



Gosnells
PRIMARY SCHOOL



Annual Report 2020

Our Journey, Our Future



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PRIMARY SCHOOL

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Principal's Message

I would like to start by acknowledging the outstanding efforts of both the staff and the school community in 2020. Your collective contribution has been a significant factor ensuring the school's success. The partnership between the school and the wider community has never been so important as it was in a COVID affected year, and continues to be a key feature of this school moving forward.

One of the first things I learned as a school principal is the importance of ensuring every decision you make is in the best interest of the children you serve. After all, they are the customer and we the service provider – it is important our children want to come back day after day as there is so much more than just learning to look forward to.

Despite the interruptions caused by the COVID pandemic, 2020 has been a year full of events and celebrations that will long be remembered by the students, their families and our staff alike;

- We continue to lead the way for education in our state through our Specialist Program for Students with Autism Spectrum Disorder whereby we provide 24 students access to intensive support allowing them to participate in a mainstream classroom environment when they otherwise would not have had this opportunity. Each and every one of the 24 students in this program positively add to the rich tapestry that is GPS;
- We celebrated learning through participation in the Start Smart Financial Literacy Program, National Simultaneous Reading Time, Book Week as well as our Annual Open Night;
- Learning from Home became a reality for many students and their families in Semester One, as we scrambled to provide continuity of learning to our students while maintaining safety for our entire community;
- We provided valuable feedback to Telethon Kids Institute on the impact of COVID 19 in WA schools and communities through our involvement in the DETECT Program. A program which saw 150 staff and students undergo 3 rounds of COVID testing, and provide feedback through a series of surveys designed to identify the successes and failures of our response to the pandemic;
- A huge spotlight was shone on RUOK? Day this year. Mrs Young was amazing at providing all staff and students the opportunity to better understand the importance of checking in on their mates and that there is always more to say after RUOK?. Following our successful RUOK? Day celebration, it is set to become a regular feature on the GPS calendar in years to come;
- We demonstrated our sporting prowess through our Athletics Carnival, Interschool Sports Carnivals, Swimming Lessons as well as accessing expert coaching throughout our regular Physical Education lessons and Before School Programs;
- We acknowledged the richness of diversity in our school community and the importance of celebrating this through the National Day of Action Against Bullying and recognising the importance and contribution of our first Australians through our celebration of the 2020 NAIDOC message – Always Was, Always Will Be;
- Unfortunately, we missed out on the traditional ANZAC Day Recognition Ceremony in 2020, as this fell at the height of COVID interruptions in schools across the country. We were however, able to acknowledge our veterans at a somber and thoughtful service for Remembrance Day led by Miss Johnson and our junior choir;



Principal's Message Continued...

- We continue to provide support to many students and their families through the provision of our extensive Pastoral Care Programs including our AIEO, Miss Sophie Williams, Chaplain, Ms Grace Munnee, Fathering Project Coordinator, Mr David Walker and School Psychologist, Miss Stephanie King;
- Our learning programs this year were supplemented with many incursions and excursions, including Young Leaders Day, Tree Planting at Mary Carroll Park, Scitech, SERCUL, Barking Gecko Theatre Company, City of Gosnells Youth Centre as well as school visits from the local emergency services;
- Every student had the opportunity to 'step outside their comfort zone' and perform, whether it has been in front of friends and family at a school assembly or online as part of our virtual assembly productions in Term Two;
- We built strong links with many state and local partners in education, such as the City of Gosnells Youth Services Team, Centrecare, Manna Industries, The Smith Family, Water Corporation and Waste Wise; and
- Throughout the year we celebrated with Free Dress Days and Top 100 Parties to acknowledge our top performing students each term and we had the opportunity to celebrate our graduating class of 2020 and all their wonderful achievements.



The School Board is an integral component of our school's operation and as such I would like to take this opportunity to personally and publicly thank Mrs Monica Dougan, the chairperson of our School Board as well as Christy Richards, Rikki Lee Toi, Lisa Mitchell, Massiel Burdiles Medina, Lauren Hook, Greer Pollard and Audrey Turner for your contributions to the School Board this year.

I would also like to thank all the staff, students and parents for their continued support of Gosnells Primary School. Without it we would not be in the position we are today, enthusiastically embracing the challenge of improving the learning environment in which your children are immersed every day.

One of the greatest strengths of any school is the staff who work with your children day in, day out. Invariably at the end of the year there is a lot of uncertainty around which staff may or may not be returning in the New Year. In 2020 we said goodbye to the following staff;

- **Lorraine Fitzgerald** – For the past two years, Lorraine has overseen our LOTE program, teaching Indonesian language and culture to students in Year 3, 4 and 5. With the return of Ms Poh to this role in 2021, we are not in a position to keep Lorraine with us.
- **Sandhya Pattani** – Sandhya has been working as a Mainstream Education Assistant in the Pre Primary. She will be taking leave in the first 6 months of 2021 as she brings a new life into the world!



Principal's Message Continued...

- **Kaila Trapp** – Kaila joined our allied professional workforce in 2019, and has fast become a much respected EA working across multiple classrooms and with individual and small groups of children. She has accepted a position at another school for 2021 and will be sorely missed here at GPS.
- **Susan Xerri** – Susan, having completed her final teaching practicum at GPS, has filled many short term contracts through 2020. At the end of 2020, heading into 2021, we do not have a vacancy for her to fill but look forward to having her on-board in a relief capacity if nothing else becomes available.
- **Karen Acott** – Karen was an inaugural member of our Specialist Learning Program staff in 2017. In Term Four, Karen informed the school she would not be returning as she had taken up a position at another school.

Each of these wonderful people leave a lasting impression on the children and colleagues they worked closely with during their time at Gosnells and will be sorely missed. I would like to thank them for the support they have shown me and the school during their employment and wish them every success in their future endeavours.

Finally, on behalf of the entire Gosnells Primary School staff, I would like to thank the wider school community, for your support of our school through what has proven to be a very unusual year. I look forward to working with you again next year and for those of you leaving our school, I wish you all the very best for the future.

School Board Chairperson's Report – Monica Dougan

Our appreciation is extended to the members of the Gosnells Primary School Board for your time and active contribution throughout 2020 – Craig Anderson, Lauren Hook, Greer Pollard, Lisa Mitchell, Rikki Lee Toi, Christy Richards, Massiel Burdiles Medina and Audrey Turner.

During the year members reviewed monthly financial statements, noted the School Budget and discussed various policies, documents and issues including;

- COVID Response and Planning
- Learning at Home Contingencies
- School Business Plan Priorities
- School Dress Code
- Positive Behaviour Support Framework
- School Development Days for 2021
- Contribution and Charges for 2021
- Bushfire Emergency Planning
- Reviewing Student Behaviour Data
- Reviewing School and Student Performance Data
- Reviewing School Attendance Data
- Public School Review Preparation
- Workforce Planning and Recruitment Strategies
- School Chaplaincy Service Review

Your School Board for 2021 will be:

- Craig Anderson – Principal
- Lauren Hook
- Greer Pollard
- Audrey Turner
- Rikki-Lee Toi
- Lisa Mitchell
- +1 Community Representative
- +2 New Parent Representatives



Background Information

We are an Independent Public School catering for students from Kindergarten to Year 6. We have an ethos of working together, caring for others, developing positive community involvement, taking pride in our achievements and maximising the educational opportunities for all children.

Our students are provided with opportunities across all learning areas, including specialist instruction in the areas of Physical Education, Science, Performing Arts, Indonesian, and Digital Technologies. Talented students have additional opportunities to participate in the Primary Extension and Challenge and School of Instrumental Music programs in Years 5 & 6.

We foster a school culture based on the understanding that positive behaviours need to be taught and supported. Our clear behaviour expectations 'Be Safe', 'Be Responsible', 'Be Respectful' and 'Be Better' provide a positive learning environment that assists students to achieve improved academic and behaviour outcomes as a result of increased engagement with learning.

Our quality teaching staff are experienced, highly collaborative and work in partnership with families to ensure all student needs are met. They have a range of expertise in a variety of areas ensuring a dynamic and evolving educational community.

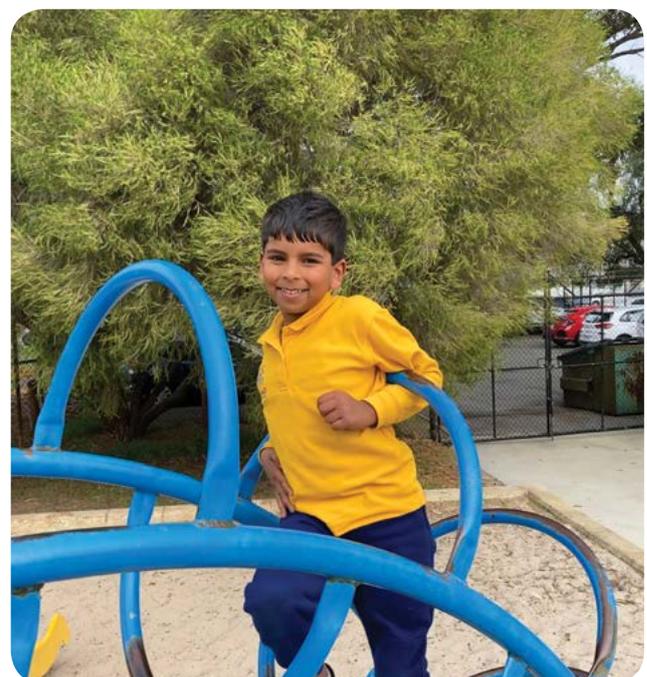
Gosnells Primary School is the first West Australian Primary School to provide a Mainstream Specialist Learning Program for Students with Autism Spectrum Disorder.

Developing Social and Emotional Well Being is a priority at our school, as such we invest heavily in providing pastoral care to all students and their families through our School Chaplain, School Based Support Worker and Aboriginal and Islander Education Officer who assist in

overseeing initiatives such as our Breakfast Program, Protective Behaviours and the 'Zones of Regulation' curriculum fostering self-regulation and emotional control in students.

We have strong links with our parent community through our Parents & Citizens Association and School Board, both of which play active and important roles in our school.

Our history is rich; having opened our doors for the first time on September 4, 1905 and being in continuous operation through until today. Much of this history is proudly displayed in the corridors of the main school building. With the continued support of staff, school board, P&C and the wider parent community we look forward to supporting and implementing the changes we have identified to the way we operate that are necessary for sustained student success moving forward.



Student Achievement

With the unprecedented disruption to curriculum delivery brought about by the COVID 19 pandemic, a number of changes to the way we operate and educate became necessary in 2020. One of the most significant changes was the federal government's decision to cancel the National Assessment Program – Literacy and Numeracy (NAPLAN). Traditionally, information from this 'one off' assessment is coupled with teacher judgments formed over time to guide individual, class level and whole school planning.

The absence of NAPLAN data in 2020 has made assessing the milestones set in our Operational Planning for English and Mathematics difficult, however, other internal data collected has shown us meeting many of the accountability checkpoints for 2020.

English

- A lack of NAPLAN data and disruption to learning programs as a result of the COVID pandemic, has made it difficult to make valid judgements of our school's achievement of Milestones set in our Operational Planning.
- A number of factors which may have affected these results have been considered with the following recommendations for 2021;
 - i. Explicit focus on Reading instruction;
 - ii. Continue with Letters and Sounds in PP – 2 while introducing a new, explicitly taught, Spelling Program for children in Year 3 – 6 (once completed Letters and Sounds);
 - iii. Investigate the introduction of a School Spelling Bee competition.

Mathematics

- No NAPLAN Data this year has made assessing our Milestones set in the Operational Plan difficult, however, data collected has shown we have met most of our accountability checkpoints;
- A number of factors which may have affected these results have been considered with the following recommendations for 2021;
 - i. Continue to consolidate vocabulary of mathematics, in particular that of problem solving;
 - ii. Renewed focus in learning teams on analysing data, moderation tasks and teaching strategies;
 - iii. Introduce an evidenced based, whole school approach to Problem Solving - Polya

Other Learning Areas

Reviews for Digital Technologies, Humanities and Social Sciences, Health and Phys Ed, LOTE, The Arts and Science have also been completed with the following recommendations for 2021;

- A continued focus on improving student attendance is critical to future academic success;
- Maintain Science, LOTE, Performing Arts and Phys Ed as Specialist Teaching Programs;

Student Achievement Continued...

- Continue the two-year Performance Schedule for Performing Arts to provide the best opportunities for students – Major Production in 2021 – Moana Jr;
- An increased understanding and knowledge of Aboriginal Cultural Standards Framework through HASS;
- Investigate a Scope and Sequence document, including lessons and assessments, to assist classroom teachers address the Health, Technologies and Visual Arts Curriculum;
- Extend the KETAWA Curriculum for teaching Indonesian to cater for all students from Year 3-6;
- Continue to promote involvement in ‘out of class’ physical activity, through the offering of a variety of before and after school opportunities;
- Continued focus on the appropriate use of digital technologies to support and enhance curriculum delivery.



Key findings from each review have been incorporated into the 2021 Operational Plans.

Progress against Business Plan Priorities - Curriculum Delivery Reflective of the Principles of UDL

Did we meet our Improvement Targets?

Curriculum Delivery Reflective of the Principles of UDL had 8 Improvement Targets with the school exceeding 6 of these and making considerable progress towards the other 2.

What does the data collected tell us about our school's achievement and progress?

- As children move through our school, there is less and less of them requiring significant modifications to their learning by way of documented plans;
- Number of documented plans in the early years could be viewed as ‘age appropriate’ to lessen the impact of learning difficulties in years above;
- UDL is an approach to Teaching and Learning which has supported teachers in differentiating for individual and group needs;
- Parents are supportive of the direction our classroom teaching and learning programs have taken over the past 3 years.

What factors have contributed to what we are seeing?

- Intensive PL/Training/Readings related to UDL to support staff;
- UDL incorporated into Performance and Development, opening the door for discussion and reflection on classroom practice;
- Time to complete Individual and Classroom Learner Profiles provided at the beginning of each school year (2019, 2020) provided opportunities for teachers to understand and address engagement issues when planning for curriculum delivery;

Progress against Business Plan Priorities Continued...

- UDL strategies implemented – Staff are more aware and open to providing options to students requiring low level supports to access curriculum;
- UDL Planning Templates have assisted teachers to recognise the need to provide multiple means of representation, action and expression and engagement;
- Flexible seating options for students;
- Multiple Modes of Representation being embedded into teaching practices, providing choice for students to demonstrate understanding;
- An increased use of technology as an intervention/tool for learning;
- Junior years curriculum more prescriptive – providing the building blocks for future learning;
- While number of documented plans in K-2 might not have reduced greatly, the number of focus areas within them may have?
- Parental involvement is greater in a child's education in the Junior Years – hence greater documented plans in K-2;
- Documented Plans will always be required for some students – ie: Disability;
- Expectations of success for children in the older years may drop away – ie "School just isn't for them";
- COVID has opened the eyes of a lot of staff and parents and their views of the education system – hence greater appreciation through satisfaction surveys for the work we do;

What, if anything, should we be doing about what we have found?

- Line Mangers to continue to provide support to staff in relation to students requiring individual documented plans;
- Re-affirm with classroom teachers the requirements for a student being placed on an individual documented plan;
- Consider splitting any future targets for K-2 and 3-6 to acknowledge the differences highlighted earlier in this review;
- Continue to resource and support flexible seating, technology, and evidenced based intervention strategies to support student engagement;
- Encourage teachers to allow students to access age-appropriate, necessary tools for engagement – ie Break Cards, Regular Rewards, Calming Time, Choice Boards.



Develop Social and Emotional Learning

Did we meet our Improvement Targets?

Developing Social and Emotional Learning had 4 Improvement Targets in the Business Plan with the school achieving one, while making considerable progress without meeting the other three.

What does the data collected tell us about our school's achievement and progress?

- Although the school has put many strategies in place (Positive Attendance Committee, attendance plans, incentives and rewards for attending) there has not been significant improvement in the moderate and severe category.
- There was an increase in attendance in the upper years due to the 85% graduation requirements in Year 6 and nomination of leadership positions at the end of Year 5.

Develop Social and Emotional Learning Continued...

- Attendance rates in the younger years is lower. Also the attendance rates are lower with students that are indigenous.
- PBS committee has made a remarked improvement in behaviour and lower suspension rates.

What factors have contributed to what we are seeing?

- Attendance issues are complex and occur for a variety of reasons such as students not sleeping well, issues with housing, not enough food in the house, parenting concerns, organisation skills and mental health issues. Most of these issues stem from the home environment.
- Communication with families is key and due to COVID-19 the school needs to find new ways to communicate with families.
- The school needs to continue to form partnerships with agencies that can offer assistance with parenting courses, food, housing etc.

What does the data collected tell us about our school's achievement and progress

- A whole school system is needed for communicating with parents i.e. Seesaw. As well, we need to further explore opportunities to more actively involve parents in the school, such as inviting parents in to the classroom once a term.

Strengthening Early Childhood Education

Did we meet our Improvement Targets?

- Strengthening Early Childhood Education had 5 improvement targets in the Business Plan with the school meeting 4 of these, with considerable progress being made towards achieving the last target also.

What, if anything, should we be doing about what we have found?

English as an Additional Language or Dialect

- K-2 classes generally have a higher percentage of EALD students, mostly achieving Level 1 or Level 2 as measured on the EALD progress maps.
- Students who upon enrolment have indicated that English is not the first language.
- Kindy – 62%
- Pre Primary – 75% (with 71% considered to be Level 1)
- Year 1 – 52%
- Year 2 – 23%

Australian Early Development Census

Several students who scored close to the goal had additional difficulties i.e. EALD, Attendance, ASD or did not attend kindergarten. Students at Gosnells PS are indicated to be at risk in multiple areas of the Australian Early Development Census.

20% of students are vulnerable in 2 or more domains with a smaller number vulnerable in 3 domains. Therefore, students are entering our Kindy and PP programs with already delayed prerequisite skills, making it difficult to access an age appropriate curriculum.

SUBJECT	% OF RISK
Physical Health	24%
Social Competence	6.7%
Emotional Maturity	4.4%
Language and Cognitive Skills	17.8%
Communication Skills	24%

Individual Education Plans

As a result, a high percentage of students require Individual Education Plans as they are unable to access an age appropriate curriculum.

YEAR	NO. OF DOC PLANS	TOTAL
PRE-PRIMARY	11 OUT OF 53	20%
TWO	11 OUT OF 44	25%
THREE	14 OUT OF 49	28%



Disability

A number of K/PP students have a disability i.e Global Developmental Delay, Downs Syndrome. Others are yet to be diagnosed.

Students who scored 'highly' at the beginning of the year, made the smallest amount of progress in both math and reading. This demonstrates that we are good at identifying and supporting students working below year level but not so good at identifying and supporting those who are working above year level.

What factors have contributed to what we are seeing?

- Students are entering K/PP with already delayed skills
- The introduction of PreLit into Semester 2 of Kindy and Term 1 of PP
- The consistent use of Letters and Sounds in PP, 1 and 2
- Streaming of Letters and Sounds to ensure that students are working in 'zone of proximal learning'
- Consolidation of Talk 4 Writing in PP classrooms
- 'Walker' inspired play based curriculum in PP classrooms
- Play based curriculum in K classrooms
- Early Years Learning Committee
- Staff attending Hanen – Learning Language and Loving It PL (3)
- Staff attending Language Leadership PL (1)
- Collaborative Planning in K & PP
- Consolidation of Zones of Regulation in all K-2 classrooms.
- Differentiated curriculum/UDL
- Identification and planning for students not able to access age appropriate curriculum (Lower)
- Time to complete Individual and Classroom Learner Profiles provided at the beginning of each school year (2019, 2020) provided opportunities for teachers to understand and address engagement issues when planning for curriculum delivery;
- UDL strategies implemented – Staff are more aware and open to providing options to students requiring low level supports to access curriculum;
- Multiple Modes of Representation being embedded into teaching practices, providing choice for students to demonstrate understanding;
- Documented plans
- Effective use of Education Assistant
- Targeted Intervention using research based programs/resources – Pre Lit, Letters and Sounds, Sounds for Success, Spelling Mastery
- EALD support program
- PP teachers using EALD Progress Maps to level and identify students who require additional support
- Diagnostic Testing (Screen of Communication Skills, On Entry, PAT)
- Sound referral process to Child Development Services
- Willingness of staff to support programs from allied health services i.e. speech pathology, occupational therapy.

Disability Continued...

What, if anything, should we be doing about what we have found?

- Improve Early Identification processes of students by using EALD maps, On Entry Data and SOCS data, to identify students in K/PP not able to access the curriculum for a variety of reasons.
- Continue to focus on High Quality Explicit Teaching
- Improve the quality of teaching
- Work to close the 'knowledge gap' by providing students with explicit vocabulary instruction and life experiences. Excursions/Incursions.
- Consolidate 'Walker' inspired play based curriculum in K/PP
- Continue to 'stream' Letters and Sounds Instruction from PP – Year 2.
- Kindy students to be mapped on EALD progress map at end of Semester 1 to aid early identification of students who may not be progressing as expected. Documented plans to then be developed.
- Students who enter PP at or Below Level 2 on the EALD progress map should be supported in their attainment of SAE by a documented plan, and monitored closely for referral to CDS Speech Pathology services or an Intensive English Centre.
- Increased PL/Focus on identifying and supporting students who are working above year level – quality differentiated teaching
- Fundamental Movement Skills program to address 'physical health', and gross motor skill development for all students identified as at Risk in these areas.

Supporting Children with ASD in Mainstream Classrooms

Did we meet our Improvement Targets?

Supporting children with ASD in the Mainstream Classroom environment had 7 improvement targets in the Business Plan with the school achieving success against all 7.

What does the data collected tell us about our school's achievement and progress?

- All SLP students participated in classroom-based assessments.
- In reading and mathematics one student working above year level curriculum and the rest are working at or up to three years below year level curriculum.
- Most students increased the time spent in their mainstream classes.
- Mainstream teachers are now making adjustments for student participation and writing goals in SEN Planning.
- 19% of students achieved 100% of Semester 1 IEP goals, 34% achieved 80 – 99% of IEP goals and 47% achieved below 80% of goals.



Supporting Children with ASD in Mainstream Classrooms Continued...

What factors have contributed to what we are seeing?

- For some students, IEP goals were too broad and unachievable in one semester.
- 19% of students in SLP had an attendance rate below 87.8%. These students had more frequent notified absences due to family travel due to cultural traditions or health concerns related to the COVID-19 pandemic.
- Comorbid disorders, including learning disabilities, have hindered some student's ability to progress in English and Mathematics.
- Intensive, explicit teaching of reading, spelling, writing and mathematics has resulted in accelerated learning for some students.
- All mainstream classes were inclusive of students from Rooms 10, 12 and 17 and offered students additional mainstream time above what was scheduled.

What, if anything, should we be doing about what we have found?

- Provide additional professional learning opportunities for all staff on ASD, SLP staff on ABA and EAs on targeted skills and information about intervention programs.
- Increase in social, organisational and emotional regulation goals in student IEPs.
- Staff teams (classroom) to meet at least twice per term to set goals and review achieved elements from Environmental and Instructional Guidelines.
- Observational feedback from coordinator provided to all teams at least once per term.
- Case conferences to plan support for students and increase regular attendance.
- One-page profile for every student, updated each semester and distributed to all relevant staff.
- Two parent morning teas per term for all parents of students with a disability in the school.
- Survey parents on satisfaction of quality and outcomes of the SLP.
- SLP and mainstream teachers provided with relief at the beginning of every term to allow to meet to collaboratively plan for student success in mainstream.

Improvement Intents 2021-2023

A comprehensive review of the schools' performance data and general operations was conducted at the conclusion of 2020. After analysing this information, two priority areas were identified and addressed in the Business Plan for 2021 - 2023:

- **Collective Teacher Efficacy**
- **Fostering Positive Social and Emotional Well Being in Staff and Students**

Regular reviews of progress made against each of these priority areas will be conducted by the School Board throughout the 2021 – 2023 Business Plan Cycle with feedback provided annually to the wider school community through future Annual Reports.

Learning Reports

English – Kylie-Ann Withnell

2020 has been a challenging year. COVID-19 disruptions have resulted in some lack of data from NAPLAN and teacher grade sources in Semester 1, and has also had some impact on student results, due to disruptions and absenteeism. The targeted daily phonics program for our K-3 students, Letters and Sounds, has shown some success in student results, particularly in the Grade 1 Cohort and adjustments have been made to the program to better reflect the needs of Gosnells students at different stages. While more than 50% of our Year 3-6 students are successfully meeting the required Reading scores on our Lexile program we are seeing lower progress over the year in both the highest and lowest achieving students. In 2021 we will be focusing on defining and establishing best practice strategies for teaching reading and reading comprehension strategies to assist our students achieve higher reading outcomes.

The introduction of the spelling program Sound Waves to our Grade 3 cohort has been received successfully and it has been decided to roll out the Sound Waves spelling program to all our Year 4-6 students in 2021. With Covid restrictions hopefully easing in 2021, we look forward to being able to reintroduce literacy rich activities, such as excursions and incursions again, our usual Book Week fun, Literacy Activity Days, a school Spelling Bee, lunchtime reading clubs and more.

Science – Rebecca Anthony

The delivery of a satisfactory science program was achieved as Gosnells Primary School students continue to engage with enthusiasm when using their senses to explore their world. The welcomed addition to the team of Miss Geri Cooper allowed for a more honed look in the review process at how early childhood Science at Gosnells is progressing, and her expertise in this field added much to the learning opportunities of the Pre-Primary-Year two students.

Performance of students in the senior years continues along a positive trajectory. Most pleasing to note (anecdotally) that the subject-specific vocabulary is becoming second nature to students as they work within a repeated framework to allow concepts and skills to develop. Students taught over several years by the same teacher in the one learning area allows for a depth of assessment that accumulates to build a well-rounded picture of where individuals are at through observing students experimenting, gauging their participation in discussions and marking their written work. It is a pleasure to report that, with the general improvements in behaviour across the senior years, science learning undertaken is of the highest standard in Gosnells Primary School and a credit to the students.

Health & Physical Education – Dominique Paskos

In 2020 we faced new challenges. The COVID-19 Pandemic affected our teaching and learning priorities, resulting in no assessments and subsequent grades being issued for Health and Physical Education. Students also faced a number of challenges given the limited access to morning fitness and community based sports. Given the lack of applicable data to be reviewed we have recommended that the 2020 Operational Plan Strategic Focus and Milestones be rolled over to 2021. The 2021 data combined with additional moderated year group assessments will provide a better holistic picture as to the students' knowledge and ability across Health and Physical Education.

Mathematics – Louise Eddington

During 2020 the Mathematics Committee continued to ensure Mathematics maintained a high profile in Gosnells Primary School. Our focus of teaching problem solving skills whilst building vocabulary knowledge occurred through the upskilling of teachers during school development days. Some Mathematic Committee members attended a valuable Paul Swan Professional Development Course focusing on vocabulary and developing a whole school approach to problem solving. A whole school plan was then developed and the Math Committee presented a range of strategies and games which could be used in the classroom to help support this goal.

Learning Reports Continued...

Our goal of starting a Mathematics enrichment group was achieved and students in years 1-6 had weekly sessions learning and implementing problem solving strategies in meaningful contexts with great success.

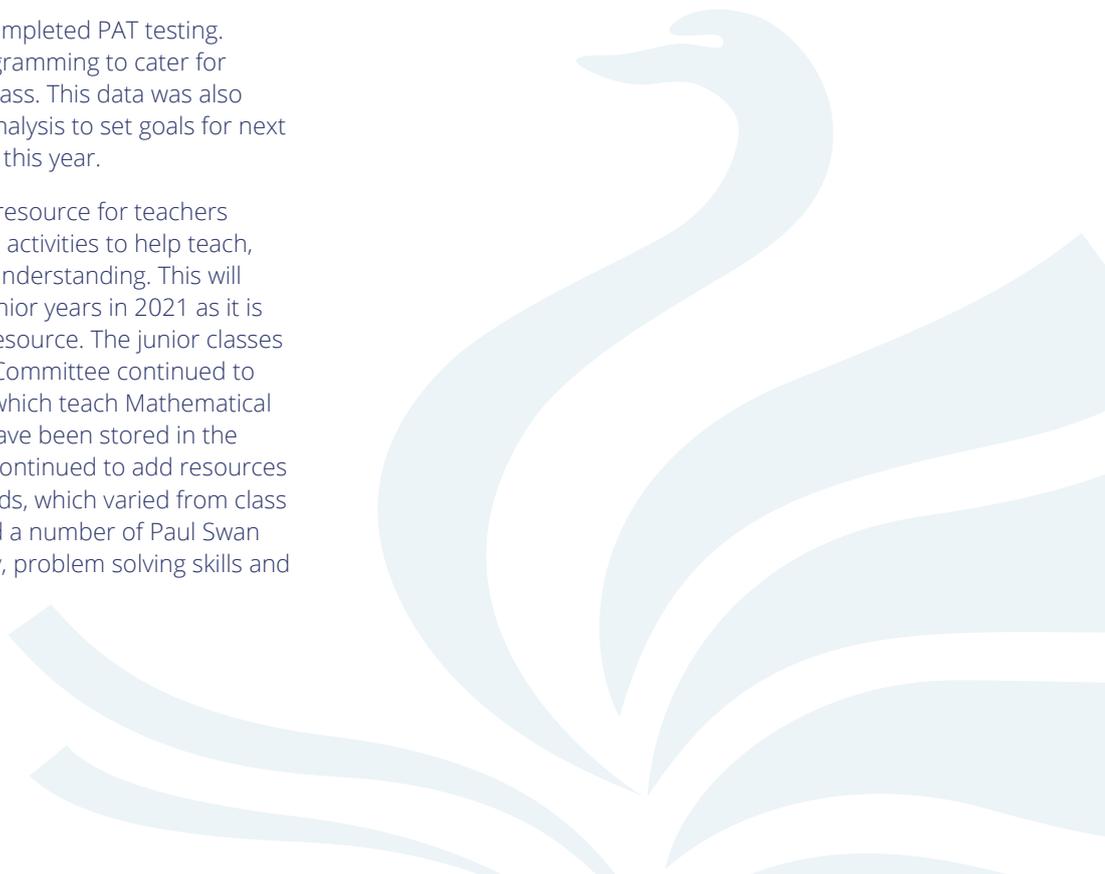
Students once again participated in a Math Activity Day in Term 3 where they moved around the school and completed different Mathematics activities in a fun and challenging way. Our focus for these activities was problem solving in line with our goal of improving skills in this area. The students and teachers thoroughly enjoyed the session and we are planning to continue this next year.

We provided many of our students with the opportunity to participate in Start Smart Money Program, however, this year it was conducted via webcam for the first time due to COVID-19 restrictions. This program provides students with valuable information about financial literacy including ways to save money and how to plan budgets. Based on feedback from teachers and students we once again plan to provide this opportunity in 2021.

Students from grades one to six completed PAT testing. Teachers used this data when programming to cater for differing ability groups within the class. This data was also used as part of our Mathematics analysis to set goals for next year as there was no NAPLAN data this year.

iMaths continued to be a valuable resource for teachers in the upper years providing online activities to help teach, consolidate and extend student's understanding. This will be a program extended into the junior years in 2021 as it is recognised as a valuable teacher resource. The junior classes also used Nelson Math. The Math Committee continued to build a library of numeracy books which teach Mathematical concepts through literacy. These have been stored in the library for use by all teachers. We continued to add resources to class sets based on student needs, which varied from class to class. The Committee purchased a number of Paul Swan resources to help teach vocabulary, problem solving skills and reasoning.

Our focus for 2021 is to continue to embed vocabulary in all Mathematics lessons and develop problem solving and reasoning skills across the school. The Mathematics Committee will continue to provide staff development opportunities during learning team meetings and whole school development days. We have booked Paul Swan for a whole school professional learning session, in which he will focus on a four step process for teaching problem solving. We will continue to develop a whole school lesson structure for Mathematics that can be implemented by all staff to ensure consistency across year levels. The Committee will purchase a range of problem solving and open-ended task books to assist teachers to plan engaging and challenging lessons.



Learning Reports Continued...

Humanities – Bev Robson

Teachers need to integrate work into other subject areas to save time and workload, working with and adapting the program, Inquisitive. Investigative skills need to be taught and motivate interest in the HASS area. Our target for 2021 is for 75% of students to achieve a C grade or over. Taking into consideration some of the reasons we think are necessary to achieving our milestones, our focus for 2021 needs to include: moderation activities, PD to continue to increase staff knowledge to ensure the Aboriginal Curriculum Standards Framework is used throughout the school, include whole school activities such as NAIDOC Week, Harmony Day, and special day celebrations to add fun and interest for students. These can be used as a platform to build relationships with our community. We need to continue using the Inquisitive Program throughout the whole school, as part of our lesson planning. A whole school plan for each grade including graphic organisers and skills for grade levels will make sure all students have opportunities to cover most of the curriculum at their grade level, learn investigative strategies and make it easier to integrate HASS studies into other subject areas.

The Arts – Grace Johnson

Visual Arts: Due to COVID-19, our review for 2020 was unable to be fully completed because of insufficient data. Our focus for 2021 will be to ensure each year level has a choice of moderation tasks; teachers will moderate a Visual Arts task, with an emphasis on responding, twice a year and the Visual Arts committee will continue to meet regularly to fine tune the moderation tasks based on the feedback from staff. This will again be driven by Coreena Whyte and Michelle Dawn as leaders of Visual Arts

Performing Arts: Due to COVID-19, our review for 2020 was unable to be fully completed because of insufficient data. 2020 has been a shock to Performing Arts at Gosnells Primary School. In the last three years, significant effort

has been made to build and grow the Performing Arts culture, programs and opportunities at the school. This year, with the effect of COVID-19 on schools, performing and uses of equipment, things have not only stagnated, they have declined. 2021 will be about rebuilding Performing Arts at Gosnells Primary School to give the students the best opportunities to learn and develop through quality curriculum, extra-curricular opportunities and performance opportunities for students to access at all levels and abilities.

Technologies – Helen Haslam

There was little data available for this review due to the changes around semester 1 reporting because of COVID. For this reason, the review team looked at the semester 2 grades for design and technology which showed that in this reporting cycle we met our checkpoint and there was a general consistency of grading across year levels.

In order to gain further current data a short survey was sent out to all teaching staff asking about the students' ability to use digital technology and the teachers' confidence to teach both digital and design technology. There were very few respondents with those responding feeling less than confident to teach both curriculum areas. This response along with the general low number of respondents was very concerning to the review committee as this is no longer a new curriculum area.

With this knowledge in mind the committee is proposing that the following focus strategies are implemented in 2021:

- A school-wide design and technologies scope and sequence will be created by the technologies committee to include moderation tasks for each year level.
- Teacher led café style professional development opportunities will be facilitated to encourage staff to feel more confident to engage with teaching the digital technologies curriculum.

Learning Reports Continued.

LOTE – Lorraine Fitzgerald

2020 has been challenging, losing several weeks of teaching time requiring considerable time to revisit what had been learnt in the period leading up to students staying away from school. I have also been developing my Indonesian language skills as well as introducing the year 5 program. I have been accessing Connect webinars periodically throughout the year for pronunciation practise and teaching tips.

Behaviour management has been considerably easier this year as Indonesian is delivered in the classroom and not the library as in previous years. I would advise that this should continue into the future. Ultimately a dedicated or shared room would be ideal as games and resources would be readily available, however it is understood that this is not an option at this time.

This year the students have been assessed on oral language, reading and writing skills. The focus is not on remembering, apart from being able to ask and respond to simple questions such as greetings, but on being able to use the resources that are available to them; posters, word and phrase lists and workbook activities. Students who were able to competently complete assessment tasks with limited use of resources were marked as a B. Students who were able to use available resources to complete their assessments

received a C. Unfortunately, there are a significant number of students who are unable to use resources to complete assessment tasks. This is a skill which needs to be improved.

The introduction to the Year 5 KETAWA curriculum has been relatively smooth and was made easier by attendance at the release seminar in December 2019. This provided me with the opportunity to become familiar with the program, speak to other teachers who are in a similar situation to myself, DOTT provider without a background in Indonesian, and to ask questions of the presenters.

I have found that the students in classes where the posters have been displayed and the teachers have taken a few minutes to practise with them are retaining more information. A variety of Indonesian games have proven popular with the students and they respond well when called on to participate. Keeping Indonesian fun is important in making sure the students are engaged.

The time allocation for Indonesian and the disruption caused by COVID meant that the students worked through less than half the KETAWA program. A stronger focus on the cultural aspects of Indonesia and their relationship to Australia would be beneficial in 2021.



Special Programs in 2020

Specialist Learning Program for Primary Students with Autism Spectrum Disorder (ASD)

In 2016 Gosnells Primary School was selected to operate the first Specialist Learning Program for Primary Students with Autism Spectrum Disorder in the state of WA. The Specialist Learning Program is a withdrawal program for students with ASD who do not have the competencies at the point of enrolment to participate successfully full-time in mainstream classrooms. The goal of the program is to meet the individual needs of students with ASD from Kindergarten to Year 6 by providing programs to assist the students to achieve positive academic, behavioural, social and emotional outcomes to enhance the skills required for primary education and a transition to full-time mainstream enrolment. The program will continue into 2021 with 24 students enrolled from Kindergarten to Year 6.

Child and Parent Centre - Gosnells

The Child and Parent Centre – Gosnells (CPC) is located on the Gosnells Primary School grounds and continues to provide wonderful support to our staff, students and parents. Our staff have built invaluable relationships with the team at the CPC to better support young families living in Gosnells and Huntingdale. The ever strengthening relationship between our school, the CPC Co-Ordinator and the CPC staff continues to provide a cohesive approach to parent education and school readiness.

Inclusive Education

Gosnells utilises an inclusive approach to meet the needs of all students including those at risk of not achieving the desired outcomes by using a whole school approach. Our approach looks initially at whole school changes that can be made to accommodate the needs of all students. These changes may specifically help students at risk of not achieving the outcomes. This then flows into the classroom where necessary teaching and learning adjustments are made to learning programs. The changes are further facilitated by small group and individual education planning.

School Chaplaincy

2020 saw a continuation of the Chaplaincy program at Gosnells Primary School. Grace Munez has continued building positive relationships with students, staff and parents as our school based Chaplain. Grace is an integral part of our pastoral care program at Gosnells.

In-term Swimming

Traditionally swimming lessons are offered to all children in PP to Year 6. Lessons were conducted at Gosnells Leisure World in the first two weeks of Term Four.

Interschool Sports

The school is an active participant in the Southern River Sports Association. Senior students participate in Interschool Netball, Football, Soccer, Hockey, Cross Country, Athletics, and Cricket.

Little Learners

Our 'Little Learners' program is run by Mrs Jenny Brown, an experienced Education Assistant and is a perfect blend between a pre-kindy and a playgroup. In 2020, 15 children attended with their Mum or Dad for 33 weeks of the school year. The main purposes of our 'Little Learners' program include:

- To provide parent/carers with information about early years' development, parenting and preparing their child for school;
- To familiarise the children with routines and environments that are similar to what they'll experience at school;
- Engaging students in play-based learning experiences to enrich vocabulary and oral language, build confidence and socialisation skills and develop fine and gross motor skills.
- To enjoy language experiences aimed at enriching vocabulary and oral language;
- To provide opportunities for children to socialise with same-aged peers;

We worked in conjunction with the Child and Parent Centre: Gosnells to offer the parents in 'Little Learners' a wide range of programs aimed at supporting parents to give their 'Little Learners' the best start to Kindy possible!

Community Satisfaction Surveys

The National Satisfaction Survey to gauge Parent, Teacher and Student satisfaction was conducted in 2020 to identify strengths and any areas requiring attention within our school community. Following this survey, our school board and leadership committee completed a disciplined dialogue process to analyse the data collected.

What does the data tell us?

- Forty six Parents, 30 Staff and 62 Students completed our survey;
- Overall, an overwhelming majority of parents and staff are satisfied with our school – 90% of staff and 93% of parents indicating they would happily recommend our school to others, an increase of 20% and 4% respectively on 2018 data;
- Less parents expressed dissatisfaction with the way behaviour is managed at our school in 2020 (2%), compared with 2018 (13%);
- A small minority (10%) of staff still feel behaviour is not managed well at our school (compared to 11% in 2018);
- School Leadership is well respected across staff and parents, with 100% of parents and 96% of staff agreeing with the statement 'The school is well led';
- Comments relating to communication between school and home were numerous. This was the most pressing concern from the parent survey;
- The school community values the friendly, approachable nature of the staff;
- The school provides a safe environment for students and staff – 96% of parents indicate their child feel safe, 90% of staff feel well supported and 93% of staff consider their opinion is taken seriously;
- Staff are looking for more useful feedback on their performance – only 83% of staff currently agree with this statement;
- 98% of parents believe their child's teacher cares about them and are a 'good' teacher;
- 94% of staff believe they are meeting the needs of our students, while 89% of parents also agreed, saying that staff support them in supporting their child;
- The school is self-reflective and continually evolving with 100% of staff and 91% of parents agreeing that we are always looking for ways to improve.

Why are we seeing what we are seeing?

COVID – The 'new normal' has been relatively well received by staff and parents (Drop Off and Pick Up, Increased Communication, Heightened focus on personal hygiene, Increased cleaning);

More Face-2-Face Communication at the school gate;

"Personal" relationships between classroom teacher and parents have been adversely affected by COVID restrictions;

PBS is now into its 3rd year of implementation – resulting in no ambiguity around our expectations of each other in 'supporting' positive behaviour;

Attitudes and opinions towards the way children's behaviour should best be managed is vast and varied – not all staff see eye to eye on this, despite the intensive PBS PL and Support;

Community Satisfaction Surveys Continued...

Stable Staff is having a positive impact on school operations – consistent message regarding vision and direction for the school;

Classroom strategies, Flexible seating options, Break Cards and vastly improved playgrounds and equipment (trampolines) as a result of our UDL and ECE Priorities in the 2018 – 2020 Business Plan have provided more scope to staff in proactively

What, if anything, do we need to be doing about it?

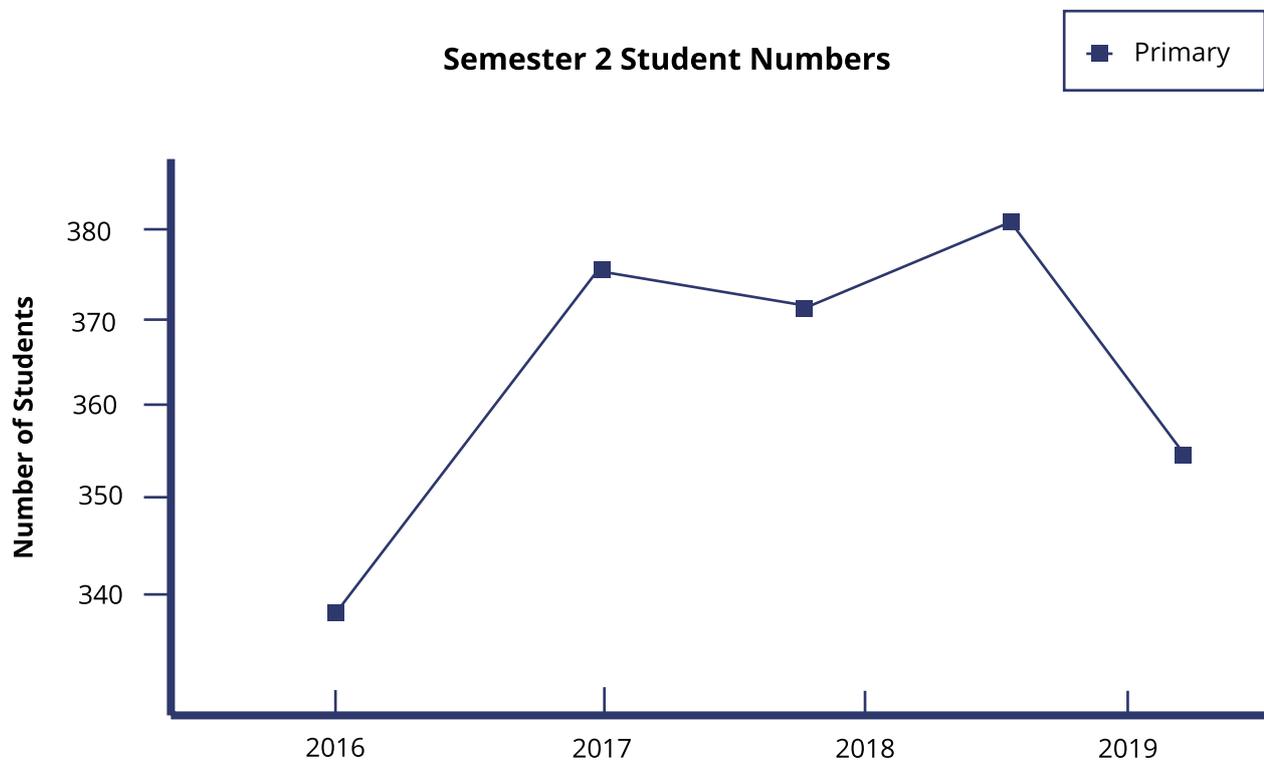
- Develop a clear, mandated Communication Policy that all staff are expected to follow;
- Professional Learning on providing effective, valuable feedback (Admin → Staff, Staff → Student, Staff → Parent);
- Continued focus on, and conversations around, Positive Behaviour Support Framework;
- Continue providing opportunities for input into whole school behaviour management planning (Through PBS Committee);
- A renewed focus on Well Being for Staff and Students.

The full National Satisfaction Survey of Parents, Students and Staff will be conducted again in 2022.

Enrolment Trends

According to Semester Two, 2020 census data, enrolments at Gosnells Primary School have shown a significant decrease over the past 12 months. The latest census records our number of students as 357 (not including Kindergarten), the lowest level recorded since 2016.

This, coupled with projected enrolment information collected to date, suggests we will be catering for around 375 students (not including Kindergarten) in the new year.



Attendance Rates

Based on Semester 2 figures, the school had an overall attendance rate of 90.4% in 2020, this compares to the state average (2019) of 91.6%. The school continues to work with parents and students to improve our rates of attendance, in particular the number of children attending regularly (more than 90%), which in 2020 improved by 9% to 70.4% of all students, but remains well below the state average (2019) of 73%.

Destination of Students from Year 6

In 2020, 47 students graduated from Year 6 at Gosnells Primary School. The following breakdown shows the percentage of students according to the schools at which they have enrolled for Year 7, 2021.

- Southern River College – 30 (64%)
- Kelmscott Senior High School – 2 (4%)
- Yule Brook College – 3 (6%)
- Other Government Schools – 10 (21%)
- Private Schools – 2 (4%)

Financial Report against the Delivery and Performance Agreement

The school has been operating under a one line budget since 2015, with funds allocated through the Student Centred Funding Model. This allows the school more flexibility in utilising our funding to suit the needs of the school and improve outcomes for students.

Financial Summary

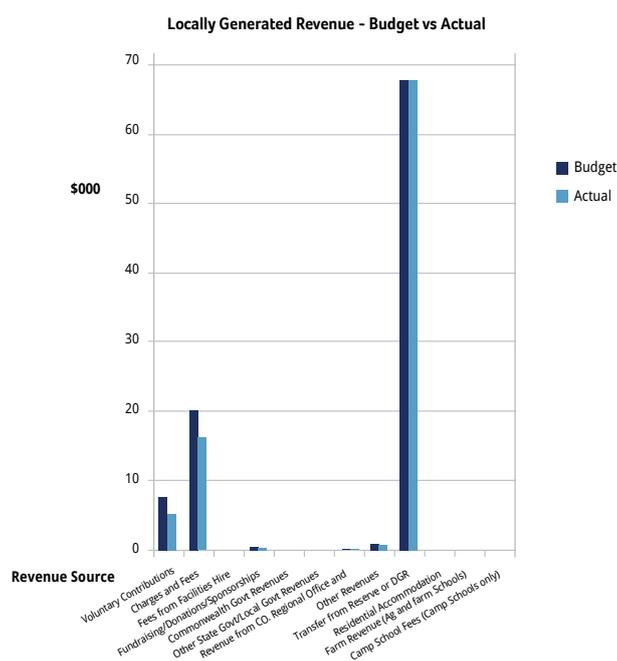
Money is allocated to the school in March each year through an annual funding agreement along the following funding lines in 2020;

Per Student Allocation	\$3 066 133
Student Characteristics	\$1 273 584
School Characteristics	\$224 846
Targeted Initiatives (Chaplaincy Program, Specialist Program for ASD, School Psychologist IPS Flexibility, Sporting Schools Program, Additional EA FTE and Universal Access to Kindergarten)	\$533 032
Operational Responses (CPC Cleaning & Utilities, Dental Therapy Clinic)	\$25 687

These funds, along with locally raised funds of \$92, 244 plus carried forward funds of \$261, 358 from 2019, were allocated to either our Salary or Cash Budget and managed throughout the year by the school finance committee made up of teaching and non-teaching staff and monitored by the School Board. Each year the school conducts a Controlled Self-Assessment, ratified by DoE, with our 2020 results indicating we are achieving excellent results in all areas of Financial Management.

With \$5, 374, 506 allocated to salaries in 2020, the information over the page show revenue and expenditure for our Cash Budget of \$630, 705.

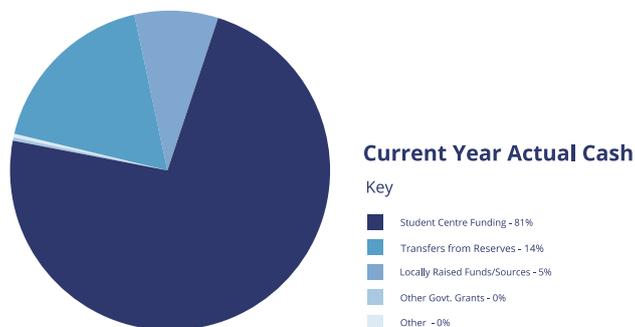
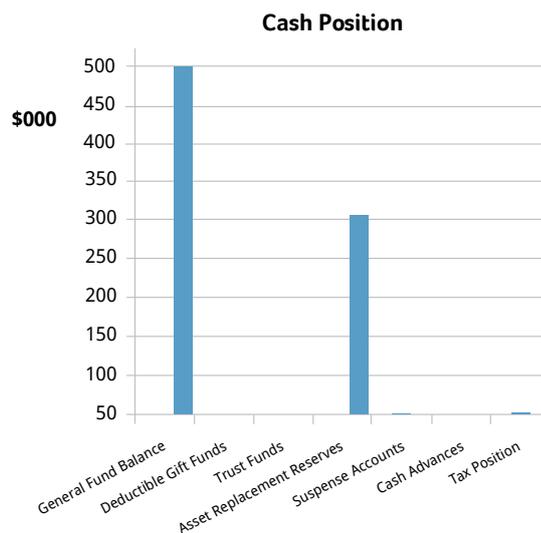
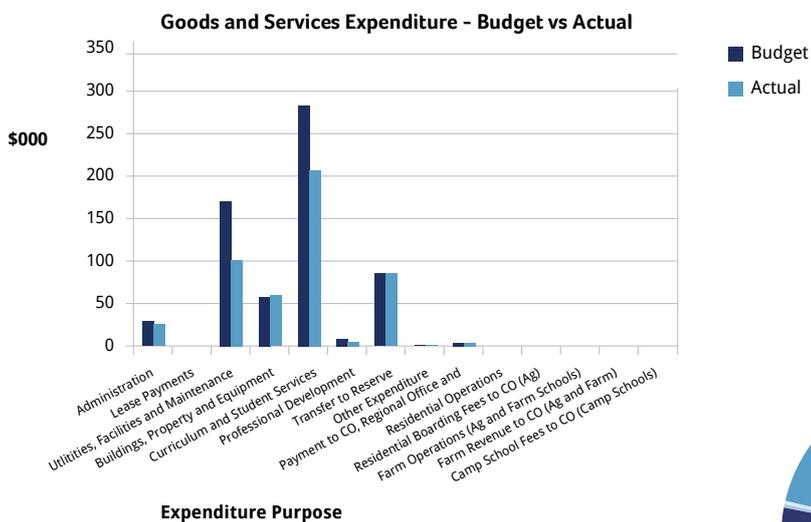
	REVENUE - CASH	BUDGET	ACTUAL
1	Voluntary Contributions	\$7,533.00	\$6,410.00
2	Charges and Fees	\$21,035.00	\$15,927.00
3	Fees from Facilities Hire	-	-
4	Fundraising/Donations/Sponsorships	\$1,768.00	\$1,767.55
5	Commonwealth Govt Revenues	-	-
6	Other State Govt/Local Govt Revenues	-	-
7	Revenue from Co, Regional Office and Other Schools	\$ 91.00	\$90.91
8	Other Revenues	\$ 3,246.00	\$1,879.06
9	Transfer from Reserve or DGR	\$67,887.91	67,887.91
10	Residential Accommodation	-	-
11	Farm Revenue (Ag and Farm Schools only)	--	-
12	Camp School Fees (Camp Schools only)	-	-
	Total Locally Raised Funds	\$ 101,560.91	\$- 93,962.43
	Opening Balance	\$138,275.00	\$ 138,274.76
	Student Centred Funding	\$390,869.00	\$ 390,869.13
	Total Cash Funds Available	\$630,704.91	\$623,106.32
	Total Salary Allocation	-	-
	Total Funds Available	\$630,704.91	\$623,106.32
	Cash Budget Variance	\$23,722.76	



Financial Summary Continued...

	REVENUE - CASH	BUDGET	ACTUAL
1	Administration	\$25,203.50	\$21,459.07
2	Lease Payments	\$-	\$-
3	Utilities, Facilities and Maintenance	\$168,041.91	\$ 101,185.95
4	Buildings, Property and Equipment	\$58,572.00	\$59,397.00
5	Curriculum and Student Services	\$268,501.50	\$ 208,079.98
6	Professional Development	\$ 10,091.00	\$ 4,769.08
7	Transfer to Reserve	\$ 70,000.00	\$70,000.00
8	Other Expenditure	\$ 563.00	\$459.26
9	Payment to CO, Regional Office and Other Schools	\$1,035.00	1,035.00
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	602,007.91	\$466,385.34
	Total Forecast Salary Expenditure	-	-
	Total Expenditure	602,007.91	\$466,385.34
	Cash Budget Variance	28,697.00	-

Cash Position as at: 31/12/20	BANK BALANCE
Bank Balance	459,343.53
Made up of:	
2 General Fund Balance	\$156,720.98
3 Deductible Gift Funds	-
4 Trust Funds	-
5 Asset Replacement Reserves	\$304,220.55
6 Suspense Accounts	\$ 129.00
7 Cash Advances	\$ -
8 Tax Position	\$1,727.00
Total Bank Balance	602,007.91



Class of 2020 - Year 6 Award Winners



Hadiya Shefahi
Leadership and Services Award



Julia San Kalawk
Dux Award



Candie Nilo
Citizenship Award



Felicia Iguodala
Effort Award



Chal Sher Dot Paw
Science Award



Deacon Drazic
Sporting Award



Pheobe Little
Performing Arts Award



Anjili Singh
SRC Scholarship



Tyson Ivas
Gosnells Pride Award

Our Journey, Our Future

Working together, caring for others, developing positive
community involvement, taking pride in our achievements
and maximising the educational opportunities
for all children.



Gosnells
PRIMARY SCHOOL

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