



# **GEOGRAPHE PRIMARY SCHOOL**

**ANNUAL REPORT 2021**

# FROM THE PRINCIPAL

## Quotes from 2021 Parent Survey

*"I love everything about this school and having my child share their learning tonight is really special."*

*"I do love that the school uses student voice to guide their decisions."*



Despite the 2021 school year commencing a week late as the state grappled with impacts of COVID-19, the year proved to be one in which schools were able to once again resume activities paused in 2020. We could refocus our work on the priorities set in 'Every student, every classroom, every day'. Our core business revolving around making a positive difference to the lives of those in our care and allowing each student the opportunity to work towards achieving their potential.

With a clear focus on the two pillars of our business plan; because we care about the wellbeing of every child and because we teach the skills for the future, 2021 allowed us to embed the strategic directions set.

As outlined in 'Building on Strength: Future directions for the Western Australian public school system', there is unequivocal evidence that the quality of teaching is the critical school variable in raising student outcomes. That teachers improve their effectiveness of their teaching if they work in a school where there is a culture that expects and supports improved teaching practices. This focus on relentlessly aiming for teacher improvement is clearly espoused in our 2020- 2023 Geographe Primary School Business Plan and in 2021 the focus was on making sure all staff were skilled in the knowledge and delivery of whole school literacy programs. We invested heavily in professional development and engaged staff actively in professional learning communities.

As with the 2020 school year, 2021 saw a change to the school leadership team. Associate Principal, Mrs Judy Kealy, retired at the end of term two after a career spanning over 40 years. Judy spent the final decade of her career at Geographe Primary School and the impact she made was clearly evident with the outpouring of love and thanks shown by the school community. With administration jobs in Busselton highly sought after, a competitive field of applicants applied for the advertised vacancy. We welcomed Mr Luke Ruane to the administration team and he quickly established connection with, and respect from, the school community.

# FROM THE PRINCIPAL

Our School Board worked tirelessly to ensure we continued to strive towards achieving our targets and responsibilities, as set out in the Statement of Expectations and the School Business Plan. The Board played a major role in: interrogating school and student performance data; monitoring budget allocations and expenditure; reviewing workforce planning directions and working hard to raise the profile of the School Board amongst the broader school community.

Authentic, open governance is at the heart of being an Independent Public School. Transparency across all areas of schooling (including student funding, student achievement and communication) was maintained via multiple platforms including the school newsletter, our chosen communication platform SeeSaw, P&C and School Board.

With a Public School Review scheduled for the beginning of the 2022 school year, the school executive team, staff and school board, during the final few months of the year, collected key data and engaged in self-reflection processes in readiness for the review. This process proved to be a great reminder of the many wonderful achievements and accomplishments we have achieved, as well as the catalyst for new ideas and ways to improve. This self-reflection process in itself highlighted why our school is held in such high regard; we constantly review what we do, we actively seek to do better each year and we work hard to ensure we remain at the forefront of public schooling.

Living in such a vibrant and supportive community, working alongside talented staff, supported by an engaged and passionate School Board and P&C, combined with a delightful student cohort, I am confident that Geographe Primary School will continue to go from strength to strength in the years ahead.

Mr Greg Clarke  
PRINCIPAL

We said goodbye to Peter and Kay Middleton, thanking them for their support to our Breakfast Program over the last three years.



## Quotes from 2021 Parent Survey

*"Love the open communication with the teachers, it's never too hard and they are very approachable and receptive."*

*"The school has excellent leadership and is striving to be forward thinking and teach skills for the future. The teaching styles are in keeping with the times, with modern classrooms, child centred teaching and encouraging children how to learn, rather than traditional didactic learning."*

# FROM THE SCHOOL BOARD CHAIR

Geographe Primary School has a diverse and vibrant school community. We have an enthusiastic parent group that is eager to support staff in ensuring that all children within the Geographe Primary School community are given a platform which will allow them to achieve to their maximum potential.

The Geographe Primary School Board has worked with the school administration team throughout 2021 to assist the school with matters of governance and ensuring that the school vision, "Together Towards Future Horizons", is retained at the forefront of every decision made within the school. Our role is to assist the school in ensuring that school resources are used efficiently and that community expectations and the school's priority areas reflect the needs of the students.

The GPS 2021 School Board consisted of the following members:

- Skye Riley (Parent Representative)
- Jimmy Kerry (Parent Representative)
- Jane Packard (Parent Representative)
- Nikki Davies (Parent Representative)
- Jamie Coutts (Parent Representative)
- Greg Clarke (School Principal)
- Annette Murdoch (Executive Officer)
- Alison Kirk (Staff Representative)
- Nat Tew (Staff Representative)
- Amber Cliff (Staff Representative)
- Fiona Jancey (Staff Representative)
- Dee Shade (Community Representative)



The following members left us during 2021:

- Mike Nuttall (Parent Representative)
- Katie O'Connell (Parent Representative)
- Jody Homer (Staff Representative)
- Anna Cutbush (Staff Representative)



We would like to acknowledge their time and effort in contributing to the GPS School Board over the past few years.

# FROM THE SCHOOL BOARD CHAIR

The GPS School Board met twice per term in 2021 and during our meetings we discussed many topics including:

- A review of existing school safety protocols and the development of new protocols to improve safety within the school environment
- A review of Parent Survey Results
- A review of NAPLAN results and the implications of these with regard to the prioritisation of resources.
- COVID vaccination mandates and their implications for the school community
- We continuously reviewed the GPS School Budget
- We continuously evaluated performance in relation to targets detailed within the School Business Plan

2022 promises to be an exciting and challenging year for Geographe Primary School due to a number of issues including the fact that COVID-19 has finally arrived in Western Australia. We will need to be adaptable and embrace new methods of learning. We will need to accept that many activities will require modification in order to comply with COVID-regulations.

Geographe Primary School is fortunate to have a teaching and administrative team who are both forward-thinking and adaptable. The GPS School Board will continue to assist the school in navigating these challenges in order to ensure that all children within the GPS School community continue to be given the opportunity to achieve to their maximum potential as per the mantra: "Every Child, Every Day - ensuring all children's brains are working, and all children are challenged".

We look forward to whatever challenges 2022 brings.

Dr Jamie Coutts

GPS School Board Chairperson



# ABOUT OUR SCHOOL

Geographe Primary School values personal excellence and respects diversity. We aim for both high academic performance and emotional and social wellbeing. At Geographe Primary School we strive to develop resilient individuals that maintain an optimistic outlook on life. We embrace new technologies and aim to provide a contemporary education that caters for all.

Opened in 2002, Geographe Primary offers modern facilities amongst a tranquil Busselton setting. We work closely with the school community and value parents as partners in educating the students in our care. We aim to foster a community of learners – with students, families and staff all actively encouraged to share a lifelong passion for learning.

## OUR MOTTO

### 'TOGETHER TOWARD FUTURE HORIZONS'

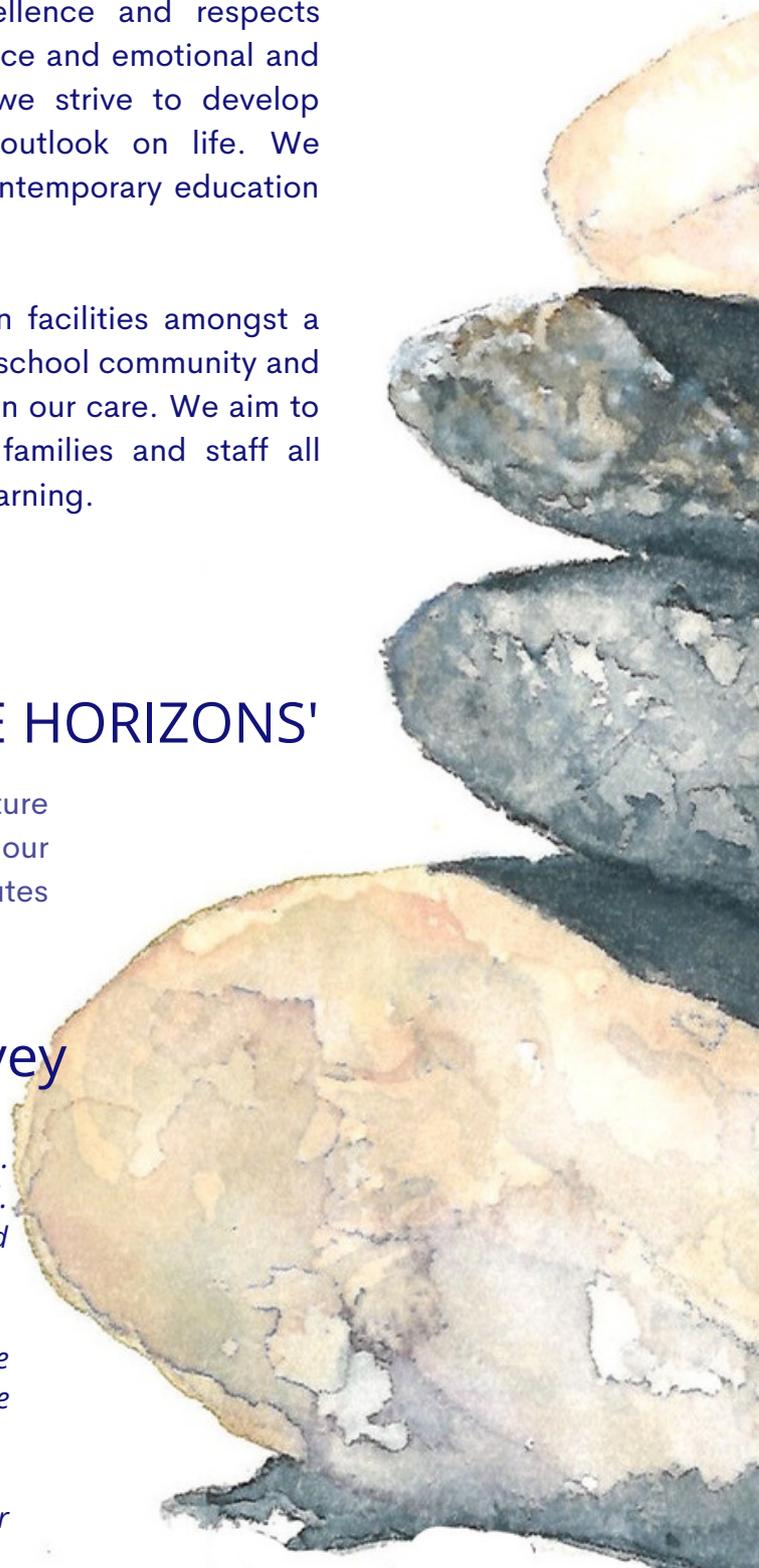
Our school motto, 'Together Toward Future Horizons', underpins our focus on equipping our students with the necessary skills and attributes required now and into the future.

### Quotes from 2021 Parent Survey

*"The Principal and Deputy Principals make a great team. You can tell they care about every student in the school. The school has done lots of fun things to make my child enjoy their days."*

*"The teachers go above and beyond for the children. The whole child is considered and developed, providing a safe and encouraging learning environment."*

*"I do love that the school uses student voice to guide their decisions."*

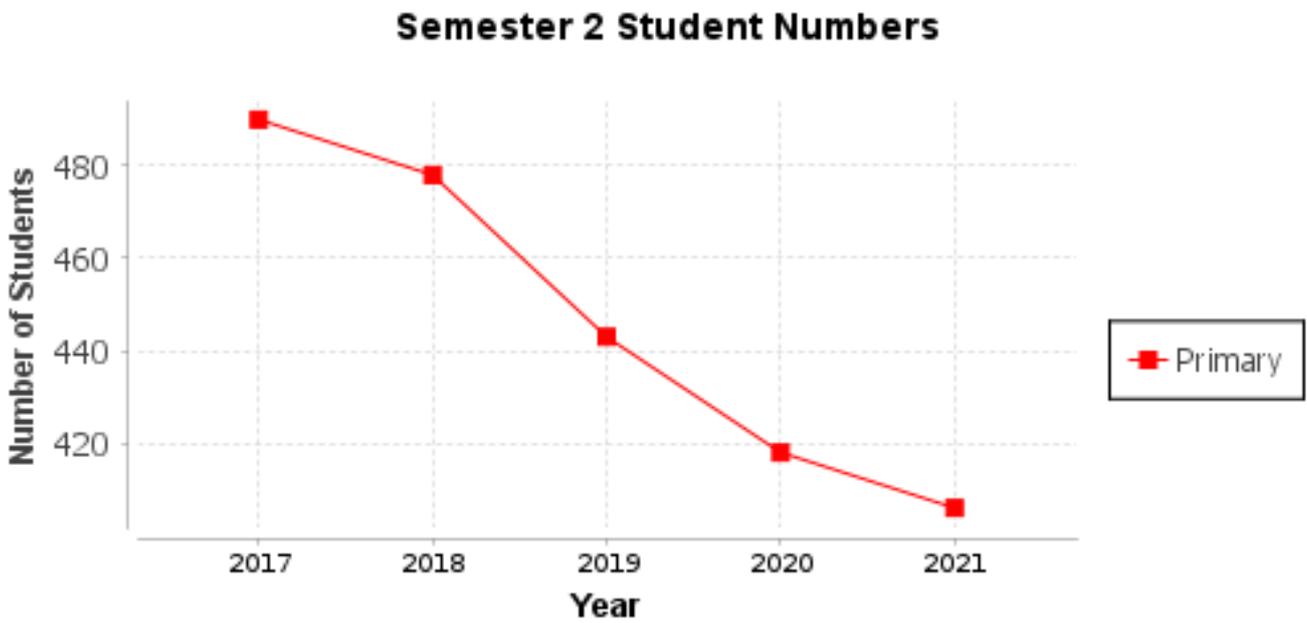


# ABOUT OUR STUDENTS

## STUDENT NUMBERS (AS AT 2021 SEMESTER 2)

Enrolments at Geographe Primary School continued to trend down. It is anticipated that enrolments will plateau out at the end of 2024.

As at census 2021, the school had 426 students (K-6) enrolled. *NB: The Kindergarten Full Time student figure represents the Full Time Equivalent of the Part Time students.*



The graph includes only full-time students (Pre-Primary to Year Six).

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(20)	39	54	58	55	60	65	75	426
Part Time	40								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students.

	Kin	PPR	Pri	Sec	Total
Male	23	23	193		239
Female	17	16	174		207
Total	40	39	367		446

	Kin	PPR	Pri	Sec	Total
Aboriginal	5	4	20		29
Non-Aboriginal	35	35	347		417
Total	40	39	367		446



# ABOUT OUR STUDENTS

The school attendance rate remains sound and is closely aligned to the Western Australian average. The school community supports regular attendance and individual attendance rates are monitored closely. The school works hard to ensure unexplained absences are at a very low rate.

## Primary Attendance Rates

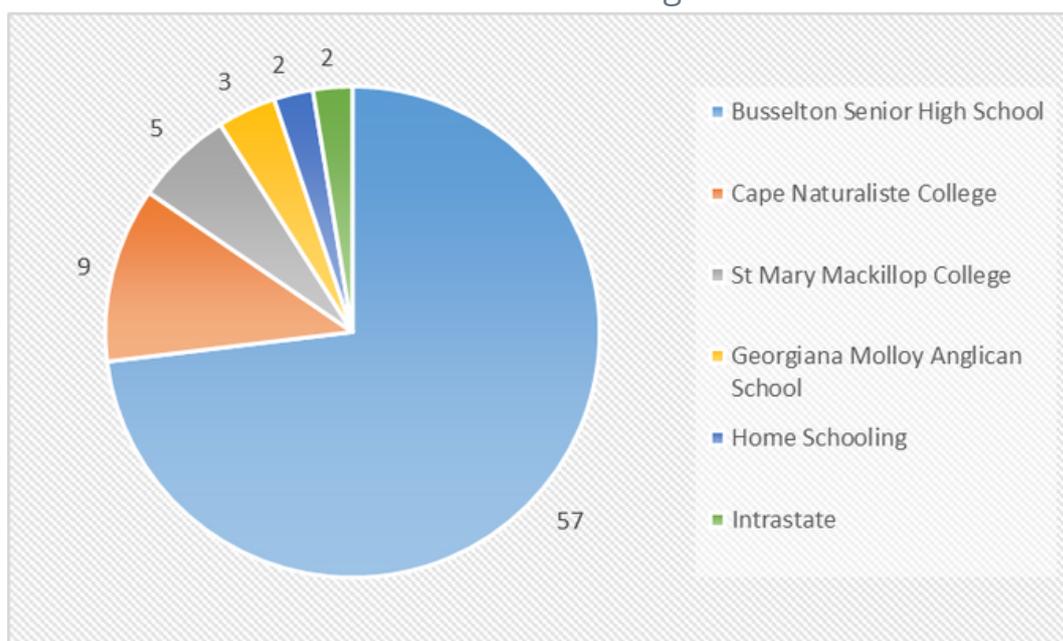
	Attendance Rate	
	School	WA Public Schools
2019	91.9%	91.6%
2020	90.2%	91.9%
2021	91.4%	91.0%

## Attendance % - Primary Year Levels

	Attendance Rate						
	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2019	90%	91%	90%	93%	94%	92%	94%
2020	91%	91%	90%	92%	91%	89%	89%
2021	92%	92%	93%	93%	92%	91%	88%
WA Public Schools 2021	90%	91%	91%	92%	91%	91%	90%

## DESTINATION OF GRADUATING STUDENTS

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



# OUR STAFF

## STAFF NUMBERS

	NUMBER	FTE (Full Time Equivalent)
<b>ADMINISTRATION STAFF</b>		
Principal	1	1.0
Deputy Principal	2	2.0
<b>Total Administration Staff</b>	<b>3</b>	<b>3.0</b>

<b>TEACHING STAFF</b>		
Level 3 Teachers	3	1.9
Other Teaching Staff	29	20.1
<b>Total Teaching Staff</b>	<b>32</b>	<b>22.0</b>

<b>SCHOOL SUPPORT STAFF</b>		
Clerical / Administrative	3	3.0
Gardening / Maintenance	1	0.5
Other Non-Teaching Staff	18	12.9
<b>Total School Support Staff</b>	<b>22</b>	<b>16.4</b>

<b>TOTAL</b>	<b>57</b>	<b>41.4</b>
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## RECRUITMENT

An advertisement for the Geographe Primary School Deputy Principal position was listed on Jobs WA in April 2021; closed 7 May 2021. The process was facilitated by the Geographe Primary School. The selection panel for this process was undertaken by the Principal Geographe Primary School, Associate Principal Geographe Primary School and Deputy Principal Capel Primary School. Mr Luke Ruane (acting Deputy Principal at South Bunbury Primary School) was appointed in June and commenced in the role from the beginning of term three 2021.

Pools for Educations Assistants (both mainstream and special needs) were run in 2021 with permanent and fixed term appointments being made from these.

# OUR STAFF

## WHAT DO OUR STAFF THINK?

In 2021, the school conducted a staff survey. 28 staff participated with a 43% return rate.

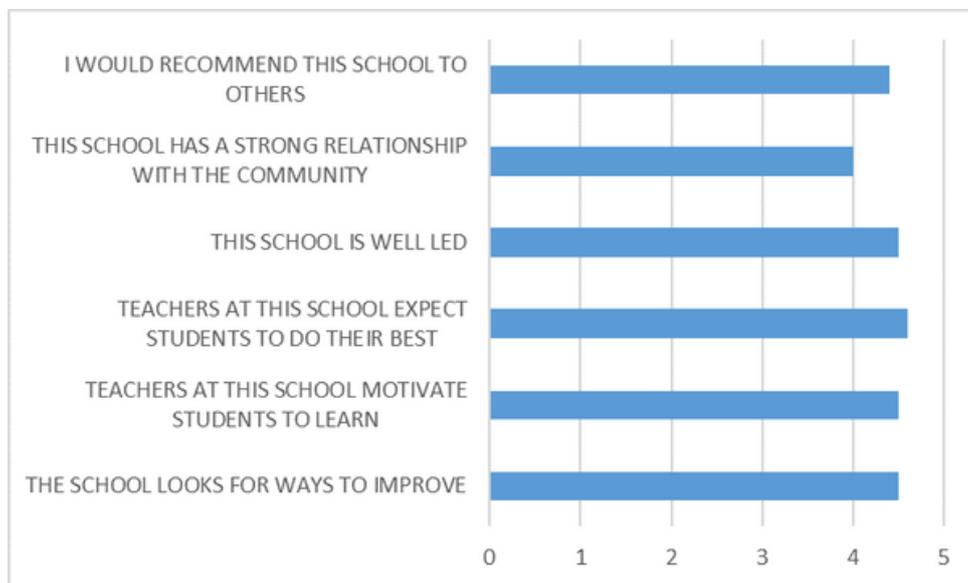
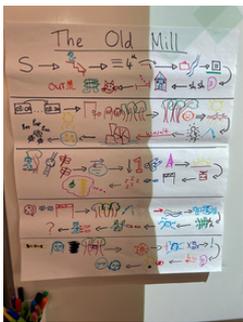
Staff were asked to respond to 22 questions with a ranking from 1 (strongly disagree) to 5 (strongly agree), as well as 6 open-ended questions.

## WHAT THE 2021 STAFF SURVEY TOLD US

- There is a commitment from staff to deliver whole school programs with fidelity.
- There is an understanding that complex student cases require additional support and funding.
- Strong and effective leadership that supports staff across all areas of the school.
- Curriculum changes are well thought out and implemented in a structured manner.

*"This school continues to be a fantastic and supportive school, where I am proud to say I work."*

*"I'm confident that our school is heading in a direction that is needs based. We are implementing great programs with fidelity, continue to recognise the value of making strong connections with students, and are working on getting everyone on board the Geo train."*



# STUDENT ACHIEVEMENT

## ENGLISH

The Western Australian Curriculum: English Pre-primary to Year 10, is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage.

The table below indicates the percentage of grades A,B,C,D and E in Pre Primary to Year 6 Semester Two 2021 reports.

A	B	C	D	E
6	25	53	14	2

## MATHS

The Western Australian Curriculum: Mathematics, is organised around the interaction of three content strands and four proficiency strands.

The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability.

The table below indicates the percentage of grades A,B,C,D and E in Pre Primary to Year 6 Semester Two 2021 reports.

A	B	C	D	E
7	25	53	14	1



# STUDENT ACHIEVEMENT

## SCIENCE

The Western Australian Curriculum comprises three interrelated strands: *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills*. Semester one content was Chemical Sciences and Biological Sciences. The teaching focus of the Science Understanding strand was taught in semester two in Earth & Space Sciences and Physical Sciences.

The table below indicates the percentage of grades A,B,C,D and E in Pre Primary to Year 6 Semester Two 2021 reports.

A	B	C	D	E
8	33	54	5	0

## HASS

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future. In 2021 the focus was on the knowledge and understanding strands of History and Geography.

The table below indicates the percentage of grades A,B,C,D and E in Year 1 to Year 6 Semester Two 2021 reports.

A	B	C	D	E
8	29	54	8	1

## HEALTH AND PHYSICAL EDUCATION

Health and Physical Education helps students develop the skills, knowledge and attitudes necessary for healthy, safe and active lives.

The tables below indicate the percentage of grades A,B,C,D and E in Year 1 to Year 6 Semester Two 2021 reports.

### Health

A	B	C	D	E
6	25	64	4	1

### Physical Education

A	B	C	D	E
11	18	63	8	0

# STUDENT ACHIEVEMENT

## THE ARTS (MUSIC, VISUAL ARTS)

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world.

### MUSIC

Music has the capacity to engage, entertain, challenge, inspire and empower students. Studying music stimulates imaginative and innovative responses, critical thinking and aesthetic understanding, and encourages students to reach their creative and expressive potential.

The table below indicates the percentage of grades A,B,C,D and E in Year 1 to Year 6 Semester Two 2021 reports.

A	B	C	D	E
21	37	34	8	0



### VISUAL ARTS

Visual Arts incorporates all three fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas, both as artists and audience members.

The table below indicates the percentage of grades A,B,C,D and E in Year 1 to Year 6 Semester Two 2021 reports.

A	B	C	D	E
15	22	61	2	0

# STUDENT ACHIEVEMENT

The Western Australian Curriculum: Technologies, describes two distinct but related subjects:

## DIGITAL TECHNOLOGIES

In which students use computational thinking and information systems to define, design and implement solutions.

The table below indicates the percentage of grades A,B,C,D and E from Year 1 to Year 6 Semester Two 2021 reports.

A	B	C	D	E
6	28	61	5	0

## DESIGN & TECHNOLOGIES

In which students use design thinking and technologies to generate and produce solutions for authentic needs and opportunities.

The table below indicates the percentage of grades A,B,C,D and E from Year 1 to Year 6 Semester Two 2021 reports.

A	B	C	D	E
4	31	61	4	0

## LOTE (AUSLAN)

The Western Australian Curriculum: Languages, enables all students to communicate proficiently in Languages Other Than English by providing students with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication. In 2021, LOTE (Auslan) was taught as a specialist teacher area in Years 3 - 6.

The table below indicates the percentage of grades A,B,C,D and E in Year 3 to Year 6 Semester Two 2021 reports.

A	B	C	D	E
9	32	59	0	0

# HIGHLIGHTS



First Term saw visits from ySafe which included student, staff and parent workshops; Engineers Without Borders and Constable Care.



Year Six students spent three days in May at Forest Edge Camp (Waroona) having fun and being pushed out of their comfort zone and learning the benefit of teamwork.



# HIGHLIGHTS

Our annual Book Fair saw students and staff dress as their favourite book character, with a parade near the Library to display their inventive ideas.



Mrs Kirk studied the turf in readiness for our annual Cross Country event in the lead up to another successful Athletics Carnival.



# OUR P&C

The Geographe Primary School P&C Association aims to promote the interests of the school through cooperation between parents, teachers, students and members of the general community by assisting in the provision of resources, facilities and amenities for the school and the fostering of community interest in educational matters.

In 2021, the Geographe Primary School P&C Association has been able to continue to build on the successes of previous years, achieving a number of financial goals and continuing to provide the much-needed services of school canteen and uniform shop.

Doing what the great team on the P&C do best, we kicked off our fundraising year with the Easter Raffle which was greatly supported, successfully raising \$2436. We also had our first READATHON and it had two very clear & simple objectives - to encourage funds to be raised by every child in the school, and to encourage the essential skill (and joy) of reading. To say this was embraced would be a massive understatement. This event in its first year raised a total of \$7066, so again, thank you to everyone involved. Lastly, to round out the year, the fundraising team threw their hands up yet again and put together a Disco. The students loved the Disco and it gave our fundraising efforts a huge boost with \$1711 raised. In total, an outstanding \$11,213 was raised; this will be injected back into our school for our kids to benefit from.

So what does all this mean. It means the P&C has been able to continue donating much needed funds into our school for all the students to enjoy, while also continuing to support the school Chaplaincy program and the Year 6 Citizenship Award this year.

In 2021, the P&C has been able to give the school \$37,457, which includes funds raised in previous years, which has been used to provide new Ipads, and IT equipment to ensure the students from Kindergarten through to Year 6 have the right equipment to give them the best chance to maximise their learning experiences. These funds have also been used to support an essential Cyber Safety Workshop which was made available to students and parents



**DID YOU KNOW...**Schools with an active and successful P&C are noted to have:

1. Fewer behavioural problems
2. Better attitudes towards school
3. Better attendance
4. Exhibit better academic performance
5. Are more likely to complete compulsory schooling

# OUR P&C

The team meets twice a term and continue to encourage all parents, guardians and citizens to come along. More importantly, we thank the whole school and community for getting on board and supporting and interacting in all P&C initiatives.

Kimball Powell  
Geographe Primary School P&C Association



Our Annual Junior Philosothon saw eleven schools (77 students) attend GPS to display their thinking skills. Students came from as far as Perth, Margaret River and Bridgetown.



The Geographe Primary School Undercover Area was converted into an auditorium to host our first day time graduation for the departing Year 6 students. They finished their day with an excursion to Xcape the Cape.



# NATIONAL QUALITY STANDARD

The National Quality Standard (NQS) sets a high national benchmark for Early Childhood Education and care and outside school hours services in Australia.

The NQS includes 7 quality areas that are important outcomes for children. Services are assessed and rated by their regulatory authority against NQS and given a rating for each of the 7 quality areas and overall rating based on these results.

The ECE team (K-2) engaged in a self-audit process in 2021, reflecting on the 7 quality areas and identifying areas for improvement. Self-auditing against the quality areas enables all team members to effectively engage and reflect in a timely and ongoing manner. Data from 2021 indicated that Geographe Primary School continued to 'meet' the standard for all 7 quality areas.

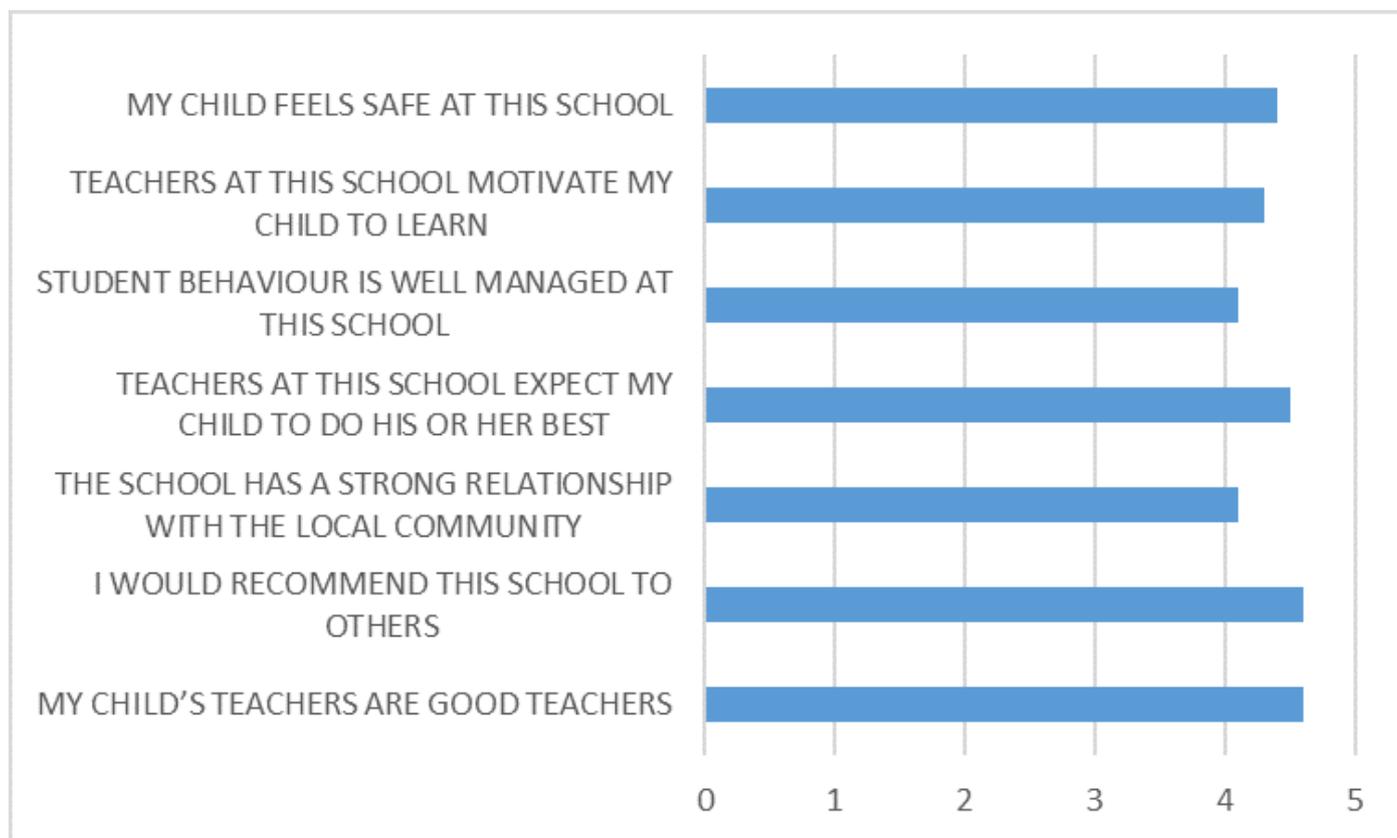
It is envisaged that at the end of 2022 we will again submit our online self-audit and seek an external verification in 2023/2024.



# OUR COMMUNITY

In 2021, the school conducted a parent survey via the Department of Education endorsed 'School Survey' online tool. The survey was accessible to parents of students that attend the school, was completely anonymous and comprised rating scale and open ended questions. A pleasing 109 responses were received by the closing date of 25 October 2021. The high return rate reflects the high level of school/community engagement that is evident.

Key survey findings: ranking from 1 (strongly disagree) to 5 (strongly agree)



## Quotes from 2021 Parents

*"I love everything about this school and having my child share their learning tonight is really special",* (parent feedback received at the annual learning journey night)

# PROGRESS ON OUR BUSINESS PLAN

We will continue to support the teaching and learning of positive behavioural expectations.

Increase the number of students in regular attendance (attending 90% or more) to 70% of students or more.

✓ *Achieved: Semester 1, 71.1% of students were regularly attending. This dropped in Semester 2 to 65%.*

Reduce the number of students in the moderate and severe rate (attendance 80% or below) to less than 10%.

✓ *Achieved: 9.5% of students were in this category.*

The number of minor referrals from classrooms will show a downward trend from 2020 - 2022.

✓ *Achieved: After professional learning with staff, the number of minors in the classroom dropped dramatically. There is a correlation between positives given and minors received. Low positives = high minors and vice versa.*

We will partner with families, the community and outside agencies to nurture positive relationships and healthy minds and bodies.

In 2022, the Be You Children's survey of students in years 4-6 will report a total average score above the 2019 total average score of 2.99.

*Survey to be conducted in 2022.*

In 2022 the Be You family survey of families will report a total average score at or above the 2019 total average score of 3.68.

*Survey to be conducted in 2022.*

We will use evidence to drive whole school approaches to Literacy and Numeracy.

Maintain the trend in Years 3 and 5 NAPLAN, ensuring that achievement remains above like schools.

- |                              |   |
|------------------------------|---|
| ✓ Numeracy Year 5 - Achieved | Numeracy Year 3 - Not Achieved (very close) |
| ✓ Reading Year 5 - Achieved  | Reading Year 3 - Not Achieved               |
| ✓ Writing Year 5 - Achieved  | ✓ Writing Year 3 - Achieved                 |

From 2019 - 2022 maintain or improve the percentage of students (stable cohort) in the top level bands when compared with like schools in NAPLAN.

- ✓ Numeracy Year 5 - Achieved 24% in top bands 7 and 8 compared to like schools - 17%
- Numeracy Year 3 - Not Achieved 19% in top bands 5 and 6 compared to like schools - 22%
- ✓ Reading Year 5 - Achieved 32% in top bands 7 and 8 compared to like schools - 12%
- Reading Year 3 - Not Achieved 27% in top bands 5 and 6 compared to like schools - 39%
- ✓ Writing Year 5 - Achieved 14% in top bands 7 and 8 compared to like schools - 12%
- ✓ Writing Year 3 - Achieved 52% in top bands 5 and 6 compared to like schools - 51%

From 2019 - 2022 decrease the number of students making low and very low progress from Year 3 to Year 5.

- ✓ Numeracy Achieved - 40% made low and very low progress compared to 51% in 2019
- Reading Not Achieved - 45% made low and very low progress compared to 35% in 2019
- ✓ Writing Achieved - 35% made low and very low progress compared to 43% in 2019

We will build our capacity to teach and monitor the skills needed for the future.

By the end of 2022, 80% of students will achieve the questioning and reasoning benchmarks as identified in the Geographe Primary School Philosophy scope and sequence.

*2021 student survey conducted. Students given a picture to ask three questions and a statement to answer and demonstrate their reasoning skills with. This will be analysed and then conducted again in 2022.*

# ANNUAL BUDGET

## One Line Budget - December 2021

From 2020

Carry Forward (Cash)	\$81,457.00
Carry Forward (Salary)	\$243,386.00

## Income

Student Centred Funding (448 students)	\$4,531,429.00
Voluntary Contributions (63.09%)	\$16,821.00
Charges and Fees	\$20,461.00
P&C / Fundraising / Donations / Other	\$29,157.00
Transfers from Reserves / Intra Department Revenue	\$29,991.00
Miscellaneous Revenue	\$8,466.00

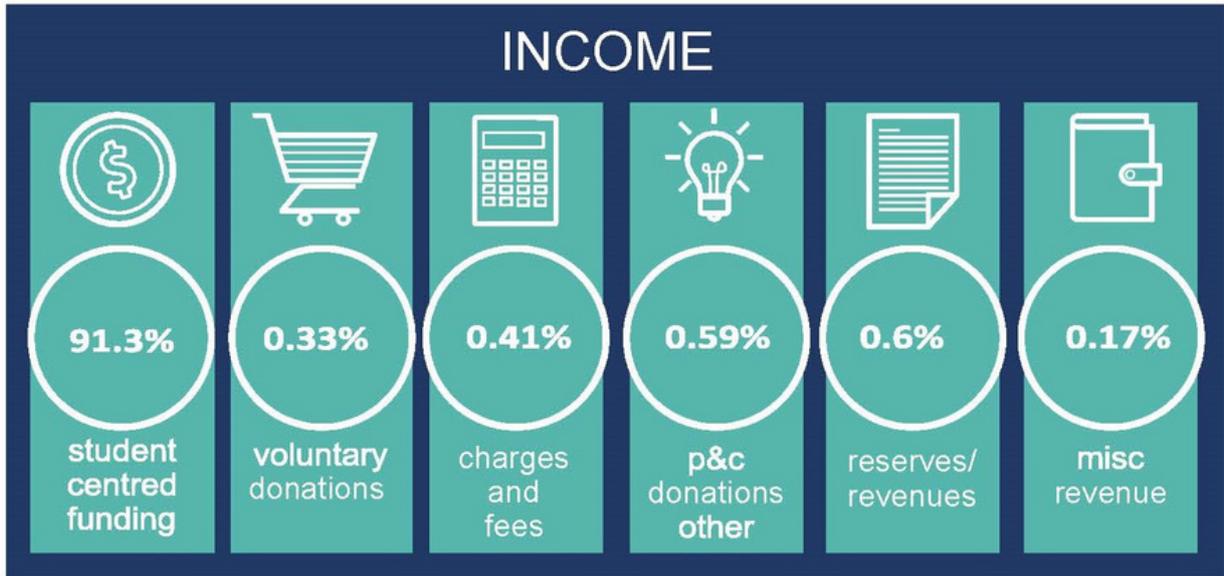
**Total (including 2020 carryover) \$4,961,168**

## Expenditure

Salaries	\$4,352,115.00
Administration	\$14,870.00
Lease Payments	\$53,990.00
Utilities, Facilities and Maintenance	\$135,149.00
Buildings, Property and Equipment	\$59,445.00
Curriculum and Student Services	\$141,640.00
Professional Development	\$12,507.00
Transfer to Reserve	\$3,000.00

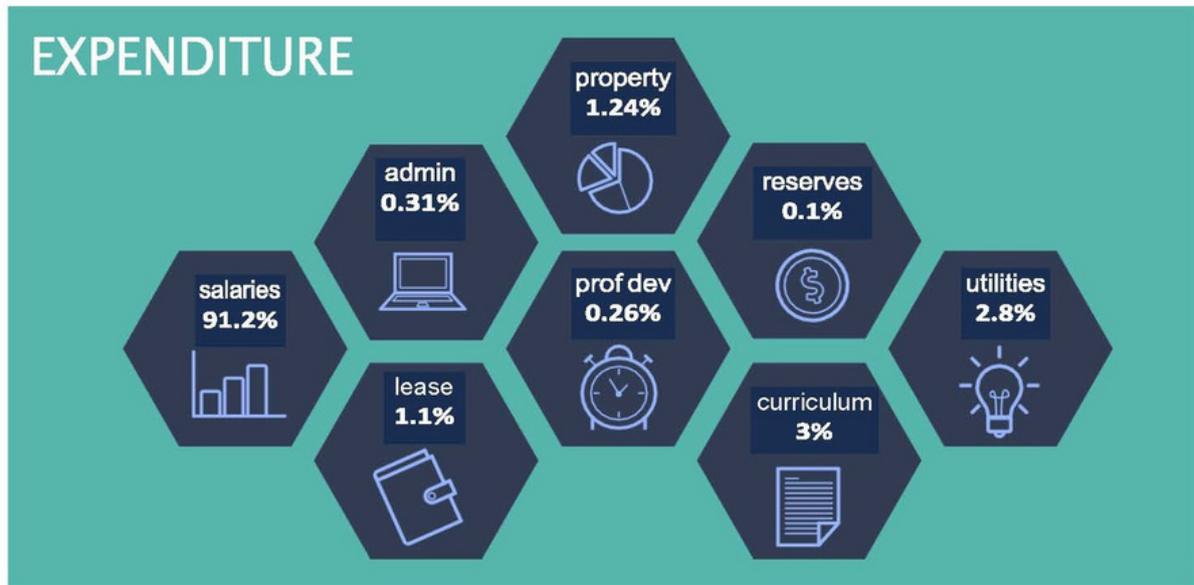
**Total \$4,772,716.00**

# ANNUAL BUDGET



## VOLUNTARY CONTRIBUTIONS COLLECTION RATE

**63.09%**



**\$4.96 MILLION BUDGET  
WE SPENT 97%  
OF THE 2021 ANNUAL BUDGET**



# GRADUATION 2021

