

Goolmangar Public School

Annual Report



2016



2037

Introduction

The Annual Report for 2016 is provided to the community of Goolmangar Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Rachel Bertuzzi

Principal

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Message from the Principal

2016 has been a successful year in working towards our school vision of fostering social responsibility and community partnerships. We have inspired our students to have a growth mindset and challenge themselves through demonstrating perseverance, resilience and confidence in many areas.

- Staff and students have trialled project based learning. Students enjoyed this approach as it provides optional individual learning pathways within curriculum expectations. Projects students created at the end of the sequence of lessons ranged from writing a script, making models, writing and performing a song, e-presentations and speeches.
- Students have engaged in learning Italian as a second language from Kindergarten to Year 5. The group performed at our variety concert at the end of the year. We have also been focussing on the Widjabul language by learning the names of animals, greetings and putting up signage around the school.
- Sport this year has been varied accommodating to all our students interests. We averaged swimming lessons for 50% of a school year of one lesson per week. We also had one lesson a week for 6 weeks of athletics and 5 weeks of tennis coaching. All these lessons were free to our students and their families. Funding for these programs came from the Sporting Schools Initiative Grants where we successfully received funds of \$7 200, the P&C and our school covered the remaining funds. Students excelled in athletics, swimming and cross country with some students representing our school at zone level. We also played cricket, soccer and Danish rounders to participate successfully at the combined Teams Day. Students finished the year off with a free circus skills workshop at Circus is Art in Byron Bay which they won in an art competition.
- The staff and students have introduced STEM (Science, Technology, Engineering and Mathematics) tasks on a weekly basis. We are currently focussing on computer coding and how important it is for exploration of our world. All students have learnt the basics to using Lego WeDo kits which involved designing a science rover that has a motion sensor, tilt sensor, can be programmed for movement in different ways and records voices and sounds. Students learnt how to collect data or record information using the Lego WeDo app on our I-pads. This entailed taking photos, video, screen shots of their code and typing notes. In 2017, students will use Lego WeDo to problem solve using computer coding other real world based tasks. The school has plans to link with other schools on inter-school computer coding challenges. We have been invited to present professional learning to other teachers from in our learning community on coding so their schools may follow in our leadership of future focussed learning.
- Goolmangar Public School are in the process of creating future focused learning spaces. We have purchased a variety of colourful, engaging furniture for flexible learning and collaborative work spaces where students share their knowledge and learning. Our school buildings were designed when teaching practices were very different. They were designed during a time where everyone learnt the same thing in the same place at the same time from the same person. Teaching practices and the way students prefer to learn at Goolmangar PS, have changed significantly over the years. Research has proven that students learn best when they are actively involved, collaborating together, integrating their learning, critically thinking, using problem solving and curiosity is promoted. The school buildings and grounds have begun to have a make-over to meet our students needs. Staff have begun to design learning spaces for students to break out into small groups or work independently. The spaces are planned so our children have flexibility using technology such laptops, I-pads or stationary computers and better opportunities to collaborate.
- Our outdoor areas are also becoming more creative and flexible. The covered outdoor learning area was upgraded with drop down weather proof blinds to make the area a space that can utilised at all times. The school building and water tank had bright, colourful murals painted. Students were able to voice what they wanted on the murals, specifically animals relevant to our local area and participate in creating the caterpillars. Part of our old playground equipment was renovated and we now have a pirate ship for the students to play on.
- During 2016, our school had a demountable removed which was used as a library. The library was relocated in a refurbished permanent room that was freshly painted with new shelving and a few bean bags for student comfort. The facility is being used on a daily basis now as it is easier to access. Students are encouraged to borrow from the library daily. The library also provides a calming environment where students are able to break out to work collaboratively during the day or after school whilst waiting for the bus, play games (chess or card games), draw, write or build.
- The school supported both Southern Cross University and University of New England by accepting undergraduate students to participate in professional learning experiences and offering them a positive environment where the students themselves became very much part of our community.
- The students performed the play, The Wizard of Oz. All students experienced the excitement of a stage

production– with costumes, music, lighting and props. Students who played lead roles persevered with learning many lines. This was a huge success in building on students self–confidence. We filled Goolmangar hall with a large audience of families, friends and community members.

- This was our first year of hosting a learning expo, based on life in Egypt. Students chose an element of life in Egypt to learn about and designed their own display which was presented in our covered outdoor learning area. Families and friends visited the school and spoke to each student who informed them about what they had learnt.
- The Egyptian theme was integrated into other areas of the curriculum. It became the focus for the whole school performance involving singing, dance and drama at the Lismore Performing Arts Festival and incorporated an excursion for all students to participate in making a professional backing track at a recording studio. Overall six students from Years 3–5 (33% of the school enrolment) qualified for other select groups during the festival. This included three students in the combined small school choir, another student who qualified for the Rivers Dance Ensemble and another student who became part of the Drumming Ensemble. All students challenged themselves to become part of a wider community demonstrating resilience, perseverance and a positive learning attitude. In 2017, we have six students who have been invited to sing as part of a combined state choir at the Opera House in November.
- During term 4, the P&C funded 50% of a ten week private guitar tuition program that occurred onsite and parents funded the remaining expense. There were 8 students out of 15 from Year 1 to Year 5 who participated and learnt basic guitar chords and songs.
- Throughout the year students art work has won many different competitions. Two of our students had work selected from the local area for the Organic Garden Market Calendar of 2017, students came first as a team in the Aboriginal art section for the Lismore Show and also won a free workshop at Circus is Art in Byron Bay, for the bright, creative banner all students contributed to.
- The Yr4–5 students linked with Clunes Public School for our trip to Brisbane and the Sunshine Coast. The students made new friends and participated in visiting the Science Museum, Suncorp Stadium, a ferry ride on the Brisbane river, visiting the Planetarium at Mt. Cootha and Australia Zoo. Students also slept in the tunnel at Underwater World to watch the fish swim by as you go to sleep and fed the sharks. The students also spent extra energy by going ten–pin bowling and ice skating.
- It is difficult to report on our NAPLAN results due maintaining privacy of the small cohort of students in Yr3 & Yr5. The Department of Education NSW, states that school's can only report on NAPLAN results using specific percentages in relation to achievement bands if there are 10 or more students in each of the year levels assessed however our results have shown all students are on par with state average or working beyond in the top two bands in most areas.

In summary the school community have had an amazing year. I would like to thank our community and staff for providing all students, in all years with so many enriching activities. I encourage everyone to read this annual report as it is a document that shows what GPS is capable of when we work together as a team. Goolmangar Public School aims to provide an enriching and stimulating education for the students who attend and is a valued asset to our local area.

I certify the information provided in this report is the result of a rigorous school self–assessment and the review process undertaken with staff, parents and students. It provides a balanced and genuine account of the school's achievements and areas for development.

If you would like to know more about our school, please do not hesitate to contact us.

Rachel Bertuzzi– Principal

Message from the school community

This year we had a busy and exciting time with various projects and events. We have had working bees, fundraising, discussing and making decisions that will benefit the school, the community and most of all the children.

In 2016 the P&C committee held many meetings, at the meetings we discussed various issues and projects that could help the school and the community.

With our meetings we listen and discuss topics and events that the school has presented or parents raise. We also discuss correspondence from the community and Department of Education, NSW.

This year we achieved several things which include assistance with the construction of a new fence around the landcare project, the retrofitting of a pine log structure into a pirate ship, the construction of a notice board and signage, the construction of a self regulating watering system for the vegetable gardens, helping with the purchase of plants/seedlings and or potting mix mulches and fertilisers. We also helped the children and their families with funding various things, e.g. annual school trip, guitar tuition, school outings and education programmes.

We also organised the running of our various fundraising events, which included catering for a variety of events. The P&C would like to thank the parents and families of GPS with your help throughout the year with all the projects and events.

Patrick Greene.

Message from the students

Throughout 2016 we have enjoyed lots of activities. These activities have helped us learn, collaborate and have fun!

Year 4 and 5 (we have no Year 6 students in 2016) went on camp to Brisbane and the Sunshine Coast. The highlights were feeding sharks at Underwater World, ice skating, ten-pin bowling and visiting Australia Zoo. The younger students went to the beach for coastal studies. Next year we are looking forward to going to the Sport and Recreation Camp at Lennox Head.

We all learnt about 'The Power of YET' and are developing a growth mindset towards learning. Participating in mindfulness sessions has helped us focus for the next lesson.

We as the student leaders, have with the support of parents and staff, planned and implemented a Crazy Hair day to raise money for the Leukaemia Foundation, sold ice-blocks and hosted a disco to raise funds for World Vision..

We had lots of great opportunities to connect with other students and make more friends at other schools. Some of us went to Creative Arts Camp, joined special groups and shared team sports at the athletics carnival.

In 2017, we will continue to smile heaps, learn lots and have a good year!

Sianna, Emlyn and Lucy.

School background

School vision statement

At Goolmangar Public School, we will foster social responsibility through Positive Behaviour for Learning (PBL) and community partnerships within the school and beyond, we will inspire creative, resilient, confident, future focused learners to become active citizens in a sustainable future.

School context

Goolmangar Public School students come from our local enrolment area of Goolmangar and Koonorigan. The school community work hard to maintain an inclusive culture where ideas are valued and shared.

It has future focused learning facilities whilst incorporating an open plan playground promoting an active environment for learning and play. We provide a flexible, creative curriculum to build learning capabilities, such as inquiry learning. All students are supported to reach beyond their potential. Specialist teachers in science and technology, sport, Italian and arts have successfully extended students in these areas.

The School Community maintain strong support for the school by contributing to implementation of policies and maintenance of an effective, innovative P&C.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. Our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Staff members at Goolmangar Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. The process culminated with a quality overview of how our school aligns with the School Excellence Framework and directions for future planning.

In the domain of Learning, our efforts have primarily been focussed on creating a shared learning culture, establishing strong wellbeing programs (e.g Positive Behaviour for Learning, Growth Mindset, The Learning Pit) and focussing on delivering a curriculum based on developing knowledge and understanding by integrating technology, library facilities and a future focussed skill set. Students have engaged in extra-curricular learning opportunities.

Our major focus in the domain of Teaching, has been on staff and students reflecting on progress particularly in English and numeracy. Staff have used PLAN software to regularly check student performance data to ensure students are progressing. Students are regularly conferencing with teachers for English and numeracy to ensure all students have a clear understanding of how to improve their learning. Students and teachers are showing quality formative feedback to each other and clear learning intentions are provided in literacy by teachers. This is evident during observations of lessons, classroom walkthroughs and team teaching situations.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of the implementation of the school plan and it's directions have been reflected in regular review of our school milestones with the school community and in staff members' Professional Development Plans. The school successfully switched over to a new library system, OLIVER due to a collaborative approach with staff. This new system also provides a platform for students to access and reserve library books with The Richmond Tweed Library in which the books can be delivered via the mobile library service. The Principal provided the P&C, community and staff with updated administration practices in an open manner providing opportunities for the community to give constructive feedback on school practices and protocols.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Curriculum programs will build on educational achievements by promoting Positive Behaviour for Learning for student's ongoing performance improvement particularly in writing, numeracy, creative arts and emotional wellbeing.

Purpose

All students will:

- Confidently and creatively reach their full potential by targeting writing, numeracy, creative arts and student wellbeing.
- Develop self-awareness in their learning pathways.
- Develop life skills to be future focussed learners and leaders.

Overall summary of progress

In 2016, Goolmangar PS set out on a journey to build on using Visible Learning strategies and provide professional learning to other schools within the Big Scrub Learning Community. The strategies we focussed on in 2016 were using effective feedback and making learning intentions clearer which research indicates to have the most impact on student learning. The staff targeted these strategies in their professional development plans and during their lessons. As a result students and staff are monitoring individual progress in writing closely and students are keen to achieve the next level of writing markers on our data wall.

The Principal attended a self funded planned study trip to recommended future focussed learning schools in New Zealand. This provided realistic experiences to support the findings of Visible Learning and direction for leading workshop days for six other principals from neighbouring schools and our own. Staff across schools collaborated in sharing of ideas and ways to further develop other Visible Learning strategies.

The impact of what we set out to do at the beginning of 2016 has successfully filtered into classroom pedagogy and developed growth in student outcomes. All students are developing an awareness of where they are situated on their learning pathway for writing and understand their next outcome to be achieved.

We set out to develop leadership skills based on accepting responsibility and respecting others not only with our older students but on a whole school basis. Some of the programs implemented throughout the year were Positive Behaviour for Learning, being an editing coach for writing and shared STEM experiences using Lego WeDo. These programs provided students with opportunities to lead and give feedback to further enhance learning. Student interviews indicated, 100% improvement in understanding the value of peer feedback and student voice.

Other wellbeing programs including Mindfulness, the development of a 'Growth Mindset' and understanding of 'The Learning Pit'. The impact of these programs have had a positive effect on student self perceptions as a learner and teachers use the language and visuals quite comfortably during teaching. Parents were provided with information on these self-awareness programs via the 'Curriculum Corner' in the newsletter.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• <i>School and national data measures indicate improvement in focus areas of writing and numeracy.</i>• <i>Student interviews will show 75% of all students are able to indicate their learning pathway in writing, creative arts and numeracy.</i>	<p>Students understand the writing data wall by acknowledging where they are now in their writing and where to next during writing conferences.</p> <p>Students have begun to set learning goals and staff are responding to this by designing lessons based on students' needs. The writing process was introduced after the Principal visited future focussed schools in New Zealand on a self-funded learning experience. During student interviews, indication has shown that many of our students are using the process to become self-regulated learners.</p> <p>Staff differentiated learning explicitly for writing throughout 2017. NAPLAN results have shown most students are on par with state priorities of all</p>	<p>\$3500 Self Funded Professional Learning Experience to gather information and data from future focussed learning schools in New Zealand which lead the implementation of the Rural and Remote project supporting other schools in our learning community—Planned and implemented by Rachel Bertuzzi, Principal. \$2 000 School Funds \$8500 Rural</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	<p>Year 3 and Year 5 students reaching the top 2 bands in writing.</p> <p>88% of students in Years 3–6 that were surveyed show that at school feedback sounds motivating, helpful and encouraging and 100% of students in Yr3–6 indicated that feedback sounds like ways to improve on their learning.</p>	and Remote Grant
<ul style="list-style-type: none"> • Student surveys indicate 75% of students accept responsibility for self-directed/team (SRC) plans and monitor their own self-awareness to be a resilient learner. 	<p>All staff and students understand Dr. S. Dweck's research on developing a 'Growth Mindset'. After a sequence of lessons student feedback indicated that 'good' learners have a growth mindset'. Most students are able to turn around negative comments or feelings to coping better with life's challenges or learning experiences at school. Students planned, implemented a number of activities such as Crazy Hair Day, 80's Disco, expos and fun activities (e.g. scavenger hunt). Students regularly fundraised, by managing the selling of ice blocks to donate funds to World Vision.</p>	

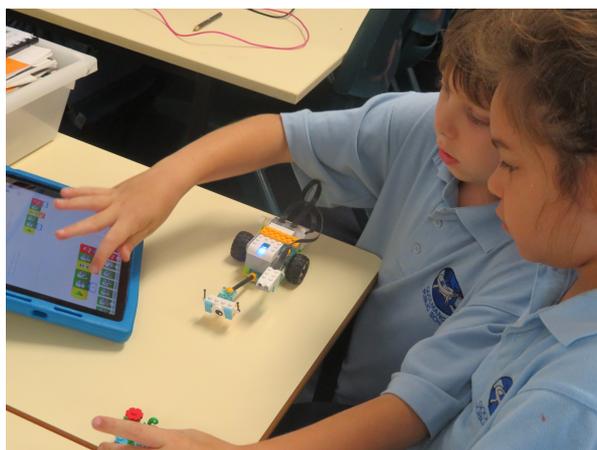
Next Steps

In 2017, established programs will continue. i.e. Positive Behaviour for Learning, Mindfulness using belly breathing techniques, Growth Mindset and the Learning Pit, Project Based Learning.

STEM (Science, Technology, Engineering and Mathematics) and computer coding using Lego WeDo, Dash and Dots, Sphero Balls and possibly EV3 robots will be a priority and links with other schools in our network to focus on future focussed learning relevant to problem solving, collaboration and creativity.

The school learning environment will continue to develop innovative spaces that are vibrant through reflection on what our learning areas are currently like and implementing changes to offer students and teachers' flexibility and the ability to learn in an environment that promotes collaboration and a place where inquiries are shared and students are engaged.

Differentiation of the curriculum, providing quality feedback and explicit learning intentions for numeracy and creative arts will be followed through as strategies for Strategic Direction 2– Building teacher capabilities in further addressing individual needs.



Strategic Direction 2

High quality teaching experiences drive syllabi implementation and build teacher capabilities.

Purpose

To build capabilities for staff to implement the *Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools* and supporting the ongoing improvement of student outcomes.

Overall summary of progress

This strategic direction addressed the development of establishing positive, respectful relationships among students, staff and visiting volunteers or presenters. In 2016 a school wide, collective responsibility was initiated for student learning and success with community engagement on designing and creating a Positive Behaviour for Learning program for the whole school community. The program so far has established three behaviour expectations which reflect broad life skills– be safe, be responsible and be respectable. The program has resulted so far with staff building on their capabilities of establishing workable routines to create an environment where student learning time is maximised.

Training in the History and Geography syllabi will occur early next year due to the lateness of the professional learning package being released. Staff have discussed and are working on implementing the Science and Technology syllabus in conjunction with STEM activities. Our school is leading the way in implementing investigative and exploring activities by supporting a neighbouring school who are following in our footsteps both sharing our specialist science teacher and resources.

The Principal did not participate in the North Coast Improvement in Schools Initiative Program as it was not available. Although the Principal has continued studying and has nearly completed the Master of Education (Teaching) with the research component based on Project Based Learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">To build capabilities for staff to implement the <i>Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools</i> and supporting the ongoing improvement of student outcomes.	Positive Behaviour for Learning has been introduced to provide all students, staff and parents with three basic expectations– Be Safe, be Respectful and be Responsible. This has been achieved through the following actions.: Establish a PBL Team and allocate roles, Budget allocated for PB, P & C meeting to discuss Core Values/Expectations, Establish School –Wide Core Values/Expectations, Expectation Matrix developed at PBL meetings, PBL Logo– Goanna, Visual Signage for each setting from the expectation matrix is created, utilising photographs of the students displaying desired behaviours, Discussion about behaviours that have been evident. Analysis of all data available. Data Collection System– Office referral Form Recognition System–Playground and Classroom (Gotcha awards & Awards System) Staff are able to write goals and self evaluations.	\$2500

Next Steps

Staff to develop their capabilities:

- using differentiation, integration and assessment of numeracy and creative arts.
- by reviewing the process of their Professional Development Plans particularly when setting goals and through the stages of achieving those personal goals in relation to the Australian Professional Standards for Teachers by gathering evidence to map their progress. This will include staff using Office 365 to share their PDP's. It will also involve non-teaching staff in 2017.
- Principal will aim to complete the Master of Education (Teaching), Principal leadership modules and participate in 'The Art of Leadership course to enhance leadership skills..



Strategic Direction 3

Community partnerships and learning alliances are developed with other schools and organisations.

Purpose

- To achieve a high level of excellence in teaching/learning by providing more extra-curricular learning opportunities within the Big Scrub Learning and First North Learning Communities.
- Parents and staff have an active role in improving student learning and the school environment.
- To build staff capabilities and improve student outcomes.

Overall summary of progress

2016 provided many experiences to collaborate as a school community and beyond. Curriculum provision was enhanced with the implementation of the Rural and Remote project based on Visible Learning. Staff have attended shared learning community days. Our Year 4 and Year 5 students linked with Clunes Public School for school camp and all our students had attended shared interest or enrichment days with students from our learning community.

The school community has been consulted throughout the year and this is evident in the P&C minutes and in newsletters.

The school has also connected with community businesses by receiving a fruit tray from Woolworths once a week to support our Crunch and Sip program and support from Bunnings with donations of building supplies have been most appreciated..

We participated in horticultural programs and competitions (growing fresh produce for the North Coast National Show, Lismore Gardening Club and the Giant Pumpkin Growing Club).

Richmond Tweed Mobile Library service visits our community every fortnight by setting up in the school bus bay. This is utilised by students, staff and parents every fortnight.

We have used many sporting coaches and facilities in our area for swimming, athletics and tennis lessons.

The overall impact of connecting with other organisations in our community has enhanced student learning and wellbeing.

The students are open and comfortable with meeting new friends from other schools and are very happy attending Goolmangar as evident in the anonymous results from the Tell Them From Me Survey. We also have an above state average attendance rate.

The term four survey for parents indicates 10 out of 12 families who participated:

- 90% of those families that participated believe they have an active role in improving student learning at GPS.
- 70% of those families that participated believe they have an active role in improving the school environment at GPS.
- 100% of those families that participated believe they have had opportunity to collaborate with school events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<i>• 80% of students agree or strongly agree that attending extra curricular learning opportunities builds positive partnerships & social skills with peers.</i>	33% of our students extended themselves beyond the whole school performance at the Lismore Performing Arts Festival, to participate in the small schools choir, dance and drumming ensembles. Other activities students willingly participated in were the Creative Arts camp, spelling bee, gardening competitions, Yr5 went to a Mind-up workshop day. All students attended an information session on growing giant pumpkins with another school. Year 4 and 5 students linked with Clunes PS to go on camp to Brisbane and the	Sporting Schools Grant, School Funds, P&C Funds.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	<p>Sunshine Coast.</p> <p>The majority of students agree that by doing extra activities they are able to develop social skills and special interests.</p>	
<ul style="list-style-type: none"> • 75% of families agree or strongly agree that they have an active role in improving student learning and the school environment. 	<p>Term four survey results from 10 out of 12 families show: 90% of those families that participated believe they have an active role in improving student learning at GPS. 70% of those families that participated believe they have an active role in improving the school environment at GPS. 100% of those families that participated believe they have had opportunity to collaborate with school events.</p>	
<ul style="list-style-type: none"> • 75% of staff agree or strongly agree that engaging in learning opportunities with community partnerships enhances their teaching capabilities. 	<p>Staff regularly attended shared learning community days in terms 1, 2, 3, and 4. All staff appreciated extra professional learning among our learning community.</p>	<p>\$4 000</p>

Next Steps

To make connections with other schools on implementing computer coding and STEM activities across networks of schools.

To continue alliances with the Big Scrub Learning and First North learning communities.

To continue to gain feedback from the school community on future directions. A focus on improving strategies to encourage 'student voice' by strengthening leadership skills. Students have requested to attend the GRIP leadership workshop and follow through with leadership activities.

To collaborated with the school community in considering the strategic directions for the 2018 School Plan.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Provided a support learning student officer in class for 0.75 of a day for 7 weeks. This provided extra opportunities for small group, paired and individual learning support.	\$1278.66
Socio-economic background	This special initiative funding helped offset the purchase of an extra three I-pads and Lego Wedo kits to make resourcing equitable. The purchasing of technology equipment provided students with access to resources that they may not necessarily have at home.	\$1183.02

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	8	5	9	8
Girls	18	15	12	7

This table shows the movement of six students from our school during 2015–16. This was due to students transitioning to high school and some students moving out of the area. In 2016, there are no Year 6 students leaving and our enrolment is already higher for 2017 with an enrolment growth of local students.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.2		90.4	100
1	93.2	95.9	98.5	87.1
2	98.9	81.5	93	97.8
3	58	97.8	91	92.5
4	95.2	97.4	94.4	95.3
5	87.7	92.6	89.9	92.1
6	94.2	92.8	89.1	90
All Years	91.5	93	91.9	92.6
State DoE				
Year	2013	2014	2015	2016
K	95		94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Goolmangar Public School has an attendance rate slightly higher than the state average. This percentage is exceptionally good considering the enrolment size of the school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.7
Other Positions	0

*Full Time Equivalent

There are no Aboriginal or Torres Strait Islanders on our staff. Goolmangar Public School (GPS) are currently over entitled of one extra full time teacher which is shared between two teachers during the school week. We are seeking enrolments, particularly from our zone to eliminate this over entitlement. GPS have also employed a specialist language teacher using flexible funding. The students are extremely fortunate to have a large student to teacher ratio for 2017 of 2 teachers: 18 students.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Staff collaboratively focussed professional learning goals on establishing Positive Behaviour for Learning, implementing Visible Learning strategies such as differentiation of the curriculum by being explicit in setting learning goals and providing feedback that promotes the next step in learning.

Staff have different professional learning needs for technology. Some of our staff received training for computer coding using Lego WeDo and other robotics. We are now implementing this training into the classroom. Other training involved creating backing music CD's and navigating the DoE portal.

All teachers at Goolmangar PS are currently at the proficient level of teaching standards.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	89 215.15
Global funds	45 630.88
Tied funds	27 505.13
School & community sources	7 162.35
Interest	1 722.49
Trust receipts	797.85
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	19 268.21
Excursions	3 352.14
Extracurricular dissections	1 818.00
Library	926.28
Training & development	4 157.09
Tied funds	23 665.91
Short term relief	1 867.02
Administration & office	16 419.95
School-operated canteen	0.00
Utilities	6 303.07
Maintenance	21 603.37
Trust accounts	873.50
Capital programs	4 396.81
Total expenditure	0.00
Balance carried forward	0.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Goolmangar Public School have less than 10 students in Year 3 and Year 5 and in keeping with Department of Education NSW guidelines, the revealing of results is a violation of the student privacy and personal information policies with such a small cohort.

If readers would like to refer to the My School website for more information,

<http://www.myschool.edu.au/SchoolProfile/Index/94974/GoolmangarPublicSchool/42219/2015> .

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

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Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about their school. Their responses are below:

- Highlights of 2016 for parents/caregivers were community events. For example– The Egyptian Learning Expo, Performing Arts Festival, School Play, building the pirate ship, swimming lessons and all other extra curricular activities.
- Suggested areas for improvement for 2017 are to promote the local school to the local community and reverse the Koonorigan bus route so Goolmangar students can have direct access to their local school.
- Highlights of 2016 for students were school camps, excursions, computer coding, great play equipment, having good friends, creative arts, tennis and swimming lessons.
- Suggested areas for improvement for 2017 are to create more flexible learning spaces, purchase a larger range of robotics and introduce a school pet.
- Highlights of 2016 for staff were collaborative team work throughout the school community,

strong family consultation, fantastic parent support and family orientated friendly atmosphere (building the pirate ship, garden), success in drama, singing, dancing and visual arts in different events and extra curricular opportunities (use of a recording studio, variety of sports, computer coding using Lego WeDo), school play, Performing Arts Festival, excursions, camp, learning expo, the children taking control of their own learning direction in writing in particular and learning about what they are trying to achieve and where to next, small class sizes, environmental projects, beautiful playground with murals, differentiated learning, students excelling and being supported, future focused learning skill set taught, Italian lessons, classroom building has contemporary furniture, dedicated experienced staff, strong leadership from the principal – across all areas with staff, admin, community and especially the education and wellbeing of the students and an overall fantastic vibe.

- Suggested areas of improvement for 2017 are more extra curricular opportunities, community events (e.g. a curry night and bush dance). further investigation for P&C to engage with professional music tutors from the Lismore Conservatorium for added instrumental lessons within the school, continue our learning in computer coding and robotics, target numeracy.

All students participated in planting koala food trees in the school's land care area and an environmental awareness workshop. This project was effective when we had a koala visit our school grounds for a few weeks during term four.

Students also participated in the Waste Wise Program. This program taught students about recycling and culminated in the students making a short movie and creating sculptures from recyclable wastes.

All students and volunteers participated in short gardening lessons on a Friday and will continue to do so in 2017. Students are learning about sustainability by growing their own food and other aspects of horticulture.

Policy requirements

Aboriginal education

Goolmangar PS have had murals painted on school building walls reflecting the connection with local Aboriginal people and the land. Students have participated in visual art lessons and won the team award for schools in the Aboriginal art section at the North Coast show. The Widjabul language is being used more frequently and signage for different areas of the school have been mounted.

Multicultural and anti-racism education

The Multicultural and anti-racism policies are evident in a variety of ways at Goolmangar PS. The students experienced learning the Italian language and all about the culture with weekly lessons. Funding was maintained to purchase literature for both in the classroom and library on multiculturalism.

Other school programs

Kindergarten Transition Program

The transition program occurred on most Thursdays during term four. Students were able to stay the day, learn routines and meet new friends. This program was a success according to parents who indicated the children would like to start school early.

Environmental Education