

Goolmangar Public School Annual Report



2017



2037

Introduction

The Annual Report for **2017** 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

School contact details

Goolmangar Public School

Nimbin Rd

Goolmangar, 2480

www.goolmangar-p.schools.nsw.edu.au

goolmangar-p.School@det.nsw.edu.au

6689 9262

Message from the Principal

This year has been a successful year in reaching our school strategic directions and achieving our school vision based on fostering social responsibility and community partnerships. We have inspired our students to be creative and critical thinkers in many areas.

Our school has much to celebrate this year with many successes in creative arts, technology, agriculture and sport.

We have increased student and community engagement through using Project Based Learning pedagogy that provides students with a voice to choose as part of their learning whilst still covering curriculum expectations. Our expos this year were focused on geography and health. Parents and community members who attended both expos, 'World Expo 2017' and 'Kids in the Kitchen' commented on how confident the students were to talk to every visitor and how knowledgeable each student was in knowing their topic.

Students are becoming quite proficient at speaking Italian from kindergarten to year six due to Italian lessons once a week. The group performed at the school concert at the end of the year.

Sport this year has been varied and accommodating to students' needs and interests. Students attended swimming lessons, netball, and jump rope for heart, basketball, athletics, cricket, gymnastics and tennis coaching sessions. Students excelled in swimming and cross-country running.

All year four, five and six students attended Lake Ainsworth Sport and Recreation Camp for a week in term three. The students participated in sailing, archery, rope challenge course, rock climbing, kayaking, canoeing and team building activities. The students are looking forward to going to Canberra and Sydney in 2018.

We are currently using coding with Lego WeDo kits quite effectively. Students have begun to use other new robots purchased such as Dash and Dot robots and Sphero balls.

The school hosted an Engineering Day for students from surrounding schools. This was quite a successful day with students designing and making new inventions and solving real life problems.

In 2017, our classrooms were enhanced with flexible furniture for different learning needs. The walls have colourful creative walls for displaying work and posters. The tables purchased provide flexibility in arrangement, height and are easily moved with wheels on two legs. We have a variety of seating options from scoop chairs and lap desks to wobble chairs to increase movement when seated.

The school supported Southern Cross University by mentoring an undergraduate student and accepting a work experience student to participate in professional learning experiences within a positive environment where the students became very much part of our community.

Students performed the play, Seeking Sleeping Beauty that included a variety of fairy-tale characters and lots of singing and dancing. This play involved all students performing on stage as their character and speak in front of a hall filled with parents, friends and community members.

All students participated in the Lismore Performing Arts Festival in a drama, dance and singing performance called, Madam Tussands. Some students chose to perform in other select groups such as drama and choirs. Our drama students went on to perform the same item in Curtain Call, at the Starcourt Theatre, Lismore.

All our year five and six students were selected to fly to Sydney to be part of a combined choir from schools selected across the state. The students were able to visit the Australian Museum including the Australian Geographic Photography exhibition, Taronga Zoo, War Memorial, St Marys Cathedral, Museum of Contemporary Art and Darling Harbour during this visit before performing in the Endeavour Choral Choir Concert, at Sydney Opera House.

All students participated in weekly small group music lessons targeting instrumental tutoring on guitar and ukulele among other percussion instruments.

The students participated in hatching chickens and learning about the life cycle of a chicken during term one. We currently have three white leghorn bantam chickens at school. The students are responsible for the care and upkeep of the chicken chalet. At the North Coast National Show this year, our chickens were judged, resulting in the chickens placing as champion, 2nd and 3rd.

Our gardening sessions on Fridays resulted in the most amazing fresh produce. The students harvested vegetables that ranged from large onions to many varieties of carrots. The P&C also made a compost area for all our food scraps. This year the school won first prize in the North Coast National Primary Schools Farm Produce Competition and first prize in growing the largest watermelon in the area; it weighed a hefty 35 kilograms. Our school also entered the Spring Garden Competition and through the hard work of students and parents our school won a variety of sections as both a school

and individuals.

This year our school established and displayed our Positive Behaviour for Learning expectations for all different settings in the school. Our expectations are 'Be Safe, Be Responsible and Be Respectful'. We have developed minor and major behaviour flowcharts. All staff are able to use a universal language as a result, students indicated they appreciate being able to see and explicitly be informed of what behaviour is appropriate.

From a Salaka Drumming Concert, a visit to the Life Education Van, NAIDOC day celebrations, participating in a GRIP Leadership Conference for years five and six, Funky Hair Day to raise funds for Leukaemia Foundation, Bug Day, Bush Dance & Curry Night and Bike Week— our students have been involved in some amazing enriching learning experiences.

In summary, the school community have collaborated and supported one another to provide our students with the most remarkable experiences. I would like to thank the dedicated staff and community for their efforts in making Goolmangar Public School simply an outstanding school.

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

If you would like to know more about Goolmangar Public School please do not hesitate to contact us.

Rachel Bertuzzi

Message from the school community

The P&C have had a busy time with various projects and events. We have had working bees, fund raising and great community events.

With the help of staff and parents, the community and surveys, we conducted various events this year with great success.

The things we as a community have achieved is a great help and benefit for the school and most of all our children.

Some of the events or projects that we helped fund or organise this year were:

- Chicken chalet (coop)—\$376
- School trips, camps and adventures—\$1585
- Lismore show—\$100
- Swimming lessons—\$400
- Book vouchers—\$360
- Last day of school outing—\$435.

In addition, various other things like plants, seedlings, watering systems, mulches and fertilisers.

This was a grand total of \$3256.00 that the P&C were able to provide.

This was due to the canteen raising \$890 plus and the tireless effort of Karen Schafer and other parents. I would like to acknowledge and thank all the Goolmangar PS community for their help and support this year. The Bunnings BBQ in July was a record for our school to date, with some 650 sausages consumed. We made a profit of \$1253.00. I would like to thank everyone for their help on the day.

The P&C committee, Tony, Karen and Nick as well as the members who attended meetings all contributed to directing our school with new adventures. Their efforts have been most appreciated particularly in a small school where everyone does what they can to support specific projects.

The staff of Goolmangar PS have continually supported the P&C throughout the year and provided guidance and mentoring for parents. I would like to specifically thank Rachel (Mrs Bertuzzi) and Lena (parent representative) for taking and supporting our Choral Choir children in Sydney this year.

In conclusion the P&C would like to thank the parents and families of GPS with your help throughout the year, with

everything we and the school have achieved. I would like to remind everyone the most important reason why we all go above and beyond at GPS and that is for the betterment of the fantastic children we have.

Kind regards

Patrick Greene

P&C President

Message from the students

The year 2017 was a blast. Our school has been out and about. We have met new people, have learnt heaps. We have had great teachers through out the year from our Uni. student to sporting coaches and of course our classroom teachers, Mrs Bertuzzi, Mrs Griffiths, Ms McEwen and Mrs Rose.

This year, year five and six sang in the Sydney Opera House with lots of other schools. It was amazing!

Thanks to Lego WeDo and Dash and Dot our minds have expanded in the world of coding.

We have raised money for the Leukaemia Foundation by hosting Crazy Hair Day and also raised funds for World Vision.

In 2018, we hope the school community continue to smile heaps, learn lots and have a good year.

Kindest regards,

Lucy, Sianna and Emlyn

Year 6 Leaders.

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.

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

This year staff have continued to practice using learning intentions and are developing ideas around using assessment matrixes in a variety of subject areas. Students have been able to analyse where they are on the matrix and know what they have to demonstrate to achieve a higher level.

Staff have worked tirelessly in establishing positive behaviour expectations. All students indicated their appreciation of having behaviour expectations for different settings as it has helped them be safe and promote a positive learning environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>All students have improved in writing throughout 2017.</p> <p>Individual PLAN data indicates student growth in writing across all years. Writing/Spelling/Grammar results in NAPLAN assessing are mainly on par or higher than the national average. PLAN data shows all students have progressed with most students reaching the expected cluster level.</p> <p>Students from year one to year six are able to indicate their weekly writing goals related to I can writing statements that they are working towards achieving each week.</p> <p>Teachers will continue to develop learning pathways for numeracy and creative arts especially with the new implementation of Learning Progressions in 2018.</p>
<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>Most students indicate on their Student Comments page (evaluation page for end of year reports) that they have a solid understanding of what a Growth Mindset involves and are beginning to review what they can do to reach personal goals.</p>

Next Steps

The 2018–2020 School Plan will target two strategic directions— Excellence in resilience and Excellence in creative and critical thinking. Both these projects will continue the focus of developing students to be self-sufficient and motivate learners.

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 year staff have driven their own professional learning through the support of GROWTH workshops once or twice a term. These collaborative learning environments provided an avenue for staff to converse with how their professional development is progressing and what support they might need to continue building their teacher capabilities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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.	18 Casual Teacher Days	<p>Lesson observations demonstrate teachers are aware of the teaching standards at a proficient level. All teachers were successful in selecting areas for the Principal to target during their lesson. Resulting in teachers being provided with critical feedback to build on teacher capabilities.</p> <p>GROWTH sessions twice a term provided all teaching staff to reflect and review as a small group on their professional goals and set new goals as successes were achieved.</p> <p>Two teachers successfully completed the professional learning course, Building Blocks in Numeracy and have since used this knowledge to inform teaching practice and assessment.</p> <p>Principal completed Masters of Education (Primary) to a honours standard by completing research and writing a thesis on Project-based Learning.</p>

Next Steps

In 2018, staff will continue to build on their teaching capabilities in the areas of technology (coding) assessment and differentiation. Staff will also review and implement the Teacher Accreditation process based on the Australian Professional Standards for Teachers (2017) required by NESA.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 80% of students agree or strongly agree that attending extra curricular learning opportunities builds positive partnerships & social skills with peers.		All students participated in attending enrichment days, interest day and shared sports days and camps. The students all indicated they had a great time meeting new friends and catching up with friendships developed from previous events.
<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.		We have had five families return their surveys all indicated they have had the opportunity in implementing or participating in events to encourage more family involvement. Most families who participated the survey believe they have an active role in improving student learning and the physical environment at Goolmangar Public School.
<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.	Professional Learning Community Days Shared gardening projects	All staff indicated through interactions with other teachers and parents they have been able to build on their teaching capabilities.

Next Steps

The school community will continue to enrich the lives of children at GPS as a team. In 2018, the P&C and staff have already plans for new projects and events in place.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2995	Provided a SLSO for 0.75 of a day (Thursday) for 22 days. This provided for small focused learning groups.
Socio-economic background	\$2078	This special initiative funding offset the purchase of extra robotics and professional learning in STEM.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	5	9	8	8
Girls	15	12	7	8

This table illustrates our school is holding our enrolments at a steady number of about 16–19 students. The intake of students throughout 2017 have been from our local zone. This shows Goolmangar PS is meeting the needs of our community if families are will to return to the school. In 2018, we farewell three year six students and are enrolling four kindergarten students and one student in year two. We will have an expected enrolment of 18 students starting in 2018.

Student attendance profile

School				
Year	2014	2015	2016	2017
K		90.4	100	93.5
1	95.9	98.5	87.1	95.6
2	81.5	93	97.8	86.8
3	97.8	91	92.5	92.9
4	97.4	94.4	95.3	87.8
5	92.6	89.9	92.1	93.1
6	92.8	89.1	90	94.5
All Years	93	91.9	92.6	91.6
State DoE				
Year	2014	2015	2016	2017
K		94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Throughout 2017 parents have been supported in assisting their children to come to school and engage in learning. The school offers a wide range of learning option and a flexible learning environment. If students

are away the staff are concerned and follow up the child's absence if needed to offer support.

The data above shows Goolmangar PS as on average a lower school attendance profile than that of the state. But upon analyses of the data per year group Goolmangar PS is almost on par or if not better in most year groups.

Class sizes

Class	Total
CLASS ROLL	16

Structure of classes

At Goolmangar PS we have one class of students from kindergarten to year six. There is an even spread of students in each year. The students have been fortunate enough to have two teachers for the total class of currently 18 students. At times the group divides for maths and English but in other parts of the day the whole class is together. This arrangement has proved beneficial to all students as the teachers are able to target student learning at a challenging level. In 2018 there is an expected enrolment growth of 21 students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.7
Other Positions	0

*Full Time Equivalent

There are no Aboriginal or Torres Strait Islanders on 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 local zone to eliminate this over entitlement and provide a quality educational service to our local school. GPS have a specialist language teacher who is employed using additional flexible funding. The students are extremely fortunate to have a large student to teacher ratio for 2017 going into 2018 of 2 full time teachers to 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	50

Professional learning and teacher accreditation

All teaching staff are accredited at a proficient level of teaching standards.

The Principal completed the Master Of Education (Primary) reaching the Deans Honours List in 2017.

All staff completed mandatory training in a variety of areas and professional learning in specific areas relevant to our strategic directions. This included learning sessions on providing learning intentions for individual lessons and success criteria to support students in developing their own learning pathways. Other professional learning was future focused to inform staff on the essential need to provide students with opportunities to be creative, critical thinkers.

Staff participated in collaborative learning sessions twice a term to monitor their progress in achieving the professional goals.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	67,383
Global funds	60,444
Tied funds	13,978
School & community sources	7,131
Interest	738
Trust receipts	69
Canteen	0
Total income	82,361
Expenditure	
Teaching & learning	
Key learning areas	7,218
Excursions	2,003
Extracurricular dissections	271
Library	687
Training & development	6,599
Tied funds	17,855
Short term relief	3,153
Administration & office	10,954
School-operated canteen	0
Utilities	1,307
Maintenance	4,096
Trust accounts	14
Capital programs	0
Total expenditure	54,156
Balance carried forward	95,587

The information provided in the financial summary includes reporting from 1 January to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	105,990
Appropriation	97,124
Sale of Goods and Services	82
Grants and Contributions	8,693
Gain and Loss	0
Other Revenue	0
Investment Income	92
Expenses	-30,855
Recurrent Expenses	-30,855
Employee Related	-6,250
Operating Expenses	-24,605
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	75,135
Balance Carried Forward	75,135

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	250,956
Base Per Capita	2,292
Base Location	1,614
Other Base	247,050
Equity Total	14,335
Equity Aboriginal	1,169
Equity Socio economic	2,280
Equity Language	0
Equity Disability	10,885
Targeted Total	0
Other Total	3,117
Grand Total	268,408

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about their school. Their responses are below.

Highlights of 2017 for parents/caregivers were:

- Sporting activities– great physical programs.
- Involvement in the Performing Arts Festival.
- School representation at the North Coast National Show in varied agriculture and creative arts areas.
- Expos to demonstrate the learning students have achieved.
- Implementation of the school play.
- Friday Social Group
- Welcome for new families
- Kids in the Kitchen Program
- Gardening Program
- Year Book

Suggested areas for improvement in 2018 are:

- “Hard to improve when you are already doing well.”
- “Can’t think of anything, it’s awesome.”
- “Continue to evolve individual learning options.”

Note: All other surveys collected from families had no response to this question.

Highlights of 2017 for students were:

- Creative Art opportunities
- Breeding chickens and caring for them.
- Varied sports program (tennis, AFL, swimming, cricket).
- Knowing our behaviour expectations.
- Singing at the Sydney Opera House.
- Challenging maths activities and Lego WeDo.
- Playing
- Going on camp at Lake Ainsworth.

Suggested areas for improvement in 2018 are:

- More things in our playground such as a slide and a bike track.
- “I don’t think there is anything to improve on because we have such a great school.” Taj
- Canteen more often.

Highlights of 2017 for staff were:

- Small groups for music lessons.
- Having a small student to teacher ratio.
- Diversity of creative art activities– singing, dance, drama and visual arts.
- North Coast Show, Concerts, Expos...great community involvement!
- Links with Learning Community of schools for both staff professional learning and student interactions through interest days, enrichment days and sporting events.
- Positive school environment– a great family atmosphere.
- Our school continues to be friendly and safe for everyone.
- Teaching of robotics and computer coding due to new products being purchased by school–

enough that all children can be involved at the same time.

- Maintenance of community relationships with parents who are involved in many activities at school including canteen, gardening, special activities and pre-schoolers involved on Friday afternoon activities at school.
- Continual supply of new books for our library.
- Teamwork and support.
- Successful application of sporting grants allows children to have an experience or taste of a wide range and variety of sports.
- Opportunities for staff to take students to Sydney to sing at the Opera House and participate on camp at Lake Ainsworth Sport and Recreation Centre. The creation of individual learning spaces.
- Teachers with varied expertise who are kind and compassionate looking out for the individual needs of each student.
- Cohesive approach with staff addressing behaviour responsibilities for our students.
- Diverse programs running at GPS.
- Progressive nature of both students and staff in the pursuit of ongoing learning.
- Inclusive attitude.
- Professional delivery of highquality education.

Suggested areas for improvement in 2018 are:

- Research the possibility of being involved in Musica Viva, Norpa events and Widjabul Celebration Day (grant).
- Continue with school upgrades– in and out of the classroom.
- Continue to provide future focused teaching strategies.