thriving school culture and staff and student wellbeing. We are fully committed to the implementation of evidence-based whole-school practices in literacy and numeracy and anticipate that our students will see the benefits of these in coming years.

Goollelal Primary is at the heart of a vibrant community. We work closely with the school community and value parents as partners in educating the children in our care. As an Independent Public School, Goollelal operates under a School Board with parent, staff and community members. We also welcome parent involvement through our active P&C and through numerous school events throughout the year.



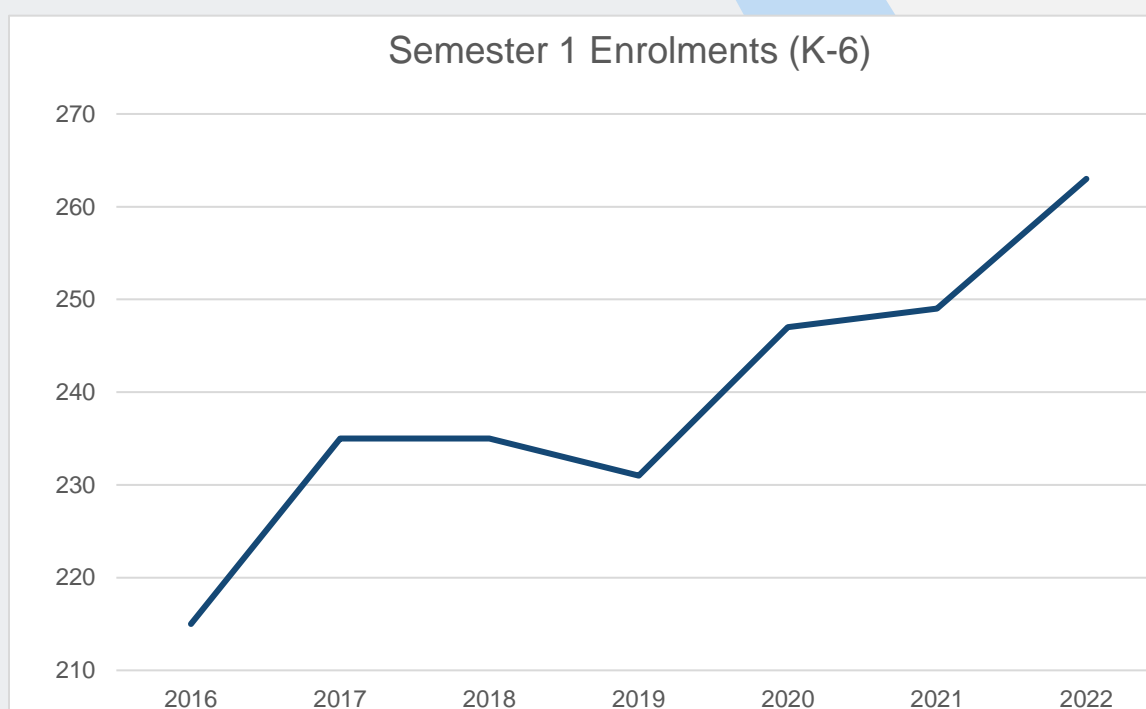


## Student Numbers and Characteristics

Goollelal is rapidly becoming the school of choice in Kingsley. We are a small but growing school, with parents choosing to enrol their children here due to the school's pastoral care, strong sense of community and commitment to nurturing the whole child.

In 2022, 263 students were enrolled at Goollelal from Kindergarten to Year 6, a substantial increase in comparison to recent years. This growth has yielded additional resources that benefit all children, and it is pleasing to note that the overall feel of the school has not changed. The majority of students continue to learn in rooms that are twice the size of a standard Western Australian classroom, and staff continue to know children and families as unique individuals.

Semester 1	2016	2017	2018	2019	2020	2021	2022
Total enrolments (including Kindergarten)	215	235	235	231	247	249	263



	Kindergarten	Pre-Primary	Year 1 - 6	Total
Male	17	20	99	136
Female	26	11	90	127
Total	43	31	189	263

# Destinations of Graduating Students

Destination schools for our Year 6 students entering Year 7 in 2022 were as follows:

Destination Schools	Male	Female	Total
Greenwood College	12	10	22
Duncraig Senior High School		1	1
John Septimus Roe Anglican Community School	1		1
Landsdale Christian School	1		1
Ocean Reef Senior High School		1	1
Shenton College		1	1
Woodvale Secondary College		1	1

Goollelal Primary School has a strong and positive relationship with Greenwood College, with Year 6 students taking part in a comprehensive suite of transition, orientation and enrichment programs.

## Workforce Composition

Goollelal has a capable workforce with a mixture of experienced and newer staff. A breakdown of staff numbers and full-time equivalents (FTE) is as follows:

	No	FTE
Principal	1	1.0
Associate Principal	1	1.0
Total Administration Staff	2	2.0
Other Teaching Staff	16	12.5
Total Teaching Staff	16	12.5
Clerical / Administrative	2	2.0
Gardening / Maintenance	1	0.7
Other Non-Teaching Staff	8	6.3
Total School Support Staff	11	8.9
Total	29	23.5

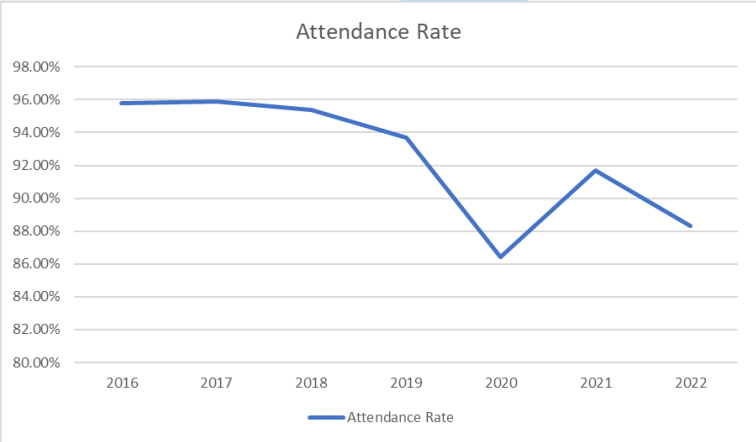


A comprehensive Workplace Plan has been developed and includes a suite of strategies to meet the school's current and future staffing needs.

# Attendance

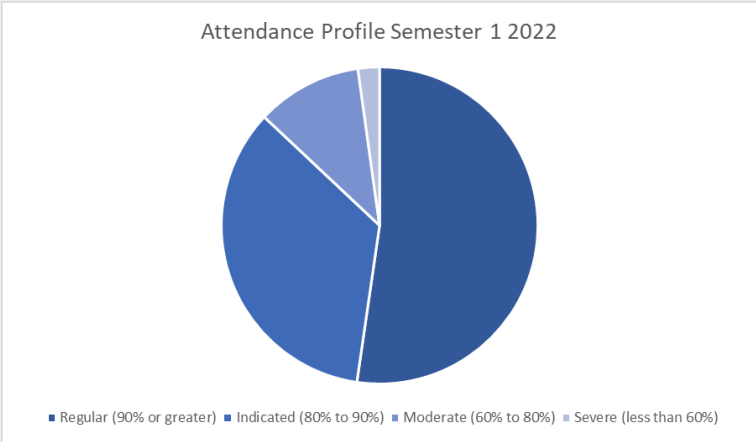
Semester 1 attendance rates for recent years are as follows:

Year	2016	2017	2018	2019	2020	2021	2022
Attendance Rate	95.8%	95.9%	95.4%	93.7%	86.4%	91.7%	88.3%



School attendance rates worldwide have been affected by the global pandemic that commenced in 2020. This was particularly significant in Semester 1 2022, when Western Australia experienced its peak number of COVID cases.

As a result, a significant number of students were categorised as ‘indicated’ or ‘moderate’ in terms of their Semester 1 attendance. This was consistent with the health advice at that time which required a mandatory period of quarantine for positive cases and household close contacts.



Category	Regular (90% or greater)	Indicated (80 - 90%)	Moderate (60 - 80%)	Severe (less than 60%)
Number of students	116	77	24	5
Percentage	52%	35%	11%	2%

While it is pleasing to note that the overall attendance rate improved from 88.3% to 90.5% in Semester 2, it is anticipated that it may take some time for attendance rates to return to pre-pandemic levels. This will be an area of focus in 2023.

## Whole-school priority: Literacy and Numeracy

In 2021, the Goollelal School Board reviewed a range of data, including student achievement data, and strongly endorsed a greater emphasis on high quality literacy and numeracy instruction at Goollelal.

Since then, with the full support of the Board, the school has taken the following steps:

- Publication of a new Strategic Plan, including a clear focus on improving outcomes in literacy and numeracy;
- The introduction of a phonics-based literacy program, PLD Literacy, school-wide;
- Extensive teacher professional learning into evidence-based teaching strategies, including visits to high-performing schools;
- The launch of Earlybirds, a literacy intervention program for junior primary students;
- The use of MacqLit (known at Goollelal as “Strive Reading”) as a targeted intervention program for older students;
- The commencement of Bond Blocks as an intervention program for numeracy;
- Development of whole-school literacy and numeracy plans outlining consistent and evidence-based practices to be adopted in every classroom.

This work will continue in 2023, with the implementation of a consistent whole-school numeracy program, Oxford Maths.

## Student Achievement and Progress

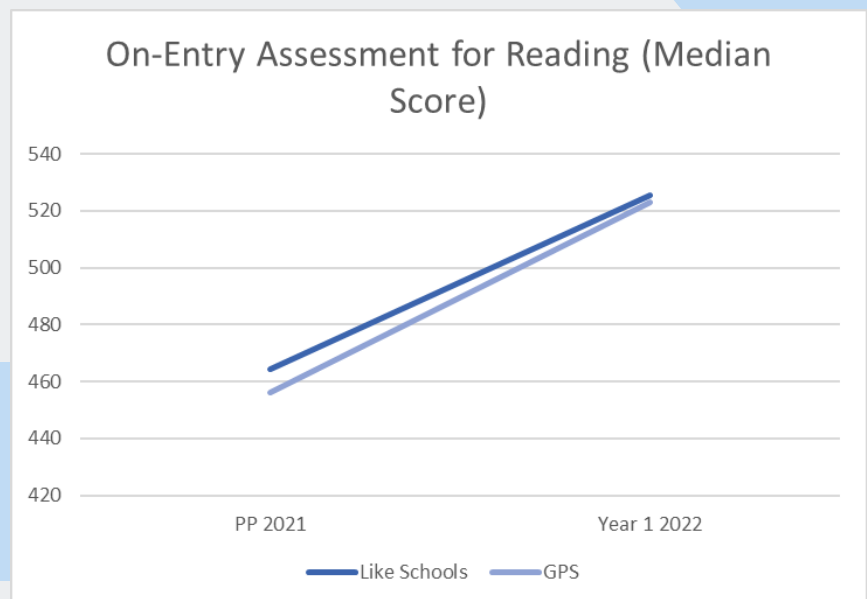
Goollelal’s Strategic Plan 2022 – 2024 has an overarching priority of student academic growth, with success being measured using three standardised tools. These are

- On-Entry assessments for students in Pre-Primary and Year 1; and
- Progressive Achievement Tests (PAT) for Years 2 – 6; and
- NAPLAN (National Achievement Program Literacy and Numeracy) for Years 3 and 5.

### On-entry assessment

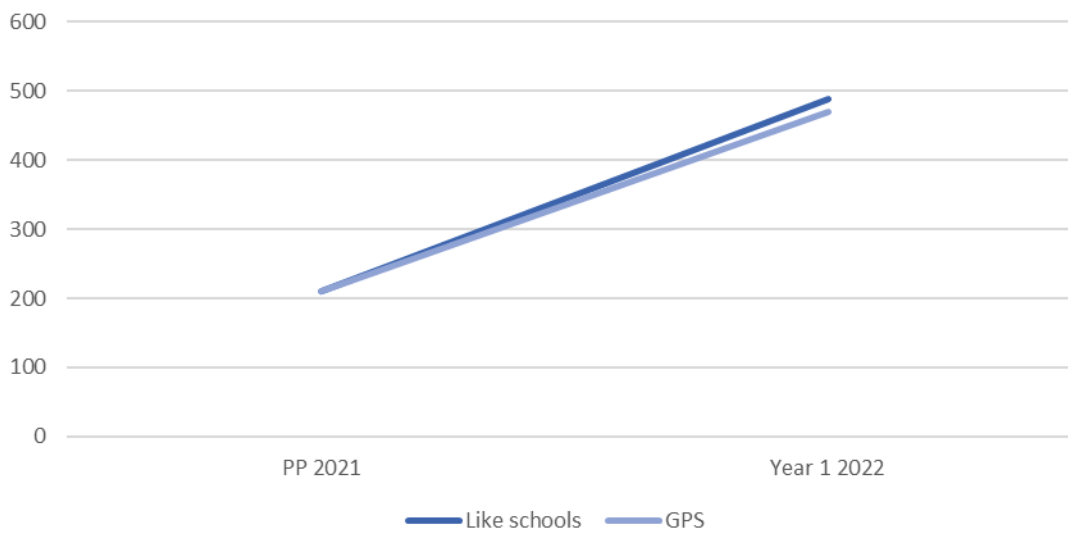
Results for the on-entry assessment indicate that Goollelal Pre-Primary and Year 1 students are demonstrating achievement levels are comparable to like schools.

In the area of reading, students at Goollelal demonstrated pleasing progress, starting out slightly below like schools but largely closing this gap by the start of Year 1.



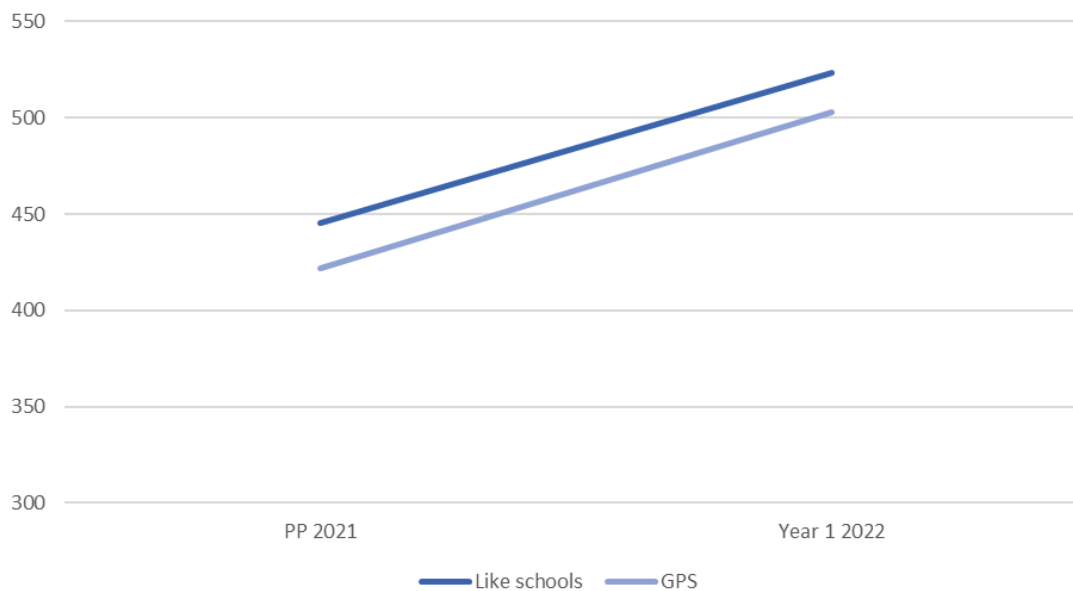


### On-Entry Assessment for Writing (Median Score)



In the area of writing, Goollelal performance was very similar to like schools in terms of both achievement and progress.

### On-Entry Assessment for Numeracy (Median Score)



Finally, in the area of numeracy, Goollelal students made the expected rate of progress, but started from a lower base. Supporting this cohort to make even greater progress in numeracy will be a focus in Progressive Achievement Tests (PAT)

# PAT-Maths

The following table provides a comparison of median reading scores at Goollelal Primary School compared to Australian norms<sup>1</sup>:

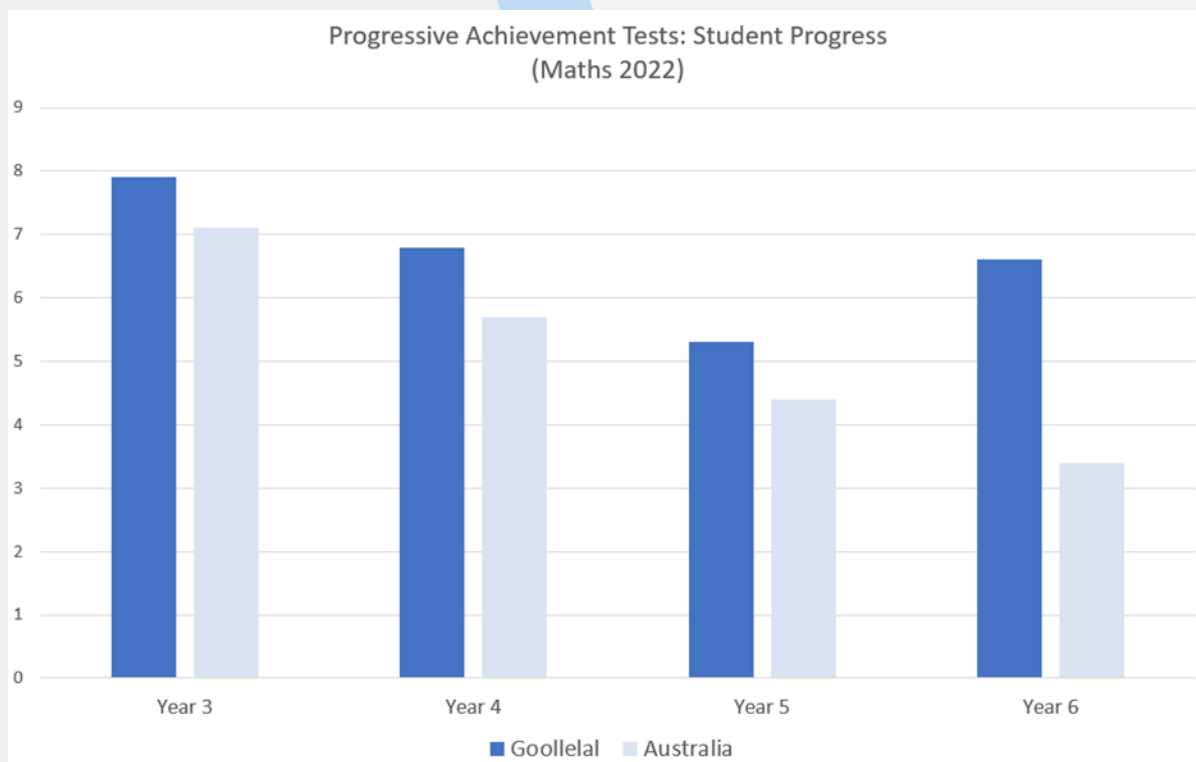
	GPS Median	Australian norm
Year 2	109.3	108.3
Year 3	111.8	115.4
Year 4	121.5	121.1
Year 5	123.5	125.5
Year 6	138.0	128.9

According to the *MySchool* website, Goollelal has an Index of Community Socio-Educational Advantage (ICSEA) of 1067, placing it in the 75th percentile of schools. Given this socially advantaged demographic, it is reasonable to expect that outcomes for students should generally exceed the Australian norm. This was the case for three out of five year levels at Goollelal in 2022. Significantly, the two weakest cohorts were Year 3 and Year 5, and this is reflected in the school’s NAPLAN results (discussed later).

Given that the Progressive Achievement Tests do not permit a ‘like school’ comparison, the school’s Strategic Plan uses **year-on-year progress** as its key success measure. Based on this measure, all cohorts made greater than expected progress.



<sup>1</sup> Australian norms were updated in 2022 by the Australian Council for Educational Research.



These results indicate that the strategies being put in place by the school are having the desired effect. Sustained progress of this kind will, over time, lead to increasing levels of student achievement. This is the second year that results of this sort have been recorded, which provides confidence moving forward.

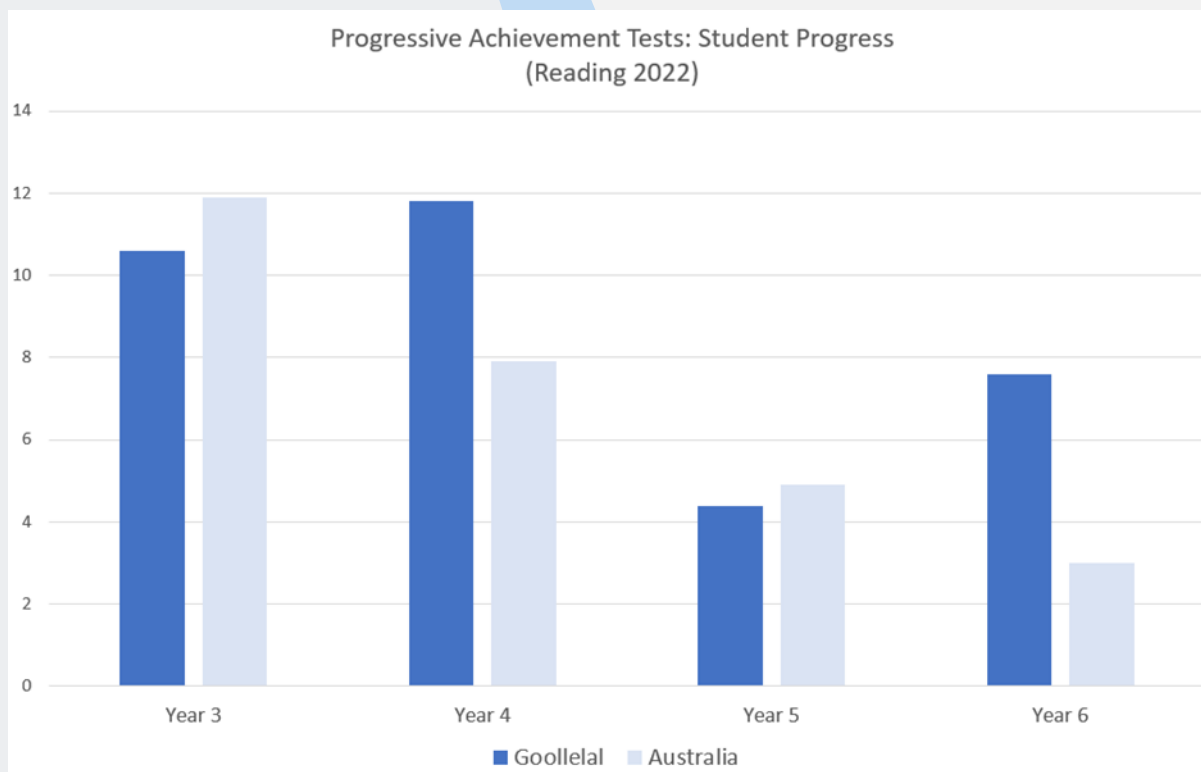
## PAT-Reading

The following table provides a comparison of median reading scores at Goollelal Primary School compared to Australian norms:

	GPS Median	Australian norm
<b>Year 2</b>	101.1	101.1
<b>Year 3</b>	111.7	113.0
<b>Year 4</b>	121.5	120.9
<b>Year 5</b>	123.5	125.8
<b>Year 6</b>	135.4	128.8

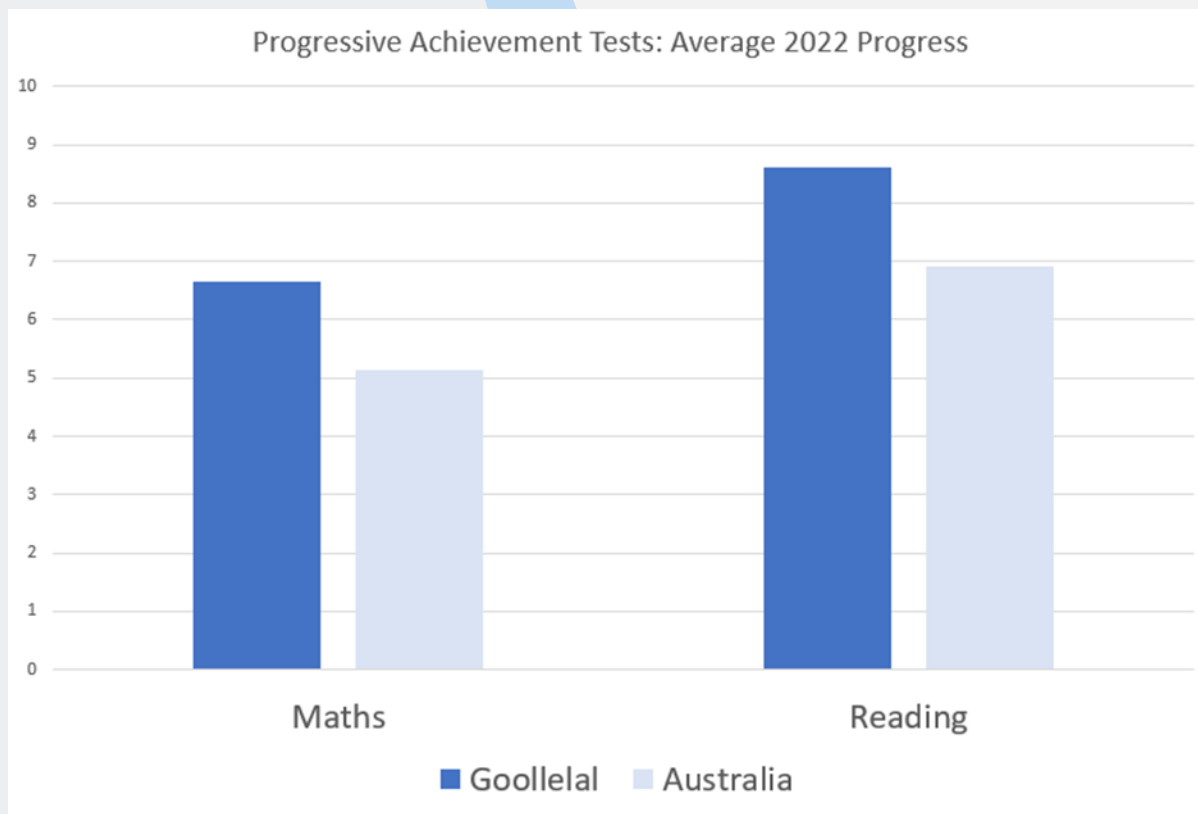
As for reading, the targets in the Goollelal Strategic Plan 2022-2024 are based on year-on-year student progress. As shown by the graph below, students in Years 2 and 4 significantly exceeded the expected level of progress, while students in Years 3 and 5 came close to achieving this goal. Again, it is notable that the lowest performances are in Years 3 and 5, and this is reflected in the school's NAPLAN results.





Overall, however, progress in both reading and mathematics across all cohorts is very pleasing. When combined with similar results from 2021, a very strong foundation is being laid for our students' future academic success.





## National Assessment Program Literacy and Numeracy (NAPLAN)

The previous data indicate that, on average, Goollelal students are now making above-average progress following the move to an evidence-based model of instruction. However, these positive results have not yet flowed through into the NAPLAN achievement data for Year 3 and Year 5 students.

This is to be expected. Given that students are only tested in Years 3 and Year 5, NAPLAN is generally the slowest measure of performance to respond to changes in whole-school practice. Also, the absence of baseline data for the Year 5 cohort means that the 2022 NAPLAN is not able to measure student progress, which is the overarching measure of success in Goollelal's Strategic Plan.

Regardless, this data does provide valuable information about the needs of Goollelal's Year 3 and Year 5 students. Clearly, these students are not demonstrating the levels of achievement that would be expected in a suburb such as Kingsley. Targeted intervention programs have been put in place to support students in these cohorts at risk of not achieving their potential.

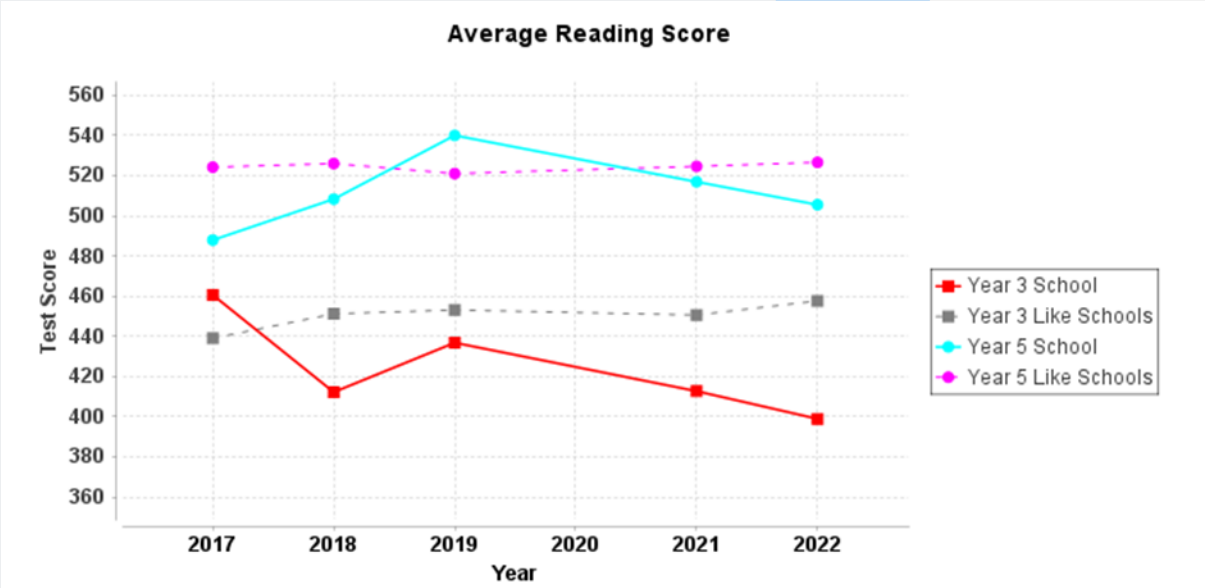
These NAPLAN results have been analysed in detail by both the teaching staff and the Goollelal School. The Board is aware of the results and has endorsed the strategies that have been put in place to address them.

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<sup>2</sup> NAPLAN did not take place in 2020 due to the pandemic. As a result, current Year 5 students were not tested in Year 3.

Reading

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2016	434	419	504	510
2017	462	423	500	513
2018	400	426	490	508
2019	432	426	518	512
2021	393	416	501	508

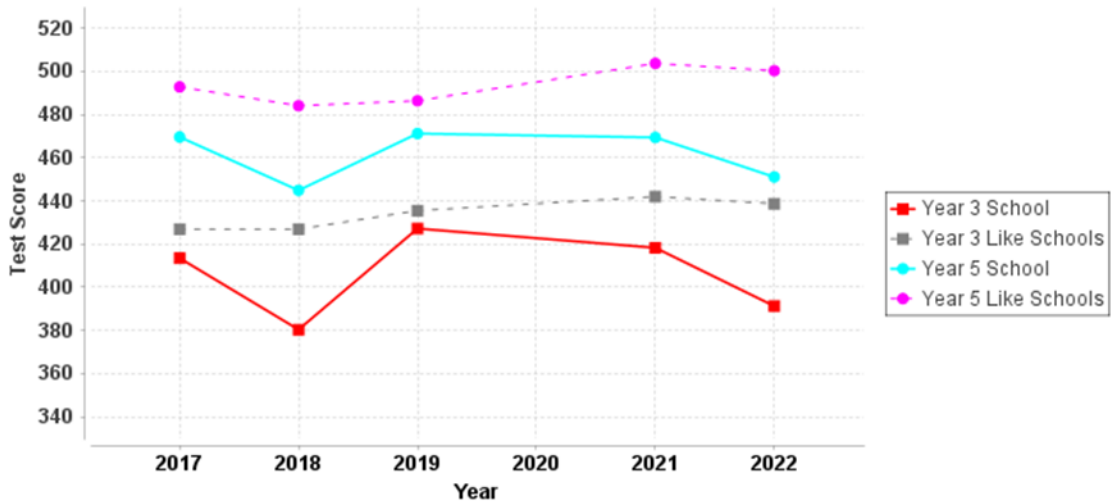


Writing

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	414	427	470	493
2018	380	427	445	484
2019	427	436	471	486
2021	418	442	469	504
2022	391	439	451	500



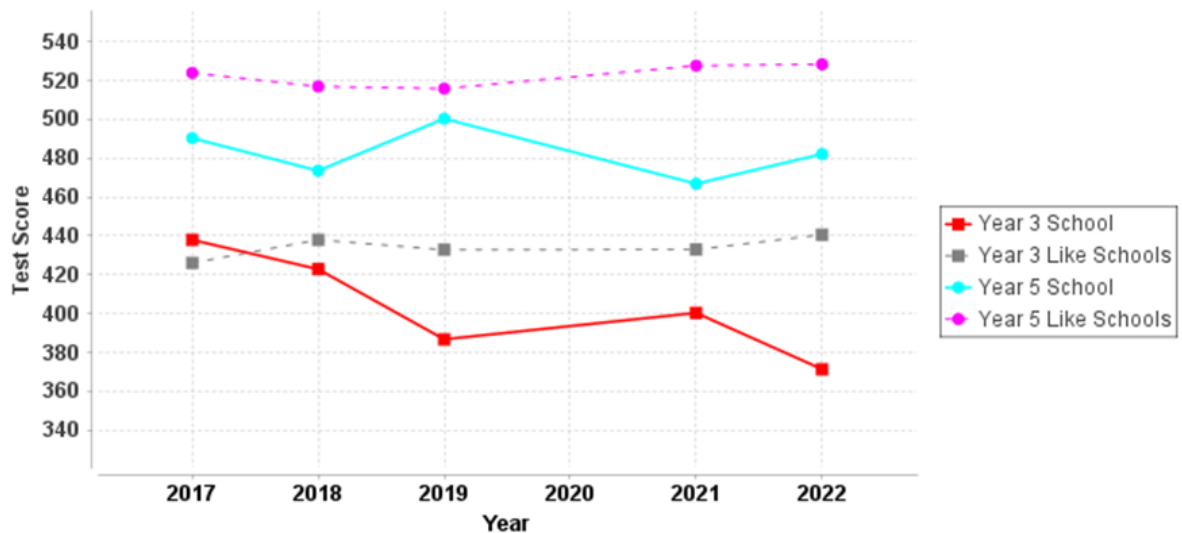
**Average Writing Score**



## Spelling

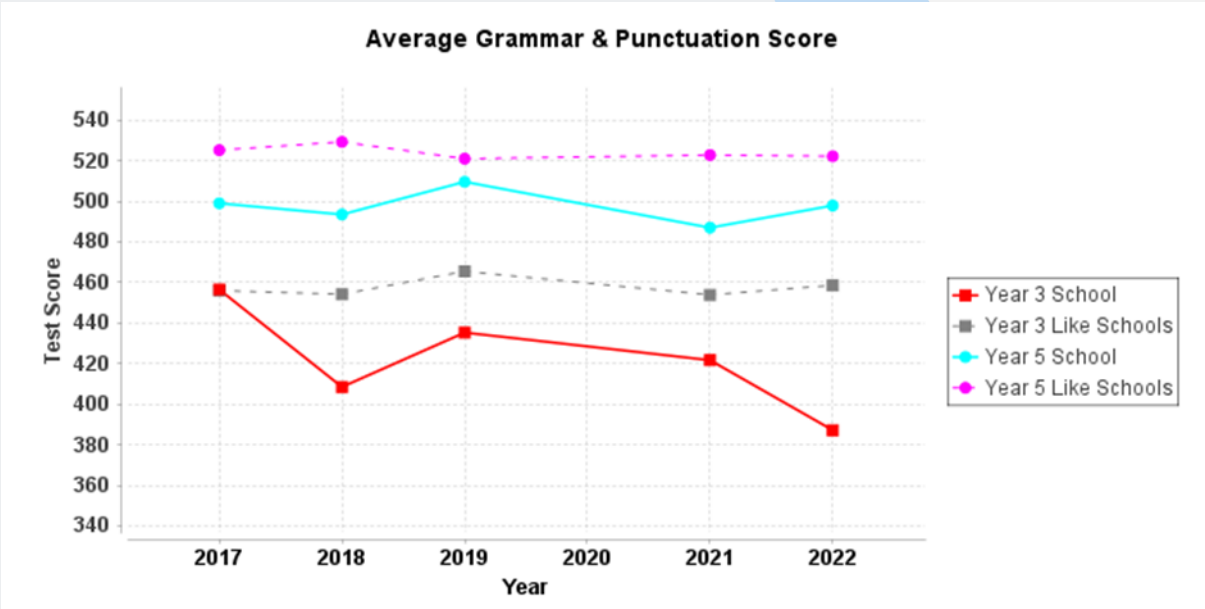
Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	438	426	490	524
2018	423	438	474	517
2019	387	433	500	516
2021	400	433	467	528
2022	371	441	482	528

**Average Spelling Score**



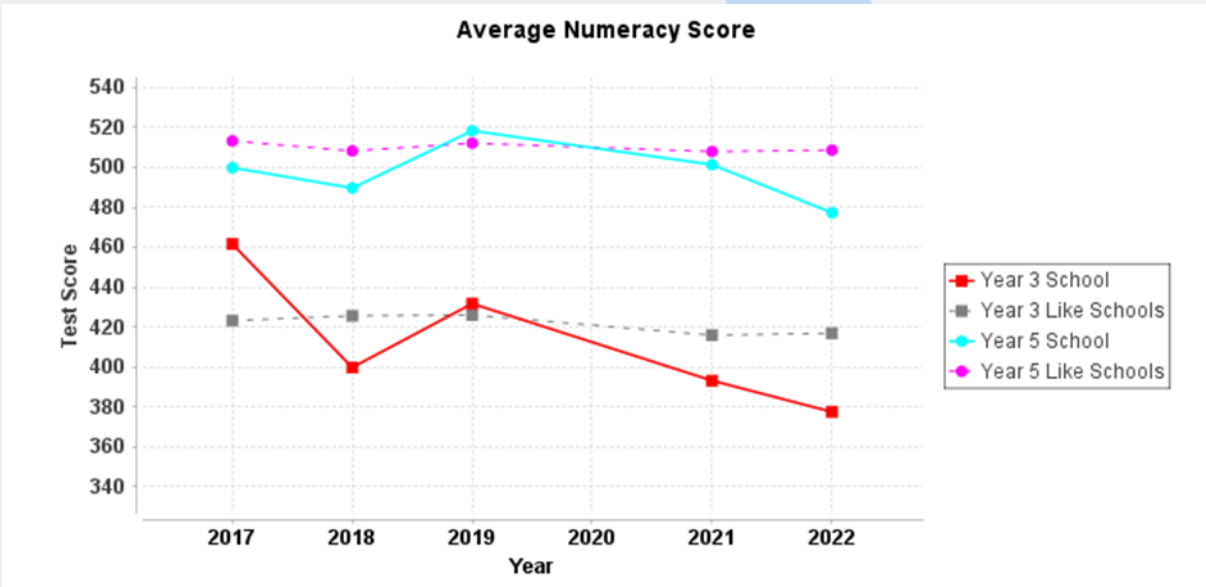
# Grammar and Punctuation

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	457	456	499	525
2018	409	454	494	529
2019	435	466	510	521
2021	422	454	487	523
2022	387	459	498	522



# Mathematics

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2017	462	423	500	513
2018	400	426	490	508
2019	432	426	518	512
2021	393	416	501	508
2022	377	417	477	509





# Opinion Survey Data

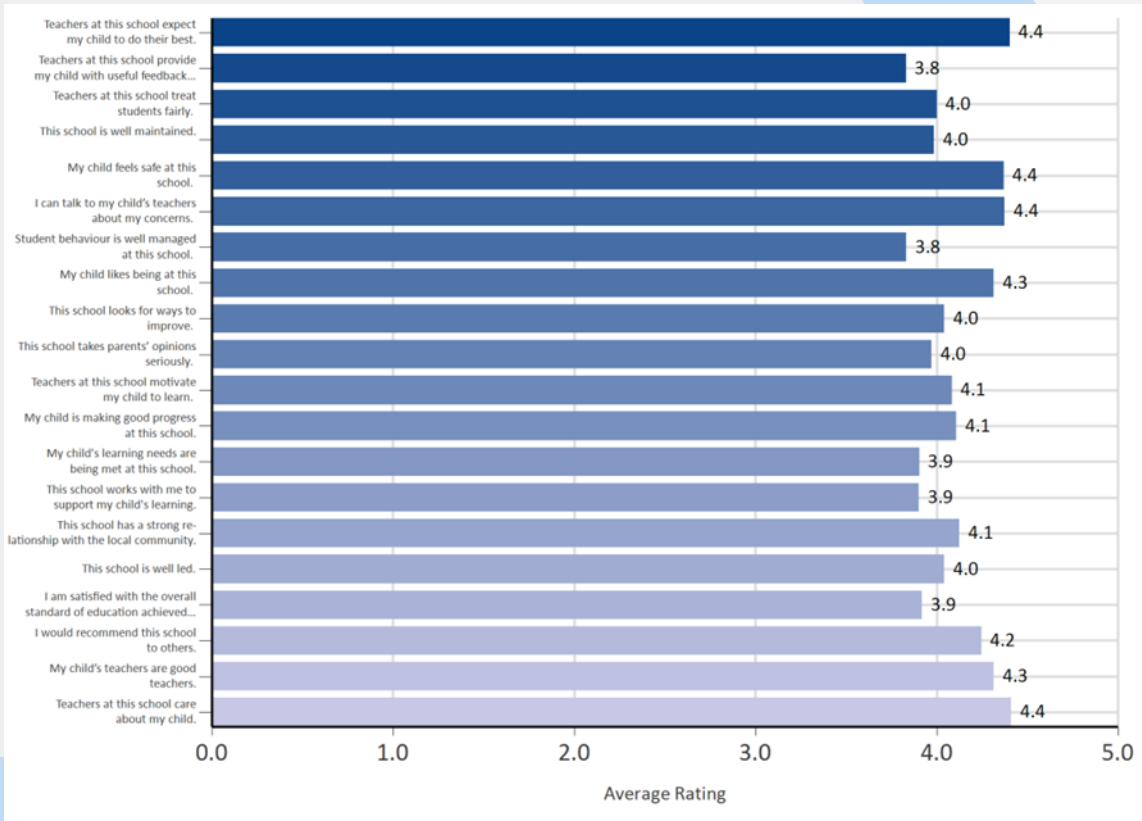
In 2022, Goollelal used the National Schools Survey tool to conduct confidential parent, staff and student surveys. The results were analysed by both staff and the School Board, resulting in clear recommendations for implementation in 2023.

The following actions emerged from analysis of survey data:

- Implement a user-friendly parent communication platform in 2023;
- Investigate cost-effective means of improving the school grounds, without diverting funds from student learning;
- Liaise with staff to develop a clear, whole-school set of behaviour expectations; and
- Investigate strategies for increasing student voice.

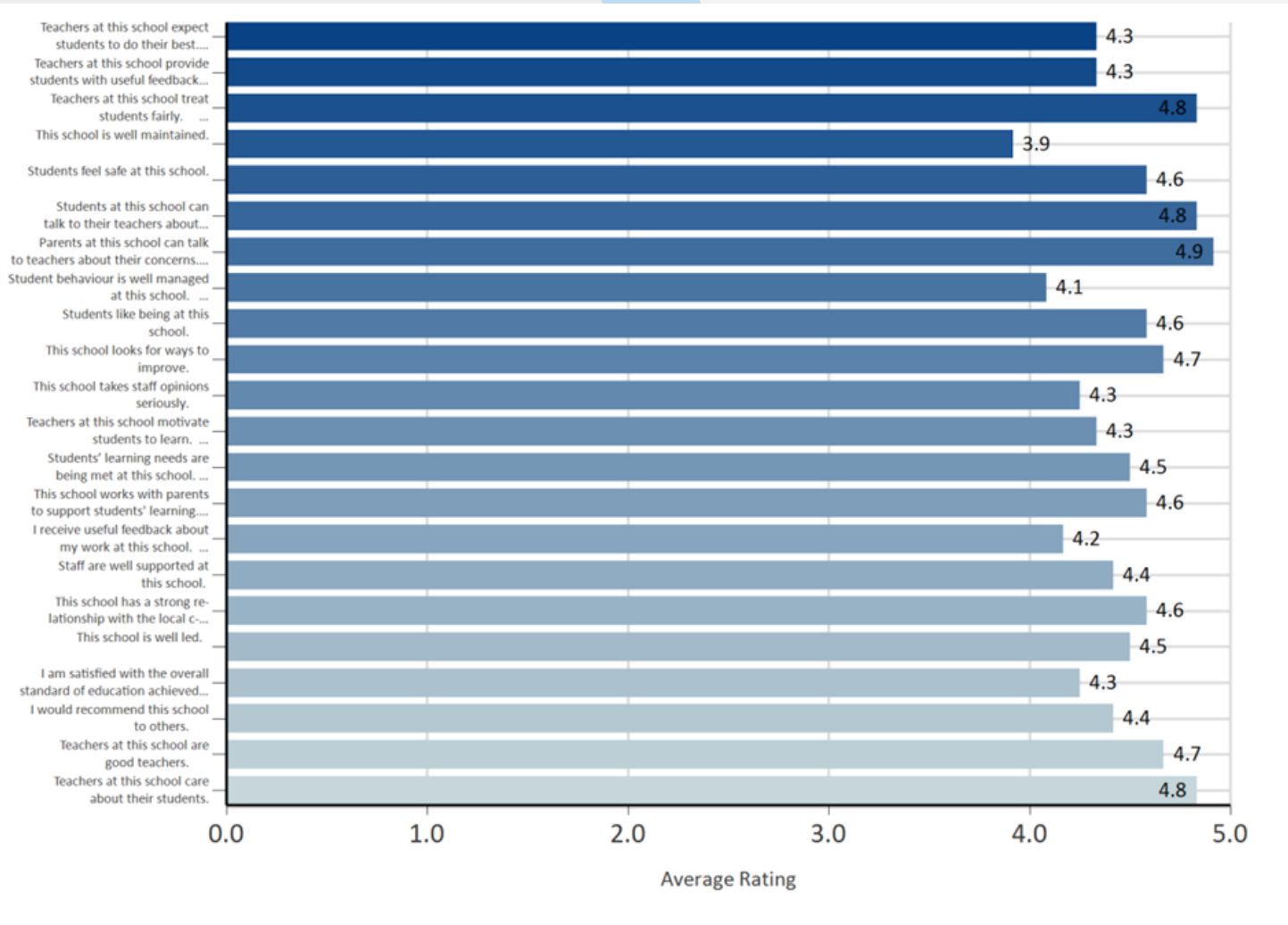
## Parent Survey

Feedback from the parent community was highly positive. The following is a summary of all 73 responses on a five-point scale.



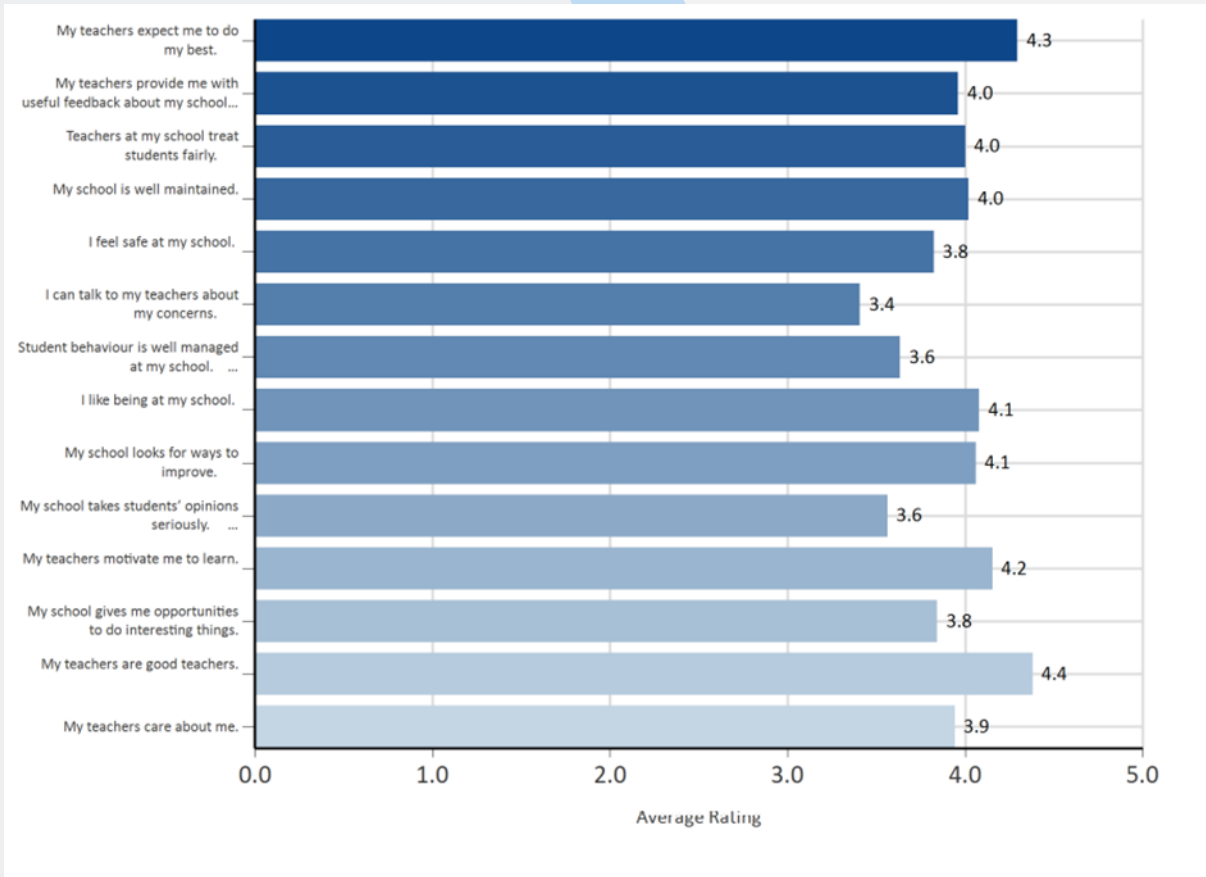
# Staff Survey

Similarly positive responses were received from school staff.



## Student Survey

52 children in Years 5 and 6 also completed a confidential survey. These children appreciated being asked for their opinions, so a recommendation for 2023 is to proactively create more opportunities for student voice to be heard.

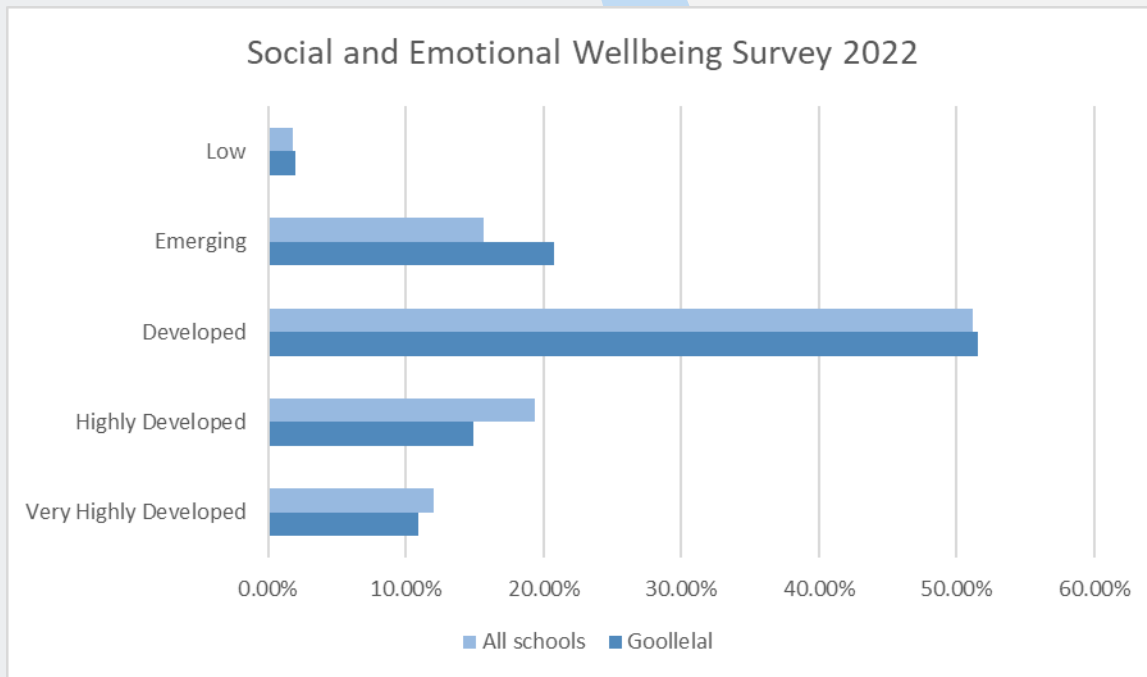


## Student Wellbeing

Students from Year 2 – 6 completed the confidential Social and Emotional Wellbeing survey, administered by the Australian Council for Educational Research. Overall, student wellbeing was similar to the Australian average, with a slightly higher proportion of students in the ‘emerging category’ and a slightly lower proportion of children in the ‘highly developed’ category.

Category	Goollelal	All schools
Very Highly Developed	10.9%	12.0%
Highly Developed	14.9%	19.4%
Developed	51.5%	51.2%
Emerging	20.8%	15.6%
Low	2.0%	1.8%





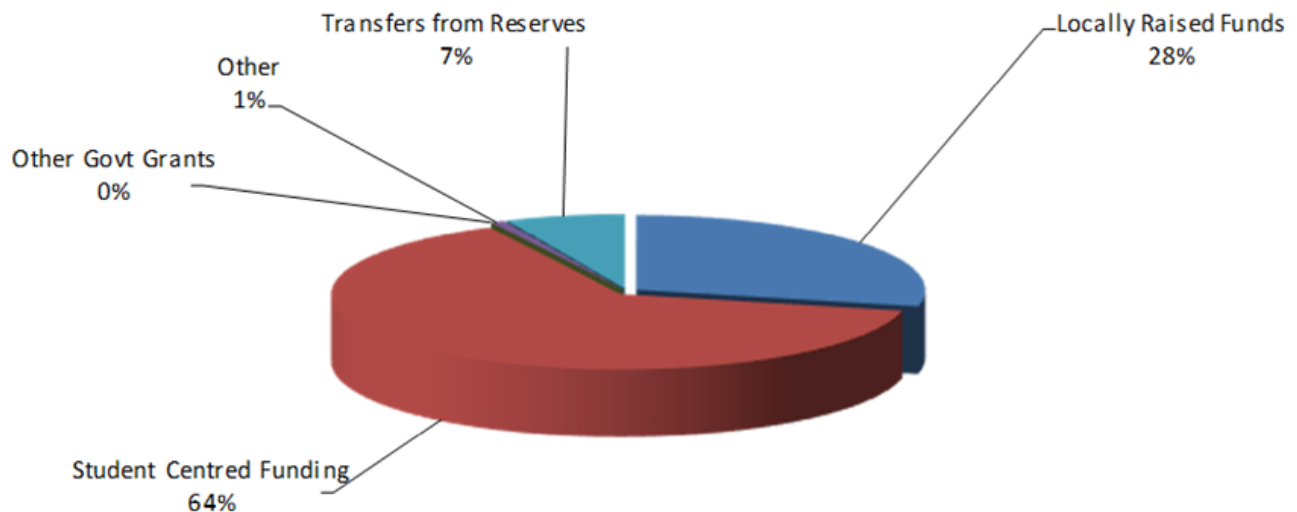
As would be expected, there has been a drop in wellbeing scores across all schools, including Goollelal, during the pandemic. The school will continue to monitor student wellbeing in 2023, with tailored support for students available from the school's pastoral care team, which includes a chaplain and psychologist. Programs such as GRIT (Growth Resilience Integrity Traction) proved beneficial in 2022, and we will expand our offerings to include the BUZ (Build Up Zone) program in 2023.



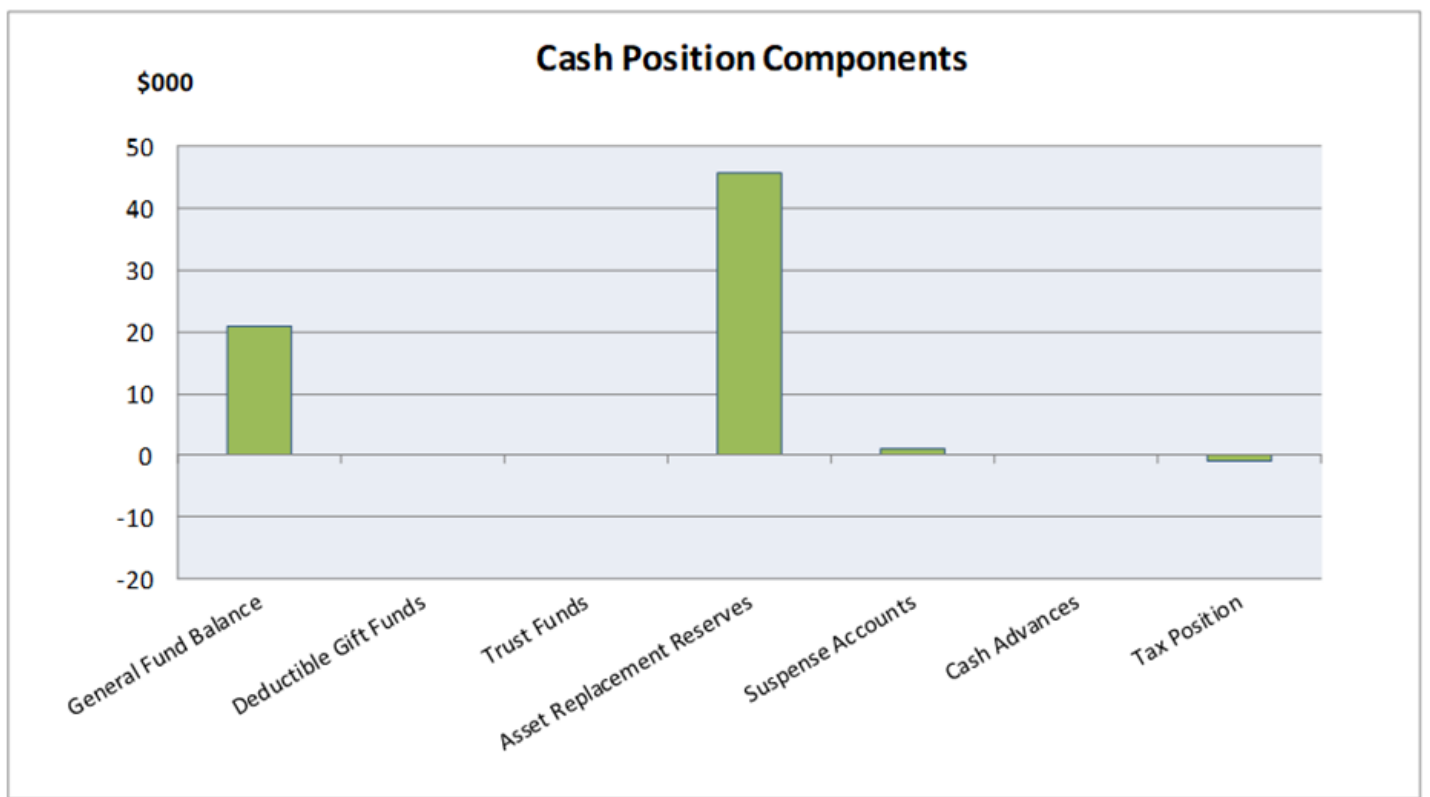
## Financial Summary (as at 31 December 2022)

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 11,434.00	\$ 11,415.00
2	Charges and Fees	\$ 23,189.00	\$ 23,188.67
3	Fees from Facilities Hire	\$ 27,273.00	\$ 27,272.76
4	Fundraising/Donations/Sponsorships	\$ 30,921.00	\$ 30,920.78
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 2,500.00	\$ 2,501.10
9	Transfer from Reserve or DGR	\$ 21,863.00	\$ 21,862.67
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	<b>Total Locally Raised Funds</b>	\$ 117,180.00	\$ 117,160.98
	<b>Opening Balance</b>	\$ 95,011.00	\$ 95,011.72
	<b>Student Centred Funding</b>	\$ 207,852.00	\$ 207,851.99
	<b>Total Cash Funds Available</b>	\$ 420,043.00	\$ 420,024.69
	<b>Total Salary Allocation</b>	\$ -	\$ -
	<b>Total Funds Available</b>	\$ 420,043.00	\$ 420,024.69

**Actual Year to Date by funding sources**

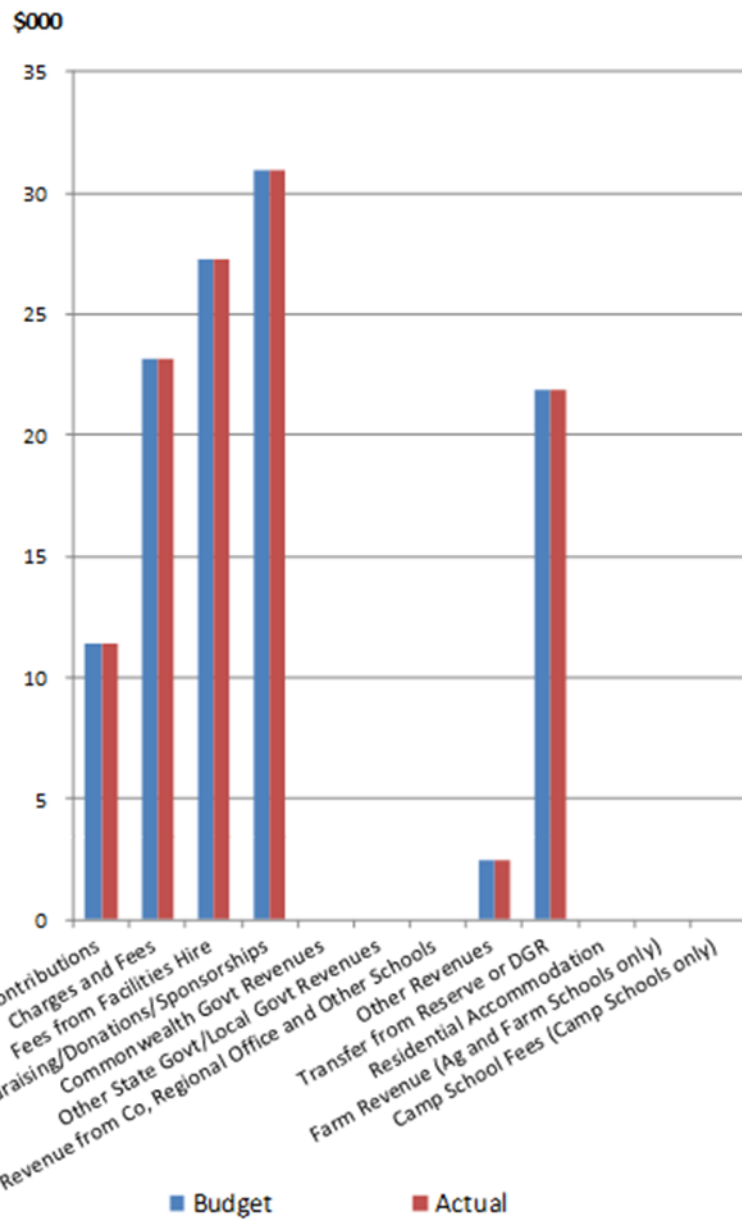


	<b>Expenditure - Cash and Salary</b>	<b>Budget</b>	<b>Actual</b>
1	Administration	\$ 20,521.00	\$ 19,551.88
2	Lease Payments	\$ 11,771.00	\$ 12,908.88
3	Utilities, Facilities and Maintenance	\$ 128,778.00	\$ 114,201.28
4	Buildings, Property and Equipment	\$ 78,045.00	\$ 83,810.78
5	Curriculum and Student Services	\$ 143,365.00	\$ 134,736.47
6	Professional Development	\$ 17,800.00	\$ 14,674.54
7	Transfer to Reserve	\$ 17,995.00	\$ 17,995.00
8	Other Expenditure	\$ 1,768.00	\$ 1,334.76
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>\$ 420,043.00</b>	<b>\$ 399,213.59</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 420,043.00</b>	<b>\$ 399,213.59</b>
	<b>Cash Budget Variance</b>	<b>\$ -</b>	



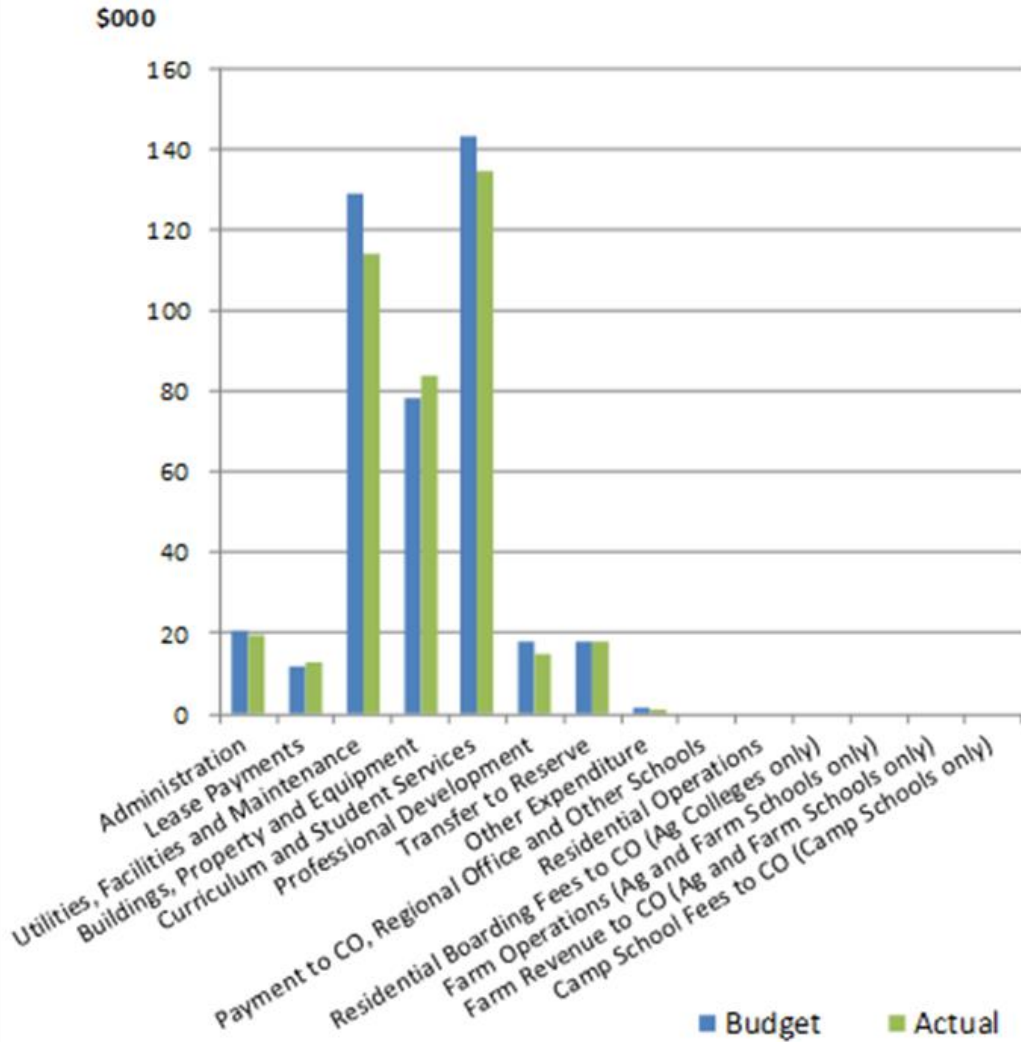


## Locally Raised Revenue - Budget vs Actual





### Goods and Services Expenditure - Budget vs Actual



Cash Position Components		
	<b>Bank Balance</b>	<b>\$ 66,611.49</b>
	Made up of:	
1	General Fund Balance	\$ 20,811.10
2	Deductible Gift Funds	\$ -
3	Trust Funds	\$ -
4	Asset Replacement Reserves	\$ 45,644.09
5	Suspense Accounts	\$ 1,138.30
6	Cash Advances	\$ -
7	Tax Position	\$ (982.00)
	<b>Total Bank Balance</b>	<b>\$ 66,611.49</b>



Goollelal Primary School  
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Kingsley WA 6026