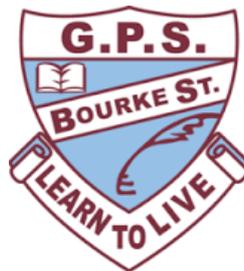


Goulburn Public School Annual Report



2016



2053

Introduction

The Annual Report for 2016 is provided to the community of **Goulburn 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.

Mrs Catherine Leeseberg

Relieving Principal

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Message from the Principal

2016 has been a busy year for all right across the school.

The students have represented the school and participated in many extra-curricular activities. These include the Anzac Day march, the violinists playing with the Canberra Symphony Orchestra, a rugby league knockout, a cricket round robin, a soccer gala day, the GCOPs concert, SpaceExpo, choir, dance both junior and senior, the Goulburn Eisteddfod, our school showcase night the Superheroes Fair and a disco.

They have also managed to do some great work in class and have achieved well.

2017 will bring some changes to Goulburn Public School. We currently have our best enrolment figures for over ten years and will have 8 classes next year.

There will be two new permanent members of staff – Mrs Linda McDade and Mrs Sam Smith. Mr Sullivan will be on leave for Semester 1 as he is still caring for his ailing parents. His place will be taken by Mrs Sharyn Cox from Coonabarabran Public School.

I would like to finish by saying that I have spent 27 fantastic years at Goulburn Public School working alongside some wonderful teachers. I love the kids because what you see is what you get. They wear their hearts on their sleeve – there is no pretense about them and they are always happy to share a snippet of their life.

School background

School vision statement

The purpose of Goulburn Public School is to provide:

- a safe and supportive , orderly, interesting and challenging environment
- a child centred curriculum
- an environment that encourages a love of learning and a desire to succeed
- comprehensive programs to cater for individual differences
- an appreciation and knowledge of our heritage, the excitement and wonders of life and a sense of self-worth.

School context

Goulburn Public School is the oldest school in Goulburn and was established by the NSW Department of Education in 1868. The school is set within attractive grounds with beautiful heritage buildings and continues to build upon its proud tradition of working with the community to provide the best possible learning outcomes for all students. The school makes valuable use of its excellent facilities by offering a wide range of educational opportunities, with students and teachers working to ensure that everyone reaches their full potential while experiencing success within a happy and supportive educational environment. Meeting individual learning needs, effective use of computer technology, development of sporting skills, providing valuable cultural experiences and a positive approach to student welfare are features of the learning environment. At Goulburn Public School we work with parents, members of the community and community groups to enhance the educational opportunities for our students, providing a learning setting which is positive, comprehensive, caring and stimulating.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

This year, 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.

Within the Learning, Teaching and Leading Elements, Positive Behaviour for Learning (PBL) has been initiated in 2016 to support whole school teaching and learning. Teacher Professional Learning Plans reflect evidence of Professional teaching Standards and strategic planning at a whole school level.

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

STRATEGIC DIRECTION 1 Literacy and Numeracy Develop consistent, high quality educational practices and student achievement in both Literacy and Numeracy.

Purpose

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students using evidence based teaching practices and innovative delivery mechanisms. This will lead to the achievement of the NSW Premier's priorities to raise the percentage of all students in the top two bands in the National Assessment Program – Literacy and Numeracy (NAPLAN) by 8% by 2019 and increase the proportion of Aboriginal students in the two top NAPLAN bands for reading and numeracy by 30% by 2019.

Overall summary of progress

All staff PDP's demonstrate developing understanding of proficiency. Teaching and assessment continue to be developed with increasing teacher confidence in utilising PLAN to provide future focused learning. Staff continue to develop their understanding of the importance of feedback to students.

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">Teaching collaborative practices through professional learning framework in which teachers provide and receive planned constructive feedback from peers and school leaders to improve teaching practice resulting in growth at or above expected rates.	A PDP process was established, with a focus on observations. The Professional Teaching Standards were incorporated within the PDP goals.	No cost

Next Steps

Staff will further develop their ability to create meaningful PDP'S which aligned to Professional Teaching Standards, personal professional development goals and the School Plan. With the assistance of an K–6 Instructional Leader, staff will increase their confidence to accurately assess student learning outcomes. There will be an increased focus on student learning intentions and success criteria.

Professional Development will focus on continued implementing effective feedback to students regarding their learning outcomes measured against the literacy and numeracy continuums.

Strategic Direction 2

STRATEGIC DIRECTION 2 Engaged Learners Whole school practices which enable all students to become 21st century learners

Purpose

To provide learning which is personalised and responsive to each student

Overall summary of progress

There was limited progress towards implementing differentiated and individual learning across the whole school.

Community feedback was positive with pleasing levels of community engagement. Homework club had a high level of participation. Many sporting events were held throughout the year and were well supported by parents and the community.

Mixed results occurring within the writing and numeracy ability groups. PLAN training was initiated and students were identified through assessments their learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students have learning goals and can map their progress.	Limited implementation of PLAN due to the transition of diagnostic tests to departmental software. Teacher understanding being developed and more professional learning planned for the following year.	Two PLAN trainers attended the school and all teachers had access to professional learning throughout the day.

Next Steps

Differentiated teaching and individualised learning will be focused on within the leading role of the K–6 Instructional Leader. An increased focus on PLAN will identify student learning goals. This PLAN data will be analysed regularly to monitor progress. Students requiring an IEP will be identified and monitored.

A community engagement focus is a high priority for 2017. There are plans for a 150th Goulburn Public School birthday celebration, that will take place in 2018. Sport will again feature with PSSA and various other events that will focus on participation and skills.

Ability groups will be replaced by strategic targeted Professional Development aimed at quality teaching for quality learning.

Strategic Direction 3

STRATEGIC DIRECTION 3 Student Well-Being Students who learn in a positive, supportive environment while developing emotional awareness and resilience are successful citizens.

Purpose

To produce successful citizens who are adaptable, resilient, empathetic and community minded.

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live

Overall summary of progress

Kidsmatter had a limited impact due to changes in staff. Peer support continued to be implemented with great success. Positive feedback was received from both teachers and students. Gardening club was used to engage targeted students using collaboration from parents.

GCOPS concert was well received and highlights talent within our students. School Showcase Night was a resounding success with high student participation. This night was well supported by parents and the community.

Comprehensive Interagency Support was regularly accessed throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students have developed resilience and skills to cope with positive and negative life situations resulting in an increase in the number of students recognised for exhibiting a positive self-image of themselves and the school. Parents are actively engaged in supporting the learning activities of their children through communication with class teacher using Class Dojo and satisfaction surveys	Limited progress achieved this year within developing student resilience. Peer support engaged students positively and provided them with skills in getting along. Class Dojo being used throughout the school.	Peer support teacher training for two teachers across two days.

Next Steps

PBL has been initiated and is expected to be fully implemented in 2017. Extra curricular events will continue to be planned throughout the year. These include GCOPS violin group and music groups. Social clubs at lunchtime will be further explored with a view to student participation and engagement.

Comprehensive Interagency Support will continue to be a priority with students identified and referred as needed.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Assessment and reporting to parents. All students participate in indigenous art workshops. LaSt to support development of PLPs	\$20,0065
English language proficiency	Targeted lessons and class program differentiation to accommodate EALD students Assessment and reporting to parents.	\$11,634
Low level adjustment for disability	LaST& SLSO Timetabled Support. Specialist intervention programs and ILPs for all identified students	\$ 92, 798
Socio-economic background	Students have enhanced access to a wider range of curriculum learning experiences and specialist teachers. Home/School partnerships in learning are strengthened.	\$ 284, 962

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	90	92	86	93
Girls	70	76	78	77

Enrolments fluctuated throughout the year, with boys outnumbering girls.

Enrolments appear to be stable with increasing numbers of students requesting applications.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.9	94.7	97.1	92.8
1	94.4	93.5	95	94.4
2	95.9	95	93.3	96.3
3	90.7	95.6	95	90.6
4	95.5	94.3	92.7	94.4
5	94.9	92.9	90.7	93.4
6	92.9	92.5	92.3	91.1
All Years	94.2	94	93.6	93.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	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

Student non-attendance was managed by direct follow up with families by staff, the principal and the Home School Liaison Officer following policy.

The office sent home letters requesting justification of all unexplained absences on a weekly basis

Class sizes

Class	Total
KR	20
1L	20
2H	23
3/4SJ	20
3/4P	19
3/4H	20
5/6D	21
5/6C	24

Structure of classes

The 180 students enrolled at Goulburn Public School in 2016 were placed in 8 class groupings. Five of these classes were composite groupings. The following table shows the class sizes and distribution of Year groups across the composite classes.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.59
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration & Support Staff	2.05
Other Positions	0.36

*Full Time Equivalent

Workforce retention

Goulburn Public School has a stable staff of permanent teachers supplemented by a solid team of temporary and temporary part time teachers filling the release from face-to-face teaching allocation, library allocation and positions where staff members are on long service leave.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

The school plan and Individual Professional Learning Plans provide direction and targets the focus for teacher professional learning (TPL).

In 2016, our school spent \$14,151.35 on providing access for all of our staff to participate in approved professional learning activities. All staff participated in school development days at the beginning of Terms 1, 2 and 3 and an additional 2 days at the end of the year. Compliance training was completed appropriately with CPR, WHS, Child Protection, Code of Conduct Procedures achieved. Training in anaphylaxis and Non Crisis Intervention Training and Trauma training were also undertaken. Professional Learning Plans included focuses on Literacy and Numeracy. Further professional learning focused on the implementation of using PLAN data to plot the students on the learning continuum so as to assist teachers with planning, programming and the development of Individualised Learning Plans.

Our staff, undertake professional learning on an ongoing basis to maintain their accreditation levels with the Department of Education.

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

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	377 459.63
Global funds	167 014.32
Tied funds	343 558.74
School & community sources	49 635.24
Interest	7 626.69
Trust receipts	14 688.35
Canteen	17 533.24
Total income	977 516.21
Expenditure	
Teaching & learning	
Key learning areas	30 332.33
Excursions	13 833.11
Extracurricular dissections	20 274.66
Library	1 870.61
Training & development	8 298.09
Tied funds	350 316.12
Short term relief	26 351.67
Administration & office	35 999.93
School-operated canteen	17 648.36
Utilities	48 847.04
Maintenance	35 980.23
Trust accounts	14 688.35
Capital programs	16 692.65
Total expenditure	621 133.15
Balance carried forward	356 383.06

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.

Throughout the year, the school has focused on literacy groups to develop the student skills. The groups were a result of the negative NAPLAN results of 2015 and the positive growth achieved in 2016 has demonstrated

that the focused groups have been successful with our Year 5 results. All areas of literacy assessment were increased by 6–45 points (writing +6, reading +10, spelling +13, grammar and punctuation +45). The Year 3 results demonstrate positive growth in reading, while negative results were achieved in writing (–14), spelling (–44) and grammar/punctuation (–29). Our Aboriginal students in Year 3 achieved varying results in the four assessment areas of literacy. Three achieved Band 1 in at least one assessment area, four achieved band 2 and five achieved band 3. Our one Aboriginal student in Year 5 achieved Band 3 results in all areas of literacy.

Throughout the year, the school has focused on numeracy groups to develop the student skills. The groups were a result of the negative NAPLAN results of 2015 and the positive growth achieved in 2016 has demonstrated that the focused groups have been successful with our Year 5 results. Numeracy dropped by 1 point. The Year 3 results demonstrate positive growth in numeracy. Our one Aboriginal student in Year 5 achieved Band 4 in her numeracy assessment.

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.>

Our Aboriginal students in Year 3 achieved varying results in the four assessment areas of literacy. Three achieved Band 1 in at least one assessment area, four achieved band 2 and five achieved band 3. In Numeracy, all achieved Band 1 and Band 2 results. Our one Aboriginal student in Year 5 achieved Band 3 results in all areas of literacy and Band 4 in her numeracy assessment.

Parent/caregiver, student, teacher satisfaction

Students enjoy coming to Goulburn Public School. They have a strong sense of belonging and good relationships with their teachers.

Policy requirements

Aboriginal education

Goulburn Public School has a commitment to provide high quality learning experiences to Aboriginal students. Through the use of Personalised Learning Pathways (PLP's) students, parents/carers and teachers engaged in creating clear aspirational goals. These PLP's were reviewed regularly.

Late in the year, an Aboriginal artist visited the school providing a rich cultural experience for all students at Goulburn Public School. During the visit he completed

several artworks which were purchased by the school and are proudly displayed in various prominent locations throughout the school. Students enjoyed the experience of viewing these artwork being created and it fostered deep discussion of symbols and the meaning of the art.

Multicultural and anti-racism education

Goulburn Public School embeds the multi-cultural and anti-racism policy within their educational setting. We have students from various backgrounds and we foster a true sense of belonging with all students at our school. One of the event we held was a Mini Olympics Day whereby students represented many different countries and participated in games and activities. A great day was had by all.

Our Learning and Support Teacher supports students who have 'English as a Second Language' (ESL) through regular timetabled sessions. Students enjoy these lessons.