

ANNUAL REPORT 2020

GERALDTON PRIMARY SCHOOL

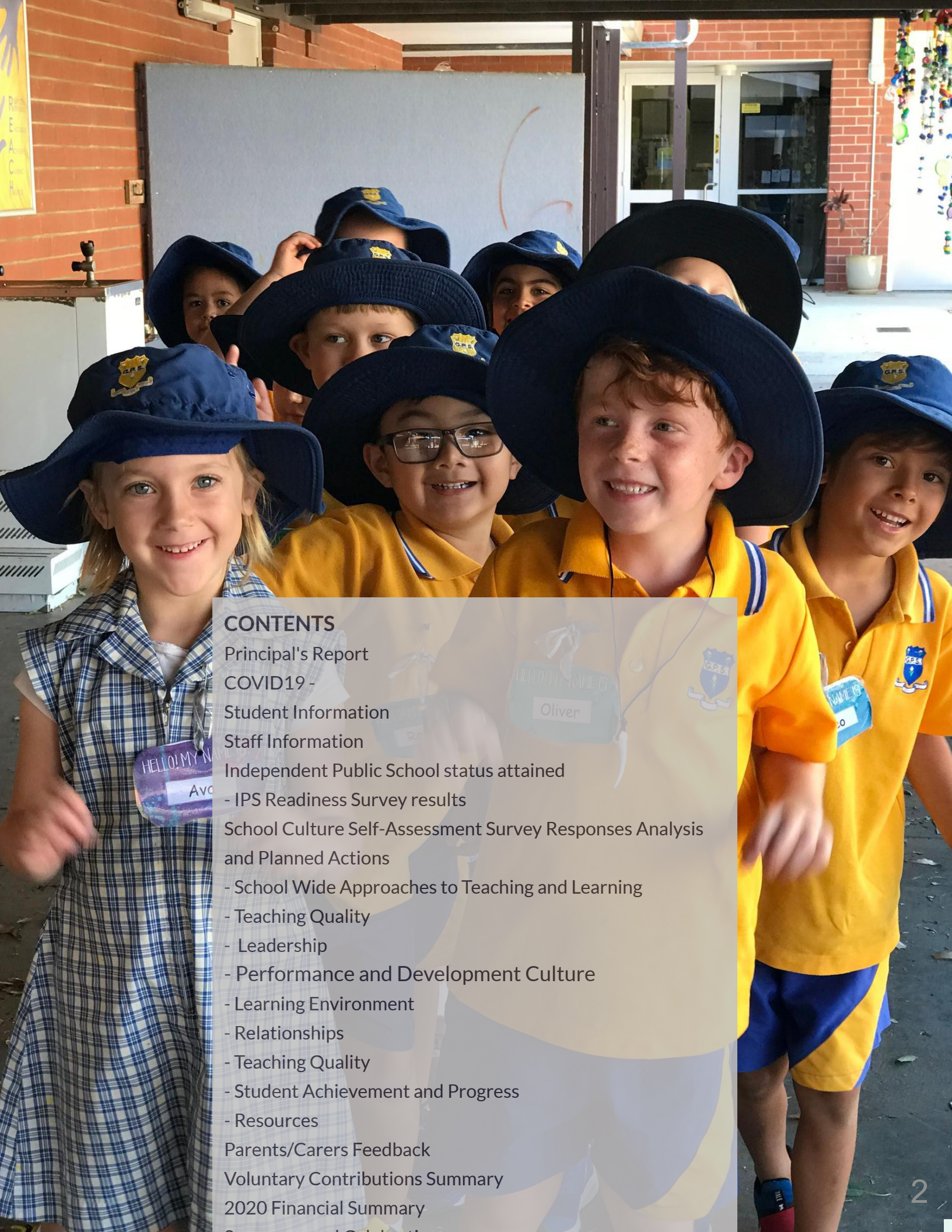
INSPIRING GENERATIONS



Established in 1878, Geraldton Primary School is the oldest continually operating public primary school in Western Australia.

We respectfully acknowledge the traditional custodians of the lands on which our students live and are educated.

We acknowledge parents, families and communities as the first educators of their children. We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom.



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PRINCIPAL'S REPORT

2020 was a year like no other.

As the Minister for Education Sue Ellery, MLA stated, "We've seen the COVID-19 pandemic change almost every element of our lives in some way. And schools would be amongst the top places where things have changed quickly and continually"...:"It has disrupted all areas of schooling - student and staff attendance, school activities like excursions, assemblies and school balls, the way you teach, how schools engage with their school communities the way students learn, the reporting required by school staff. Not even the drop off and pick up routine escaped the impact. It brought out the best in you."

I echo the words of the Minister. We saw our staff get comfortable with the uncomfortable and adapt to suit changing conditions. Throughout the franticness of events and conditions constantly changing with COVID19, GPS staff were steadfast and kept their focus on providing a teaching and learning program, both in the class and supporting students and families learning at home.

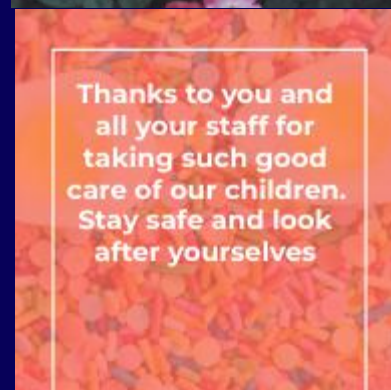
We developed a Home Learning Package for our parents/carers which was also utilised by other Midwest schools. Our staff were supported by the school community who demonstrated confidence in our COVID19 operations as evidenced by regular student attendance.

We were successful in attaining Independent Public School status in July 2020 and also won the Interschool Athletics Carnival outright shield for the third time running!

We have been focusing on excellence rather than perfection and felt very supported by our parents/carers as we continued to aim for educational excellence.



Jacqui Quartermaine
Principal





2020 Student Information

387 students at Census in February.

393 student at the end of 2020.



48.8% male students



51.42% female students

52 Aboriginal students or 13.4%

Our student population is diverse and our families are from Australia, India, the Phillipines, France, Indonesia, Malaysia, Germany, Africa, India, Nepal and Pakistan.

Students with Educational Needs

20 (5.1%) students received an Identified Disability Allocation (IDA)

70 (18%) of students were identified as requiring additional support in the classroom

3 (0.77%) of students were identified as EAL/D

We grew....and anticipate increasing in enrolments in 2021.



2015
331



2016
320



2017
339



2018
365



2019
378



2020
393

The school is looking to increase it's Kindergarten, Year 1 and 2 enrolments in 2021.



Student Enrolment Data

25%

of enrolments are from the local intake areas of Geraldton, West End and Beachlands (in boundary).

75%

of enrolments are out of the local intake area. The majority of new enrolments out of the local intake area are from Independent Schools.

Destination Schools 2020 school destinations of the 2019 student cohort

Destination Schools	Male	Female	Total
4163 Geraldton Senior High School	18	17	35
4996 Champion Bay Senior High School	5	6	11
1068 Nagle Catholic College	6	3	9
4213 Bob Hawke College	1		1
1403 Geraldton Grammar School	1		1

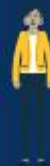
2020 was the second year of the both secondary high schools moving to a Year 7 to 12 campus model.
In 2019, 68.75% of students enrolled at GSHS.
In 2020, 61.4% enrolled at GSHS. 10.4% enrolled at CBSHS in 2019 and 19.29% enrolled in 2020.
14.5% of students enrolled at NCC in 2019 and 15.7% in 2020.
2.08% of students enrolled at GGS in 2019 adn 3.5% in 2020.

2020 Staff Information

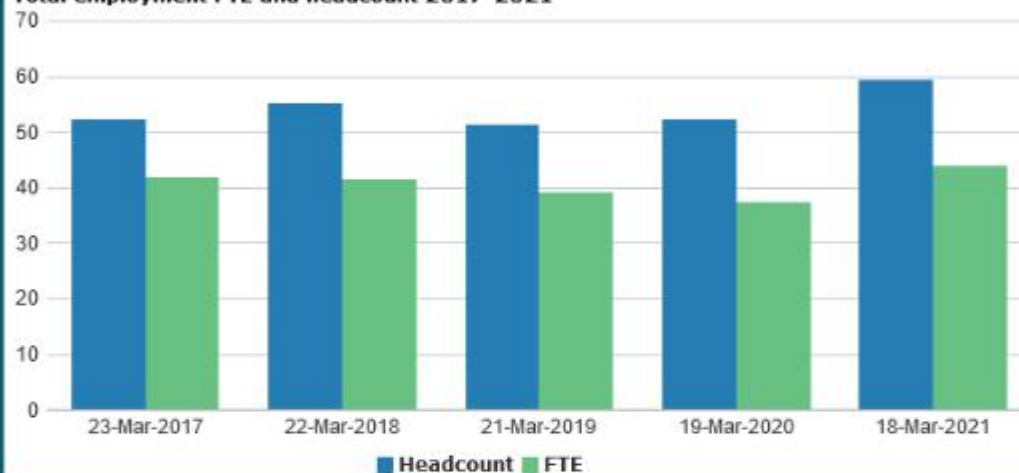


55 staff

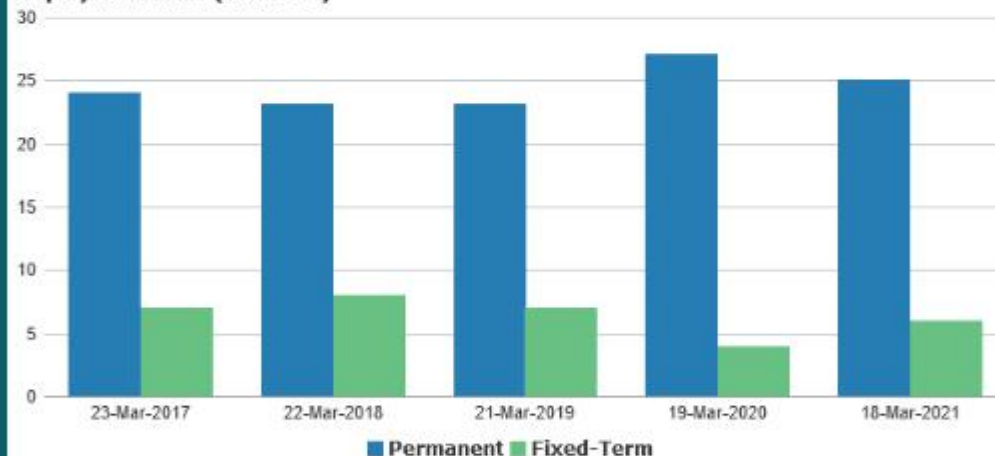
- 4 Leadership staff
- 24 teachers
- 5 Mainstream Education Assistants
- 11 Special Needs Education Assistants
- 1 AIEO
- 4 Administration Staff
- 5 Cleaners
- 1 Gardener/Handyman



Total employment FTE and headcount 2017-2021



Employment Class (Teachers)



Employment Class (School Support)





Government of Western Australia
Department of Education
Midwest Education Regional Office

D20/0243190

Ms Jacqueline Quartermaine
Principal
Geraldton Primary School
PO Box 7207
GERALDTON WA 6531

Dear Jacqui

Thank you for hosting me at your school on Wednesday, 13 May 2020. I saw immense value in meeting with you to discuss 2020 school priorities and directions.

Thank you for showcasing your amazing school. Your school environment, buildings and grounds are beautifully maintained. Your staff need commendation as the work around the school shows extensive talent, passion and skill in all areas.

Your school grounds and facilities are impressive with recent minor work projects enhancing the school. Your classrooms are well organised and conducive to high quality teaching and learning. I would like to congratulate you and your staff on the work that has gone into creating vibrant and stimulating learning environments.

It was wonderful to meet your staff and your students in their classrooms. Students were a delight with student voice evident and rich learning environments apparent in your classrooms.

Thank you for discussing your current challenges with me, including COVID-19. I am impressed with your dedication, drive and commitment to your leadership role as Principal of the school and public education in general.

Congratulations on a great start to Term 2, 2020. Your ability to play a significant and positive role in your school makes you an asset to the Geraldton Primary School community. Your proactive leadership in learning continuity at the start of the pandemic was recognised and appreciated.

I look forward to working with you this term.

Yours sincerely

Lisa Criddle
Regional Executive Director

13 May 2020

PO Box 63 Geraldton Western Australia 6531
Level 2 209 Foreshore Drive Geraldton Western Australia 6530
Telephone (08) 9956 1600

GPS ATTAINED INDEPENDENT PUBLIC SCHOOL STATUS

With the support of the GPS school community, a decision was made to participate in the 8th round of an IPS (Independent Public School) Selection Process.

The process involved a rigorous self-assessment process involving an IPS Readiness Survey focused on Leadership Capacity, Readiness for IPS, Support and Potential Benefits of becoming an IPS. Additionally School Council members attended IPS Selection Workshops.

Both groups participated in a School Culture Self Assessment Survey, followed by a comprehensive analysis of results and development of a plan for success as an IPS.

GPS Staff Survey domains:

1. School wide approaches to teaching and learning
2. Leadership
3. Performance and development culture
4. Learning Environment
5. Student achievement and progress
6. Relationships
7. Resources
8. Planning alignment

Community Survey Domains:

1. Teaching Quality
2. Leadership
3. Learning Environment
4. Student Achievement and Progress
5. Relationships
6. Resources

Surveys and No of Respondents:

- A. IPS Readiness Survey (Staff) - No of Respondents: 40
- B. IPS Readiness Survey (Community) - No of Respondents: 79
- C. School Culture Self-Assessment Survey (Staff) - No of respondents: 34
- D. School Culture Self-Assessment Survey (Community) - No of Respondents: 88



Geraldton PS was successful in its application to become an Independent Public School in June 2020.

Lisa Rodgers, Director General, Craig Palmer, GPS School Board Chair, Jacqui Quartermaine, Principal GPS and, Sue Ellery, MLA - Minister of Education, WA.



EFFECTIVE LEADERSHIP

GERALDTON PRIMARY SCHOOL

Independent Public School Readiness Survey Results 2020

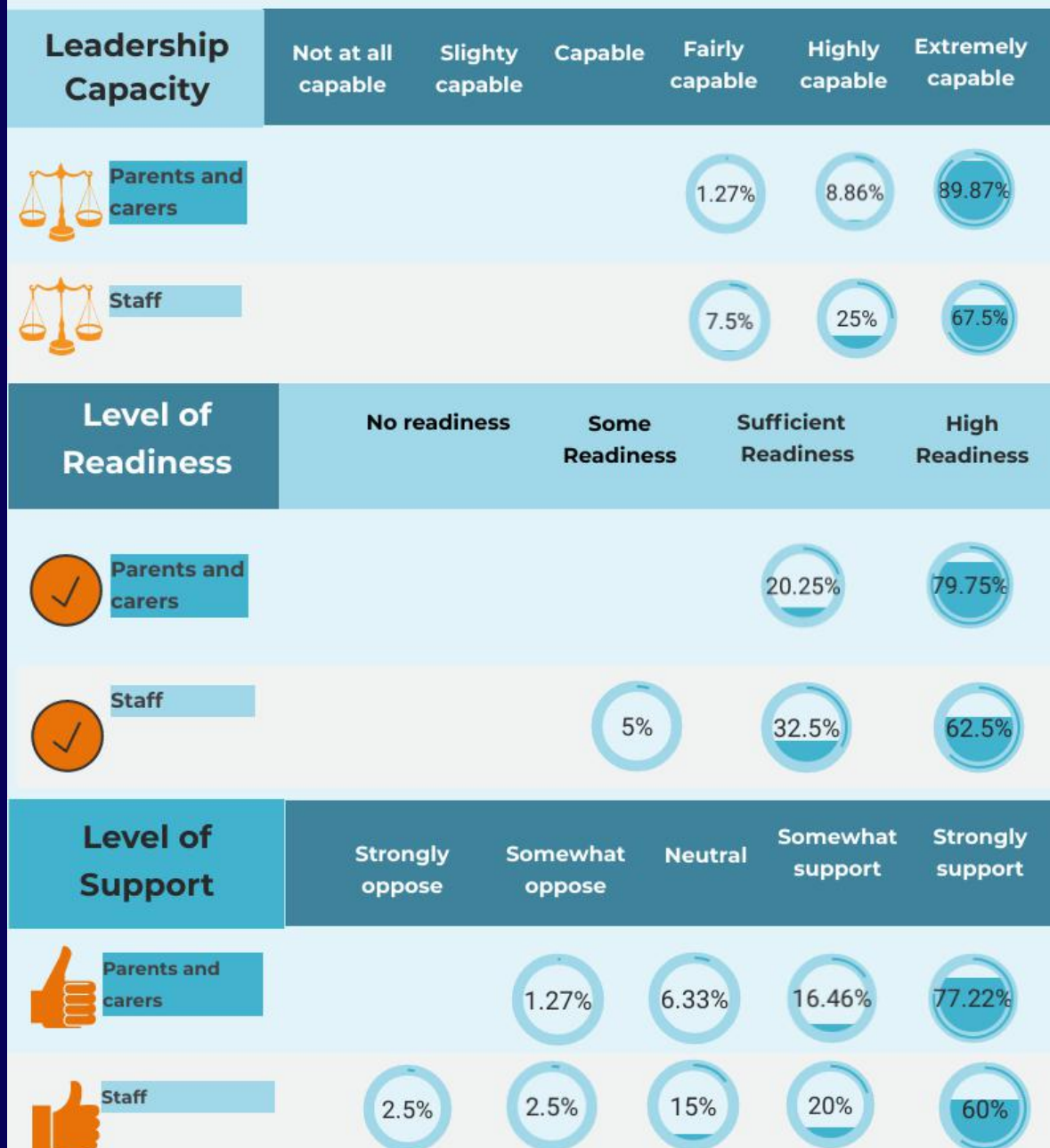
The IPS Readiness Survey was administered to Staff and Parents/Carers to find out the level of readiness to proceed in an Independent Public School Selection Process.

Parents/carers and staff rated:

1. Leadership capacity of the principal to lead an IPS school.
2. The school's capacity to assume greater responsibility for its own affairs.
3. The level of local support, including the broader community.
4. The potential benefits to our students and the broader school community.



79 parents/carers and
40 school staff responded to the survey

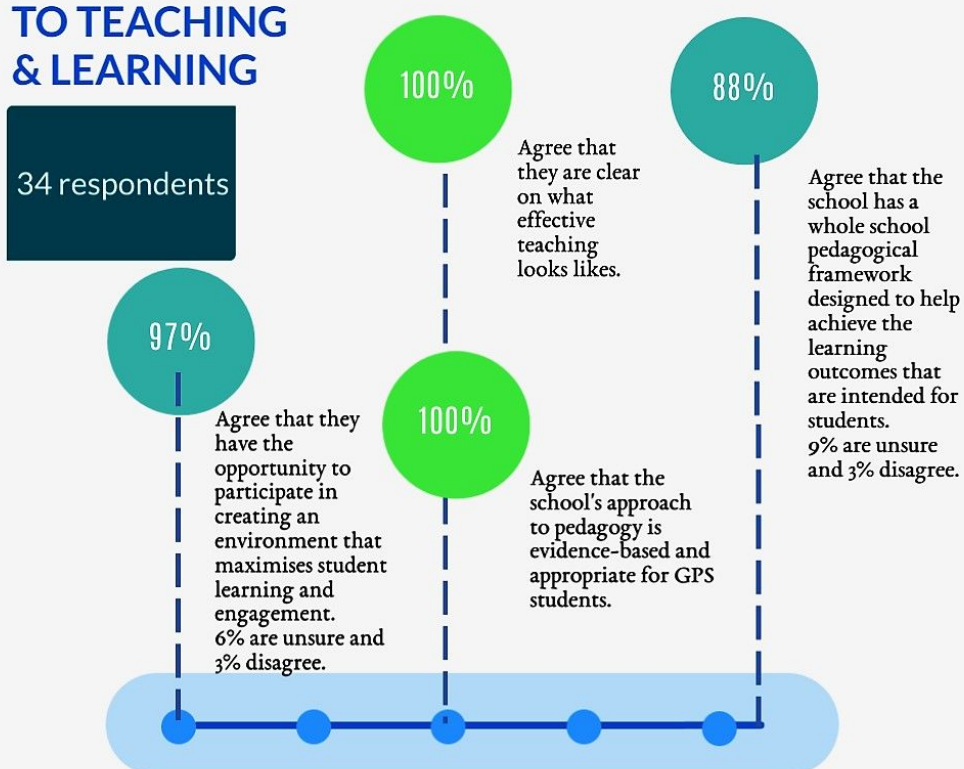


SCHOOL WIDE APPROACHES TO TEACHING AND LEARNING

School Culture Self-Assessment Survey - Staff Responses

SCHOOL WIDE APPROACHES TO TEACHING & LEARNING

Geraldton Primary School 2020



Strengths

This area has been identified as a key strength area, as linked to the DoE Strategic Plan of Success for All Students. As identified in the Public School Review, “*The approach to consolidating the school’s assessment database has been strategic by identifying the need for longitudinal individual and cohort tracking processes. The school now has a five year profile of student tracking data.*”

Weaknesses and Planned Strategic Actions

18% of parents/carers indicated that they were unsure of how the school uses evidence for school planning and 3% disagreed that the school uses evidence for planning. We will unpack this information and the planned approach is to provide more explicit information using infographic style presentations in the Parent Information Booklet, Annual Report and in targeted topic newsletters

TEACHING QUALITY

School Culture Self-Assessment Survey - Community Responses

TEACHING QUALITY DOMAIN

Geraldton Primary School 2020

88 respondents

91%

Agree that the school's teaching and learning program meets the needs of the children. 9% are unsure.

93%

Agree that the teachers have a thorough knowledge and understanding of what they teach. 7% are unsure.

89%

Agree that teachers provide them with feedback about their children's achievements and progress. 6% are unsure and 6% disagree

89%

Agree the school's teachers create learning experiences that are culturally responsive. 11% are unsure and 1% disagree

88%

Agree that school staff understand and respect children's cultural backgrounds. 10% are unsure and 1% disagree.



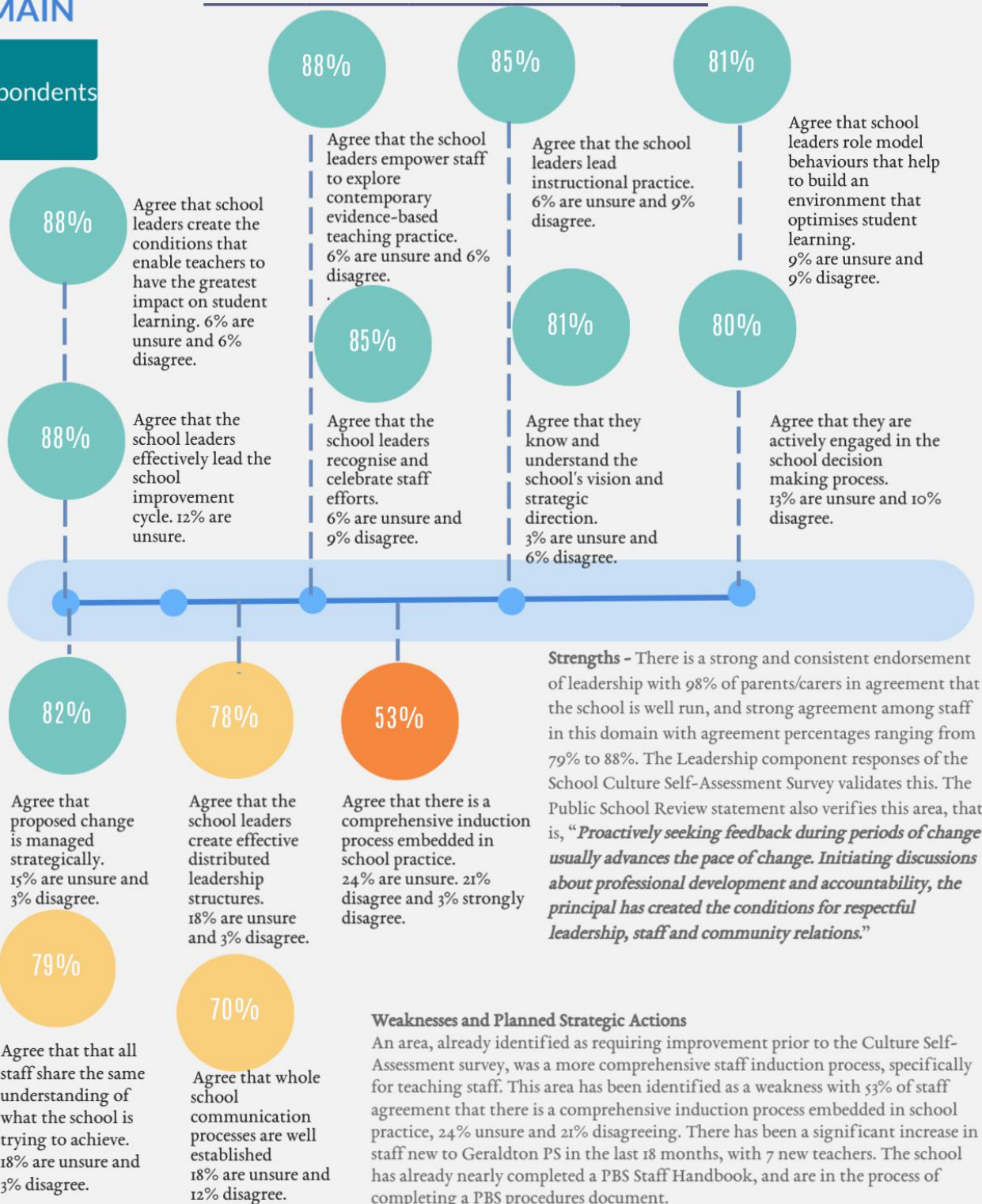
LEADERSHIP

School Culture Self-Assessment Survey - Staff Responses

LEADERSHIP DOMAIN

Geraldton Primary School 2020

34 respondents



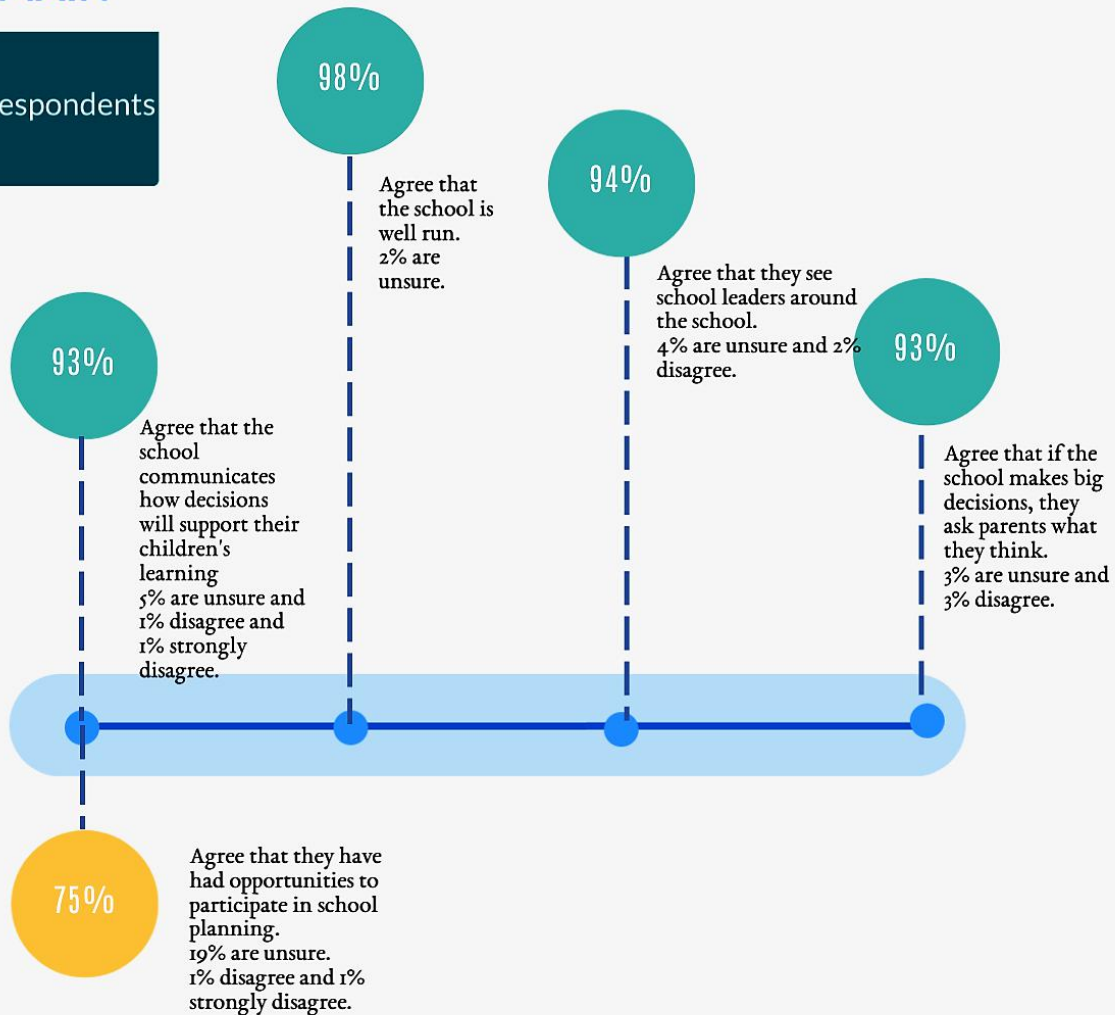
LEADERSHIP

School Culture Self-Assessment Survey - Community Responses

LEADERSHIP DOMAIN

Geraldton Primary School 2020

88 respondents



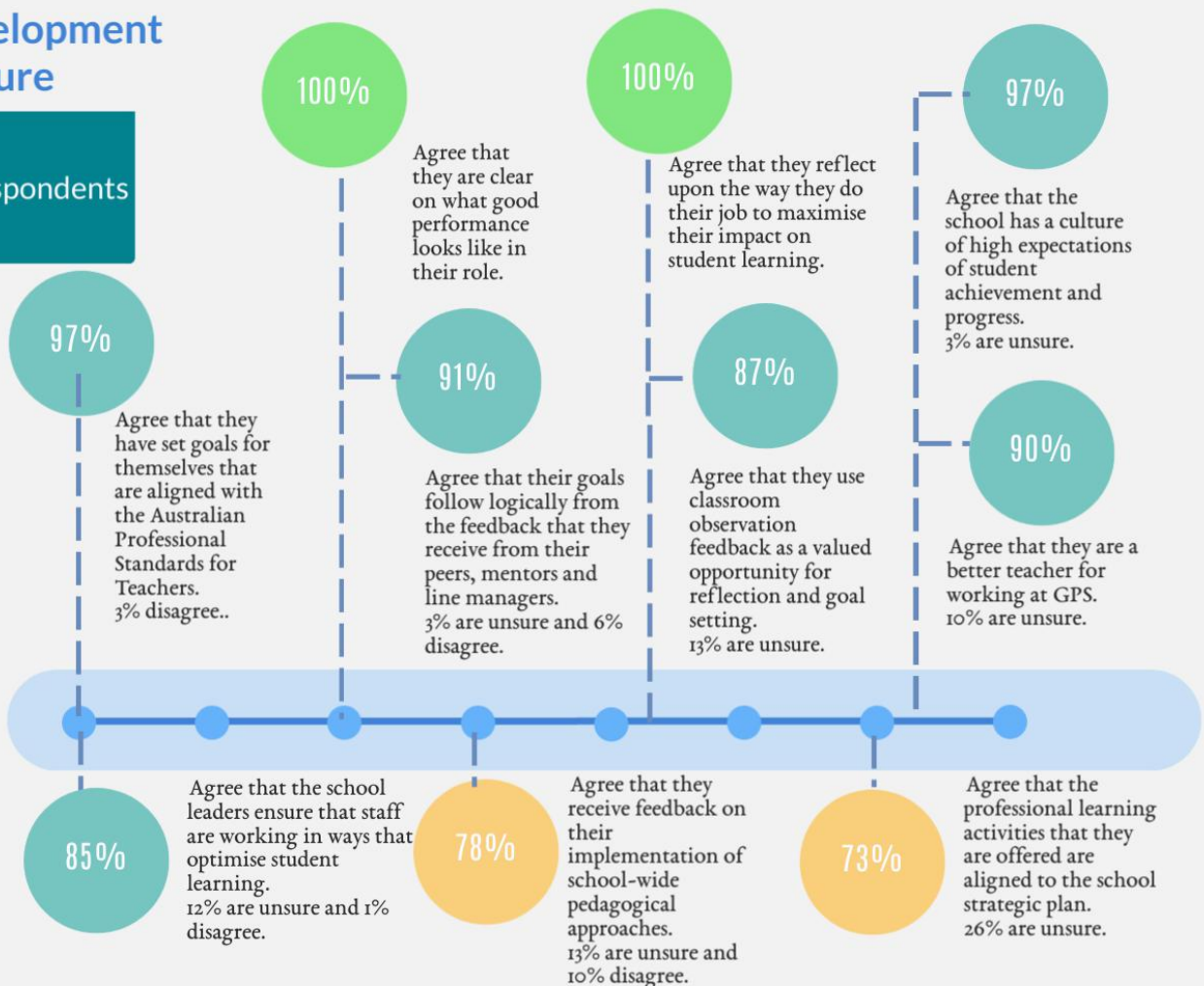
PERFORMANCE & DEVELOPMENT CULTURE

School Culture Self-Assessment Survey - Staff Responses

Performance and Development Culture

34 respondents

Geraldton Primary School 2020



Weaknesses and Planned Strategic Actions

Three key areas were identified to explore further due to the high percentage of 'unsure' responses, that is;

- Whilst 74% of staff agreed that the professional learning activities they are offered are aligned to the school strategic plan, 26% of staff were unsure.
- 76% of staff agreed that the feedback they receive from school leaders motivates and empowers them, 15% are unsure and 9% disagree.
- 76% of staff agreed that their professional growth and development is supported through quality professional learning, 9% are unsure and 6% disagree.

Actions to be taken to improve this area include more explicit and regular information to staff at staff meetings to explicitly link the school business and operational plans to professional learning, and to more explicitly link performance goals with the school business plan. Intentional conversations at staff meetings will be planned and strategies to unpack this data will be implemented.

Source: National School Opinion Survey - Staff

Geraldton Primary School - June 2020

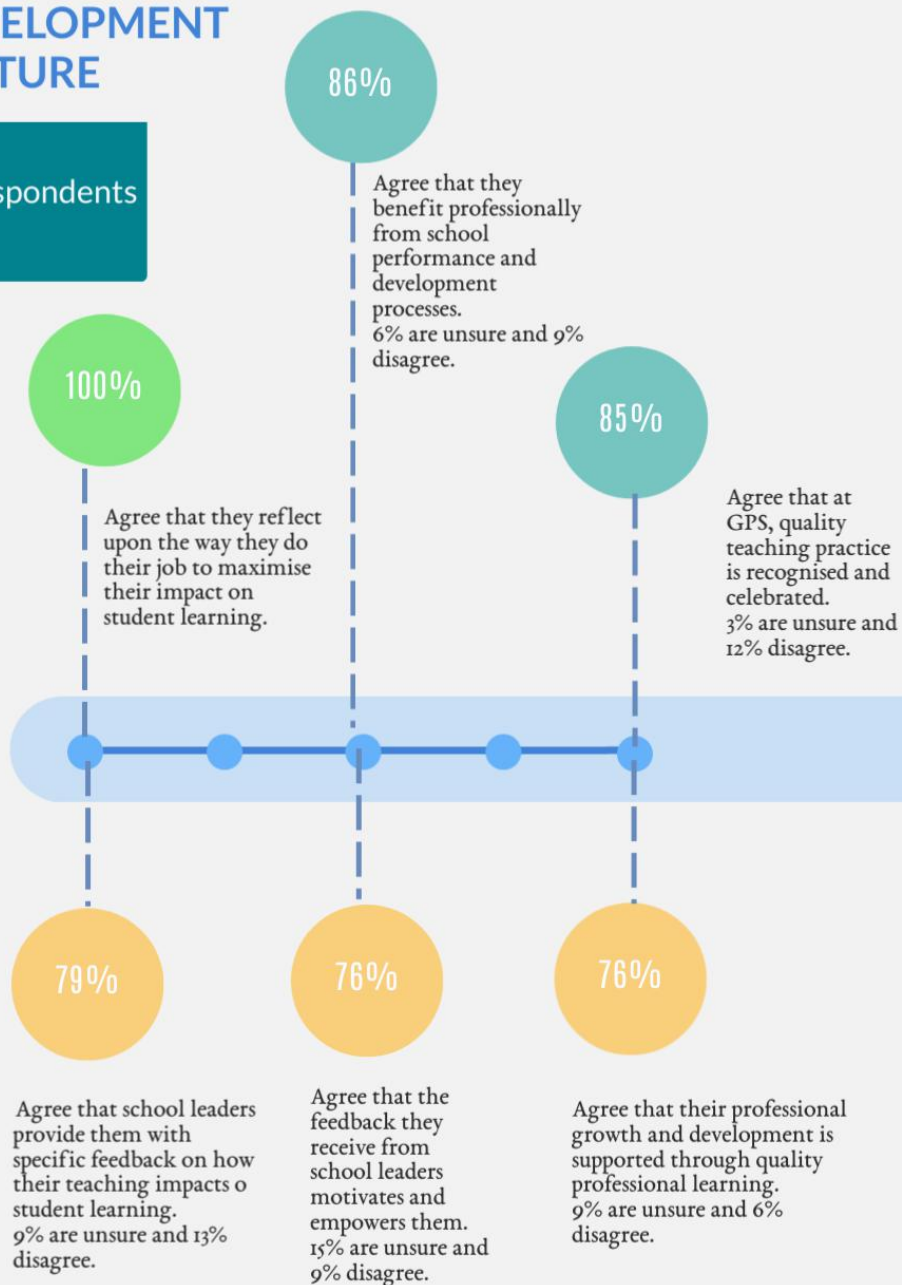
PERFORMANCE AND DEVELOPMENT CULTURE

School Culture Self-Assessment Survey - Staff Responses

PERFORMANCE AND DEVELOPMENT CULTURE

Geraldton Primary School 2020

34 respondents



Source: National School Opinion Survey - Staff

Geraldton Primary School - June 2020

LEARNING ENVIRONMENT

School Culture Self-Assessment Survey - Community Responses

LEARNING ENVIRONMENT DOMAIN

Geraldton Primary School 2020

88 respondents

96%

Agree that their children's teachers provide a stimulating learning environment and make learning opportunities interesting and enjoyable.
3% are unsure.

99%

Agree that the school is a safe and caring place to be.
1% disagree.

91%

Agree that the school facilities and resources enable the school to provide contemporary learning experiences.
7% are unsure, 1% disagree and 1% strongly disagree.

85%

Agree that they understand how their children's classrooms operate. 13% are unsure and 2% disagree.

76%

Agree that there are effective pastoral care processes in our school.
23% are unsure.



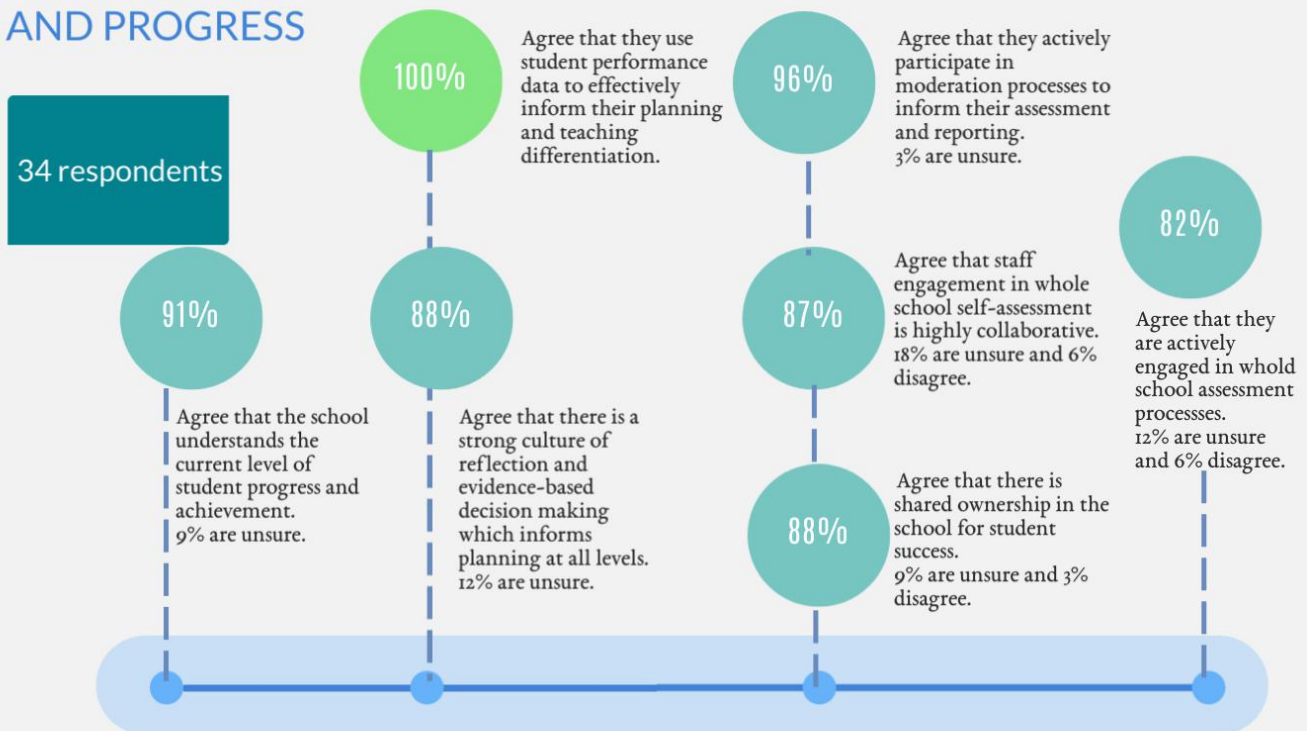
Source: National School Opinion Survey - Community,
Geraldton Primary School - June 2020

STUDENT ACHIEVEMENT AND PROGRESS

School Culture Self-Assessment Survey - Staff Responses

STUDENT ACHIEVEMENT AND PROGRESS

Geraldton Primary School 2020



Strengths

This area has been identified as a key strength area, as linked to the DoE Strategic Plan of Success for All Students. As identified in the Public School Review, “*The approach to consolidating the school’s assessment database has been strategic by identifying the need for longitudinal individual and cohort tracking processes. The school now has a five year profile of student tracking data.*”

Weaknesses and Planned Strategic Actions

18% of parents/carers indicated that they were unsure of how the school uses evidence for school planning and 3% disagreed that the school uses evidence for planning. We will unpack this information and the planned approach is to provide more explicit information using an infographic style in the Parent Information Booklet, Annual Report and in targeted topic newsletters.

STUDENT ACHIEVEMENT AND PROGRESS

School Culture Self-Assessment Survey - Community Responses

STUDENT ACHIEVEMENT AND PROGRESS DOMAIN

Geraldton Primary School 2020

88 respondents

81%

Agree that staff have a common approach to how students are taught.
10% are unsure and 8% disagree.

89%

Agree that the school sets high expectations of their children's learning.
9% are unsure and 2% disagree.

87%

Agree that the school reports regularly on whole school student achievement and progress, e.g. whole school NAPLAN results, attendance, etc
11% are unsure and 2% disagree

79%

Agree that they understand how the school uses evidence for school planning.
18% are unsure and 3% disagree.



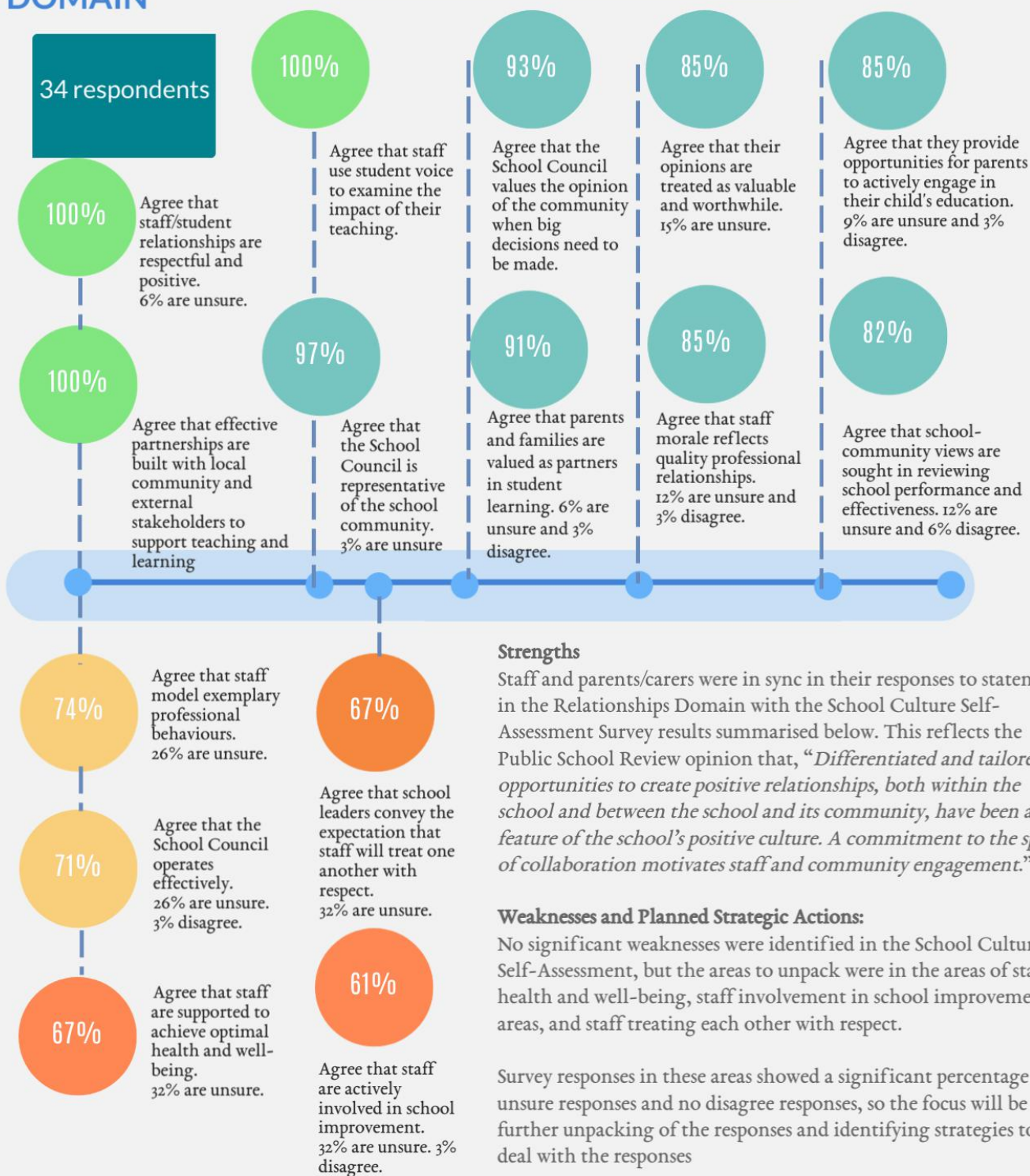
Source: National School Opinion Survey - Community,
Geraldton Primary School - June 2020

RELATIONSHIPS

School Culture Self-Assessment Survey - Staff Responses

RELATIONSHIPS DOMAIN

Geraldton Primary School 2020



Source: National School Opinion Survey - Staff
Geraldton Primary School - June 2020

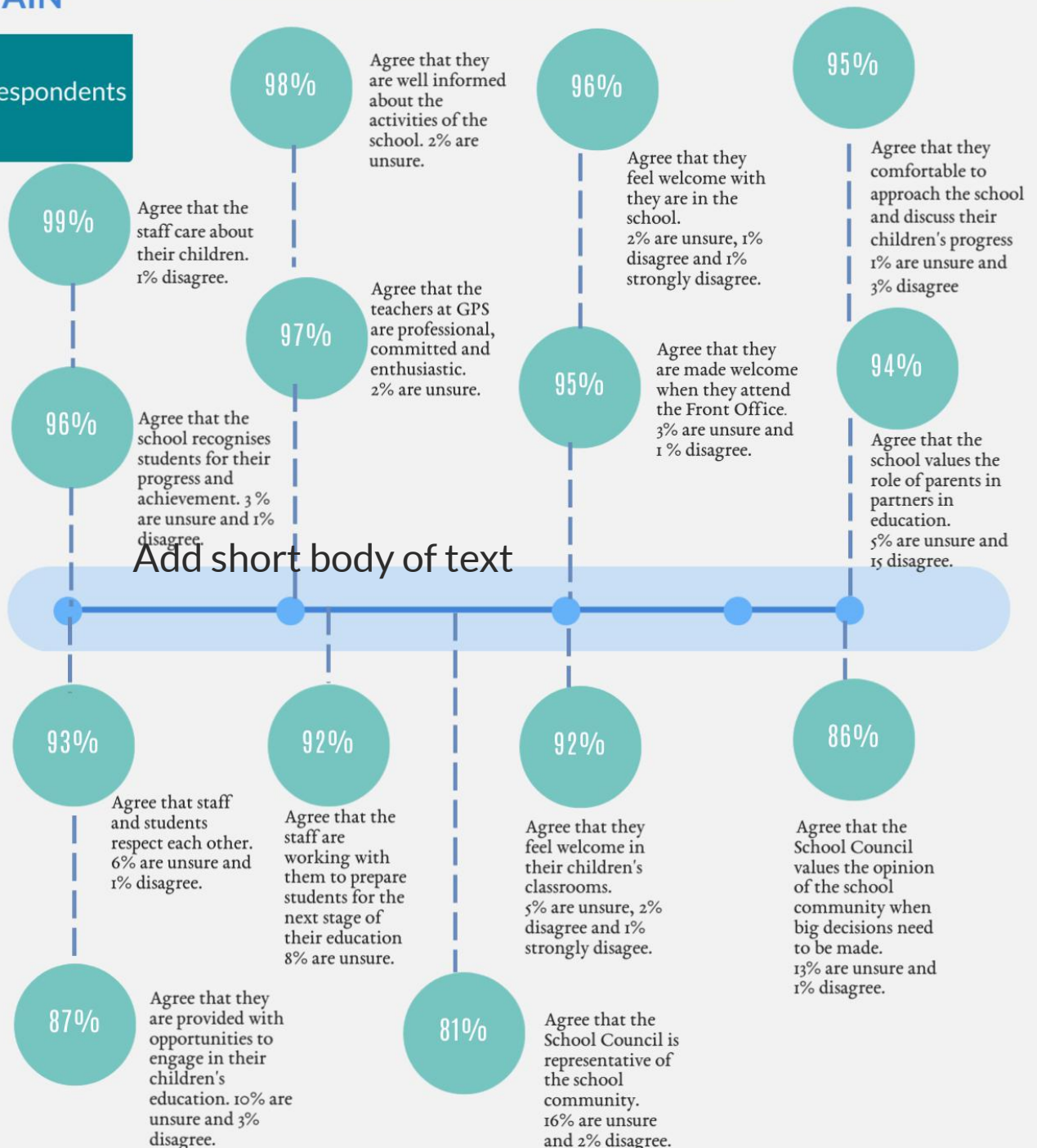
RELATIONSHIPS

School Culture Self-Assessment Survey - Community Responses

RELATIONSHIPS DOMAIN

Geraldton Primary School 2020

88 respondents



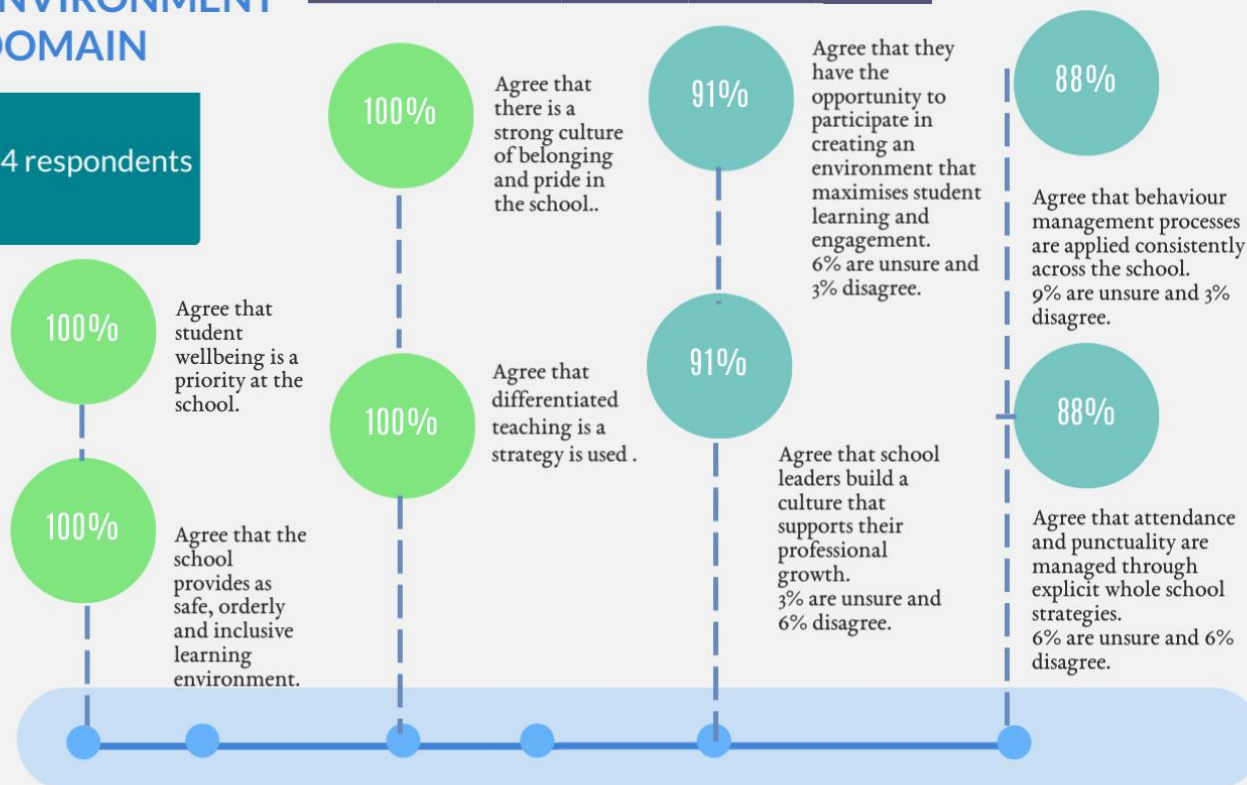
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School Culture Self-Assessment Survey - Staff Responses

LEARNING ENVIRONMENT DOMAIN

Geraldton Primary School 2020

34 respondents



The Geraldton PS Public School Review provided the following feedback on the Learning Environment domain, “Recent improvements in the physical environment has been a priority, creating a feeling for students that their school is a special place. The building assets are valued and are being cared for through a strategic renovation initiative.”

And that, “Staff have an intentional approach to developing and maintaining the health and wellbeing of students.”

“Students with special needs and imputed learning difficulties are well catered for with the school having a positive relationship for its inclusive learning environment for all children.”

Many strengths were identified with both staff and parents/carers responses, with 99% of parents/carers in agreement that the school is a safe and caring place to be.

Weaknesses and Planned Strategic Actions:

One area identified as needing further exploration was the significant percentage of unsure responses by parents/carers to the statement that there are effective pastoral care processes in the school. The view is that there may be some confusion with the use of the word ‘pastoral care’ as the other survey responses counteract the 76% rating.

School Culture Self-Assessment Survey - Community Responses

LEARNING ENVIRONMENT DOMAIN

Geraldton Primary School 2020

88 respondents

96%

Agree that their children's teachers provide a stimulating learning environment and make learning opportunities interesting and enjoyable.
3% are unsure.

99%

Agree that the school is a safe and caring place to be.
1% disagree.

91%

Agree that the school facilities and resources enable the school to provide contemporary learning experiences.
7% are unsure, 1% disagree and 1% strongly disagree.

85%

Agree that they understand how their children's classrooms operate. 13% are unsure and 2% disagree.

76%

Agree that there are effective pastoral care processes in our school.
23% are unsure.

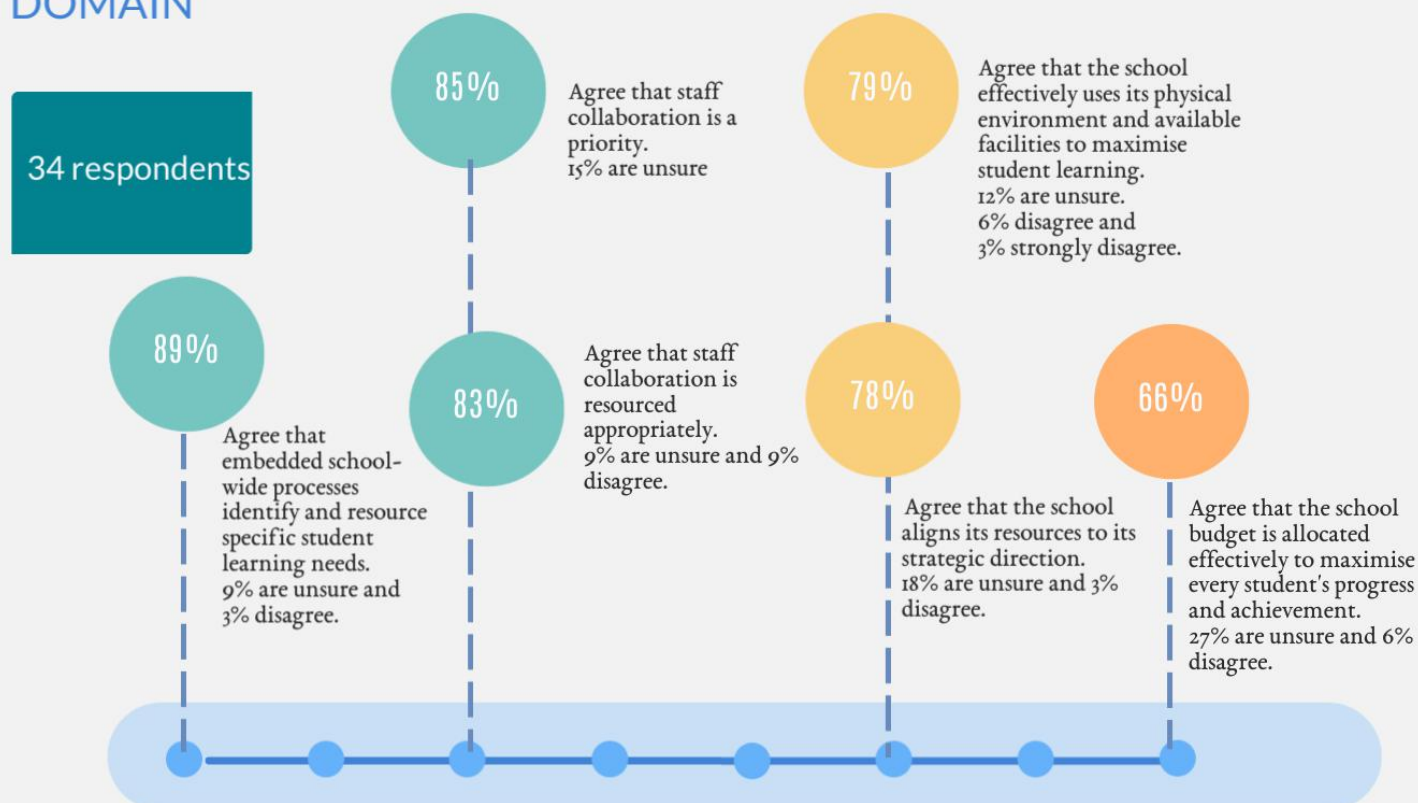


Source: National School Opinion Survey - Community,
Geraldton Primary School - June 2020

School Culture Self-Assessment Survey - Staff Responses

RESOURCES DOMAIN

Geraldton Primary School 2020



Resources Domain

The Public School Review validated the Use of Resources Domain, "Schools that invest in staff development, whole school programs and manage their physical assets for the benefits of students, create effective learning environments. Such an environment is evident at Geraldton PS."

Weaknesses and Planned Strategic Actions

The Resources Domain has been identified as an area that requires a greater explanation and promotion of how the school allocates its budget to staff and parents/carers. As part of the broader plan for self-improvement, as identified by the school, an improvement focus is to make clear and explicit links between the budget and school business plan for the school council. This School Culture Self-Assessment Survey response shows that this also needs to be done for staff and parents/carers.

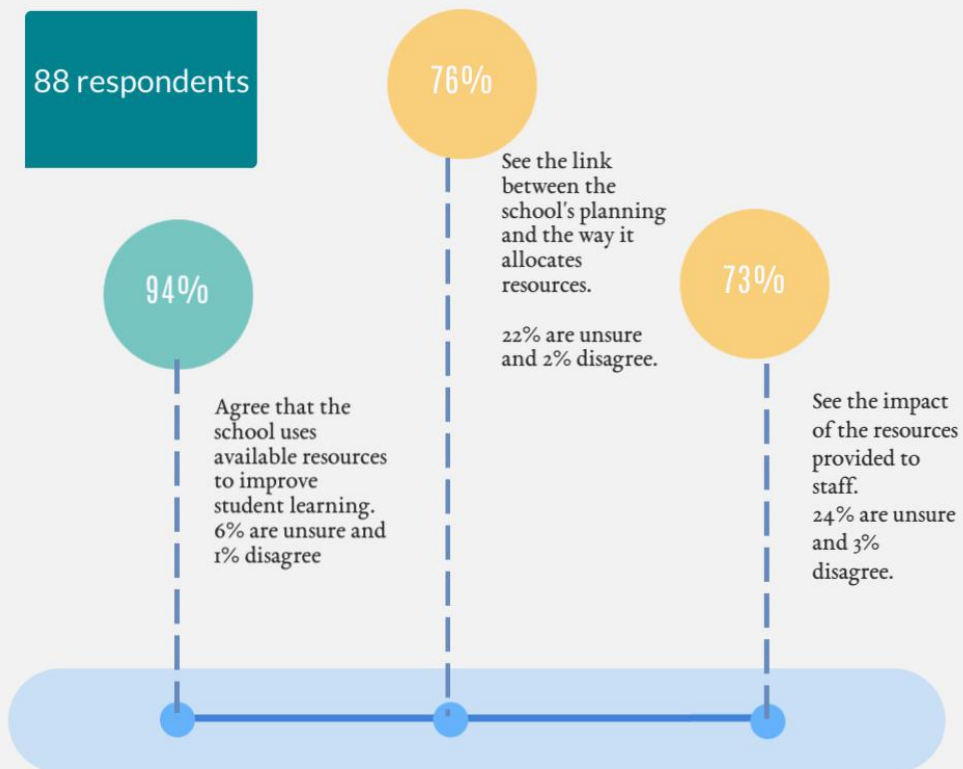
The plan is to provide an overview of the budget so far in an infographic view in the Term 2 and 3 newsletters. This is more about a communication process rather than an ineffective allocation of the school budget

School Culture Self-Assessment Survey - Community Responses

RESOURCES DOMAIN

Geraldton Primary School 2020

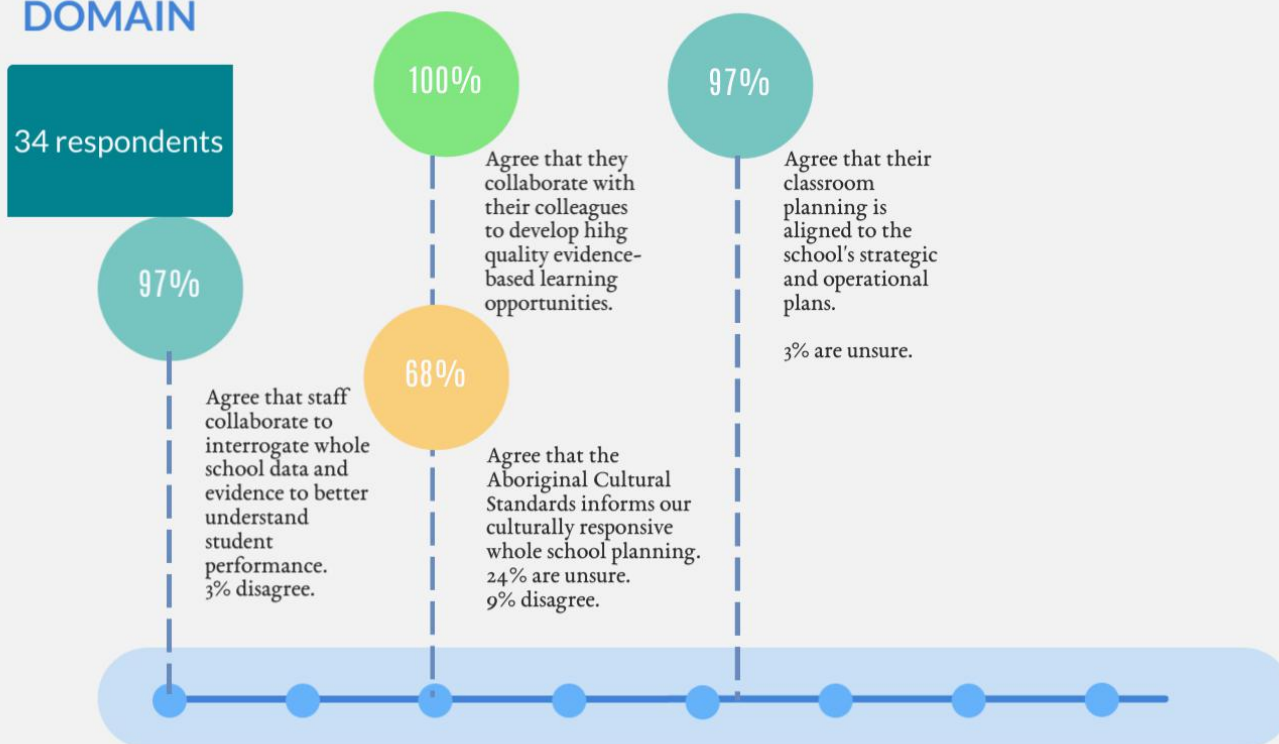
88 respondents



School Culture Self-Assessment Survey - Staff Responses

PLANNING ALIGNMENT DOMAIN

Geraldton Primary School 2020



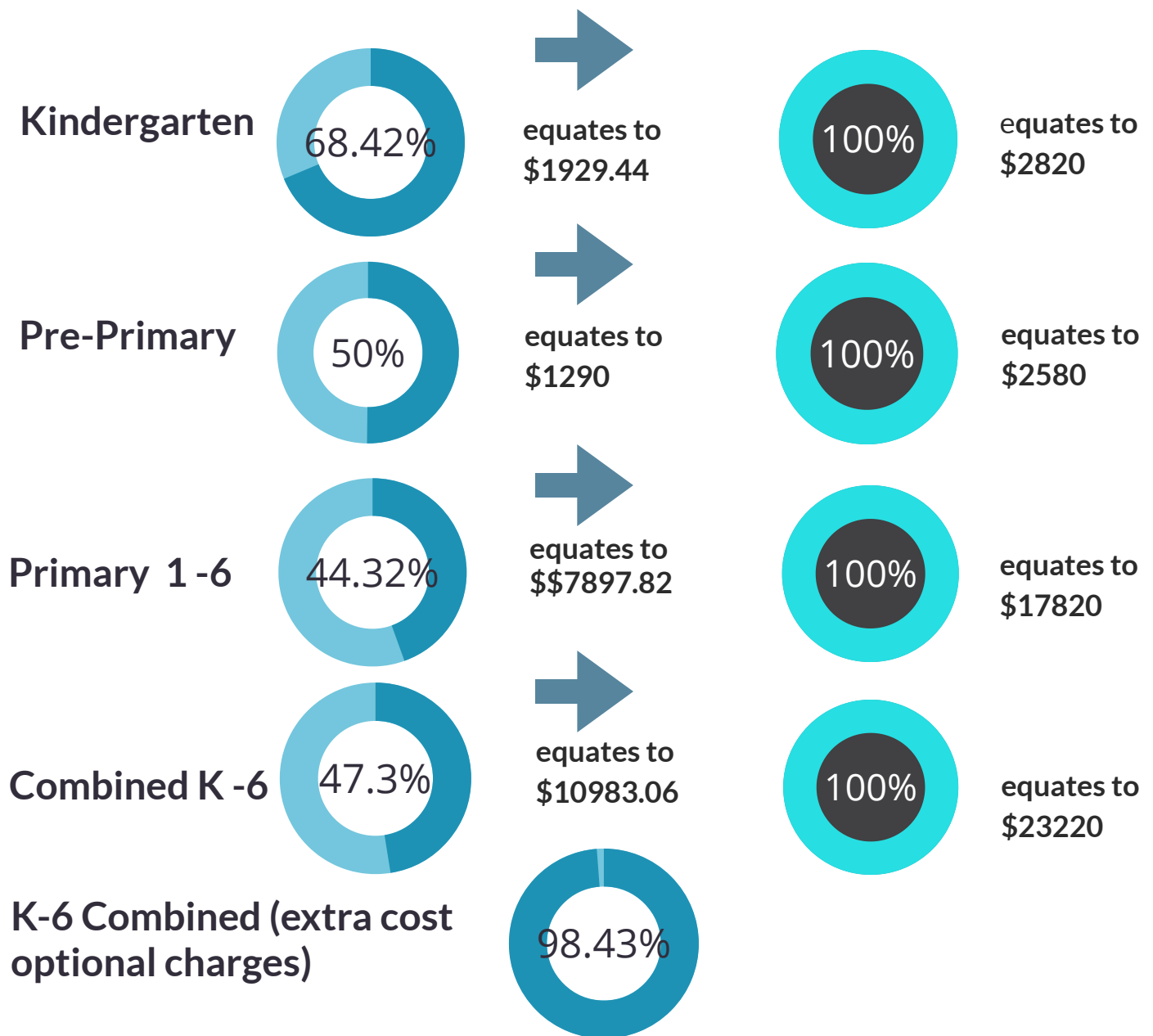
Planning Alignment Domain

100% of staff agreed that they collaborate with their colleagues to develop high quality evidence-based learning opportunities. 97% of staff agreed that their classroom planning is aligned to the school's strategic and operational plans, and 97% agree that staff collaborate to interrogate whole school data and evidence to better understand student performance.

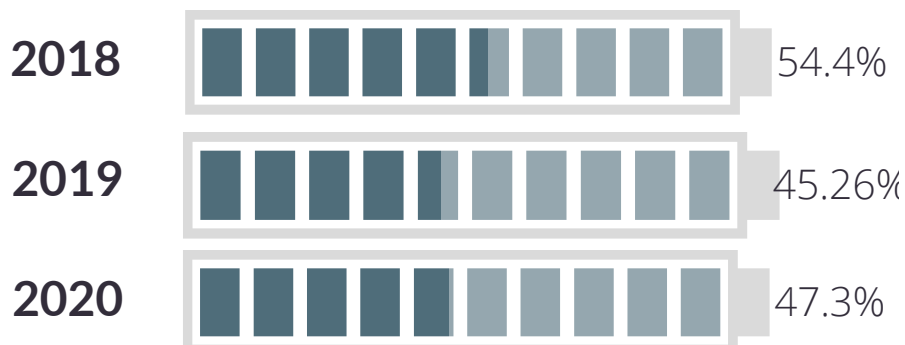
Weaknesses and Planned Strategic Actions

Of concern was that 68% of staff agreed and 24% were unsure that the Aboriginal Cultural Standard informs the school's culturally responsive whole school planning. This is a disappointing result, given the previous work done with implementing the ACSF, where opportunities have been provided to teachers to positively engage with Aboriginal histories and connections to land through the implementation of the ACSF.

Summary of Voluntary Contributions 2020



Voluntary Contributions Collection Rate 2018 - 2020



VOLUNTARY CONTRIBUTIONS

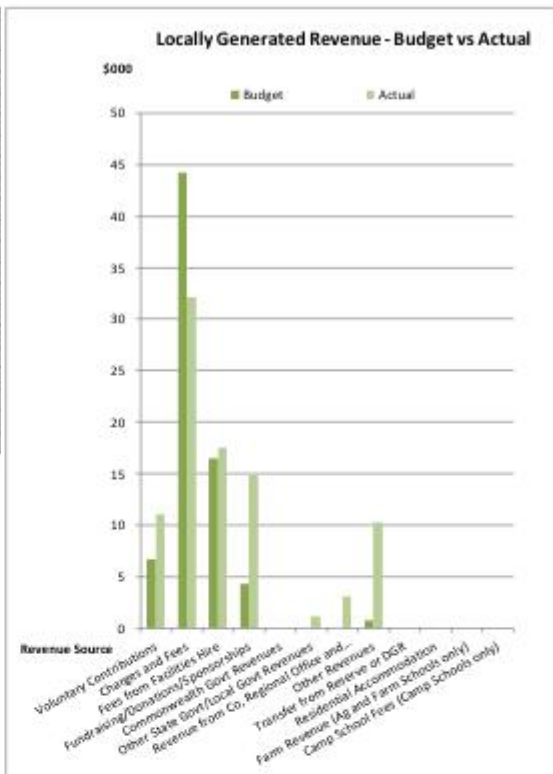
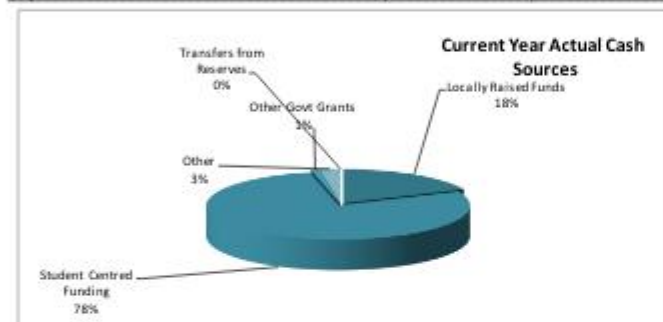
Voluntary Contributions complement the school's annual budget allocation and allow for the provision of additional opportunities for students.

The amount requested for voluntary contributions per primary student (K - 6) was \$60.00 **26**

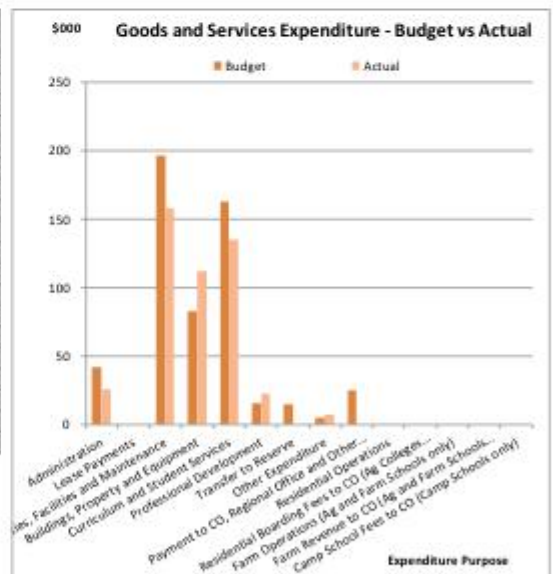
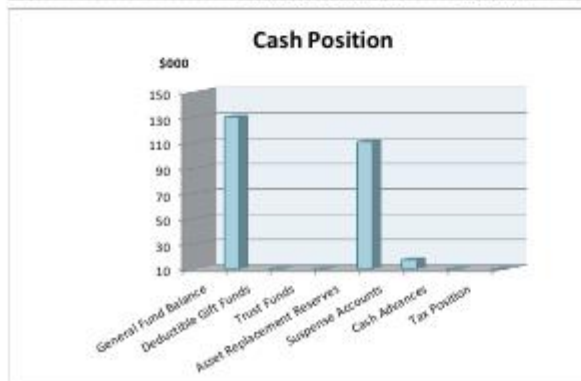
2020 FINANCIAL SUMMARY

Geraldton Primary School Financial Summary as at 12 February 2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 6,717.00	\$ 11,097.70
2	Charges and Fees	\$ 44,200.00	\$ 32,164.59
3	Fees from Facilities Hire	\$ 16,500.00	\$ 17,500.00
4	Fundraising/Donations/Sponsorships	\$ 4,300.00	\$ 14,906.16
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 3,100.00
8	Other Revenues	\$ 750.00	\$ 10,232.36
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 72,467.00	\$ 90,100.81
	Opening Balance	\$ 173,507.00	\$ 173,507.87
	Student Centred Funding	\$ 323,551.51	\$ 323,551.51
	Total Cash Funds Available	\$ 569,525.51	\$ 587,160.19
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 569,525.51	\$ 587,160.19



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 41,710.00	\$ 25,087.14
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 196,450.00	\$ 157,567.40
4	Buildings, Property and Equipment	\$ 82,500.00	\$ 111,183.53
5	Curriculum and Student Services	\$ 162,420.00	\$ 134,551.74
6	Professional Development	\$ 15,500.00	\$ 21,962.62
7	Transfer to Reserve	\$ 14,500.00	\$ -
8	Other Expenditure	\$ 4,500.00	\$ 6,796.67
9	Payment to CO, Regional Office and Other Schools	\$ 25,000.00	\$ -
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 542,580.00	\$ 457,149.10
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 542,580.00	\$ 457,149.10
	Cash Budget Variance	\$ 26,945.51	



Cash Position as at:	
Bank Balance	\$ 248,198.43
Made up of:	
1 General Fund Balance	\$ 130,011.09
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 110,550.62
5 Suspense Accounts	\$ 17,361.72
6 Cash Advances	\$ -
7 Tax Position	\$ (9,725.00)
Total Bank Balance	\$ 248,198.43

PARENTS/CARERS FEEDBACK

Dear Teachers,

Thank you for the positive influence you have been on our grandchildren.

As we've seen them grow it is clear the values of your school and yourselves has made an impact.

I will try not to be sad that they are going to be separated from their school community. Stay well.

Thank you Jacqui and all your staff for everything you're doing to keep everyone as safe as possible whilst continuing to teach our children.

Many thanks for all your hard work during these times. Your communication via Facebook and Seesaw has been fantastic and we are so appreciative of your support.

Thank you to all staff at the school for their amazing efforts in these trying times. I know how much work is going on at every level of the school & I appreciate the amount of work that is happening behind the scenes. You are all amazing.

Take care of yourselves. Look forward to seeing you all on the other side of this.

Thank you for all the great work you are doing during this ever changing environment. Take care and stay safe.

Many thanks to the entire team at Geraldton Primary School for your professionalism, support and efforts in this very turbulent and stressful situation. Looking forward to finding our new normal in Term 2.

GERALDTON PRIMARY SCHOOL



INSPIRING GENERATIONS