



**Gosnells**  
PRIMARY SCHOOL

Gosnells Primary School

# Annual Report **2023**



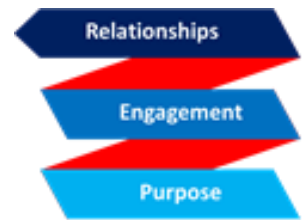
**Principal:** Scott Tapper

**School Board Chair:** Rikki-Lee Toi

**P&C President:** Rhys Fall

## 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:

- 43 Kindergarten (part time students)
- 399 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. A new Business Plan will be released for the 2024 year.



## 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. In 2023 there has been an increased presence of the speech pathologist at weekly sessions at Little Learners and an increased collaboration with school events. The CPC has supported further engagement with the City of Gosnells who have attended a number of school events.

### 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

	2020	2021	2022	2023
Primary <b>(Excluding Kin)</b>	371	374	391	399
Primary <b>(Including Kin)</b>	414	414	433	442

The total student population remains on a positive increase trajectory with consistent attendance above 440 projected for the next 2 years.

## Our Staff

Our school has heavily invested in high student support ratios with record levels of student support staff employed over the 2022-2023 years. This is expected to be maintained for the years ahead to support student learning and maintain high levels of staff wellbeing.

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1.0	0
Associate / Deputy / Vice Principals	5	3.0	0
Program Coordinators	1	1.0	0
<b>Total Administration Staff</b>	<b>7</b>	<b>5.0</b>	<b>0</b>
<b>Teaching Staff</b>			
Other Teaching Staff	32	26.3	0
<b>Total Teaching Staff</b>	<b>32</b>	<b>26.3</b>	<b>0</b>
<b>School Support Staff</b>			
Clerical / Administrative	3	3.0	0
Gardening / Maintenance	2	0.9	0
Instructional	2	1.0	2
Other Allied Professionals	27	22.0	1
<b>Total School Support Staff</b>	<b>34</b>	<b>26.9</b>	<b>3</b>
<b>Total</b>	<b>73</b>	<b>58.1</b>	<b>3</b>

## Attendance Primary Attendance Rates

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	63.6%	21.0%	10.5%	4.9%
2022	62.2%	23.1%	10.3%	4.4%
2023	58.1%	20.1%	15.4%	6.4%
Like Schools 2023	56.1%	27.1%	12.3%	4.5%
WA Public Schools 2023	61.0%	25.0%	10.0%	4.0%

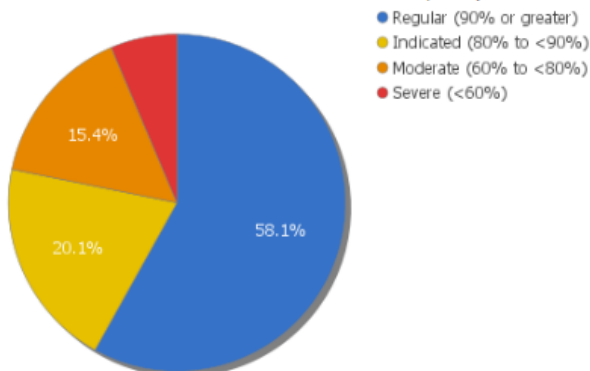
Over the 2023 year, the school attendance rate dropped marginally, attributed in part to a high number of families taking holidays during school time to make up for lack of opportunity during covid-19. It is hoped such trips will reduce as we move into 2024.

## Attendance Overall

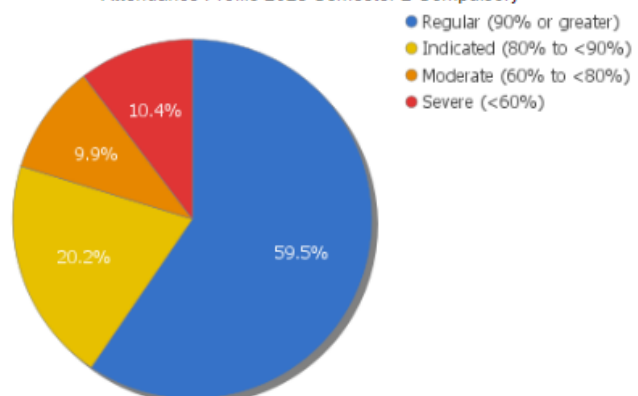
### Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	92.0%	90.9%	92.4%	64.9%	82.4%	76.8%	89.7%	90.2%	91.0%
2022	90.8%	87.6%	88.3%	73.6%	78.8%	69.5%	89.2%	86.8%	86.6%
2023	90.1%	88.9%	90.3%	69.0%	77.5%	74.3%	87.6%	87.8%	88.9%

Attendance Profile 2023 Semester 1 Compulsory

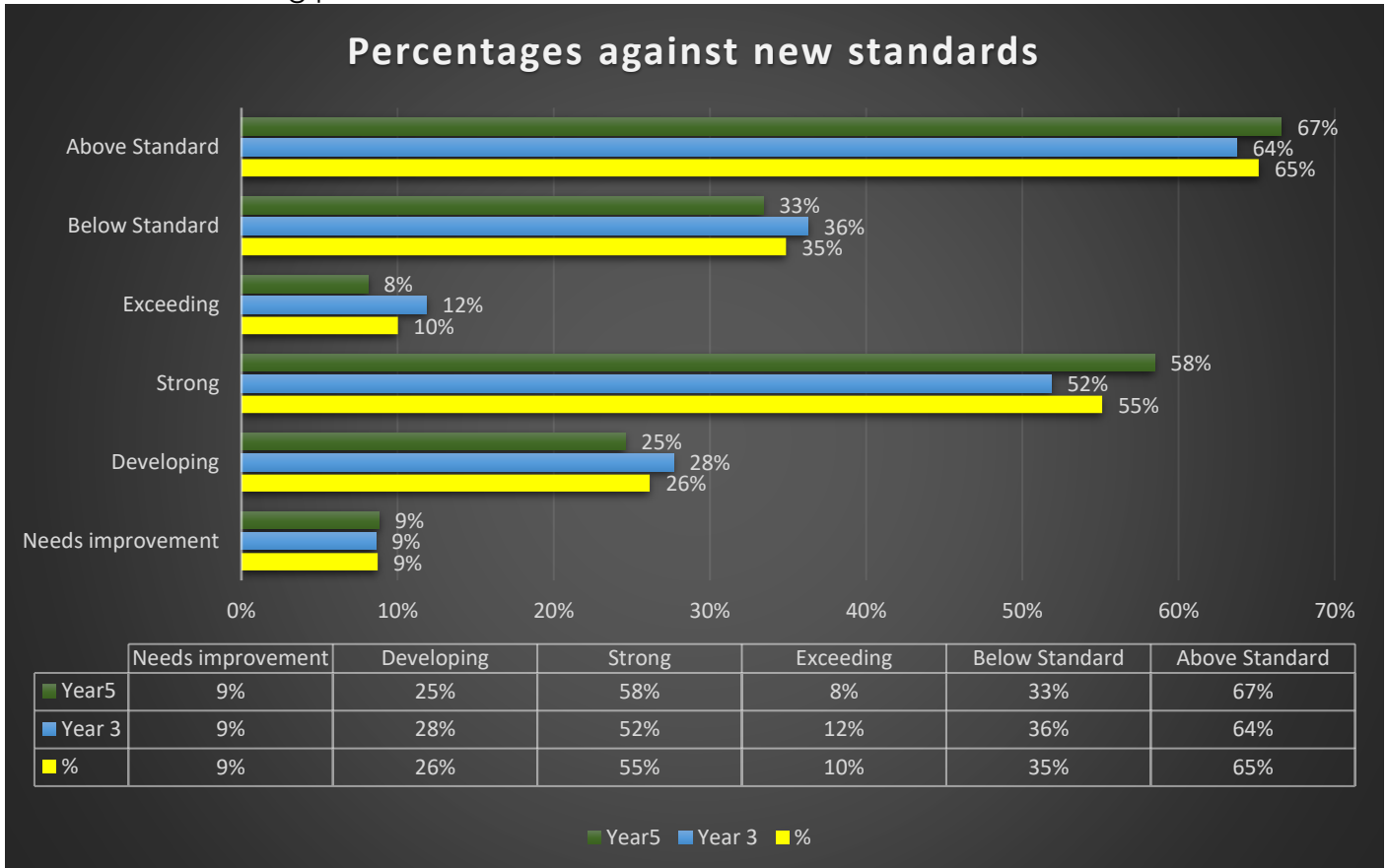


Attendance Profile 2023 Semester 2 Compulsory



## NAPLAN

In 2023, NAPLAN across Australia was assessed against the new scale of needs improvement, developing, strong and exceeding. 2023 results highlighted that 65% of students scored above standard whilst 35% of students in years 3-6 scored below the standard during the 2023 NAPLAN testing period.



## Destination Schools

### Year 6 destination schools for the 2023 student cohort

Destination Schools	Male	Female	Total
Armadale Senior High School	2		2
Atwell College	1		1
Canning Vale College	1		1
Carey Baptist College	1		1
Carmel Adventist College	1		1
Cecil Andrews College		1	1
Communicare Academy		1	1
Geraldton Senior High School		1	1
Kelmscott Senior High School		1	1
Lumen Christi College	4		4
Overseas	1		1
Sacred Heart School (Broome)	1		1

Southern River College	21	15	36
Sowilo Community School		1	1
St John Bosco	3	1	4
Swan View Senior High School		1	1
Thornlie SHS		1	1
Unknown	1		1
Wirrabirra ESC	1		1

## 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

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



Rikki-lee Toi | **Board Chair 2023**

## 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 Gosnells</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> <li>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.</li> <li>ALL teachers utilise two-way feedback to gather information about a student's</li> </ul>

<p>Primary School is reflective of High Impact Teaching Strategies (HITS), as identified and supported through research.</p>	<p>understanding, to assist students to advance their own learning, and to verify the impact of their own practice.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
--	--

## 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</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</li> </ul>



through engaging relationships between staff, students and their families. Utilise a repertoire of evidenced based strategies to engage and motivate students to attend school and participate fully in the education provided.

- educative, not punitive in nature.
- To assist in keeping our students safe, 'Protective Behaviours' education is part of the curriculum taught in every classroom from Kindergarten to Year 6.
  - Any disclosures and/or concerns are reported to the Student Services Deputy and passed onto the relevant authorities for further investigation where required.
  - 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.
  - 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.
  - 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.
  - A non-denominational chaplaincy service is provided to staff, students and their immediate families through the National School Chaplaincy and Student Welfare Program.
  - School wide, research based strategies are implemented to develop resilience in both staff and students.
  - The school acknowledges, promotes and celebrates significant mental and physical health days throughout the year;
    - RUOK Day
    - Wellness Day
  - The staffroom is a safe space for staff to focus on themselves and their own well-being during the work day.
  - Alternative social interaction opportunities are provided to students throughout the school year; Wooly Wednesday | Reading Club | Homework Club | Breakfast Club | Robotics | Lunch Time Clubs.
  - The school has a peer mentoring program, with identified students trained and supported to provide mentorship amongst their peers.

## 2023 Improvement Targets

1. Increase the number of students with regular school attendance to 75% of the total student population by 2023). **Not achieved.**
2. Increase the overall attendance rate of all students to 90.5%, in line with like schools, by 2023 (2020 = 89.5%). **Achieved.** Above like schools for two of the three years.
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

As our next survey will be conducted in 2024, below are the results from our last survey. 2022 saw a continued 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>

## 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>

## 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
<b>Average</b>	<b>4.07</b>	<b>4.08</b>	<b>4.51</b>	<b>+0.42</b>

## School Review

In Term 2, we had our second Public School Review (a requirement for all WA schools to give assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students). As a school community we saw this as a unique opportunity to highlight and celebrate all the extensive achievements that we had made as a school (since our last review) as well as validate the trajectory and plans we had for the future. The Public School Review team were very impressed with our school, staff and community and were able to verify the claims that we made in preparation for the review with a significant number of commendations and support of all self recommendations we made for the schools future. Our school's next review is scheduled to occur in three years time.

**This Annual Report has been endorsed by the Gosnells Primary School Board.**



Mr Scott Tapper | **Principal**



Ms Rikki-lee Toi | **Board Chair**

## Relationships and partnerships

Gosnells Primary School, with the Specialised Learning Program (SLP) for students with ASD<sup>1</sup>, has established itself as a centre for support and connection within its diverse community. High levels of trust, respect and positive relationships are evident as staff unite to ensure students are at the centre of all decision making processes.

### Commendations

The review team validate the following:

- A welcoming and respectful school culture has been thoughtfully nurtured by the leadership team and staff. Student voice is valued and at the centre of decision making processes.
- The Aboriginal and Islander education officer has forged mutually respectful relationships with Aboriginal students and families and is instrumental to embedding cultural and linguistic practices in classrooms.
- The School Board fulfil their governance role and support the Principal in leading strategic intent.
- P&C representatives reflect the cultural diversity of the community. Members promote engagement through facilitation of school events as well as providing resources to enhance the learning environment.
- The Child and Parent Centre and strategic partnerships formed with local agencies, enable students and families to access support and a range of services on the school site.
- National School Opinion Survey results confirm high satisfaction in all areas by students, staff and the school community. These results indicate a strongly invested, inclusive and supportive school environment.

### Recommendation

The review team support the following:

- Continue to strengthen authentic partnerships with parents/carers to meaningfully engage them in the school's efforts to support student's academic and social and emotional needs.

## Learning environment

There is a deep understanding of the diverse needs of students. Optimum conditions for learning and student engagement are evident in teaching programs, clubs, before and after school activities as well as extensive outdoor learning areas. This is ensuring access and participation for all students, including those in the SLP.

### Commendations

The review team validate the following:

- A significant transformation of the physical learning environment through consultation and innovative playground designs has enhanced student access and engagement.
- Rejuvenation of the classrooms and walkways has instilled a sense of pride in the learning environment.
- The SLP is an integral part of the school with students supported to transition into mainstream classrooms to engage in comprehensive intervention and extension.
- The Good Standing Policy, with restorative practices and positive incentives, has had a significant impact on supporting behaviour expectations, increasing student engagement in teaching and learning programs. This has led to a significant decline in suspensions.
- Substantial numbers of students enrolled with language backgrounds other than English has led to the appointment of a specialist English as an Additional Language or Dialect (EAL/D) teacher to provide linguistic and learning support. Staff monitor and assess language development using the EAL/D Progress Map.
- Staff wellbeing and workload are closely monitored by the leadership team. Consultative processes and consensus drive decision making as well as evidence-based research.
- Considerable resources have been allocated to support SAER<sup>2</sup>. This includes a significant number of highly skilled allied professionals who lead intervention with the student services team.

### Recommendation

The review team support the following:

- Continue to provide a culturally responsive environment and a dedicated cultural learning space to cater for Aboriginal students and their families.

## Leadership

The newly formed leadership team has taken a proactive approach to building on an established culture of school success. In pursuit of improved teaching and student learning outcomes, the leadership team drives whole-school planning through effective open and transparent communication, performance development processes and collective ownership.

### Commendations

The review team validate the following:

- The Principal and leadership team, including the SLP coordinator and manager corporate services (MCS) are recognised and appreciated for their professionalism, collaborative drive for school improvement and consultative approach to working with staff, students, families and the wider community.
- Staff described feeling heard and supported by the leadership team who are visible and engaging.
- The leadership team have incorporated comprehensive induction processes for new staff as well as graduate teachers.
- The performance development and review process incorporates self-reflection and professional learning linked to the school improvement agenda. Capacity building and leadership opportunities have been identified for both allied professionals and teachers.

### Recommendation

The review team support the following:

- Continue to enable and develop instructional leaders to forward the school's improvement agenda.

## Use of resources

The school has effective processes and practices in place to ensure expenditure is responsive to the needs of a diverse student cohort. Monitoring systems and decision making protocols are robust and transparent.

### Commendations

The review team validate the following:

- The Principal and MCS collaborate to ensure financial and human resource planning is transparent and consistent with school priorities.
- The Finance Committee meet regularly to review and provide oversight to the school's financial management strategies and processes. Targeted initiatives enable the SLP to be managed effectively and ensure students are well supported in teaching and learning programs.
- Cost centre managers are provided with comprehensive guidelines to enable them to plan and expend funds in line with the Funding Agreement for Schools.
- Professional development opportunities and program implementation are differentiated and align with whole-school planning.
- Workforce planning and recruitment processes reflect thoughtful consideration and the future needs of students.

### Recommendation

The review team support the following:

- Continue to ensure decision making processes align to priorities as identified in the school business plan and operational plans.

## Teaching quality

Establishing a consistent school-wide pedagogical approach is an evolving priority for the school. Shared beliefs and clear expectations about effective teaching and learning are emerging with programs being modified and adapted for students enrolled in the SLP.

### Commendations

The review team validate the following:

- Professional learning is appropriately targeted towards the implementation of documented school-wide programs. It is linked to achieve a continuity of curriculum content and more coherent teaching practices.
- Careful timetabling and collaborative DOTT<sup>3</sup>, has enabled staff to work together, establish consistent practices, focus on the analysis of data and reduce teacher workload.
- The development of a strong culture of trust and respect has led to the implementation of peer observation and modelling.
- Well-structured enrolment and screening processes, in the early years, enable the collection of substantial background information, initiation of referrals and use of interpreters to engage parents from linguistically diverse backgrounds.
- Students requiring intervention or extension are identified and supported with documented plans.

### Recommendations

The review team support the following:

- Continue the implementation of High Impact Teaching Strategies to embed a consistent approach to support effective teaching and learning across the school.
- Consolidate whole-school approaches to the teaching of reading and writing to cater for the learning needs of all students, including those in the SLP and others from linguistically diverse backgrounds.

## Student achievement and progress

Mainstream and SLP classes are aligned to ensure an overarching focus on student success underpinned by educational, social, emotional, and physical development of students. A range of school-based and systemic data is collectively analysed, strengthening the data literacy of staff.

### Commendations

The review team validate the following:

- A designated learning support coordinator is engaging staff in disciplined dialogue. This is developing and strengthening staff data literacy in accurately analysing and monitoring student progress and achievement as well as aligning grades based on evidence.
- A wide range of data is collected and reviewed regularly to refine individual targets, develop documented plans and identify students for intervention and extension programs.
- The introduction of monitoring and assessing student language and learning needs using the EAL/D Progress Map has developed greater understandings of progress.

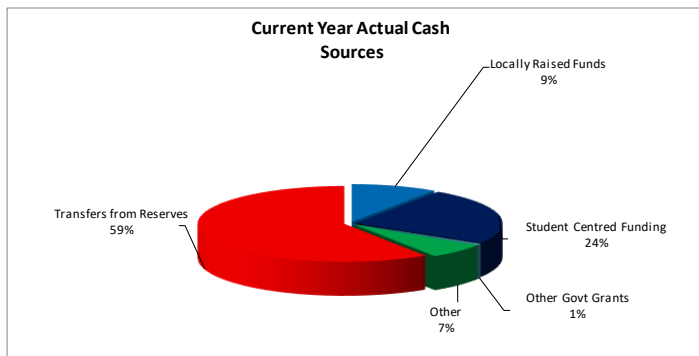
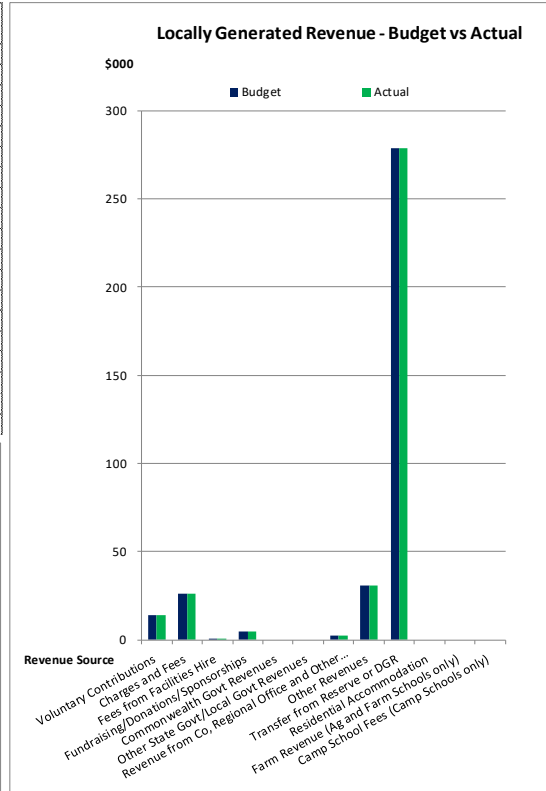
### Recommendation

The review team support the following:

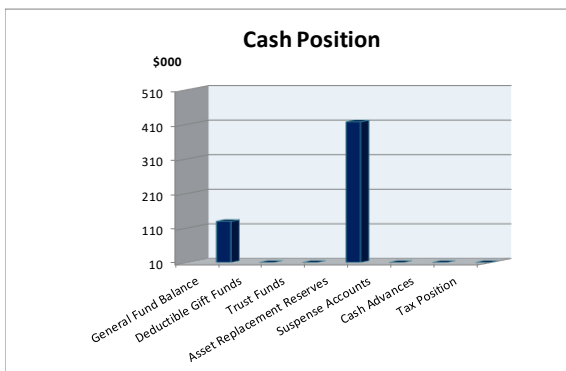
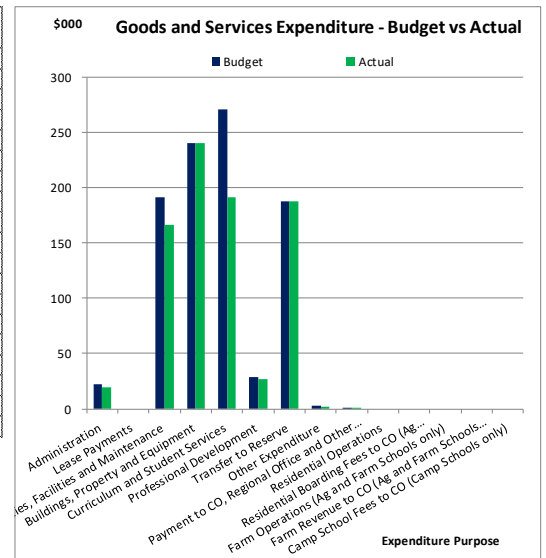
- Provide opportunities for staff to make defensible grade judgements using relevant assessment data including Progressive Achievement Tests, On-entry and NAPLAN<sup>4</sup> as well as the Student Achievement Information System.

## Financial Overview 2023

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 13,740.00	\$ 13,740.00
2 Charges and Fees	\$ 25,912.00	\$ 25,911.50
3 Fees from Facilities Hire	\$ 227.00	\$ 227.27
4 Fundraising/Donations/Sponsorships	\$ 4,836.00	\$ 4,836.45
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ -
7 Revenue from Co, Regional Office and Other Schools	\$ 2,486.28	\$ 2,486.28
8 Other Revenues	\$ 30,732.70	\$ 30,733.10
9 Transfer from Reserve or DGR	\$ 278,759.16	\$ 278,759.16
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>\$ 356,693.14</b>	<b>\$ 356,693.76</b>
<b>Opening Balance</b>	<b>\$ 143,157.17</b>	<b>\$ 143,157.17</b>
<b>Student Centred Funding</b>	<b>\$ 500,000.00</b>	<b>\$ 113,715.77</b>
<b>Total Cash Funds Available</b>	<b>\$ 999,850.31</b>	<b>\$ 613,566.70</b>
<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Funds Available</b>	<b>\$ 999,850.31</b>	<b>\$ 613,566.70</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 21,900.00	\$ 19,714.16
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 190,810.00	\$ 166,395.81
4 Buildings, Property and Equipment	\$ 240,018.16	\$ 240,018.17
5 Curriculum and Student Services	\$ 270,338.79	\$ 191,406.02
6 Professional Development	\$ 28,600.00	\$ 26,539.06
7 Transfer to Reserve	\$ 187,000.00	\$ 187,000.00
8 Other Expenditure	\$ 2,676.00	\$ 1,731.43
9 Payment to CO, Regional Office and Other Schools	\$ 590.00	\$ 590.00
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>\$ 941,932.95</b>	<b>\$ 833,394.65</b>
<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Expenditure</b>	<b>\$ 941,932.95</b>	<b>\$ 833,394.65</b>
<b>Cash Budget Variance</b>	<b>\$ 57,917.36</b>	



Cash Position as at:	
<b>Bank Balance</b>	<b>\$ 508,359.17</b>
Made up of:	
1 General Fund Balance	\$ 128,983.18
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 416,880.93
5 Suspense Accounts	\$ 170.00
6 Cash Advances	\$ -
7 Tax Position	\$ (37,674.94)
<b>Total Bank Balance</b>	<b>\$ 508,359.17</b>