



ANNUAL REPORT 2023

an independent public school

Goollelal
Primary School



Sharing, Caring & Learning

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

It is with great pride that I present with you the 2023 annual report for Goollelal Primary School.

This has been a year of many achievements for our school. We were one of only twenty schools across the state that was accepted into the Centre for Excellence in the Explicit Teaching of Literacy, an initiative that will positively benefit the students of Goollelal for many years to come. We were independently reviewed, with the assessors commenting positively on our school culture, programs and 'unwavering focus on the best interests of students'. Goollelal students made substantial progress in literacy and numeracy, making 41% more progress in reading and 57% more progress in mathematics than the national average. And, on the sporting field, we were the top school at the interschool athletics carnival for the first time in 12 years.

Of course, here at Goollelal, we understand that we are here to nurture children's hearts as well as their minds. In 2023, our students reached out to the community, holding food drives, pyjama days and crazy sock days, raising thousands of dollars for important charities. They took part in art club, science club and running club. We installed solar panels to lower our carbon emissions, planted native gardens and even hatched the next generation of Goollelal chickens!

Our school is the heart of a vibrant community. Goollelal's wonderful P&C organised raffles, quiz nights, sports afternoons, a colour run, a paint and sip night, a disco, and much more. As a result, the P&C successfully delivered Stage 2 of the school's new Nature Playground, with the third and final stage coming in 2024.

I would like to sincerely thank our dedicated staff, our supportive community and, most importantly, our amazing students, for the results that we have achieved together in 2023. As you read through these pages, I invite you to join with us in celebrating our collective efforts and to look forward with excitement to the future we are building together at Goollelal Primary School.

Paul Fuller | **PRINCIPAL**



Board Chair's Message

The role of Goollelal Primacy School's 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. Our 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.

At the end of 2023 we farewelled Dr Pat Kiddey as the school board community member and have since welcomed Sean Browne. The Board would like to extend our sincere thanks and gratitude to Pat for her valued contributions and wisdom, especially for her support in the implementation of a whole school approach to learning for literacy and numeracy.

In 2023 the Board has been consistently informed of teaching and learning strategies as well as initiatives to support student wellbeing and connection with the community, all in alignment with the Strategic Plan 2021-2024. The Board has continued to see excellent progress in student academic achievement, which has been reflected in an independent whole of school review. Staff at Goollelal Primary School are consistently demonstrating an unwavering dedication in the evidence-based and explicit teaching of literacy and numeracy resulting in improved student academic outcomes.

If you would like to learn more about the role of the board, or share your ideas and views on how Goollelal can provide a high-quality 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

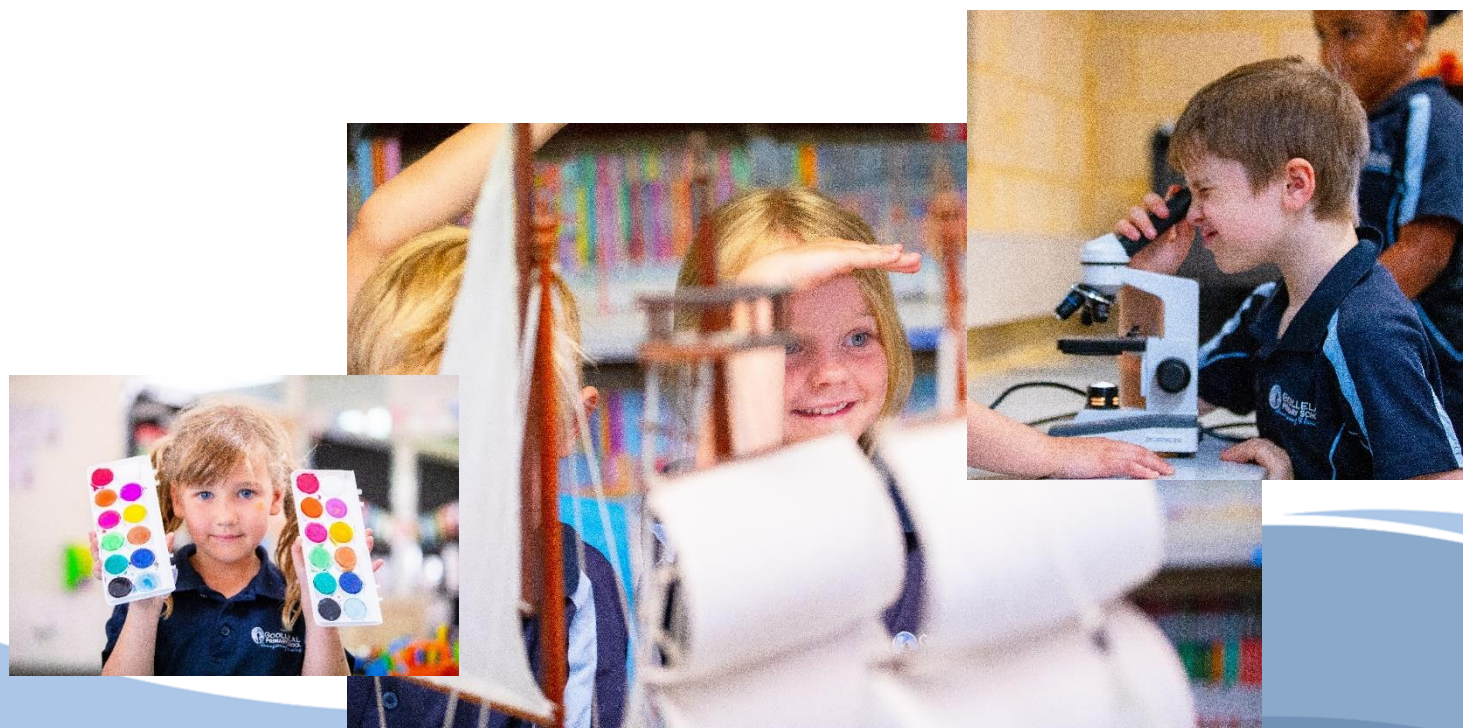
As an Independent Public School, Goollelal Primary School caters for students from Kindergarten to Year 6. Our school motto is 'Sharing, Caring and Learning' and this reinforces our belief in the importance of nurturing every child to fulfil their potential socially, emotionally and academically.

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.

At Goollelal 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.



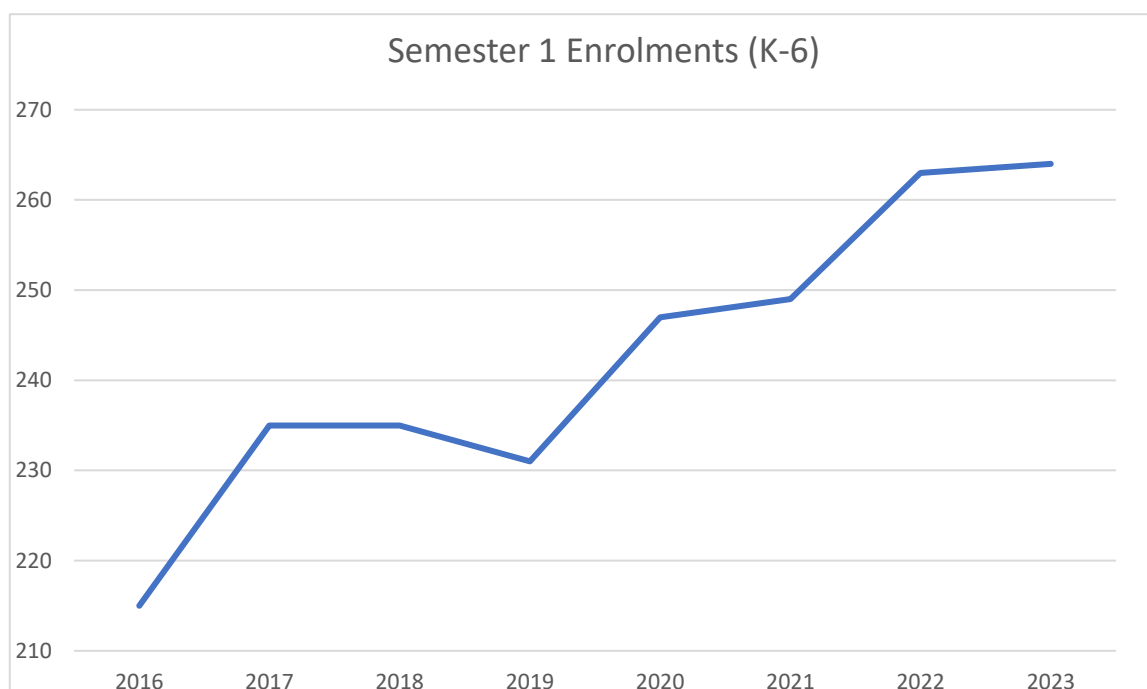
Student Numbers and Characteristics

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 2023, 264 students were enrolled at Goollelal from Kindergarten to Year 6, continuing the upward trend in student enrolments.

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	2023
Total enrolments (including Kindergarten)	215	235	235	231	247	249	263	264



	Kindergarten	Pre-Primary	Year 1 - 6	Total
Male	17	18	105	140
Female	13	25	86	124
Total	30	43	191	264

Destinations of Graduating Students

Destination schools for our Year 6 students entering Year 7 in 2023 were as follows:

Destination Schools	Male	Female	Total
Greenwood College	5	12	17
Emmanuel Christian Community School	3		3
The Montessori School		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	15	12.5
Total Teaching Staff	15	12.5
Administration / Library	3	2.4
Cleaning	3	1.94
Gardening / Maintenance	1	0.6
Other Non-Teaching Staff	6	5.7
Total School Support Staff	13	10.65
Total	30	25.15



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

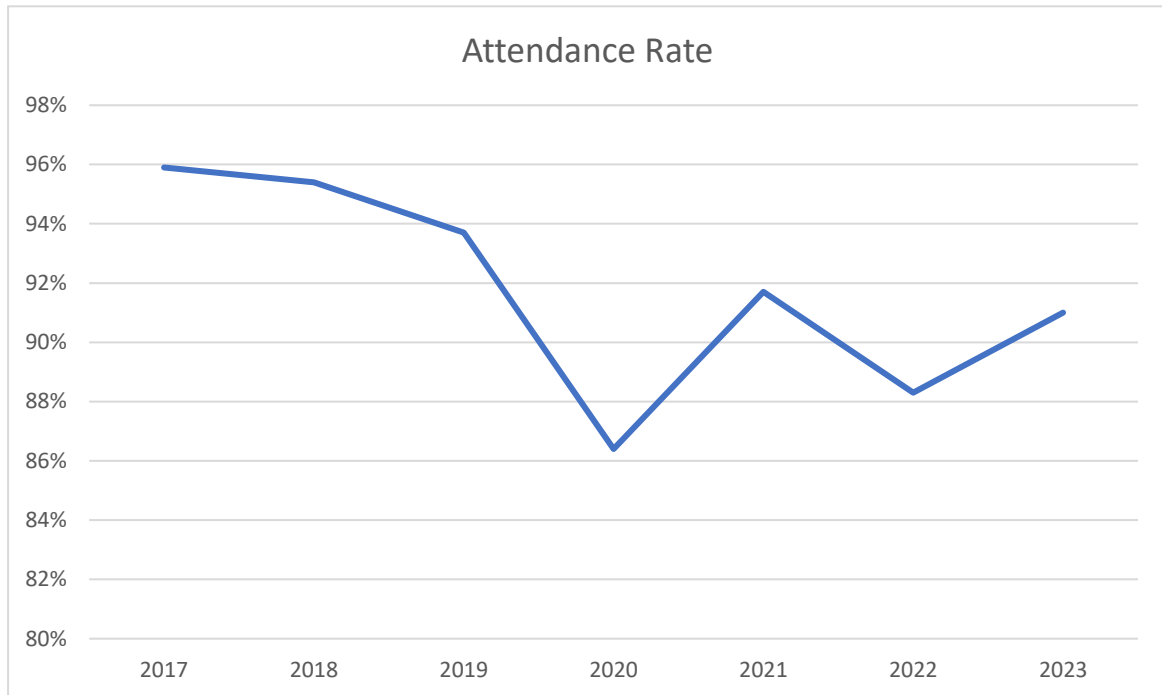


Attendance

Semester 1 attendance rates for recent years are as follows:

Collection Period	2017	2018	2019	2020	2021	2022	2023
Attendance Rate	95.9%	95.4%	93.7%	86.4%	91.7%	88.3%	91.0%

Scope: Compulsory years of schooling (P-6)



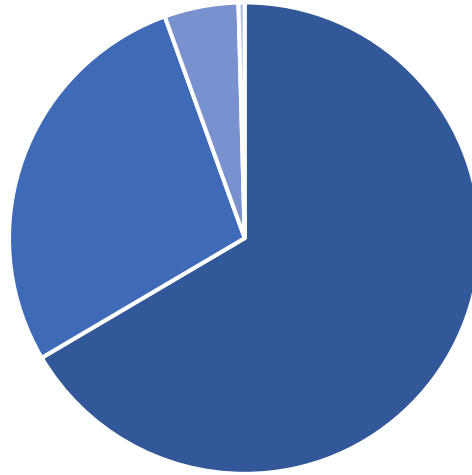
With the impact of COVID subsiding, the school's Semester 1 attendance rate lifted by 2.7% compared to the same period in 2022. Semester 2 attendance rates were slightly higher again, at 91.2%.

However, consistent with trends nationwide, attendance rates at Goollelal have not yet returned to pre-pandemic levels. This is attributable to a community outbreak of influenza in Semester 1, as well as a significant number of families taking in-term vacations that were deferred during the pandemic.

The majority of Goollelal students attended school regularly (90% or more) in Semester 1 2023. Of students who did not attend regularly, the primary causes of absence were illness (64%) and in-term vacations (21%).



Attendance Profile Semester 1 2023



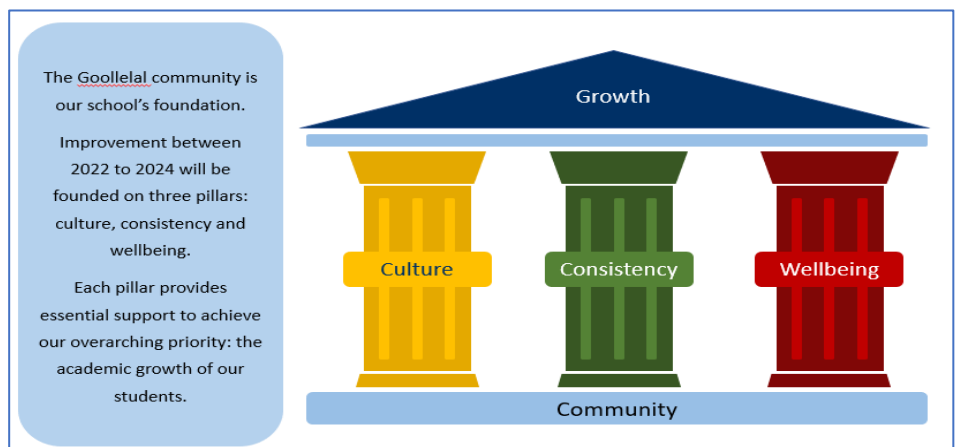
■ Regular (90% or greater) ■ Indicated (80 - 90%)
 ■ Moderate (60-80%) ■ Severe (less than 60%)

Category	Regular (90% or greater)	Indicated (80 - 90%)	Moderate (60-80%)	Severe (less than 60%)
Number of students	157	66	12	1
Percentage	66.5%	28.0%	5.1%	0.4%

Where student attendance is categorised as moderate or severe, the school works proactively with families to support the child to attend school more regularly where it is appropriate to do so.

Whole-school priority: Literacy and Numeracy

2023 represented the second full year of Goollelal Primary School's current strategic plan. Developed in consultation with the School Board, this plan focuses on implementing consistent evidence-based practices across the school with the aim of ensuring that students make above-average levels of progress each year.



From Goollelal Primary School Strategic Plan 2021 - 2024

While the school offers a comprehensive curriculum focused on nurturing the whole child, Goollelal's unapologetic priority is to ensure that every child achieves the fundamental literacy and numeracy skills required to succeed in society.

A number of key initiatives were launched in 2023 in the areas of literacy and numeracy. These include:

- The adoption of Oxford Mathematics, published by Oxford University Press, as a consistent whole-school resource for the teaching of numeracy.
- Training of all staff in Explicit Direct Instruction, a set of high-impact teaching strategies that have been found by researchers to have a significant positive effect on student achievement and progress.
- The formation of the Quality Teaching Team, a group of Goollelal educators empowered with developing consistent whole-school routines and processes to accelerate student learning.
- Goollelal being one of only 20 schools statewide to be selected as an intern school in the Centre for Excellence in the Explicit Teaching of Literacy.

"It is my understanding that the school has made significant progress in building and establishing the conditions for students to thrive through whole school connected pedagogy, implementation of comprehensive whole-school plans and through a collective understanding and application of data to inform and support teaching programs and interventions.

The unwavering focus on the best interests of your students and your leadership to build a school wide culture of excellence through embedded self-assessment practices, is to be commended."

Deputy Director General Schools,
Melesha Sands, March 2023

The positive impact of these changes was affirmed when Goollelal was independently reviewed in March 2023. The school met all of the required standards and will next be reviewed in 2025.



Student Achievement and Progress

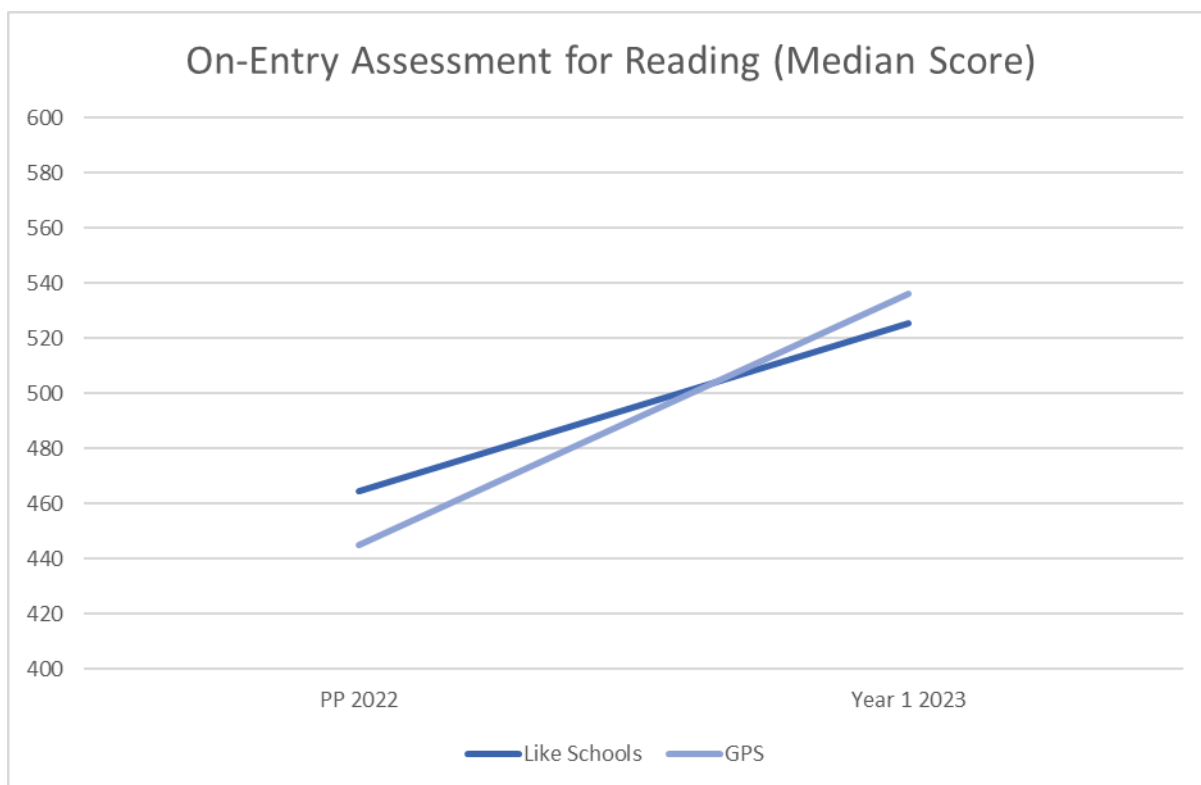
Goollelal's Strategic Plan 2021 – 2024 has an overarching priority of student academic growth, with success being measured using three standardised tools. These are:

- 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

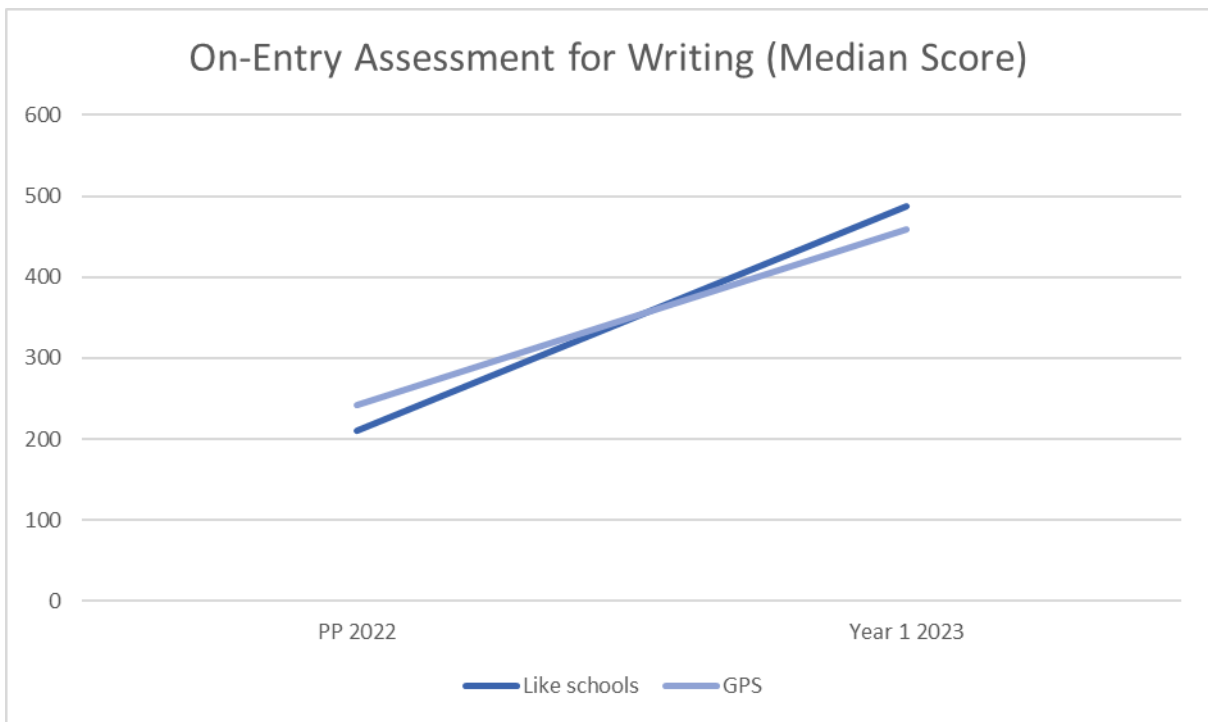
Results for the on-entry assessment indicate that Goollelal Pre-Primary and Year 1 students are demonstrating achievement levels are comparable to like schools.

In the area of reading, students at Goollelal demonstrated significant progress, starting out below similar schools but overtaking these schools by the start of Year 1.

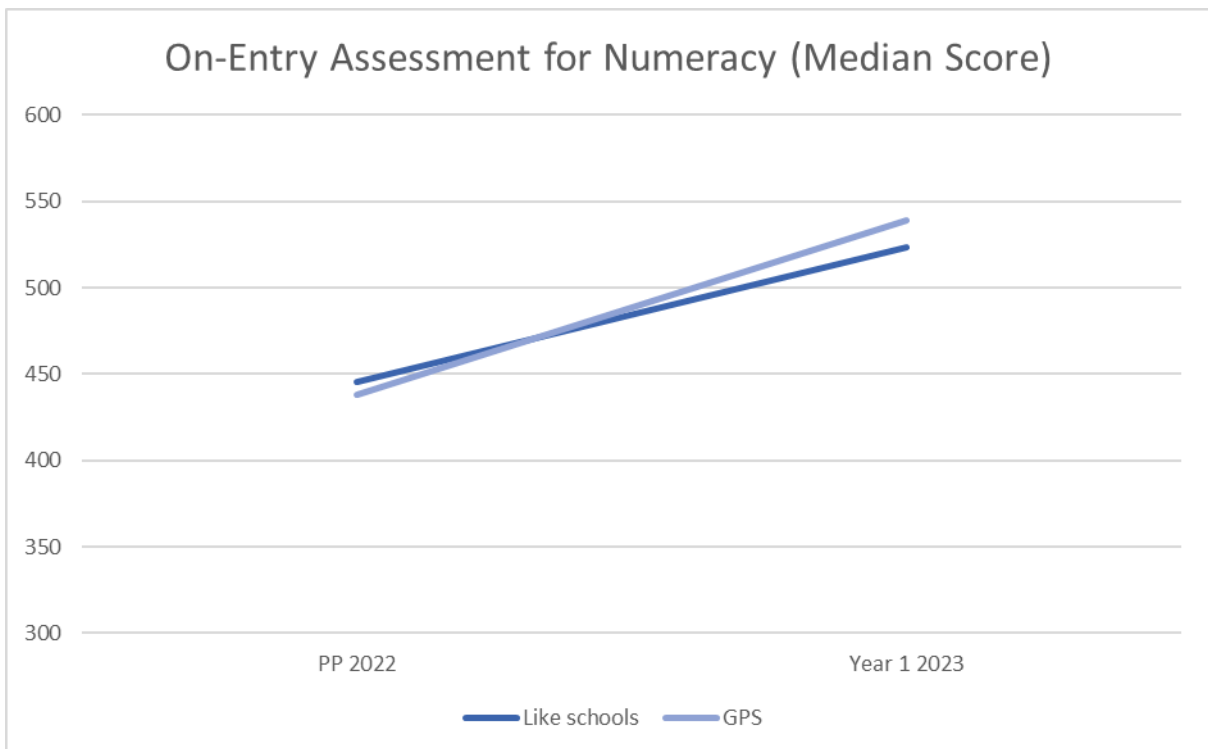


In the area of writing, however, our students made substantial progress, but not quite to the same level as like schools. This will be an area of focus in 2024.





Finally, in the area of numeracy, Goollelal students again made above-average progress, starting below like schools but finishing the year above.



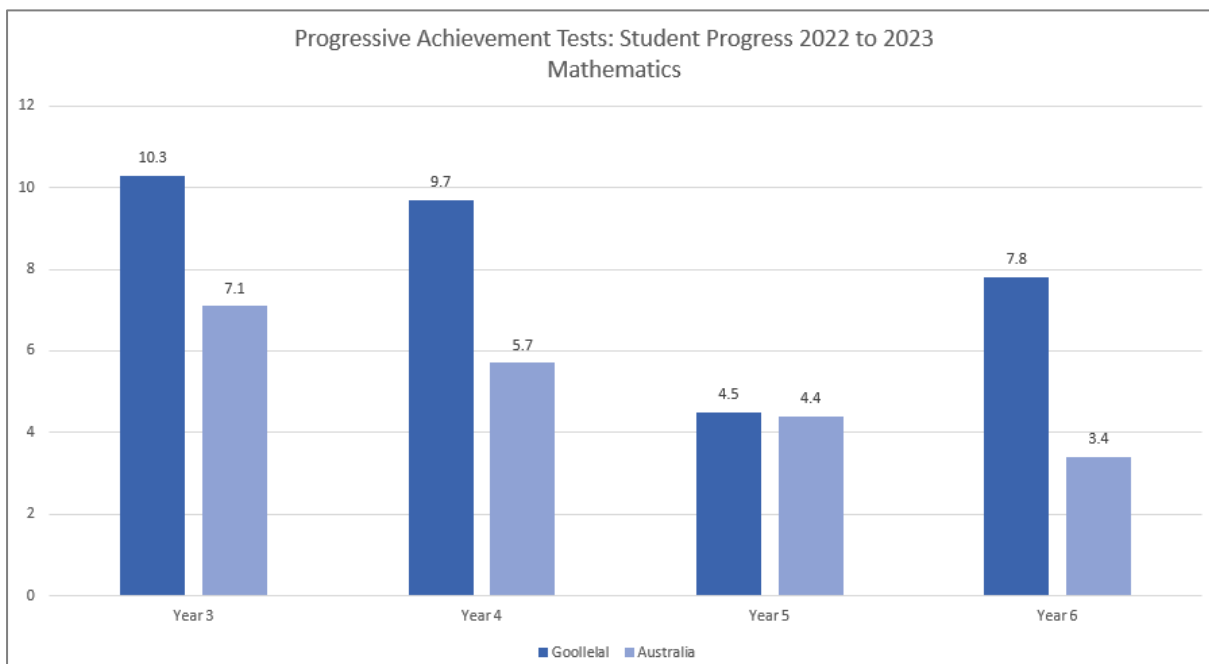
Progressive Achievement Tests (Mathematics)

Progressive Achievement Tests (PAT) are a series of standardised online tests developed by the Australian Council for Educational Research. The following table provides a comparison of median scores for PAT-Maths at Goollelal Primary School in 2023 compared to Australian norms:

	GPS Median	Australian Norm
Year 2	109.3	108.3
Year 3	119.6	115.4
Year 4	121.5	121.1
Year 5	126.0	125.5
Year 6	131.3	128.9

In 2023, median scores exceeded the Australian average in every year level tested. However, Goollelal has an Index of Community Socio-Educational Advantage (ICSEA) of 1062, placing it in the 73rd percentile of schools¹. Given this socially advantaged demographic, it is reasonable to expect that outcomes for students should exceed the Australian norm.

Since 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, three out of four year levels achieved this goal, with Year 5 students making only marginally less progress than the Australian average.



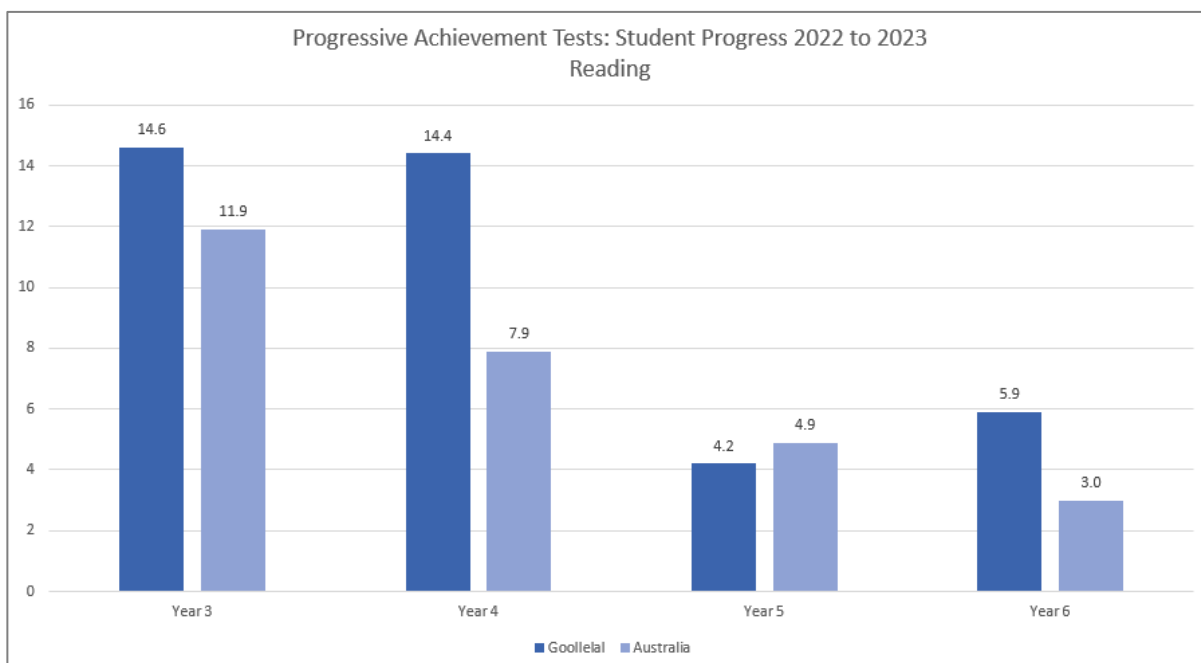
¹ Source: MySchool website, www.myschool.edu.au

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

	GPS Median	Australian Norm
Year 2	106.3	101.1
Year 3	115.7	113
Year 4	126.1	120.9
Year 5	127.8	125.8
Year 6	129.4	128.8

It is very pleasing to note that the median score for every year level exceeded the Australian norm. However, as for mathematics, targets in the *Goollelal Strategic Plan 2021-2024* are based on year-on-year student progress.

Year-on-year progress is summarised in the graph below.



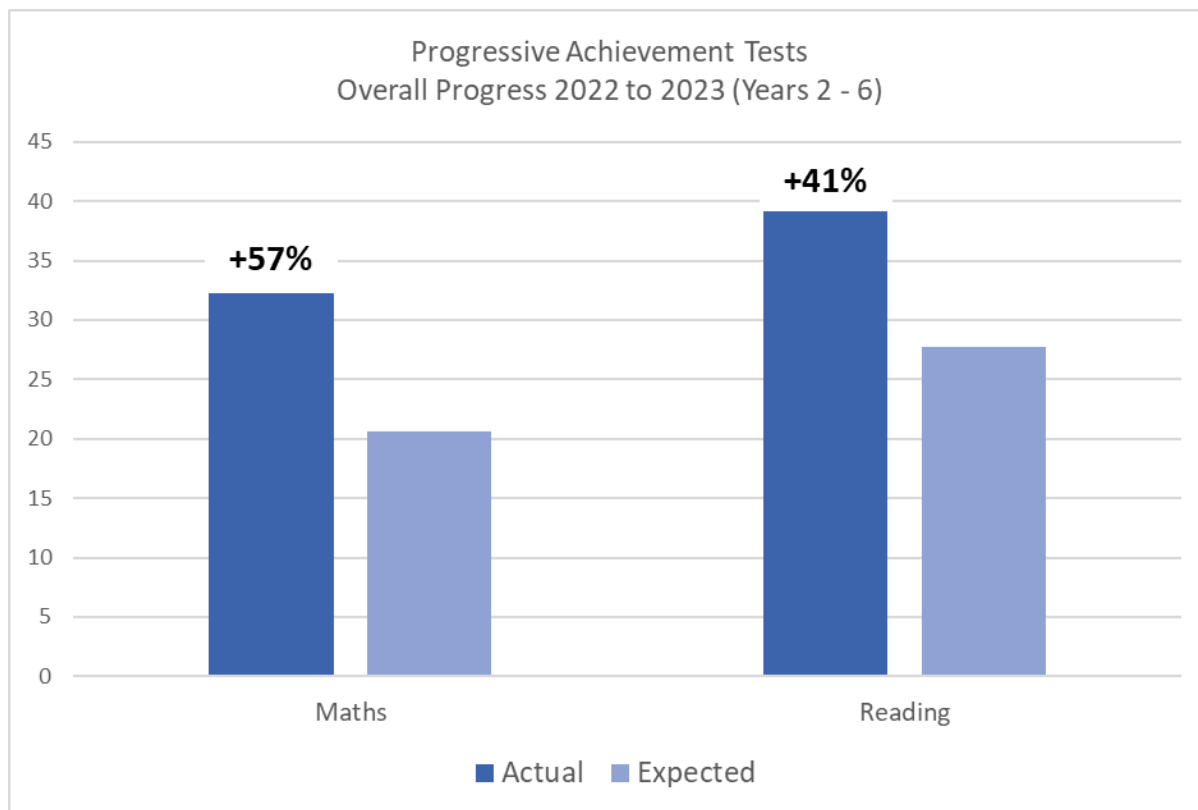
In 2023, the school exceeded its reading target by a substantial amount for Years 3, 4 and 6, with the level of progress in Year 5 slightly lower than the Australian norm.



Overall progress: Progressive Achievement Tests

The cumulative impact of consistently making above-average progress is significant. Since 2021, Goollelal students have recorded an overall level of progress that significantly exceeded the average for schools nationwide.

This pattern continued in 2023 with the overall level of progress for Goollelal being 57% greater than the Australian average in mathematics and 41% above the Australian average for reading.



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.

As a result of these whole-school strategies, overall achievement in NAPLAN for our Year 3 students is now above the average for Western Australian public schools in all areas apart from spelling. However, achievement still remains below 'like schools' in all five areas tested.

Test	Year 3 NAPLAN 2023		
	Goollelal	WA Public schools	Like Schools
Numeracy	400	398	415
Reading	396	390	411
Writing	424	408	428
Spelling	378	396	412
Grammar and Punctuation	407	397	417

For Year 5 students, results for numeracy and reading exceed the national average, but the different components of writing (spelling, grammar, punctuation and overall) remain an area of weakness for this cohort.

Test	Year 5 NAPLAN 2023		
	Goollelal	WA Public schools	Like Schools
Numeracy	483	480	499
Reading	490	484	503
Writing	464	474	492
Spelling	478	485	495
Grammar and Punctuation	486	487	507

As noted, the *Goollelal Strategic Plan 2021-2024* has made year-on-year progress its key measure of student success. Unfortunately, the decision to move the timing of NAPLAN from Term 2 to Term 1 means that the Australian Curriculum Assessment and Reporting Authority will not publish any data on student progress until 2025.

An unofficial analysis indicates that Goollelal students made above-average progress in four out of the five areas tested: numeracy, reading, spelling and grammar. This comparison also showed that the school was closing the gap with like schools in all areas tested for Year 3.

Given that students are only tested in Years 3 and Year 5, NAPLAN is the slowest measure of performance to respond to changes in whole-school practice. It is unfortunate that the school is not able to officially report the strong progress that was made by our students between 2021 and 2023. However, the school looks forward to seeing continued improvement in our NAPLAN results as teachers apply consistent evidence-based instructional strategies school-wide.



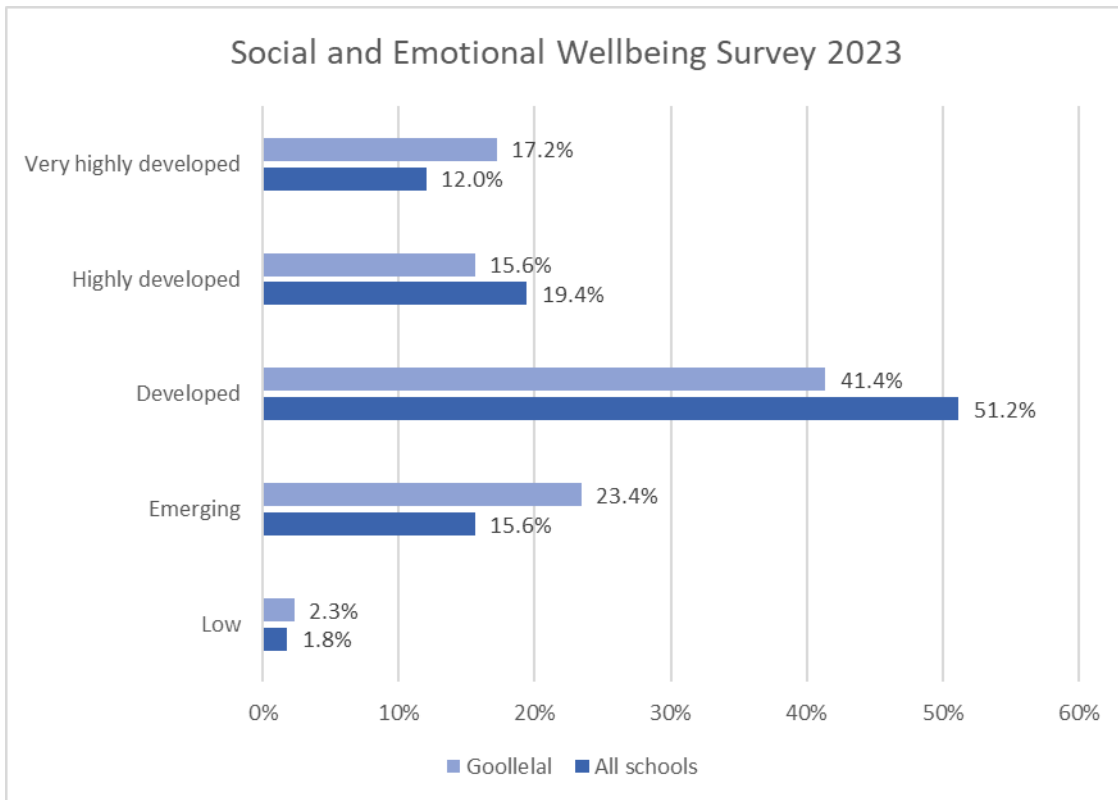
Opinion Survey Data

Surveys of students, staff and parents are conducted biennially. The next set of community surveys will be conducted in 2024.

Student Wellbeing

Students from Year 3 – 6 completed the confidential Social and Emotional Wellbeing survey, administered by the Australian Council for Educational Research. Overall, student wellbeing increased between 2022 and 2023, which is one of the key success indicators in the *Goollelal Strategic Plan 2021-2024*.

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 ‘developed’ category.



Analysis of this data highlighted many strengths possessed by Goollelal students, but also identified a number of areas for potential growth. These include emotional literacy, self-regulation, resilience and conflict resolution. These will be areas of focus in 2024.



Financial Summary (as at 31 December 2023)

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	20,811	20,811
Carry Forward (Salary):	131,270	131,270
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	2,836,693	2,836,693
Locally Raised Funds:	113,356	112,911
Total Funds:	3,102,130	3,101,685
EXPENDITURE		
Salaries:	2,611,636	2,611,636
Goods and Services (Cash):	394,097	374,409
Total Expenditure:	3,005,733	2,986,045
VARIANCE:	96,397	115,640

EXPENDITURE - Dec 2023 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	2,237,637	2,237,637
New Appointments	0	0
Casual Payments	373,925	373,925
Other Salary Expenditure	74	74
Total Funds:	2,611,636	2,611,636
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	26,863	26,488
Lease Payments	18,000	15,340
Utilities, Facilities and Maintenance	121,630	121,350
Buildings, Property and Equipment	47,161	45,114
Curriculum and Student Services	134,622	116,961
Professional Development	10,500	13,834
Transfer to Reserve	33,402	33,402
Other Expenditure	1,919	1,920
Payment to CO, Regional Office and Other schools	0	0
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	394,097	374,409
TOTAL	3,005,733	2,986,045

