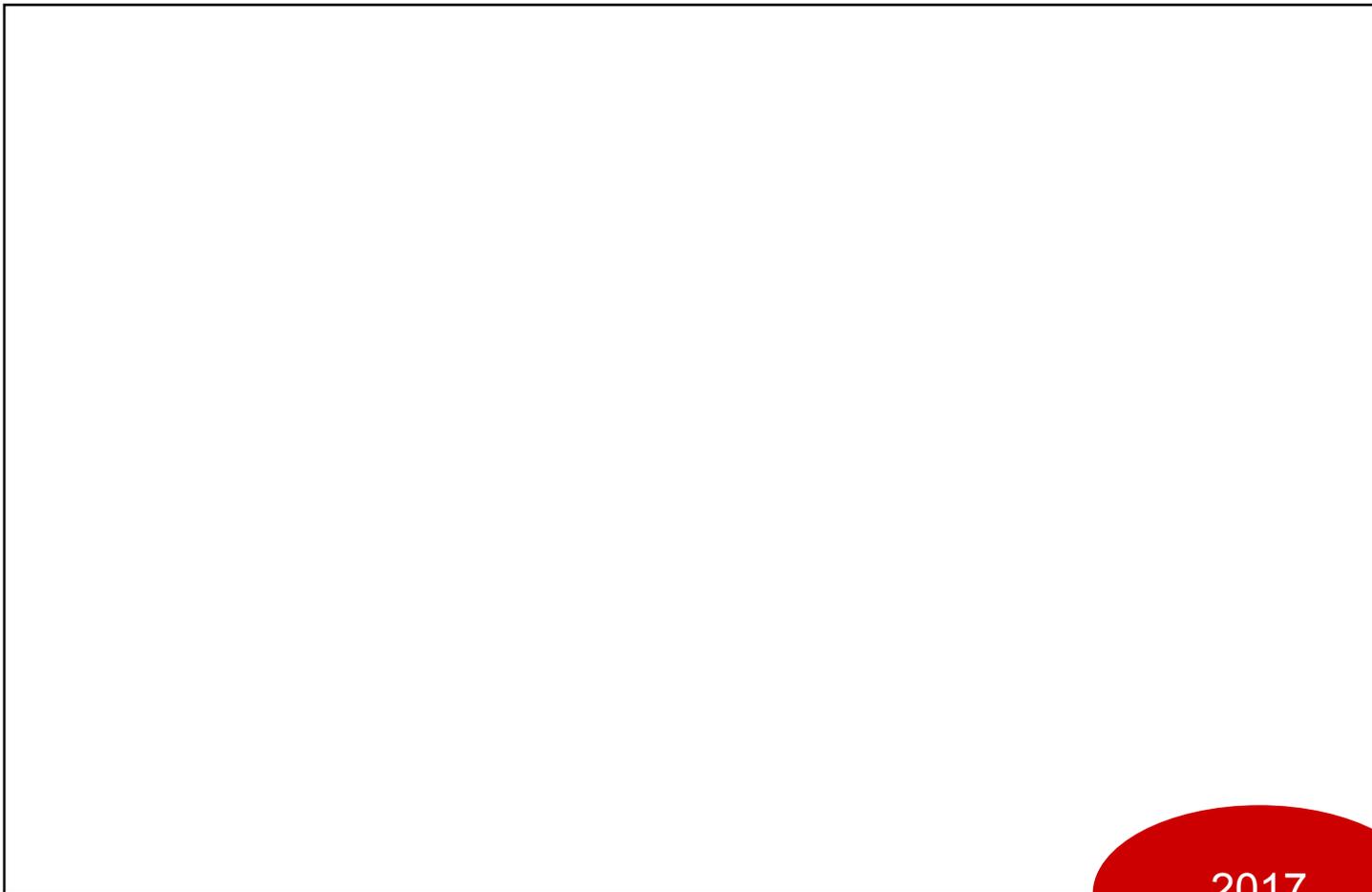


Gooloogong Public School

Annual Report



2017



2038

Introduction

The Annual Report for **2017** is provided to the community of **Gooloogong** 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 funds.

Elizabeth Murray

Relieving Principal

School contact details

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School background

School vision statement

To provide students with essential, engaging and inclusive learning experiences that reflect parent/community aspirations in-line with department guidelines and outcomes.

That every student be guided in their learning by highly effective teachers who, in their planning and lesson delivery, reflect consideration of individual educational, social and emotional needs.

That all stakeholders' (school staff, P&C/ community, Cowra / Orange Network of Schools) primary focus, be to prepare all students to become active and engaged participants in life.

School context

Gooloogong Public School is a small rural school in the village of Gooloogong approximately 40 kilometres from Cowra and Forbes and a kilometre from the Lachlan River.

Largely a farming area, the village of Gooloogong and surrounds supports a population of between 300–350 individuals.

Gooloogong Public School is situated on an acre and has occupied the site since 1869.

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.

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 results of this process indicated –

Learning

Learning Culture – Excelling – Evidence presented demonstrates that staff, students and community have a high level of engagement. There is a collective responsibility for student learning from all stakeholders. Positive and respectful relationships underpin a productive learning environment.

Well Being – Sustaining and Growing –All students are known, valued and cared for. The staff, students and community all work together to create an inclusive framework to support all students, emotionally, socially, physically and spiritually.

Curriculum – Sustaining and Growing –Learning alliances have been established with Cowra Small Schools Network as well as our Orange District Community. Collaborative learning opportunities have been established through regular meetings. Participation in both High school and Kindergarten transition programs support students in their new learning environments.

Assessment and Student Performance Measures – Delivering . These have been identified areas for focus in our School Plan in 2018. Staff will expand data knowledge and skills to evaluate and improve evidence based performance.

Teaching

Effective Classroom Practice – Sustaining and Growing – Staff are skilled in explicit teaching. Classrooms are supportive, so all students are engaged in productive learning.

Learning and Development – Sustaining and Growing – The school identifies expertise within its staff and draws on this to develop its professional learning community.

Leading

School planning, implementation and reporting – Delivering

The school plan aligns to student needs. Staff, parents and the broader community are engaged in the development of the vision and priorities of the school.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Literacy & Numeracy

Purpose

Students will actively engage in a Literacy and Numeracy learning environment that encourages excellence and is reflective of current educational best practices.

Overall summary of progress

The employment of a teacher for 4 days – Monday through to Thursday has enabled the school to maintain K–2 and 3–6 Literacy and Numeracy classes. Informed planning through internal and external school assessments along with explicit teaching has resulted in stronger skill based learning. Students are completing grade appropriate activities independently however this classroom performance is not being translated into performance on the NAPLAN testing.

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">That individual student growth (Literacy & Numeracy) between Years 3–5 in NAPLAN equal or better than that of State and Similar Education groups (SEG).	Tied funds \$11,931 combined with 0.5 teacher allocation used for teacher employment as per budget.	Individual student growth was equal to that of State and Similar Education Groups.
<ul style="list-style-type: none">To achieve 60% student growth in school-based assessments at the completion of each year in Literacy and Numeracy.	Tied funds \$11,931 combined with 0.5 teacher allocation used for teacher employment as per budget.	The whole school assessment timetable was reviewed and adjusted in consultation with all staff. Data collected supports student growth in school based assessments is above 60%. Through informed planning and explicit teaching students can now correctly complete grade appropriate activities independently in Literacy and Numeracy.
<ul style="list-style-type: none">Students maintain a rate of 75% Homework completion each term.	Tied funds \$11,931 combined with 0.5 teacher allocation used for teacher employment as per budget.	Data supports students have completed over 90% of homework all year.

Next Steps

We have identified as a teaching team that Literacy and Numeracy classes will continue to be our focus at Gooloogong Public School. We will explore evidence based teaching strategies to maximise learning and individual student growth. With a change of staff, this year, new strengths and skills will be brought to GPS teaching team. New directions will be discussed in collaboration with the school community. NAPLAN and internal school results will be used to monitor students progress in achieving Premier's Priorities.

Strategic Direction 2

Syllabus Implementation

Purpose

That teachers plan, implement, assess and modify student learning activities that are aligned with the NSW Department of Education & Communities Syllabus.

Teachers seek professional development opportunities to assist in delivering engaging learning opportunities for every student. Consideration of individual learning needs is paramount.

Overall summary of progress

Staff have successfully maintained syllabus implementation by utilising the strengths of staff and employing specialist teachers when required. The staff at GPS assess, plan and deliver engaging and differentiated learning experiences aligned with the curriculum for all students.

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">Learning assessments indicate the knowledge and skills expected to be achieved by most students by the end of a stage.	Key Learning Funds of \$11,354 used for teacher employment	Assessments show knowledge and skills learnt are at appropriate individual Stage level. Accommodations are made for individual learning.
<ul style="list-style-type: none">Student progress reported to parents/carers formally and informally that articulate student growth measured against syllabus outcomes.		Parents/carers are informed of student progress using scheduled Parent/Teacher interviews, informal dialogue, and open door policy at all times.
<ul style="list-style-type: none">Parent response to semester reports reflect an awareness of student progress in alignment with stage outcomes.		Parents engage in conversations about student progress with awareness of expected outcomes.

Next Steps

As a teaching team we have identified that Numeracy and Literacy need to remain our focus in the classrooms. We are exploring a variety pedagogies to support learning in these areas. We are gathering resources to build skills in these areas. Students will be mapped using internal and external testing to see if we are achieving the Premiers Priorities.

Strategic Direction 3

Community Partnerships

Purpose

All stakeholders will work together to support the school in achieving the best education outcomes for every student.

Overall summary of progress

Community involvement has been strong this year. Parents have assisted with reading on a regular weekly basis – 3 days a week. This has allowed for consistent changing of home readers and improved reading skills in K–2. Each Monday we have whole school Yoga/ meditation with trained parent helper. Science activities for Infants children were conducted weekly in Term 1. Local community members have assisted with whole school sport.

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">Teachers seek parents, carers and community members to assist in literacy, numeracy and sporting programs / initiatives.	Staff time volunteered	Parents and community members have been actively involved in school events this year. We have parent helpers on daily basis in our school including Meditation, home reading, science activities and sport. We have had special occasion events – Jump Rope for HEART, Mini Olympics, Police visits, Open Day and whole school assemblies. All were well attended. The school has participated in local events – ANZAC Day, Landcare plantings and Information Days, and visits to our local Pre-school..
<ul style="list-style-type: none">The formation of the Gooloogong Public School Learning Community (GPSLC).	Staff time volunteered.	The Gooloogong Public School Learning Community which includes P & C has maintained involvement, through regular meetings, with the school plan and future direction. Newsletters provide this community with up to date happenings in the school.

Next Steps

Staff will continue to engage the Gooloogong Community in 2018 through circulation of our school Newsletter to local groups, through publishing the local monthly Goolie Gossip Newsletter, by attending community events – Landcare, ANZAC Day and by hosting community functions on a regular basis.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Nil	
Low level adjustment for disability	Low level Adjustment for Disability –\$21,319	Funds were combined with School staffing allocation, Global funds and reserves from 2016 to employ teacher for 4 days.
Socio–economic background	Socio –economic background \$10,157	All identified students assessed regularly, supported and programs adjusted to ensures highest success rate in Literacy and Numeracy.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	7	8	8	10
Girls	11	8	9	11

During 2017 our enrolment increased by 40% – from 15 students in January to 21 students by the end of the year.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94	73.6	94.6	99.5
1	93.7	98.9	97.8	97.1
2	97.3	72.5	92.5	97.8
3	96.7	96.2	88.9	99.1
4	96.7	94	97.8	95.7
5	93.1	96	94.9	98.9
6	93.1	96.7	95.9	85.5
All Years	95.1	90.8	94.5	96.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	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

Student attendance is high. Most absences are reported to staff through the telephone or personal message. Parents are contacted if a student is absent and no notification has been received from the family after 3 days. All absences are noted in classroom rolls.

Non attendance is managed by our School Attendance Policy.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.24
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
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 staff members.

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

Professional Learning has been undertaken by all staff throughout 2017. This Professional Learning has been in line with the School Plan and staff identified professional learning based on individual need. Senior Administration Manager, Ann Maree Watson has undertaken LMBR training which has included understanding and implementing the new systems for human resource management, resource allocation and new financial processes and practices. Mrs Kerry Patten has pursued learning to support students in Numeracy. Mrs Libby Murray has attended Professional Learning in leadership practices, and LMBR training. All staff have completed mandatory training as identified by the Dept. of Education.

Mrs Patten, has attained Proficient level in Accreditation as per Dept policy for pre-2004 teachers.

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.

This summary financial information covers funds for operating costs in 2017. It does not include expenditure areas such as salaries, building and major maintenance.

Receipts	\$
Balance brought forward	41,168
Global funds	55,364
Tied funds	18,900
School & community sources	12,255
Interest	533
Trust receipts	0
Canteen	0
Total Receipts	87,051
Payments	
Teaching & learning	
Key Learning Areas	11,354
Excursions	3,946
Extracurricular dissections	3,453
Library	112
Training & Development	2,379
Tied Funds Payments	11,931
Short Term Relief	442
Administration & Office	9,787
Canteen Payments	0
Utilities	5,862
Maintenance	2,557
Trust Payments	0
Capital Programs	0
Total Payments	51,823
Balance carried forward	76,395

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	80,343
Appropriation	78,525
Sale of Goods and Services	0
Grants and Contributions	1,817
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-40,198
Recurrent Expenses	-40,198
Employee Related	-13,345
Operating Expenses	-26,854
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	40,145
Balance Carried Forward	40,145

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.

A full copy of the school's financial statement is available at Annual General meeting of parent and community groups..

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	262,366
Base Per Capita	2,598
Base Location	8,499
Other Base	251,269
Equity Total	31,476
Equity Aboriginal	0
Equity Socio economic	10,157
Equity Language	0
Equity Disability	21,319
Targeted Total	0
Other Total	1,638
Grand Total	295,480

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.

The number of students who sat NAPLAN in 2017 was too small to be able to report results without breaking student confidentiality. Most students who sat NAPLAN were above National Minimum Standards. Parents of those students have received copies of their child's results and are welcome to make an appointment to discuss them if they wish.

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

Evidence of Parent/Caregiver, student and teacher satisfaction is collected using surveys, attendance at school events and informal interviews. It is difficult to collect quantitative data, however, attendance of parents, at school events including excursions is regularly around 95%. The 2017 school excursion included 7 parents and assisting staff for 5 days. School Open days and special events such as Jump Rope for Heart and Sports Carnivals are well attended by families.

Several parents assist in the classroom with reading on a daily basis. Our school Presentation evening attracted over 60 people.

Student attendance is high and shows that students are engaged and happy at school. They report they feel supported at school in both their learning and social activities. Students report that they enjoy the ready availability of technology for use in the classrooms. Students report they enjoy access to skilled sports persons who attend our school weekly. This is available through access to Sports Funding grants.

Staff report they feel supported within the school both personally and in their professional practice. They have access to the latest opportunities for Professional learning and are supported to pursue their areas of interest and skills. They feel that the school is run effectively and are enjoying their journey of continual improvement in their practice

Policy requirements

Aboriginal education

Gooloogong Public School continues to provide an awareness of Aboriginal culture, history and contemporary Aboriginal Australia across all areas of the curriculum. In implementing the Aboriginal Education Policy, all students study Aboriginal history, culture and current Aboriginal Australia in Human Society and its Environment. All key learning areas incorporate Aboriginal perspectives. As a mark of respect, acknowledgement and understanding students and teachers follow Dept. of Education protocols in recognising the traditional owners of the land at all assemblies and community gatherings.

Multicultural and anti-racism education

As we have only a small number of students that identify as having backgrounds from other cultures we use the curriculum to ensure that all students are exposed to experiences and knowledge of other cultures.