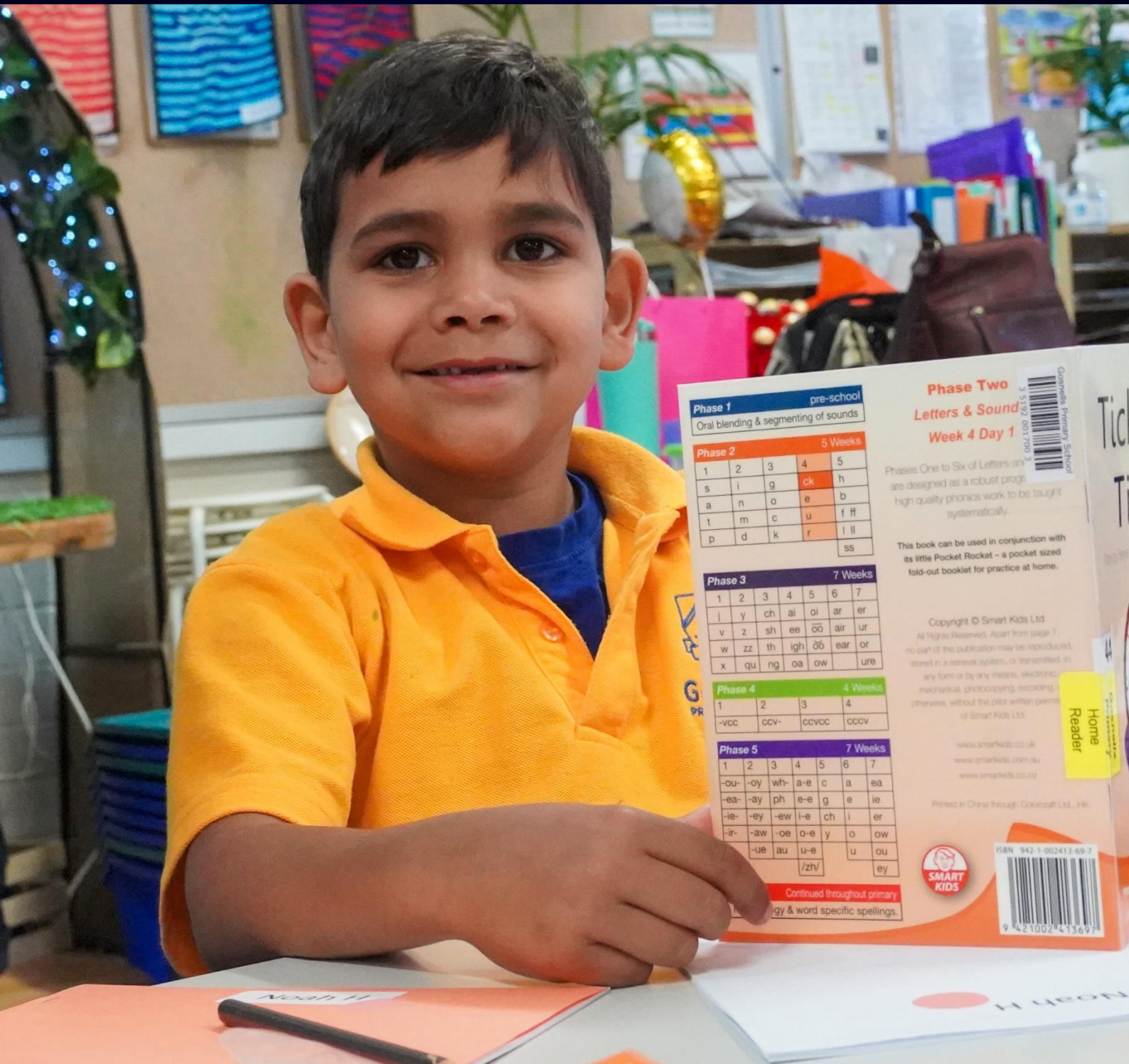




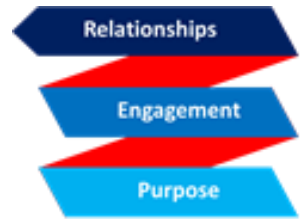
# Gosnells Primary School Annual Report 2022





## OUR SCHOOL

Gosnells Primary School is a progressive and proactive Independent Public School located in the South Metropolitan Education Region approximately 26 kilometres from the Perth central business district. It is proud to support a diverse multicultural community, with 53 per cent of the student population speaking English as an additional language/dialect. The school is home to the first Specialist learning program for students with Autism Spectrum Disorder (ASD) and has maintained strong Links with the community through the work of the School Board, Parents and Citizens' Association, Child and Parent Centre Gosnells and partnerships with a variety of community organisations such as the City of Gosnells, The Smith Family, The Fathering Project, Manna Industries, Network Teach Inc, Starrick and Coles Group.



The school is known for being highly supportive with proactive and caring leadership, dedicated and collaborative staff and a family friendly culture focused on student success and wellbeing. The school pedagogical pillars of **purpose, relationships and engagement** underpin its improvement agenda as it actively works to promote excellence in teaching and learning.

In 2023 our student census was 430 students:

- 42 Kindergarten (part time students)
- 391 Primary

Our classes have remained consistent in structure with an intention to maintain lower staff to student ratios where possible.

Our School Board continues to have a dedicated and strong presence in our school community helping us to establish new plans and policies to support the school's ongoing improvement agenda. The purpose of this report is to inform the school community on the progress we have made towards the goals and targets in our 2021-2023 Business Plan.



## Our Vision

Working, caring and achieving together with PRIDE.

### Successful Students

- Motivated, Engaged, Lifelong Learners
- Responsible and Respectful Citizens
- Confident
- Reaching their Full Potential

### Effective Pedagogy

- Setting Goals for Learning
- Structuring Lessons
- Explicit Teaching
- Worked Examples
- Collaborative Learning
- Multiple Exposures
- Metacognitive Strategies
  - Questioning
  - Feedback
- Differentiated Teaching

### Social Emotional Well Being

- Belief in Self
- Positive Attitude
- Sense of Belonging
- Resilience
- Sense of Identity
- Self-Regulation
- Feeling Safe and Supported

## OUR CORE PARTNERSHIPS

Gosnells Primary School is proud to work alongside a number of organisations and agencies as we work together to support the community in which we serve.

### Child and Parent Centre

With a purpose built centre on school grounds, Gosnells Primary School has a close working relationship with the Child and Parent Centre – Gosnells and utilise their extensive network for advice and support. This is particularly evident in the early years and transition to kindy program where families are referred for early intervention if required. We actively work together to promote opportunities and events which support the wider school community.

### The Smith Family

We work with the Smith Family to host a weekly after school learning club for up to 30 students. This partnership engages students with tutors in learning areas such as English and Mathematics.

### Manna Industries, Foodbank and Coles Group

Our daily roving breakfast club ensures that all students are afforded an opportunity for a breakfast with plates of toast and fruit delivered to entry gates of the school each morning.

### Network Teach

Gosnells Primary School is a proud host of professional learning events for the South Metropolitan Region, working in partnership with Network Teach Inc, the states largest education association. As the South Metro Excellence in Professional Learning Centre, staff are afforded an invaluable opportunity to access free high quality professional learning on site.

### Fathering Project

To foster strong relationships between students and their fathers we are proud to have a long standing partnership with the Fathering Project. Events are held each term which aim to strengthen the bonds between fathers and their children.





## STUDENT NUMBERS

	2019	2020	2021	2022	2023
Primary (Excluding Kin)	375	371	374	391	
Primary (Including Kin)	418	414	414	433	

The total student population is on a positive increase trajectory with consistent attendance above 430 projected for the next 3 years.

## OUR STAFF

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Deputy Principals	3	2.4	0
Program Co-ordinators	1	1.0	0
Administration Staff	5	4.4	0
<b>Teaching Staff</b>			
Other Teaching Staff	31	26.1	0
Teaching Staff	31	26.1	0
<b>School Support Staff</b>			
Clerical / Administrative	2	2.0	0
Gardening / Maintenance	2	0.9	0
Instructional	1	0.8	1
Other Non-Teaching Staff	28	23.6	1
School Support Staff	33	27.3	2
	<b>69</b>	<b>57.8</b>	<b>2</b>

As a part of targeted funding for graduate teachers, graduate teachers accessed the Graduate Teacher Induction Program, graduate teacher release time, and graduate teacher support.

The school is able to engage in the School National Chaplaincy Program, in association with Youth CARE, through the use of targeted funding.

Universal Access funding allows for the continuation of a 15 hour per week Kindergarten program.

## ATTENDANCE

The Department of Education has distinct categories of risk for attendance. Students with attendance at 90% and above are in the regular attendance category.

The three at risk categories are:

Indicated: 80 to 89% attendance

Moderate: 60 to 79% attendance

Severe: 0 to 59% attendance

**In 2023, student attendance data was again heavily impacted by COVID-19** with covid infections and subsequently a high number of our students attending cultural events overseas (such as funerals) which could not occur due to movement restrictions in place.

Despite such impacts, the school achieved some of the best attendance data for 2022 with regular attendance above that of both like schools and WA public schools with at risk categories also markedly below.

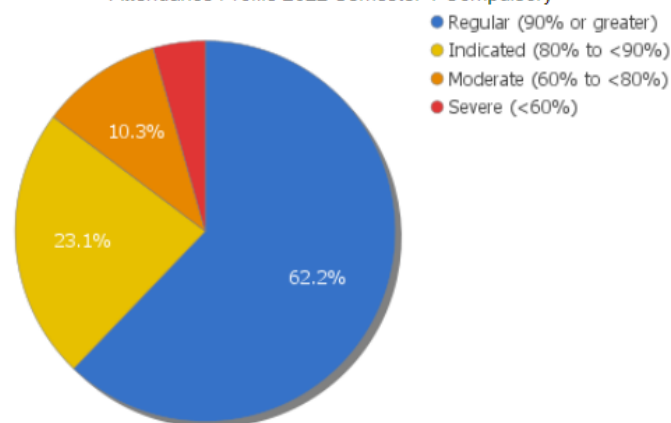
### Primary Attendance Rates

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	69.5%	15.0%	9.3%	6.2%
2021	63.6%	21.0%	10.5%	4.9%
2022	62.2%	23.1%	10.3%	4.4%
Like Schools 2022	48.7%	33.1%	13.6%	4.6%
WA Public Schools	51.0%	32.0%	13.0%	5.0%

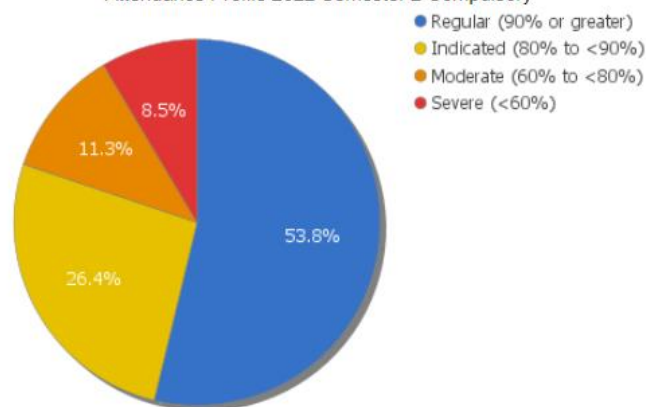
### Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	91.8%	92.1%	93.2%	72.9%	79.3%	77.6%	89.8%	90.6%	91.9%
2021	92%	90.9%	92.4%	64.9%	82.4%	76.8%	89.7%	90.2%	91%
2022	90.8%	87.6%	88.3%	73.6%	78.8%	69.5%	89.2%	86.8%	86.6%

Attendance Profile 2022 Semester 1 Compulsory



Attendance Profile 2022 Semester 2 Compulsory



## DESTINATION SCHOOLS

Year 6 destination schools for the 2023 student cohort

Destination Schools	Male	Female	Total
Byford Secondary College	1		1
Cecil Andrews College		1	1
Dale Christian School		1	1
John Wolliston Anglican Community School	2		2
Kelmscott Senior High School	1		1
Lumen Christi College	5	3	8
Eastern States		1	1
Southern River College	13	21	34
St John Bosco	1		1
St Norbert College		1	1
Swan View Senior High School	1		1
Thornlie Senior High School	1	1	2

## Review of the 2021 - 2023 Business Plan

Key:	<span style="color: green;">■</span> Achieved
	<span style="color: orange;">■</span> In progress
	<span style="color: red;">■</span> Not yet started

Endorsed by the Gosnells Primary School Board on 27<sup>th</sup> March, 2023.



Ms Rikki-lee Toi

**Board Chair 2022**

## Priority 1: Collective Teacher Efficacy

School Directions	Strategies
<ul style="list-style-type: none"> <li>Develop a Professional Learning Community that utilises self-reflection and classroom observations and feedback to strengthen the way we deliver teaching and learning opportunities to all students.</li> <li>Teacher pedagogy at</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of peer observation processes to support teaching and learning self reflection and engagement with HITS.</li> <li>Development of pedagogical Framework to engage teachers in an agreed, whole school approach to teaching and learning across all subject areas.</li> <li>A full audit and teacher survey to ascertain what current practices are in place when planning for student learning.</li> <li>Professional Learning and support provided to staff to understand and apply the HITS to their existing classroom practice.</li> <li>Classroom Observations to be based on the 'Continuum of Practice' for each semester's focus Strategy.</li> <li>Learning Team Meetings provide opportunities for teachers to pool their knowledge of effective teaching into a collaborative approach to planning, implementing and monitoring teaching interventions.</li> <li>ALL teachers use evidence of student learning readiness, learning progress and knowledge of individual student learning profiles to differentiate teaching for individuals and groups so all students experience challenge, success and improved learning.</li> <li>All teachers set and clearly communicate lesson goals that help students to understand the success criteria, commit to the learning and provide the appropriate mix of success and challenge,</li> <li>ALL teachers use worked examples to reduce student cognitive load, enabling them to focus on understanding a process which leads to an answer, not the answer itself.</li> </ul>

Gosnells Primary School is reflective of High Impact Teaching Strategies (HITS), as identified and supported through research.

- ALL teachers use explicit teaching to provide instruction that shows students what to do, how to do it and create opportunities in lessons for them to demonstrate understanding and apply the learning.
- ALL teachers utilise two-way feedback to gather information about a student's understanding, to assist students to advance their own learning, and to verify the impact of their own practice.
- ALL teachers plan and deliver structured lessons which incorporate a series of clear steps and transitions between them, and scaffold learning to build students' knowledge and skills.
- ALL teachers provide multiple exposures to new content knowledge and skills, strategically spread over time, as part of a well-planned unit of work and lesson structure.
- ALL teachers use questioning as an interactive means to engage and challenge students, and as a tool to check student understanding and evaluate the effectiveness of their teaching.
- ALL teachers use metacognitive strategies to help students develop awareness of their own learning, to self-regulate and to drive and sustain their motivation to learn.
- ALL teachers provide opportunities for students to participate in flexible, collaborative groups that work on meaningful tasks and respond to questions that support achievement of learning goals.

## 2023 Improvement Targets

1. Gosnells Primary School students will achieve 'Higher Progress and Higher Achievement' on their NAPLAN Assessments when comparing longitudinal data to like schools (Not achieving this in Writing, Reading or Spelling in 2020).

Achieved: Higher Progress and Higher achievement increases in Year 3 Numeracy, Reading, Spelling, Grammar and Writing when comparing to like schools.

Not achieved: Higher Progress and Higher Achievement stable in Year 5 Numeracy, Reading, Grammar and Spelling.

2. By 2023, 90% of all staff feel they are well supported to deliver the curriculum to their students (90% in 2020).

Achieved: 94% rating in most recent national opinion Survey.

3. By 2023, 90% of staff feel, through Performance and Development, they receive useful feedback on their performance (83% in 2020).

Achieved: 96% rating in most recent National School Opinion Survey.



### Priority 2: Fostering Positive Health and Wellbeing for Students and Staff

School Directions	Strategies
<p>Provide an environment for staff and students which supports positive health and well-being through engaging relationships between staff, students and their families.</p> <p>Utilise a repertoire of evidenced based strategies to engage and motivate students to attend school and participate fully in the education provided.</p>	<ul style="list-style-type: none"> <li>• A well-being committee will be established to develop, maintain and promote a well-being mantra for staff at GPS.</li> <li>• A Case Management Approach is adopted when a student's overall attendance drops below 80%.</li> <li>• Targeted strategies are applied in response to 'why' the child/ren have been absent from school.</li> <li>• Positive Behaviour Support strategies are used across the school to manage unexpected behaviours. Behaviour Management processes are designed to be educative, not punitive in nature.</li> <li>• To assist in keeping our students safe, 'Protective Behaviours' education is part of the curriculum taught in every classroom from Kindergarten to Year 6.</li> <li>• Any disclosures and/or concerns are reported to the Student Services Deputy and passed onto the relevant authorities for further investigation where required.</li> <li>• The 'Zones of Regulation' program will be implemented in all classrooms across the school in an effort to foster self-regulation and emotional control in students.</li> <li>• Students at Educational Risk to be identified early and plans to be put into place that involve making adjustments and providing intervention to improve student outcomes.</li> <li>• An AIEO is employed to assist our Aboriginal and Islander students and their families, making them feel welcome and respected within the school community. The AIEO also supports classroom teachers deliver Aboriginal Perspectives Across the Curriculum where appropriate.</li> <li>• A non-denominational chaplaincy service is provided to staff, students and their immediate families through the National School Chaplaincy and Student Welfare Program.</li> <li>• School wide, research based strategies are implemented to develop resilience in both staff and students.</li> <li>• The school acknowledges, promotes and celebrates significant mental and physical health days throughout the year;             <ul style="list-style-type: none"> <li>• RUOK Day</li> <li>• Wellness Day</li> </ul> </li> <li>• The staffroom is a safe space for staff to focus on themselves and their own well-being during the work day.</li> <li>• Alternative social interaction opportunities are provided to students throughout the school year; Wooly Wednesday   Reading Club   Homework Club   Breakfast Club   Robotics   Lunch Time Clubs.</li> <li>• The school has a peer mentoring program, with identified students trained and supported to provide mentorship amongst their peers.</li> </ul>



# Gosnells Primary School Annual Report 2022

## 2023 Improvement Targets

1. Increase the number of students with regular school attendance to 75% of the total student population by 2023 (2020 = 69%).

**In progress**

2. Increase the overall attendance rate of all students to 90.5%, in line with like schools, by 2023 (2020 = 89.5%).

**In progress**

3. Increase the number of senior students (Yr 5/6) who feel safe at our school to 90% as taken from the National School Satisfaction Surveys (2020 = 80%).

Achieved: 92% rating achieved in most recent National School Opinion Survey.

4. Increase the number of senior students who feel they can talk to their teachers about their concerns to 75%, as taken from the National School Satisfaction Surveys (2020 = 59%). 5. Increase to 90% the number of senior students who indicate they like being at school, as taken from the National School Satisfaction Surveys (2020 = 77%).

Achieved: 92% achieved in most recent National School Opinion Survey.

### National School Opinion Survey

2022 saw a continued year on year increase in satisfaction perception with the schools best results since the surveys inception.

### 2018, 2020 and 2022 Comparison

#### Parents

Survey Question	2018	2020	2022	Trend
Teachers at this school expect my child to do their best	4.2	4.6	4.7	+0.1
Teachers at this school provide my child with useful feedback	4.0	4.3	4.5	+0.2
Teachers at this school treat students fairly	4.1	4.4	4.7	+0.3
This school is well maintained	4.1	4.5	4.7	+0.2
My child feels safe at this school	4.2	4.5	4.7	+0.2
I can talk to my child's teacher about my concerns	4.4	4.5	4.6	+0.1
Student behaviour is well managed at this school	3.9	4.2	4.7	+0.5
My child likes being at this school	4.3	4.7	4.8	+0.1
This school looks for ways to improve	4.1	4.4	4.6	+0.2
This school takes parents' opinions seriously	3.9	4.3	4.5	+0.2
Teachers at this school motivate my child to learn	4.1	4.4	4.7	+0.3
My child is making good progress at this school	4.2	4.3	4.7	+0.4
My child's learning needs are being met at this school	4.0	4.4	4.5	+0.1
This school works with me to support my child's learning	4.0	4.3	4.5	+0.2
This school has a strong relationship with the local community	3.9	4.3	4.5	+0.2
This school is well led.	4.2	4.6	4.6	=0.0
I am satisfied with the overall education standard of education achieved at this school	4.1	4.4	4.6	+0.2
I would recommend this school to others	4.3	4.5	4.6	+0.1
My child's teachers are good teachers	4.4	4.6	4.8	+0.2
Teachers at this school care about my child	4.3	4.5	4.8	+0.3
<b>Average</b>	<b>4.13</b>	<b>4.43</b>	<b>4.64</b>	<b>+0.21</b>





# Gosnells Primary School Annual Report 2022

## National School Opinion Survey 2018, 2020 and 2022 Comparison Staff

Survey Question	2018	2020	2022	Trend
Teachers at this school expect students to do their best	4.4	4.4	4.8	+0.4
Teachers at this school provide students with useful feedback	4.1	4.1	4.8	+0.7
Teachers at this school treat students fairly	3.9	4.2	4.7	+0.5
This school is well maintained	3.6	4.1	4.6	+0.5
Students feels safe at this school	4.0	4.3	4.5	+0.2
Students at this school can talk to teachers about their concerns	4.1	4.3	4.7	+0.4
Parents at this school can talk to teachers about their concerns	4.0	4.4	4.8	+0.4
Student behaviour is well managed at this school	3.9	4.2	4.5	+0.3
Students like being at this school	4.2	4.5	4.7	+0.2
This school looks for ways to improve	4.2	4.8	4.9	+0.1
This school takes staff opinions seriously	3.7	4.3	4.7	+0.4
Teachers at this school motivate students to learn	4.1	4.3	4.8	+0.5
Students learning needs are being met at this school	3.9	4.4	4.6	+0.2
This school works with parents to support students' learning	4.0	4.4	4.7	+0.3
I receive useful feedback about my work at this school	3.9	4.1	4.8	+0.7
Staff are well supported at this school	3.8	4.4	4.7	+0.3
This school has a strong relationship with the local community	4.0	4.3	4.8	+0.5
This school is well led	4.1	4.7	4.9	+0.2
I am satisfied with the overall education standard of education achieved at this school	3.9	4.4	4.6	+0.2
I would recommend this school to others	3.8	4.4	4.6	+0.2
Teachers at this school are good teachers	4.1	4.6	4.8	+0.2
Teachers at this school care about their students	4.4	4.6	4.9	+0.3
<b>Average</b>	<b>4.0</b>	<b>4.37</b>	<b>4.72</b>	<b>+0.35</b>



# Gosnells Primary School Annual Report 2022

## National School Opinion Survey 2018, 2020 and 2022 Comparison Students

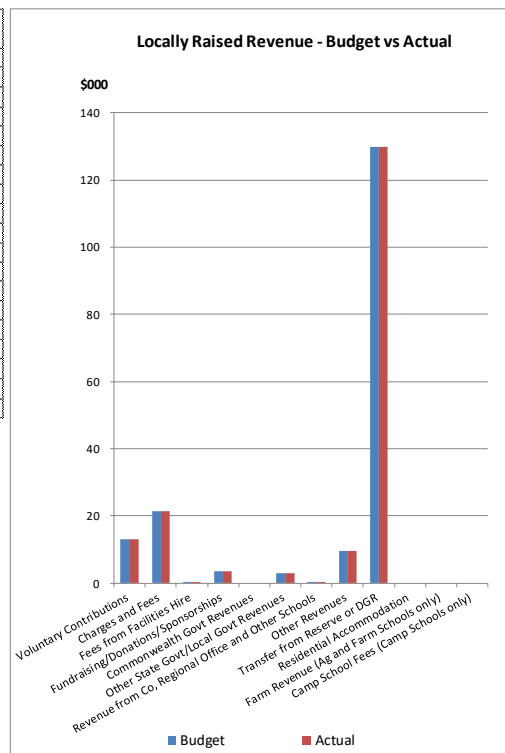
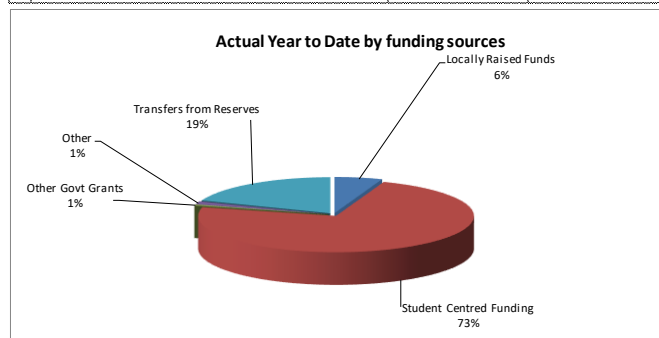
Survey Question	2018	2020	2022	Trend
My teachers expect me to do my best	4.5	4.5	4.5	0.0
My teachers provide me with useful feedback about my schoolwork	4.0	4.1	4.4	+0.3
Teachers at this school treat students fairly	4.0	3.9	4.4	+0.5
My school is well maintained	3.8	4.1	4.4	+0.3
I feel safe at this school	4.3	4.3	4.6	+0.3
I can talk to my teachers about my concerns	3.8	3.6	4.5	+0.9
Student behaviour is well managed at my school	3.5	3.5	4.4	+0.9
I like being at my school	4.2	4.2	4.4	+0.2
My school looks for ways to improve	4.4	4.5	4.9	+0.4
My school takes students' opinions seriously	3.6	3.6	4.7	+1.1
My teachers motivate me to learn	4.5	4.3	4.5	+0.2
My teacher gives me opportunities to do interesting things	4.3	4.0	4.4	+0.4
My teachers are good teachers	4.0	4.4	4.6	+0.2
My teachers care about me	4.1	4.2	4.5	+0.3
Average	4.07	4.08	4.51	+0.42

### Financial Overview 2022

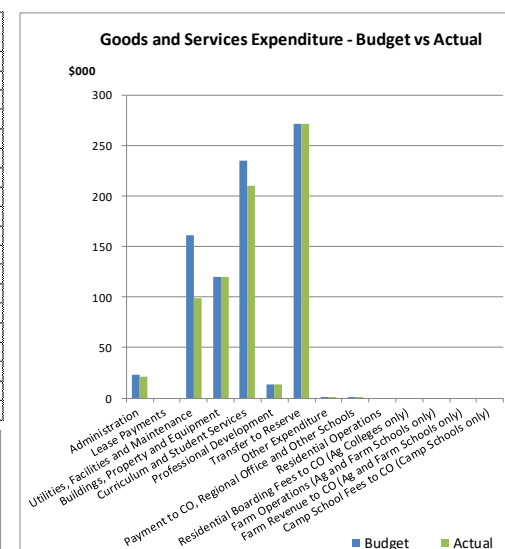
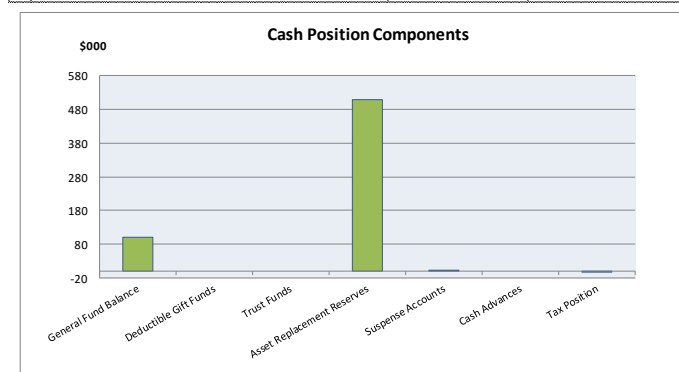
Gosnells Primary School

Financial Summary as at  
31-December-2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 12,935.00	\$ 12,935.00
2 Charges and Fees	\$ 21,375.00	\$ 21,374.69
3 Fees from Facilities Hire	\$ 227.00	\$ 227.27
4 Fundraising/Donations/Sponsorships	\$ 3,508.00	\$ 3,508.25
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 3,000.00	\$ 3,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ 263.00	\$ 263.44
8 Other Revenues	\$ 9,601.00	\$ 9,602.96
9 Transfer from Reserve or DGR	\$ 129,871.79	\$ 129,871.79
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>\$ 180,780.79</b>	<b>\$ 180,783.40</b>
<b>Opening Balance</b>	<b>\$ 161,293.00</b>	<b>\$ 161,293.01</b>
<b>Student Centred Funding</b>	<b>\$ 495,062.63</b>	<b>\$ 495,062.63</b>
<b>Total Cash Funds Available</b>	<b>\$ 837,136.42</b>	<b>\$ 837,139.04</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 837,136.42</b>	<b>\$ 837,139.04</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 22,798.00	\$ 20,731.07
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 161,036.00	\$ 98,547.91
4 Buildings, Property and Equipment	\$ 119,954.79	\$ 119,954.80
5 Curriculum and Student Services	\$ 235,342.00	\$ 210,020.88
6 Professional Development	\$ 13,500.00	\$ 13,222.79
7 Transfer to Reserve	\$ 271,000.00	\$ 271,000.00
8 Other Expenditure	\$ 888.00	\$ 809.62
9 Payment to CO, Regional Office and Other Schools	\$ 480.00	\$ 480.00
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>\$ 824,998.79</b>	<b>\$ 734,767.07</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 824,998.79</b>	<b>\$ 734,767.07</b>
<b>Cash Budget Variance</b>	<b>\$ 12,137.63</b>	<b>\$ -</b>



Cash Position Components	
<b>Bank Balance</b>	<b>\$ 608,977.06</b>
Made up of:	
1 General Fund Balance	\$ 102,371.97
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 508,640.09
5 Suspense Accounts	\$ 84.00
6 Cash Advances	\$ -
7 Tax Position	\$ (2,119.00)
<b>Total Bank Balance</b>	<b>\$ 608,977.06</b>