

ANNUAL REPORT 2018

GERALDTON PRIMARY SCHOOL



EDUCATING GENERATIONS

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.

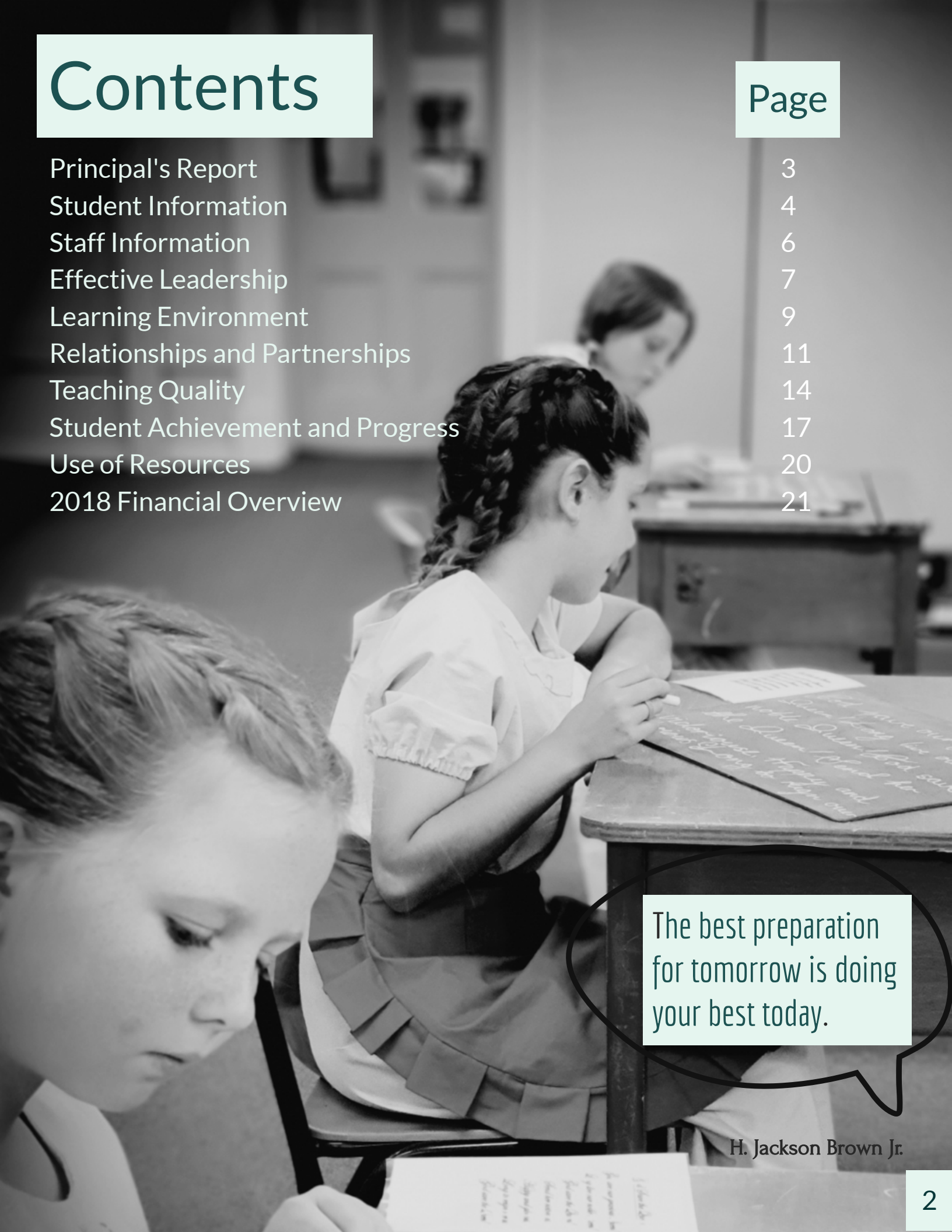
We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom.

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

Contents

Page

Principal's Report	3
Student Information	4
Staff Information	6
Effective Leadership	7
Learning Environment	9
Relationships and Partnerships	11
Teaching Quality	14
Student Achievement and Progress	17
Use of Resources	20
2018 Financial Overview	21



The best preparation
for tomorrow is doing
your best today.

H. Jackson Brown Jr.

PRINCIPAL'S REPORT

2018 was another successful year at Geraldton PS. Geraldton PS is known as a school of choice and we always have students on a waitlist. Student enrolments increased from 349 to 365 students and the focus will continue to be to continue to grow in quality and size.

A highlight of the year was the celebrated of our 140th Anniversary as the oldest continually operating public primary school in Western Australia in style at our Back to 1878 Book Week Celebrations where staff and student had an opportunity to engage in a range of authentic teaching and learning activities.

Our students continued to achieve to their best with NAPLAN and other assessments showing sound results, for example, Reading, Writing, Mathematics, Spelling, Grammar and Punctuation, Online Entry Assessment.

We celebrated our students achievements in the sporting, arts and academic fields and acknowledged out of school achievements.

Staff continued to express a high degree of personal and professional satisfaction in working at Geraldton PS and were actively engaged in all aspects of school planning.

The focus at Geraldton PS continues to be for all of our school community to achieve to their best and follow the REACH values of being Respectful and Responsible, Encouraging Achievers who are Caring and Helpful.

Jacqui Quartermaine
Principal



"We strongly believe that each of our students has their own story of growth and development, as do their families and each student is treated as an individual and all are encouraged to achieve their potential."

Performance management and development is vital for the success of the whole school, that is, to develop and grow staff who are skilled, knowledgeable and who are self-reflective practitioners who seek and value feedback in order to achieve success for all students.

"Our reputation as a school of choice attracts inquiries for enrolment, both for students and teaching positions."



2018 Student Information

358 students



49% male students



51% female students

14.7% Aboriginal students

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

What our Year 5 and 6 students said in the NSOS Survey



We grew....and anticipate increasing in enrolments in 2019.



The school is looking to increase it's Kindergarten and Year 4 enrolments in 2019



Student Enrolment Data

34% of enrolments are from the local intake areas of Geraldton, West End and Beachlands (In boundary).

66% 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 2019 school destinations of the 2018 student cohort

Destination School	No of Students
Champion Bay Senior High School	5
Geraldton Senior High School	33
Geraldton Grammar School	1
Nagle Catholic College	7
Strathalbyn Christian College	2
Total Number of Students	48














GERALDTON PRIMARY SCHOOL
**NATIONAL SCHOOL OPINION
 STUDENT SURVEY RESULTS 2018**

The National School Opinion Survey allows parents/caregivers, students, and staff in state public schools the opportunity to have their say about what their school does well, and how their school can improve.



57 Year 5 and 6 students participated in the survey
 40% were Year 5 students and 60% were Year 6 students
 44% were male and 56% were female
 16% of students were Aboriginal students

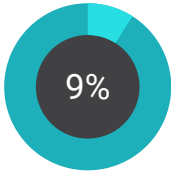


Survey Statements	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
 My teachers expect me to do my best.	0%	0%	7%	39%	54%
 Teachers at my school treat students fairly	2%	7%	19%	46%	21%
 My teachers provide me with useful feedback about my school work.	0%	0%	19%	44%	37%
 My school is well maintained.	0%	0%	9%	44%	44%
 I feel safe at my school.	0%	4%	7%	35%	49%
 Student behaviour is well managed at my school.	2%	9%	32%	40%	16%
 I like being at my school.	0%	0%	16%	30%	54%
 My school looks for ways to improve.	0%	2%	5%	35%	51%
 My school takes students' opinions seriously.	0%	7%	23%	51%	18%
 My teachers motivate me to learn.	0%	2%	24%	42%	47%
 My school gives me opportunities to do interesting things.	0%	4%	14%	47%	33%
 My teachers are good teachers.	0%	0%	4%	23%	70%
 My teachers care about me.	0%	0%	6%	41%	47%



Add short body of text

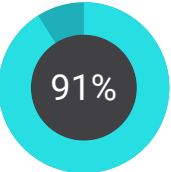
STAFF INFORMATION 2018



of all staff are male (5)



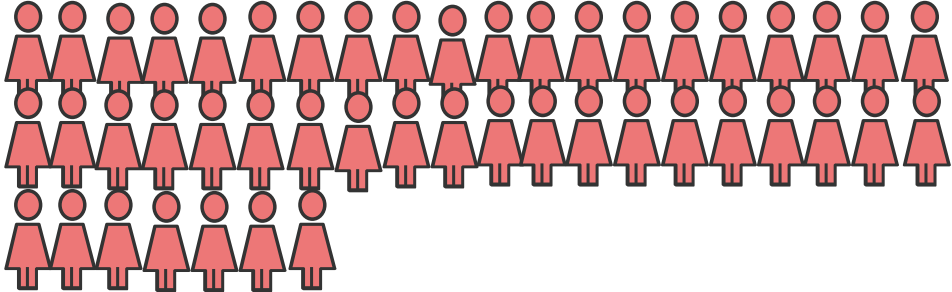
4 are in teaching roles and 1 in a School Support role



of all staff are female (48)

25 are in a teaching role and

23 in a School Support role



2018 STAFF OCCUPATIONAL GROUPS

- 3 - Leadership
- 22 - Teaching
- 3 - Administration
- 6 - Mainstream EAs
- 11 - Education Support EAs
- 1 - AIEO
- 3 - Cleaners
- 1 - Gardener

AGE PROFILE

Age Range	All Staff	Teaching Staff	School Support Staff
Under 25	0	0	0
25 - 34	4	3	1
35 - 44	17	8	9
45 - 54	11	7	4
55 -59	16	7	9
60 - 64	5	3	2
65 - 69	1	1	0

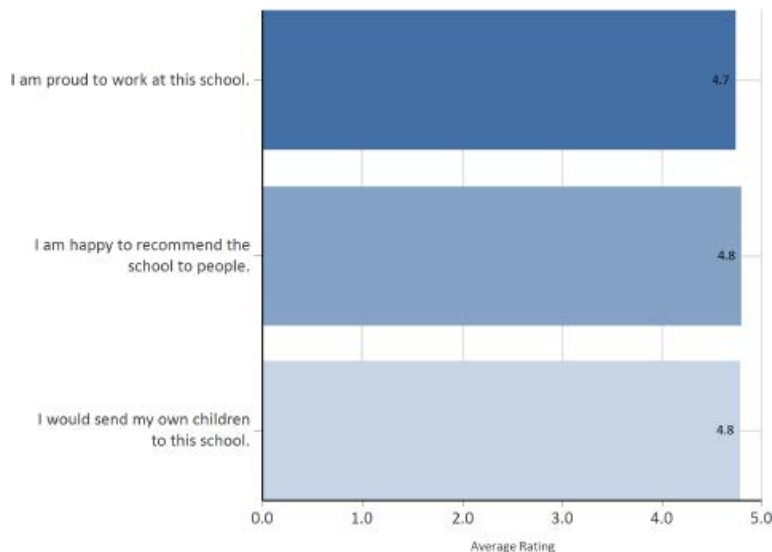


All Geraldton PS teaching staff meet the professional requirements to teach in Western Australian public schools and be found on the public register of teachers of the Teachers Registration Board of Western Australia.

We acknowledged Mr Ian Davidson, pictured with his wife Julie, at the Mid West Education Awards for excellence in teaching.

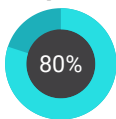
EFFECTIVE LEADERSHIP

Overall Satisfaction ratings by staff are high at Geraldton Primary School as shown below with an average rating of 4.5 out of 5 in the 2018 NSOS Staff Survey. At Geraldton PS, the staff resignation rate over from 2015 to 2018 was 3.8%. In 2017 and 2018, one staff member retired due to reaching above retirement age, two resigned for moving to other locations and one for medical reasons.

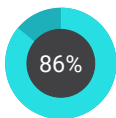


The Leadership Team at Geraldton PS understand that, as stated by Harvey Mackay, *“Your workforce is your most valuable asset. The knowledge and skills they have represent the fuel that drives the engine of business - and you can leverage that knowledge.”*

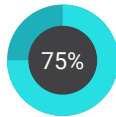
Professional learning was targeted to match both the Department’s strategic plans and the school improvement.



80% of staff agreed that professional development opportunities enhanced staff capacity.



86% of staff agreed that professional development opportunities helped to improve student outcomes.



75% of staff agreed that the school actively encourages professional learning to enhance their skills.

Leadership and Morale Data from the 2018 NSOS (National School Opinion Staff Survey) in the Leadership and Morale section, showed that:

80% of staff agreed that staff have a positive relationship with the leadership team.

72% of staff agreed that their role is valued by the leadership

83% of staff agreed that staff are given opportunities to plan and help make decisions about matters that affect

83% of staff agreed that they felt confident that they could approach the principal/senior management team to air concerns

The average rating for the Leadership and Morale section was 3.9 out of 5.

How are we going to improve?

Continue targeted professional learning for leadership development of identified future leaders which will support their leadership goals and planned trajectory, for example, Solution Focused Coaching, IPL Leadership Support staff to apply for Senior Teacher position.

Currently 39% of teachers are Senior Teachers.

We aim to achieve 60% of staff as Senior Teachers by the end of 2021.

As part of the Effective Leadership component in Focus 2018 it states that schools are required to: Take a visible and deliberate leadership role in implementing the Aboriginal Cultural Standards Framework across the school.

All staff have engaged in professional learning about the Aboriginal Cultural Standards Framework and the school has completed an Aboriginal Cultural Standards Framework Improvement Plan. An overall school rating was completed and a number of key strategies identified for improvement.

ABORIGINAL CULTURAL STANDARDS FRAMEWORK – OVERALL SCHOOL RATING OVERVIEW Geraldton Primary School 2018				
STANDARD	Cultural Awareness (Emerging)	Cultural Understanding (Developing)	Cultural Competence (Capable)	Cultural Responsiveness (Proficient)
Relationships Culturally responsive schools foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.				
Leadership Culturally responsive schools have leaders who develop and sustain an individual and school-wide focus on improving education outcomes for Aboriginal students.				
Teaching Culturally responsive schools have high expectations for Aboriginal students and teach in ways that enable them to better reach their full education potential.				
Learning Environment Culturally responsive schools build an environment that is welcoming for Aboriginal students and reflects community aspirations for their children.				
Resources Culturally responsive schools target resourcing to optimise the education outcomes for Aboriginal students.				

The school identified that generally staff felt that they wished that they know more about Aboriginal culture, hesitated to have discussions or continue to feel guilty about not knowing what happened in the past and/or were embarrassed that they were unfamiliar with key aspects of Aboriginal culture that they felt they should know the answers to.

A two pronged approach was used to address the above descriptor. In 2018, the principal, engaged a local Midwest Wajarri woman, Educational Consultant, Marian Baumgarten, experienced in working in remote areas across the Midwest, Kimberley and Pilbara regions, with Extensive experience and knowledge in terms of current issues affecting Aboriginal people in the realms of education, employment, housing and social issues to deliver a series of workshops to all school staff.

Staff engaged in a series of 4 workshops in which the focus was Aboriginal Culture Essential topics such as Stolen Generations, Self-Determination, Land and Aboriginal people, Significant dates in Aboriginal History and Policies that impacted upon Aboriginal people were discussed openly. Additionally the school has utilised a resource titled Aboriginal Culture Essentials and used topics from it to engage in discussion as a means of continuing to raise awareness.

Planned Actions for 2019:

Promote the ACSF Improvement Plan to the school community more explicitly, for example:

- School principal to report to the School Council on the achievements and progress of Aboriginal students.
- Use of PLC Meetings to further investigate and understand academic comparisons and growth and achievement between Aboriginal and Non- Aboriginal students to continue to close the gap.
- Consult to develop a Visual Identity of the school to incorporate the Aboriginal parents and families histories as part of the whole school; and
- Continue to learn more about Aboriginal Culture Essentials via staff meetings and School Development Days.

LEARNING ENVIRONMENT

Geraldton PS is the oldest continually operating, heritage listed, public primary school in Western Australia and a strong positive culture is deeply embedded in its 140 plus years of educating generations. It is often said that you can “feel” what a school is like, and when you walk into Geraldton Primary School you feel welcome. This school is one where the positive culture creates an environment which makes our staff grow and excel. All of our staff ‘walk the talk” to espouse our school values of REACH (we are Respectful and Responsible Encouraging Achievers who are Caring and Helpful) and motto of Generosity, Perseverance and Service and the school actively promotes these values to the whole school community. As part of the school induction process, new students and their families are engaged in a deliberate conversation with the principal about the culture and climate of the school (in child friendly terms). The culture of a school has far-reaching impacts on every aspect of our school and knowing this drives our every interaction and planning.

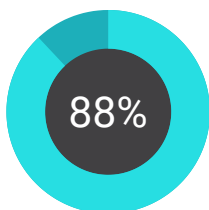
Physical Environment

The interior and exterior physical environment of Geraldton PS, whilst aesthetically pleasing if a little run down on the outside, was in poor condition with very little funding allocated to it over many years. The physical environment of the school needed to be upgraded quite significantly. The principal liaised with Facilities, Building, Maintenance and Works and with the Minister of Education to draw attention to the extensive work that was required.

The results being the completion of major and minor works to many parts of the school; including complete refurbishment of the student and staff toilets, painting of 11 classrooms, painting of the main and lesser halls and painting of exterior doors, posts and front of school areas. There only remains the replacement of linoleum in the lesser halls and furniture purchases to complete the required works.

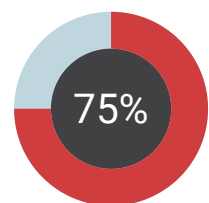
The school refurbishments have been used as an example by the Facilities Director to showcase quality aesthetically pleasing work. The school additionally negotiated with BMW and the building contractor to utilise unspent funds to build under the stairs cupboards in the Main Hall and used its own funding to remove and replace old and crumbling pin up boards.

Staff, students and parent/carers are visibly very proud of the improvements made. This shows that the school works to create an attractive and stimulating physical environment that supports and encourages learning.



88%
of Year 5/6
students agreed
that the school is
well maintained

“I value the presence of the leadership team at school drop off and pick up times. My children enjoy greeting staff and building rapport with Admin staff.”



75%
of parent/carers
students agreed
that the school is
well maintained

“Love the staff each and every one of them are amazing blessings.”

“I think GPS is a great school in regards to the PBS-behaviour. Just sometimes my child's learning is affected by behaviour in the classroom and he finds this frustrating-(as he is usually the child having to get support from Admin-although likes the responsibility).”

LEARNING ENVIRONMENT

Child Protection and Protective Behaviours Program

All staff have completed the Department of Education Protective Behaviours professional learning online module and protective behaviours is taught in all classes. All staff have engaged in professional learning on Protective Behaviours The school utilises Non-Mandatory and Mandatory Reporting processes when required.

Our school has some areas of distinctiveness and for Geraldton PS, two programs highlight what we are about.

Seasons for Growth Program

A significant percentage of our students come from separated families and for many of our students this impacts on their social/emotional well-being. We utilise the Seasons for Growth Program each term for identified students. Seasons for Growth is an innovative, evidence-based change, loss and grief education program that draws on the metaphor of the seasons to understand the experience of grief. It builds the knowledge and skills necessary to strengthen social and emotional wellbeing following significant loss.

The Fathering Project

The Fathering Project is a University of Western Australia-based not-for-profit charity led by a team of professionals that aims to help fathers realise how important they are in a child's life and to give them advice on how to encourage their children. The project, led by members of the School Council and the school, offer an opportunity each year for up to 40 Fathers, Father Figures to engage with their children. The school initiated this program in 2018 with a Fathering Project Campout on the school oval. Another campout is planned for Term 3 2019 with 5 Lead Dads from our School Council and the principal coordinating this event.

The school is looking to commence a Therapy Dog Program in 2020.

RELATIONSHIPS AND PARTNERSHIPS

The first key messages that parent/carers and students receive upon enrolment at Geraldton PS is one which lays the foundation for the development and maintenance of partnerships and relationships to improve outcomes for students.

The principal unfailingly and consciously has the following conversation with new to school parent/carers and their child/children to set the scene for relationships and partnership development. She states to each family, "What we have in common is the best interests of your child and every child and family has their own story to tell.

The school is privileged to work in collaboration with parent/carers to provide an education that focuses on all aspects of a child, that is, academic, social/emotional and behavioural and which takes into account, individual student and family needs."

As stated in the Engaging and Working with your Community Framework, "**We don't just enrol kids; we need to know their stories.**"



Student Led Conferences 2018

Geraldton PS utilised the National School Improvement Tool to review the school wide practices in 2017 as part of a comprehensive self-reflection and improvement process. A set of performance levels for each domain was used to rate our current levels with the results shown in the table below.

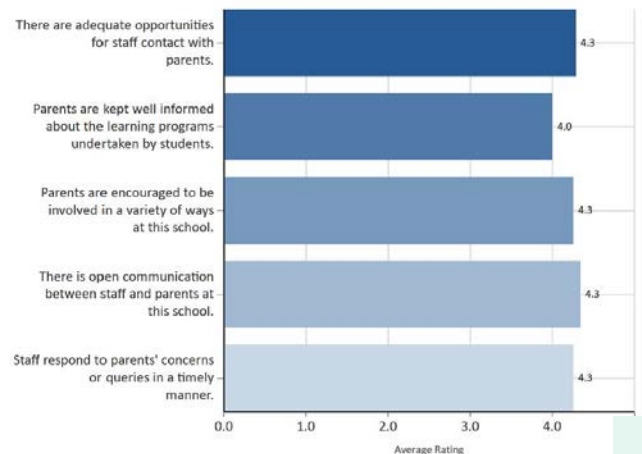
ACER NATIONAL SCHOOL IMPROVEMENT TOOL RATING

Domain	2017 RATING			
	Outstanding	High	Medium	Low
1 An Explicit Improvement Agenda				
2 Analysis and Discussion of Data				
3 A Culture That Promotes Learning				
4 Targeted Use of School Resources				
5 An Expert Teaching Team				
6 Systematic Curriculum Delivery				
7 Differentiated Teaching and Learning				
8 Effective Pedagogical Practices				
9 School-Community Partnerships				

Once a semester, the school has early close Reporting to Parents day and week of opportunities for parents and students to meet with the class teacher for a Student Led Conference where the students lead the discussion. This was initiated to enhance the three way conference concept but to add student voice, self-reflection and goal setting. Student Led Conferences have been trialed for 18 months now and are well attended by parent/carers. What we still need to do: Find out from students what they value about the Student Led Conferences, what they think would even better if and what works well with them. Get feedback from parent/carers about the value of Student Led Conferences (via a repeated NSOS Parent/Carer Survey).

When we rate ourselves again in 2019 with the tool, our expectation is that we will rate Medium to High in this domain, given the evidence collected over the last 2 years.

See example below: Parent Engagement rating of 4.2 out of 5 from the 2018 NSOS Staff Survey



RELATIONSHIPS AND PARTNERSHIPS

Implementing the Seesaw* Parent Engagement App to improve home and school engagement

In 2017, a key focus was also to improve communication between teachers and classes with parent/carers going beyond the general communication methods. In the very busy world of work with parent/carers we needed to use a medium which was user friendly, convenient and provided a three-way communication tool. Staff had been trialling Seesaw and Class Dojo but inconsistently and with a few teachers not using electronic based communication at all.

Parent/carers requested consistency with the parent/communication methods. Staff were sent to another school to see Seesaw in use by teachers and a series of workshops delivered to support staff to learn about using Seesaw in classrooms. A decision was made with staff to make Seesaw (Schools Plus) use mandatory as a tool for parent communication in Term 4, 2018 with the result being all staff now use Seesaw (including Support Staff).

The average parent connection is 98% with the lowest parent connection rate of 80% per class.

Data on Seesaw:

Currently 377 connected parents on Seesaw and 383 students enrolled.

98% of parents connected on Seesaw. Three classes below 90% of connected parents.

Currently Seesaw is primarily used as a way to communicate with families and keep them in the loop on the learning their child is engaged in at school..

What we still need to do:

- Explore more about why some classes do not have all parents connected on Seesaw.
- Offer support parents to connect on Seesaw.
- Find out what students think of Seesaw as a means of communication and to share their work, self-reflection and progress.
- Utilise Seesaw to a greater extent with the use of Seesaw for Assignments and Assessments
- Utilise the school Seesaw Ambassadors to encourage and show other staff about utilising Seesaw as more than a means of parent engagement and student feedback. Planned for Term 4 SD Day 2019.

Geraldton PS School Council

Geraldton PS has a conscientious School Council with 13 members. The School Council is an integral part of the school and meetings were held twice a term in 2017 and 2018. The School Council Chair meets with the principal prior to each meeting to discuss agenda items. School Council Meeting minutes are published in the school newsletter and in the Staff Bulletin. The principal introduced One Note in 2018 as a means of working smarter and this is now fully operational and adds to the efficiency of operations.

The School Council members' photos are placed in the newsletters in Term 1 of each year and information about School Councils are placed in the newsletter and school Facebook page for parent information. The relationship between the Principal and the School Council is one of openness and transparency with the principal holding the view that the School Council members have much to contribute to the continued improvement of the school. School Council meetings in 2019 have been altered to two in Terms 1 and 4 and one in Terms 2 and 3. The School Council has participated in two School Council training workshops in 2017 and 2018 and the following has been achieved and implemented:

The School Council supported the school in surveying the school community for the following areas:

- School Creed, Dress Code and Homework Policy Surveys.
- Participated in an annual School Council Effectiveness Survey in 2017 and 2018 with additional items added for the 2018 survey.
- Examined and discussed school data, e.g. NAPLAN results, 2018 NSOS Survey results. Examined and discussed the school budget and ratified the Finance Agreement.
- Reviewed and developed a comprehensive School Council Terms of Reference.
- Contributed responses to a Developing a Visual Identity for Geraldton PS workshop. Reviewed and provided feedback on the draft School Business Plan.
- Reviewed and provided feedback on the GPS Parent Information Booklet.
- Collaboratively developed a School Council Code of Conduct based on the school REACH values.
- Supported the school and the P & C Association with the Parent Welcome BBQ.
- Initiated and organised a Fathering Project Campout with another planned in Term 3 2019.

What needs to improve:

Due to a lack of quorum in some P & C Meetings in 2019 and a change in the P & C Office Bearers there has not been a P & C representative on the School Council in Semester 2, 2019. The Principal has provided the P & C with this requirement information. Greater involvement of School Council in analysis of data to improve outcomes and links to the School Business Plan.

Future Planning:

Promotion of School Council members more to the school community.

RELATIONSHIPS AND PARTNERSHIPS



Geraldton PS Parents and Citizens Association

The GPS P & C Association and the school have a close and effective working relationship with the Principal on the Executive Committee and a member of the Canteen Committee. The P & C Association are highly supportive of the school and fundraise regularly for the school, for example, iPads, iPad trolley, Apple TVs, Loose Parts Sea Container, Year 6 Annual Camp, furniture and equipment.

Meetings are held twice per term and the P & C Executive Committee have coordinated two opportunities in 2018 and 2019 for P & C Training by WACSSO.

The school is actively engaged with the P & C and provides operational and strategic support, for example, the Principal liaised with the Canteen Committee to develop, implement and analyse a Canteen Survey for staff, parent/carers and students as a means of improving the current Canteen operations. From this survey a number of actions were taken by the P & C as recommended by the Canteen Committee, that is, Updated menu Online ordering initiated Catering opportunities taken up by the Canteen

Future Planning:

- To facilitate a workshop, with the P & C to develop a GPS P & C Association vision statement and strategic plan as previously discussed with the P & C Association.
- Upgrade the exterior façade of the canteen and name the canteen. Planned to be done by the end of Term 4 2019 as part of the updating the visual identity of the school planning.
- Acknowledge the annual figures fundraised and P & C contributions via an Honour Board. To be done by end of Week 6, Term 4 2019 for presentation to the P & C at the Final Assembly of the year.

TEACHING QUALITY



TEACHING QUALITY

In Term 4, 2017 the principal conducted a comprehensive Performance Management and Development Processes and Practices Survey to find out:

- The extent to which all staff understood the Department of Education's performance management process;
- The number of staff whom had participated in performance management processes;
- The perception of the value of the performance management process by staff; and
- What could be done better/differently and what was working well.

The general feel was that staff wanted to engage in performance management and development processes but had not had the opportunity and that they either did not understand or were wary of the performance management process.

The principal undertook a series of actions to address this including:

- Information and awareness raising of the Employee Performance Policy Review and update of the Performance Management Process.
- Timetabling performance management meetings in the Term Planner for all terms.
- Use of the SWIWL tool for self-observation purposes Setting up opportunities for all staff to WOW (Watch Others Work)
- Providing opportunities and templates for Education Assistants to seek feedback from each other and teachers about targeted areas of professional practice they wished to .
- Professional Learning (for principal and two teachers) in Instructional Rounds Using the Gradual Release model to work with the MCS to show her how to use a Growth Coaching methodology linked with an appreciative inquiry.
- Modelling to Leadership Team staff the Growth Coaching Utilising and modelling the Fierce Conversations method as per the Susan Scott model for at the point of need for unsatisfactory performance.

Evidence (after):In comparing the 2017 and 2018 Performance Management Surveys staff ratings have shown much improvement in 17 of the 19 areas surveyed.

What still need to be done:

Staff ratings that the school's performance management process links to the intended outcomes of the Department's strategic directions with 54% of staff agreeing that it did in 2018 as compared to 78.57% agreeing that it did in 2017 which shows a downward trend.

A more explicit and visible link will be implemented via staff meeting.

To provide opportunities for teaching staff to develop a greater awareness, knowledge of and use of the AITSL Standards as a measure of determining more specific and targeted areas of classroom instruction and professional practice.

The completion of a whole school performance management goals overview grid to use as a basis for future professional learning and to support resourcing needs.

These items will be addressed at the SD Days in Term 4 2019 and Term 1 2020 where greater emphasis will be placed on more comprehensively linking data, the School Business Plan, the Annual Report and the Department's Strategic Plans as well as making these links more visible to the school community.

Performance management and development is vital for the success of the whole school, that is, to develop and grow staff who are skilled, knowledgeable and who are self-reflective practitioners who seek and value feedback in order to achieve success for all students.



TEACHING QUALITY

A relentless focus on high quality teaching Implement an explicit teaching methodology in every class and to build teacher understanding of the Australian Professional Standards for Teachers to improve individual and draw on evidence-based feedback – including classroom observations, student data and student surveys – to improve teacher skill is what we have been focusing on at GPS.

How are we going and how do we know?

The school has updated and reviewed and updated its whole school assessment data collection items over the last semester with the addition of more explicit data collection tools, for example PROBE Reading, SWST (Single Word Spelling Test, PAT Science and customised context driven NSOS Surveys. This is to ensure that fine grained rich data from which to plan teaching and learning programs are used support in-school monitoring.

Staff have been provided with support and time to trial new assessment tools. Results are analysed and target setting linked to results, for example, NAPLAN results have been tracked since 2014 via the use of a Whole School Data-Base. The data based is updated and teachers are supported in class and in teams to set teaching and learning goals. The school has identified individual, class, cohort and year level targets and provided support to address targets, for example, 21 students in middle and upper primary years identified with potential specific learning difficulty problems and require for 6 months of targeted Tier 2 intervention before assessments can be conducted.

These students have been provided with individual and small group explicit instruction in Synthetic Phonics and Sounds Write strategies. Skilled support is provided by two Special Needs Education Assistants who have been provided with training in Sounds Write professional learning. Progress is tracked and results shared with class teachers. Some of the examples of using evidence-based feedback to improve teacher practice include: NAPLAN Analysis with the focus on tracking longitudinal trends, cohort analysis and used for target setting goals.

Deputy Principals support teachers with Examination and comparison of NAPLAN and Teacher Judgements for Year 3 and 5 students to provide teachers with a moderation Provision of professional learning for teachers in the use of Brightpath as a moderating tool and to use explicitly with students for feedback, self-reflection and goal setting with iStar methodology. Inter and intra school Moderation opportunities in English and Mathematics with other schools are scheduled for teachers each semester as part of trade off.

Collegiate support mechanisms are in place and teacher leader's model and support whole school strategies to and for each other, in English and Mathematics during PLC meetings, staff meetings and SD Days.

Use of assessment tools professional learning by the West Coast Speech and Language Development Team for K – 2 teachers, for example, Kindergarten Assessment Staff are provided with guiding steps with a Reporting to Parents 'P-10 Analysis' platform for support analysis of data and assessment.

STUDENT ACHIEVEMENT AND PROGRESS

2018 NAPLAN RESULTS AND ANALYSIS OVERVIEW

The 2018 NAPLAN results were received at school at the end of last term. We are very pleased with how our Year 3 and Year 5 students performed.

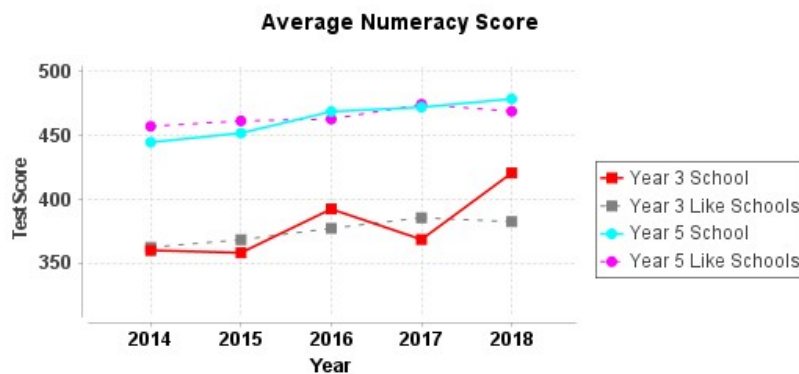
It is relevant to remember that NAPLAN is only a small part of what happens in our school. It does provide us with longitudinal trends for focused planning and identifying and tracking individual students for support.

Geraldton Primary School

NAPLAN Comparative Performance Summary

	Year 3			Year 5		
	2016	2017	2018	2016	2017	2018
Numeracy	0.4	-1.1	1.4	0.3	0.6	-0.2
Reading	0.2	-0.1	0.7	0.3	-0.6	0.8
Writing	0.6	-0.9	1.0	0.7	0.3	-0.6
Spelling	0.9	-0.8	0.3	1.0	0.3	0.0
Grammar & Punctuation	1.0	-0.4	0.3	0.4	-0.2	0.2

	Above Expected - more than one standard deviation above the predicted school
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6



MATHEMATICS SUMMARY INFORMATION:

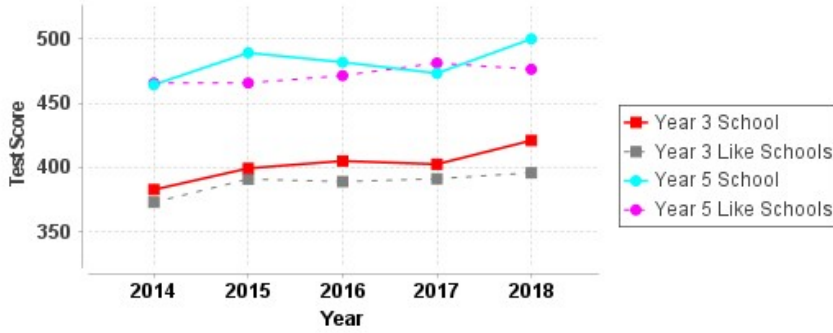
Year 3 Results: The Year 3 mean score has increased and there has been a decrease in the percentage of students achieving the Below National Benchmark Score. 0% of students were Below National Benchmark Score in 2018 as compared to 9% in 2017, 5% in 2016 and 11% in 2015.

Year 5 Results: The Year 5 mean score has increased and there has been a decrease in the percentage of students achieving Below the National Benchmark Score. 3% of student were Below National Benchmark Score in 2018, 12% in 2017, 7% in 2016 and 10% in 2015.

The Year 3s have significantly exceeded the Australian Schools Mean with all round improvements with all bands scoring higher and the the year 5s continue to show an upward trend as well.

STUDENT ACHIEVEMENT AND PROGRESS

Average Reading Score

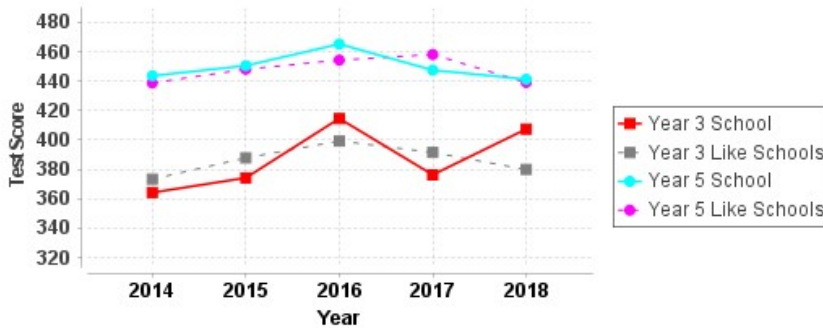


READING SUMMARY INFORMATION:

The Year 3s mean score has increased with a reduction in students below the National Minimum Score and an increase in students above the NMS.

8% of students were NMS, 0% at NMS, 92% Above NMS. The results were similar with Years 5 with 3% of students Below NMS, 14% at NMS, 84% Above NMS.

Average Writing Score

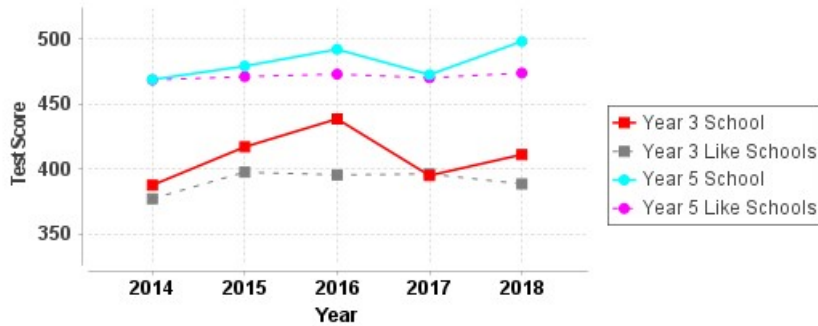


WRITING SUMMARY INFORMATION:

The Year 3 were above all Australian School scores mean with a decrease in the BNMS and a high increase in the AbNMS scores. 3% of students were BNMS, 3% NMS and 94% AbNMS.

The Year 5s had a mean score decrease and a BNMS increase and an AbNMS decrease with 12% of students BNMS, 21% of students ANMS and 67% of students AbNMS.

Average Grammar & Punctuation Score

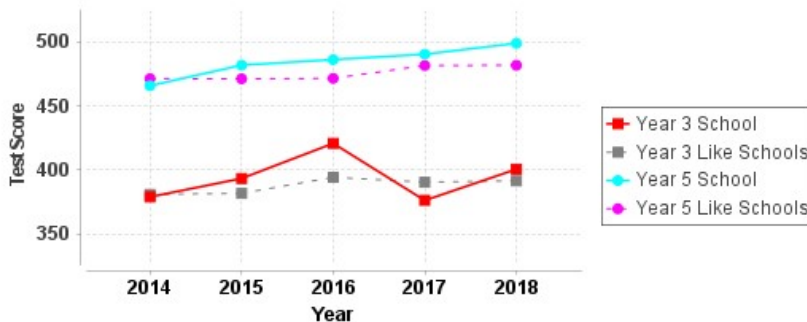


GRAMMAR SUMMARY INFORMATION:

The Year 3s have shown a growth in the mean score with a decrease in BNMS and an increase in at and above NMS with 3% of students BNMS, 10% ANM and 87% AbNMS.

The Year 5s have shown growth in the mean score but with an average BNMS and ANMS with 5% of students BNMS, 15% ANMS and 80% AbNMS. Add short body of text

Average Spelling Score



SPELLING SUMMARY INFORMATION:

The Year 3 mean score is steady with an increase in ANMS with 8% of students BNMS, 13% ANMS and 79% AbNMS.

The Year 5s mean score increased with a decrease in BNMS with 5% of students BNMS, 10% ANMS and 85% AbNMS

Abbreviations used: NMS - National Minimum Standard

BNMS – National Minimum Standard

ANMS – At National Minimum Standard

AbNMS – Above National Minimum Standard

STUDENT ACHIEVEMENT AND PROGRESS

Attendance

Aboriginal Students' Achievement and Progress

In 2018, 14.7% of students at Geraldton PS were Aboriginal and/or Torres Strait Islander, with 54 Aboriginal students out of a total enrolment of 365 students. Aboriginal students' attendance is above the overall attendances for like and WA Public Schools as shown in the tables.

Non Aboriginal Students' Attendance Data is also above Like Schools and All WA Public Schools.

In 2017 Semester 3, the school introduced the Attendance AM/PM Summary to go out to all parent/carers with Student Reports which showed all Authorised and Unauthorised Absences as a means of alerting parent/carers to unauthorised absences.

In Term 4 2018 the school introduced Seesaw as mandatory use for teachers as an additional means of communication for parent/carers to provide information about absences. Prior to that and continuing currently, attendance of all Severe at Risk students tracked by a Deputy Principal and AIEO with individualised and personalised attendance planning done with at risk students and with provision of support for parent/carers. The overall target is to get Authorised Absences to 80% for all students.

The target to increase the percentage of both ATSI and Non-ATSI students in the Regular Attendance Category and reduce the percentage of both ATSI and Non-ATSI students in the Indicated Category.

Attendance Overall Primary – Geraldton PS

Year	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	85.1%	93.3%	93.8%	91.6%	86.9%	81.2%	94.0%	93%	92.7%
2018	84.6%	93.1%	93.7%	91.5%	85.7%	80.6%	94.1%	92.7%	92.6%

Attendance Category – All Students

	Regular	At Risk		
		Indicated	Moderate	Severe
2016	83.1%	11.8%	3.7%	1.2%
2017	84.0%	13.0%	3.0%	0.0%
2018	82.1%	13.4%	3.3%	1.2%
Like Schools 2018	75.7%	17.2%	5.7%	1.4%
WA Public Schools	77.0%	15.0%	6.0%	2.0%

	Regular		At Risk					
	ATSI	Non-ATSI	Indicated		Moderate		Severe	
2017	73%	79%	14%	16%	9%	4%	4%	1%
2018	65%	75%	19%	18%	14%	6%	1%	2%
2019	71%	72%	21%	24%	4%	3%	4%	0%

Authorised vs Unauthorised Absences – Aboriginal vs Non-Aboriginal Students

	Aboriginal		Non-Aboriginal	
	Authorised	Unauthorised	Authorised	Unauthorised
Sem 1 2019	55%	45%	73%	27%
Sem 2 2018	43%	57%	63%	37%
Sem 1 2018	34%	66%	58%	42%
Sem 2 2017	48%	52%	58%	42%
Sem 1 2017	48%	52%	57%	43%

Academic Achievement of Aboriginal Students in Comparison to Non-Aboriginal Students

English	No of Students (Years 1-6)	2019 Sem 1 GRADE ALLOCATIONS (Number and %)				
		A	B	C	D	E
ATSI	49	1 (2%)	10 (20%)	17 (35%)	15 (31%)	5 (10%)
Non-ATSI	288	11 (4%)	69 (24%)	138 (48%)	60 (21%)	6 (2%)
No of Students (Years 1-6)		2018 Sem 2 GRADE ALLOCATIONS (Number and %)				
English		A	B	C	D	E
ATSI	50	1 (2%)	14 (28%)	16 (32%)	13 (26%)	3 (6%)
Non-ATSI	278	18 (6%)	84 (30%)	131 (47%)	5 (18%)	6 (2%)
No of Students (Years 1-6)		2018 Sem 1 GRADE ALLOCATIONS (Number and %)				
English		A	B	C	D	E
ATSI	51	0 (0%)	10 (20%)	14 (27%)	15 (29%)	5 (10%)
Non-ATSI	279	10 (3%)	58 (21%)	137 (49%)	57 (20%)	5 (2%)
Mathematics	No of Students (Years 1-6)	2019 Sem 1 GRADE ALLOCATIONS (Number and %)				
		A	B	C	D	E
ATSI	49	1 (2%)	10 (20%)	17 (35%)	15 (31%)	5 (10%)
Non-ATSI	287	18 (6%)	71 (25%)	144 (50%)	46 (16%)	4 (1%)
No of Students (Years 1-6)		2018 Sem 2 GRADE ALLOCATIONS (Number and %)				
Mathematics		A	B	C	D	E
ATSI	51	3 (6%)	10 (20%)	21 (41%)	9 (18%)	4 (8%)
Non-ATSI	279	30 (11%)	92 (33%)	113 (40%)	32 (11%)	4 (1%)
No of Students (Years 1-6)		2018 Sem 1 GRADE ALLOCATIONS (Number and %)				
Mathematics		A	B	C	D	E
ATSI	51	2 (4%)	10 (20%)	16 (31%)	14 (27%)	1 (2%)
Non-ATSI	279	22 (8%)	64 (23%)	138 (49%)	40 (14%)	3 (1%)

USE OF RESOURCES

Preparation of the school budget each year is thorough and considered and is a transparent process at Geraldton PS with each of the key stakeholder groups, that is, school staff groups (Principal, Manager Corporate Services, Leadership Team, Finance Committee, Teaching staff, Support staff and School Council). The school budget, generally always tight, is kept within the budget allocations at all times.

The Principal and Manager Corporate Services liaise closely to provide timely and relevant financial information to ensure that key stakeholders have a very clear understanding of how school budgeting works, how funding is received and allocated using ethical and accountable decision making processes. For example, each year, the principal and MCS collaborate to explain and deliver the Class Structures Options which provides a range of options which links the anticipated student enrolments to potential class structure options with finances required to fund each option. All staff and the School Council are provided with opportunities to closely examine this financial planning process.

The school Finance Committee meets a minimum of twice per term and makes informed decisions for short and long term planning needs using accurate and up to date financial information. All financial processes are transparent and the committee has a clear understanding of their role. The Finance Committee comprises of the Principal, the Manager Corporate Services, Teaching and Support Staff. Agendas and minutes are timely and written in clear and comprehensive manner.

Finance Meeting minutes are published for staff to view. Finance Committee members are provided with information about the SCFM, the One-Line Budget to gain an understating of the operations of the School Resourcing System to increase their professional financial knowledge. The Principal, Manager Corporate Service and Deputy Principals are provided with an opportunity to attend relevant professional learning each year to keep abreast of any changes and to increase knowledge and skill in financial management.

Geraldton PS actively develops and maintains partnerships with teaching institutions, TAFE and return to work programs to be able to have non-school funded personnel to for in class support, beyond what the school can budget for. For example, the school has developed a relationship with Work Focus (since 2018) and Solus (2019), both workplace rehabilitation providers provide opportunities for appropriate personnel to work at the school for short and long term time periods.

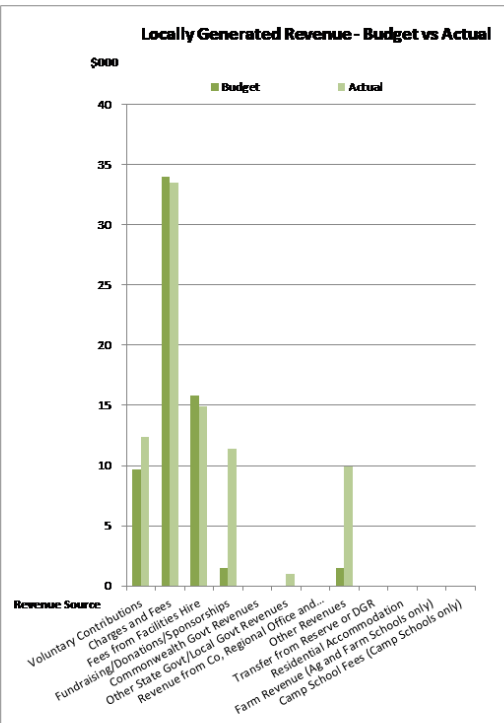
In 2018 the school had the non-school funded services of an Education Assistant for 0.6FTE for three terms. The principal and Manager Corporate Services coordinate teaching and support staff practicums each term which is a mutually beneficial service to educational institutions and the school. Student characteristics funding is used to implement appropriate teaching and learning adjustments to support improved outcomes for groups of students.

Allocated funding is used to provide direct support to students diagnosed with disabilities in the form Special Needs Education Assistants to work with students individually and in groups. Funding allocations are also used to fund relevant professional learning for staff to work with funded students, for example, Dyslexia Online Module training, ASD PL, Team Teach PL, Sounds Write Program PL. Special Needs Education Assistants are timetabled to ensure maximum efficiency, to match their skills and abilities with specific students and to work with targeted Tier 2 students to improve student outcomes and to support differentiation strategies in classroom.

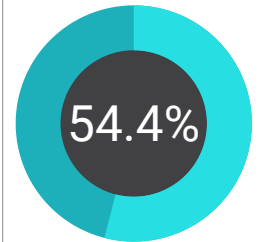
2018 FINANCIAL SUMMARY

Geraldton Primary School Financial Summary as at 19 February 2019

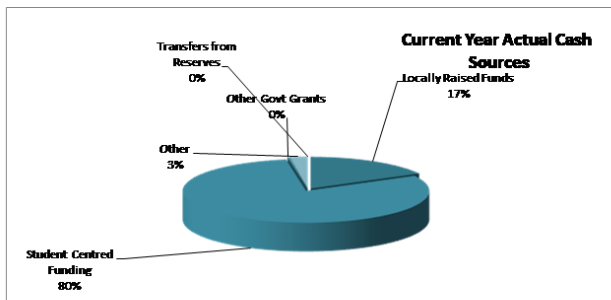
Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 9,666.00	\$ 12,380.50
2 Charges and Fees	\$ 33,965.00	\$ 33,508.22
3 Fees from Facilities Hire	\$ 15,840.00	\$ 14,900.00
4 Fundraising/Donations/Sponsorships	\$ 1,500.00	\$ 11,382.75
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ -	\$ 1,000.00
7 Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8 Other Revenues	\$ 1,502.22	\$ 9,912.07
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	\$ 62,473.22	\$ 83,083.54
Opening Balance	\$ 43,560.50	\$ 43,560.50
Student Centred Funding	\$ 300,000.00	\$ 338,328.52
Total Cash Funds Available	\$ 406,033.72	\$ 464,972.56
Total Salary Allocation	\$ 3,321,968.00	\$ 3,321,968.00
Total Funds Available	\$ 3,728,001.72	\$ 3,786,940.56



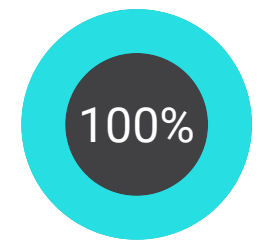
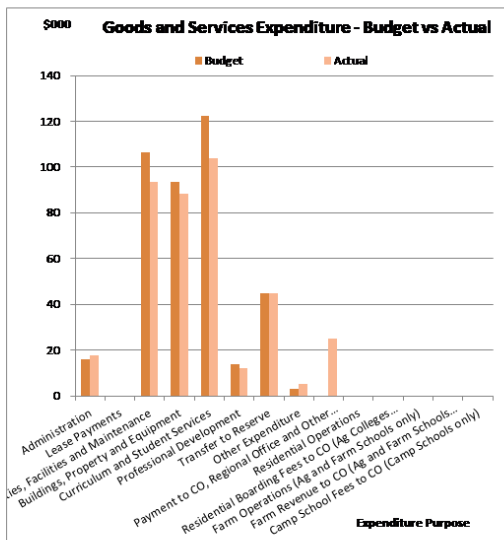
Charges and Contributions 2018



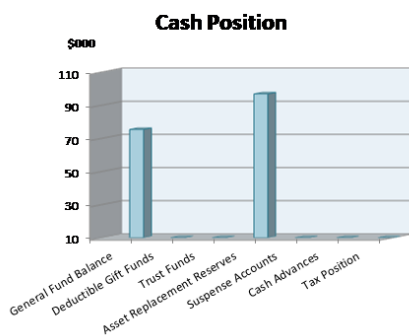
or \$12,381 was received in Charges and Contributions in 2018.



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 16,000.00	\$ 17,464.06
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 106,450.00	\$ 93,339.08
4 Buildings, Property and Equipment	\$ 93,500.00	\$ 88,141.76
5 Curriculum and Student Services	\$ 122,150.00	\$ 103,655.64
6 Professional Development	\$ 14,000.00	\$ 11,944.94
7 Transfer to Reserve	\$ 44,937.00	\$ 44,937.00
8 Other Expenditure	\$ 3,005.00	\$ 5,169.06
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	\$ 400,042.00	\$ 389,651.54
Total Forecast Salary Expenditure	\$ 3,313,821.00	\$ 3,313,821.00
Total Expenditure	\$ 3,713,863.00	\$ 3,703,472.54
Cash Budget Variance	\$ 5,991.72	



would equate to \$22,740 if received.



Cash Position as at:	
Bank Balance	\$ 170,770.19
Made up of:	\$ -
1 General Fund Balance	\$ 75,321.02
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 96,796.62
5 Suspense Accounts	\$ 3,443.55
6 Cash Advances	\$ -
7 Tax Position	\$ -
Total Bank Balance	\$ 170,770.19