

Goulburn East Public School

Annual Report



2016

2054

Introduction

The Annual Report for **2016** is provided to the community of **Goulburn East 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 Charmian Cribb

Principal

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Message from the Principal

Goulburn East Public School has a proud tradition of community and, as Principal, I am incredibly proud to lead such a wonderful learning community of dedicated staff, enthusiastic students and supportive parents and carers.

In 2016 our school was selected as one of a small group of NSW public schools to undertake the BOSTES (now NESAS) Registration Process for the first time. This provided us with the opportunity to reflect closely upon our practices and procedures throughout the school, to refine current approach and provide new directions.

I thank the staff for their dedication and high level of collegial support. As a staff we strive to provide a caring, encouraging and positive place of learning. Together we embrace the challenges and changes in the educational landscape to support our students' achievements and to enrich our practice with ongoing professional learning.

School background

School vision statement

Our school community provides challenging and stimulating learning experiences and opportunities that support our students to become successful learners, confident and creative individuals and active and informed citizens.

School context

Goulburn East Public School is located in Eastgrove, overlooked by the Goulburn War Memorial on Rocky Hill.

We currently have 158 students enrolled from Kindergarten to Year 6. Our students come from a variety of socio-economic backgrounds with 8% students identifying as Aboriginal and 10 students indicating that they have a language other than English spoken at home.

Parents, staff and students favour the current size of the school, valuing the opportunity for the children to learn in a school large enough to offer many opportunities but small enough so that all children and staff know each other well. At the commencement of the School Plan in 2015 we had a very experienced staff who worked collegially to further their professional knowledge and practice to benefit all students. With the appointment in 2016 of two Beginning Teachers, experienced staff have embraced the opportunities to mentor their new colleagues and learn together.

Our school holds a respected place in the Goulburn community. Goulburn East is fortunate to have a very supportive P&C and parent body. Parents value the trusted relationship they have with the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

The School Excellence Framework was used to provide clear directions for our school in developing the skills, knowledge, professional practice and leadership capabilities of our staff. Our goal is for all students to achieve their desired learning outcomes in academic, cultural, sporting, social and emotional contexts. The School Excellence Framework was used by executive and staff to guide our school towards developing a culture of continual improvement and innovation. Staff reflected on the progress of our school in the three domains of Learning, Teaching and Leading. We then cross referenced this with our School Plan and considered the links with the Performance and Development Framework.

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

Quality Teaching and Learning

Purpose

To create learning environments and programs which reflect current research and pedagogy and engage our students as 21st century learners through quality curriculum delivery, personalised learning and innovative teaching practice.

Overall summary of progress

Formal communication structures amongst staff were reviewed in 2016 to ensure that Wednesday staff meetings were free to focus on professional learning, curriculum development and student wellbeing. Event organisation, Workplace Health and Safety matters and administration issues were raised on Friday morning meetings. A weekly email to all staff is generated following this meeting so that all teachers are informed about discussions. Our learning support structures were evaluated with recommendations to be implemented in 2017. All staff continue to use SMART and PLAN software to monitor students' progress in addition to class and whole school assessment. Data is being used more effectively to engage and track student in the middle and upper bands of NAPLAN. A school assessment policy and timeline was developed and implemented. Whole staff and network meetings feature opportunities for Consistent Teacher Judgement and differentiation. We reviewed our school programming and reporting procedures to ensure they complied with Department of Education policies and created an annual timeline linking our Supervision schedule by supervisors and the ongoing monitoring of our Performance and Development Plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School based assessment data indicates that students are achieving at and beyond expected stage standards, measured against curriculum descriptors and the literacy and numeracy continuum.	The school has examined the quality and quantity of data collected as part of the assessment process. Data Wall identifies 75% of K-6 students achieving or surpassing their stage based outcomes in literacy and numeracy.	Teacher professional learning funds \$8700
All students completing NAPLAN demonstrate expected growth from Year 3 to Year 5.	70% of students achieved greater than or equal to expected growth in numeracy 61.5% of students achieved greater than or equal to expected growth in reading 76.9% of students achieved greater than or equal to expected growth in grammar and punctuation 53.9% of students achieved greater than or equal to expected growth in spelling	Literacy and Numeracy funds \$4400
An 8% increase in the percentage of students in the top two NAPLAN bands by 2019	Spelling and reading in 2016 showed a 50% increase in students in the top two bands Grammar and Punctuation areas remained the same. Numeracy and writing showed a decrease in students at the proficient level.	
An increase of 30% in the proportion of Aboriginal students in the top two NAPLAN bands in literacy and numeracy	We have a very small group of students who identify as Aboriginal. In 2016 there were no Year 5 students. Year 3 students were in the proficient bands for reading and spelling only..	Equity funding \$5000
Programs and assessments	Programs and assessments reflect the adjustments	Equity staffing – \$40000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
accessible noting adjustments and accommodations required for students	and accommodations made for students. Those students in Out of Home Care, Aboriginal students, Integration Funding Support recipients and those identified by the Learning Support Team have Individual Education Plans and Personalised Learning Plans. These are regularly reviewed with all stakeholders and future directions identified.	Equity Loading (low level adjustment for disability and socio-economic) \$20000

Next Steps

In staff meetings we will embed opportunities to discuss current research and its relevancy and application to our context. We have begun to incorporate technology more widely across all KLAs to reflect the needs of our young learners with the commencement of coding lessons in the primary and STEM opportunities. This will be further developed across the school with professional learning planned for all staff in 2017. Our school has now formed a committee which will review the direction of Information Technology and guide our future software and hardware purchases. In 2017 our school based trainer will train and then start to deliver Focus on Reading, Phase Two to all staff and K-2 teachers will also continue to train in and implement L3 strategies in their classrooms. We will implement the Learning Support recommendations identified during the review of current practice.



Strategic Direction 2

Professional Practice

Purpose

To ensure that every child has the benefit of a quality teaching team guiding their learning and who are actively involved and supported in furthering their own professional knowledge and leadership.

Overall summary of progress

All teachers have fully engaged with the Performance and Development Framework. Goals are established in consultation with their supervisor and the executive support the achievement of these goals throughout the year. Teachers identify professional learning opportunities as well as whole school training. Teachers are currently implementing L3 and Focus on Reading Phase One with one of the teachers training in Phase Two. Teachers are observing or being observed by their colleagues as part of the Performance and Development Framework which has then generated very powerful professional dialogue amongst colleagues.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The successful implementation and ongoing maintenance of teachers' professional learning portfolios will ensure that teachers meet accreditation of the National Teaching Standards by 2017.	Teachers are aware of accreditation expectations as applicable to them. Two beginning teachers are working towards their accreditation in 2016–2017. One teacher was accredited at Proficient level in 2016.	Beginning Teacher funding – 1st Year \$26000

Next Steps

Teachers need to feel confident about the many changes in our schools and the profession. Staff meetings must regularly update teachers on accreditation procedures and expectations including maintain their Professional Learning Portfolios. At a school level, potential leaders will be encouraged to lead curriculum training and to aim for accreditation at either Lead Teacher or Highly Accomplished. Those beginning teachers will be encouraged to complete their accreditation in a timely fashion. All staff will complete units on lesson observations and feedback to colleagues. Time must be provided for quality professional conversations.

Strategic Direction 3

Connected Community

Purpose

To build genuine and purposeful connectedness amongst stakeholders in our students' education, with clear communication, shared understandings and genuine collaboration.

Overall summary of progress

Skoolbag and Seesaw have been introduced to maintain links between home and school. These apps keep parents informed of events, changes to timetables, important dates as well as being a platform to share student work and class learning. Transition to school sessions ensure new students are familiar with the school and some routines and parents have the opportunity to learn about our school. Our parent body is very supportive of the staff and students. Teachers utilise the community resources to further student understanding of their local environment and community. Our peer support program supports our school's community values with students K–6. Staff have discussed the introduction and structure of a Student Council in the future.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive results in surveys	Several formats are used to gauge parent, student and staff feedback as well as surveys. Focus groups, questionnaires, preschool parents group, informal and formal conversations all assist with providing future directions and positive reinforcement.	Connected Community funds \$800 in 2016
Communication between home and school is strengthened through collaborative efforts to improve our school website providing efficient and effective methods of accessing school information as measured by the school website service statistics.	Procedures to be put in place to maintain the currency of the website.	

Next Steps

The development of the new School Plan towards the end of 2017 will offer the opportunity for all stakeholders to again contribute to the future of our school. We are now familiar with the new format and this should make the process more meaningful for all. As the school has grown over the last few years, establishing protocols and procedures for effective and transparent communication has become increasingly important whilst maintaining our small school feel. Parents will be surveyed to find out what type of information sessions they would find valuable. The information book for staff and parents and the website need regular updating to remain current.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All Aboriginal students have a Personalised Learning Plan negotiated with their teacher and family members. This plan is reviewed throughout the year.</p> <p>Student assistance (if needed) to support full inclusion in all school activities and experiences.</p> <p>Targeted numeracy and literacy support learning groups</p>	<p>\$1000 Casual days</p> <p>\$2000 Financial assistance</p> <p>Equity loading Learning Support</p>
Low level adjustment for disability	<p>Learning and Support Teacher for an additional day each week to support staff in developing and delivering programs to support student learning</p>	<p>\$20000 Support Teacher</p>
Quality Teaching, Successful Students (QTSS)	<p>Assistant Principal released to mentor K–2 teachers in Language, Learning and Literacy (L3) strategies and executive responsibilities.</p> <p>Classroom teacher leading implementation of Focus on Reading released to mentor teachers and prepare training sessions</p>	<p>0.05 FTE (QTSS)</p>
Socio–economic background	<p>Berry St Education Module training commenced for three teachers. This is to be implemented gradually over the next 12 months, complementing the Wellbeing Framework and Student Welfare policy.</p> <p>Student assistance to ensure equitable access to learning opportunities planned by the school</p> <p>School Learning Support Officer to support social programs in primary classes.</p>	<p>Casual \$500 (2016 – 1 teacher)</p> <p>\$2000</p>
Support for beginning teachers	<p>Each beginning teacher had an additional hour of weekly RFF. Professional learning both on and off site was identified and attended. Mentor teachers worked with beginning teachers to reinforce professional learning, model quality classroom practice and assist with accreditation.</p>	<p>\$26000</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	48	66	67	77
Girls	63	72	69	74

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.2	97.8	96.9	96.2
1	93.7	95	97.5	94.9
2	97.4	96.4	93.1	96.8
3	95.8	97.1	96.3	92
4	94.3	96.9	96	95.3
5	94.5	95.4	96.7	94.2
6	93.9	96.6	95.3	95.1
All Years	95.1	96.4	96	95
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

The school actively promotes the importance of regular school attendance through fortnightly newsletters. Student attendance is monitored closely by staff and contact is made with families if concerns arise.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.55
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration & Support Staff	1.61
Other Positions	0.05

*Full Time Equivalent

There are no Aboriginal members of staff currently at Goulburn East.

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	0

Professional learning and teacher accreditation

All teachers are actively involved in identifying suitable professional learning opportunities. In 2016 there are two beginning teachers currently preparing to be accredited at the Proficient level. Our Learning and Support Teacher received her accreditation at Proficient in 2016.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	99 909.80
Global funds	111 763.11
Tied funds	140 705.75
School & community sources	40 814.88
Interest	2 577.55
Trust receipts	6 185.45
Canteen	0.00
Total income	401 956.54
Expenditure	
Teaching & learning	
Key learning areas	5 395.71
Excursions	29 375.00
Extracurricular dissections	10 090.11
Library	2 874.49
Training & development	0.00
Tied funds	114 968.97
Short term relief	19 805.07
Administration & office	30 607.32
School-operated canteen	0.00
Utilities	21 429.18
Maintenance	12 418.85
Trust accounts	7 416.38
Capital programs	16 794.00
Total expenditure	271 175.08
Balance carried forward	130 781.46

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.

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.>

Parent/caregiver, student, teacher satisfaction

In surveys conducted all students said that they felt happy and safe at school all or most of the time. They felt that they were supported in their learning by the teachers and that they usually felt confident to attempt both familiar and unfamiliar tasks in class. All students said that they enjoyed learning using technology in different subject areas and older students felt that these were important skills to be developing for their future studies and careers.

Parents overwhelmingly value the size of our school, being small enough for the staff to know every child but large enough for there to be a wide range of academic, cultural and sporting opportunities available. Despite the school growing in size over the last few years, parents still felt that the community feel of the school remained.

Teachers also valued the close relationship between home and school, staff and students, and staff and families. Whilst changes to procedures and routines have been necessary with the increasing enrolments in recent years, teachers realised the importance of clear and honest communication amongst all stakeholders and a respect for the contribution of all. Teachers felt that the implementation of the Performance and Development Framework provided a shared platform for professional dialogue for both new and experienced teachers and was a constructive and respectful way to support ongoing professional learning.

Policy requirements

Aboriginal education

Classroom teachers and the Learning and Support Teacher work collaboratively with the families of Aboriginal students to develop Personalised Learning Plans. These plans are designed to guide and support the achievement of students. The Learning and Support Teacher works with the classroom teachers and students to monitor the progress towards these goals and to establish future directions. An Aboriginal Cultural Awareness Day was held with all students from Kindergarten to Year 6 involved in a range of art, music, dance and storytelling activities. Units of work from the syllabus of Human Society and Its Environment integrated the Aboriginal culture, histories and perspectives into classroom learning, developing a respect for the different backgrounds of all students in our school.

Multicultural and anti-racism education

The four school values of Goulburn East Public School provide a shared language for our staff, parents and students as we work together to provide students with an understanding of multicultural diversity, democracy and equity in our school and community. Our four school values of Be Proud, Be Tolerant, Be Safe and Be Considerate support the NSW Department of Education's Core Values. We provide a diverse range of multicultural opportunities and experiences in music and dance with visiting performers and teachers.