

# Goulburn East Public School

## Annual Report



2017

2054

## Introduction

The Annual Report for 2017 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

## School contact details

Goulburn East Public School

Eleanor St

Goulburn, 2580

[www.goulburne-p.schools.nsw.edu.au](http://www.goulburne-p.schools.nsw.edu.au)

[goulburne-p.School@det.nsw.edu.au](mailto:goulburne-p.School@det.nsw.edu.au)

4821 4007

## Message from the Principal

2017 has been another year of continuing growth and exciting change as our small school grows. Our school community is strong and we value the way that staff, students, parents and the wider community work together to create a happy, positive and engaging learning environment at Goulburn East. We are all proud of our school and of our inclusive, friendly and focused approach to providing the very best educational setting possible.

Literacy and numeracy remain our key focus as we encourage, support and challenge all students to achieve their potential as confident learners and active citizens. We have a dedicated and collegial staff who work closely together to share their quality practice, further their own professional learning and embrace the challenges and joys of working with our children.

## Message from the school community

Goulburn East Public School continues to have the ongoing support of our families and the wider community. Our Parent and Citizens group meets twice a term and these meetings are well attended throughout the year. These meetings enable parents to stay informed about the school's programs, resources and funding, events, communication and staffing. Fundraising events are always well supported by our families and these funds are used to support the learning of our children. In 2017 the P&C purchased iPads to be used in K–2 classrooms, supported Stage 3 students to attend camp and purchased graduation gifts for Year 6 students. The Friday canteen continued to be coordinated by the P&C and is a favourite time of the week for all.

## Message from the students

In 2017 the inaugural Student Council was elected to provide the opportunity for students to share ideas and make suggestions to make their school an even better place. Elected students from Kindergarten to Year 6 were presented with their badges at a special assembly by the state member for Goulburn, the Hon. Pru Goward MP.

The Student Council is a great way for students to implement ideas and purchase resources which will last for many years. It has allowed an equal voice from Kindergarten to Year 6, allowing students to experience responsibility and leadership. These skills last a lifetime. Students feel more connected and important when they know that they can actually have an impact on their school and community. You learn about the importance of money and to respect everybody's ideas, no matter how different they are from yours.

Nash Brackenrig and Ella Stewart-Richardson

## 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 168 students enrolled from Kindergarten to Year 6. Our students come from a variety of socio-economic backgrounds with 8% students identifying as Aboriginal and 9 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. We have always had a very experienced staff who have worked collegially to further their professional knowledge and practice to benefit all students. In 2017 we had four teachers who were in the first few years of teaching and 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 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.

### Learning

In the domain of Learning and our Strategic Direction 1 (Quality Teaching and Learning) from our 2015–2017 School Plan, our focus has been on creating learning environments and programs which engage our students through quality curriculum delivery, personalised learning and innovative teaching practice. One of our pivotal changes which was instrumental to effecting positive results in this domain was to enhance the role of the Learning and Support Teacher. Our Equity funding enabled us to have her in the role for 4 days a week, 2 days above our allocation. Her role was expanded to include greater case management responsibilities, classroom support, teaching, mentoring both experienced and less experienced teachers and timetabling 2 fulltime SLSOs across the school. Our transition programs, both those starting in Kindergarten and those moving to high school, have been very effective with additional transition focus on those students with ASD and anxiety changing teachers, classrooms and peer groups. In 2017 we reviewed our structure of reporting to parents throughout the school year and this will lead to changes in 2018. Ongoing high quality professional learning is highly valued. A team of teachers trained in the Berry St Education Model in 2017 as well as continuing L3 training and a school based trainer being accredited to deliver Focus On Reading Phase 2 in 2018. Consistent Teacher Judgement has been an integral part of our school based assessment with teachers maintaining their knowledge of the NSW Syllabus for the Australian Curriculum.

### Teaching

In the domain of Teaching and our Strategic Direction 2 (Professional Practice), our focus was to ensure that every child had a quality teaching team guiding their learning, actively involved and supported in furthering their own professional knowledge. Our school has developed a culture of continuous improvement with regular reflection on our practices and processes, their consistency and relevancy. Access to quality professional learning is encouraged and the sharing of this new learning with colleagues is expected as part of our ongoing mentoring and support processes. School based data and records and supported by external sources of data. Although teachers are operating at Highly Accomplished and Lead levels, there are not any teachers who are currently pursuing this level of accreditation.

### Leading

In the domain of Leading and our Strategic Directions 2 and 3 (Professional Practice and Connected Community), our focus was building a genuine and purposeful connectedness amongst stakeholders in our students' education, with clear communication, shared understandings and genuine collaboration. All teachers have been encouraged to build their leadership capacity with the role of instructional leader and mentor being instrumental in supporting the four teachers receiving Beginning Teacher funding in 2017. Our planning continues to become more refined, purposeful and specific to our school context with consultation with stakeholders highly valued. Use of resources is well planned. The introduction of LMBR went very smoothly in 2017 due to the professionalism and dedication of the School Administrative Manager and School Administrative Officer.

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/self-evidence-guide>



## 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

In the domain of Learning and our Strategic Direction 1 (Quality Teaching and Learning) from our 2015–2017 School Plan, our focus has been on creating learning environments and programs which engage our students through quality curriculum delivery, personalised learning and innovative teaching practice. One of our pivotal changes which was instrumental to our positive results in this domain was to enhance the role of the Learning and Support Teacher. Our Equity funding enabled us to have her in the role for 4 days a week, 2 days above our allocation. Her role was expanded to include greater case management responsibilities, classroom support, teaching, mentoring both experienced and less experienced teachers and timetabling 2 fulltime SLSOs across the school. Our transition programs, both those starting in Kindergarten and those moving to high school, have been very effective with additional transition focus on those students with ASD and anxiety about changing teachers, classrooms and peer groups. In 2017 we reviewed our structure of reporting to parents throughout the school year and this will lead to changes in 2018. Ongoing high quality professional learning is highly valued. A team of teachers trained in the Berry St Education Model in 2017 as well as continuing L3 training and a school based trainer being accredited to deliver Focus On Reading Phase 2 in 2018. Consistent Teacher Judgement has been an integral part of our school based assessment with teachers maintaining their knowledge of the NSW Syllabus for the Australian Curriculum.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$13 000 Teacher Professional Learning  \$13 000 Beginning Teacher Support	External and internal data indicates significant progress towards students achieving in the proficient bands in all areas of literacy and numeracy in Year 3. Above expected growth from Year 3 to Year 5 is strong in literacy but not in numeracy. Best Start, L3 and PLAN were used in K–2 to monitor student progress on the continuum.
All students completing NAPLAN demonstrate expected growth from Year 3 to Year 5.	\$6 900 K–2 Literacy and Numeracy funds	Purchase of Sunshine Online reading package  Updating home and class readers  50% of students achieved above expected growth in Writing and Spelling; 30% of students achieved above expected growth in Reading and 57% of students achieved above expected growth in Grammar and Punctuation.  50% of students showed above expected growth in Numeracy since their Year 3 NAPLAN results.
An 8% increase in the percentage of students in the top two NAPLAN bands by 2019		Goulburn East has increased the number of Year 3 students achieving in the Proficient bands since the beginning of the last School Plan (2015). In 2017 in Reading, the student percentage at Proficiency levels increased from 26% to 56%; in Writing the student percentage at Proficiency levels increased from 53% to 56%; in Spelling the student percentage at Proficiency levels increased from 26% to 56% and in Grammar and Punctuation the student percentage at Proficiency levels increased

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An 8% increase in the percentage of students in the top two NAPLAN bands by 2019		from 26% to 52%.  Goulburn East has increased the number of Year 5 students achieving in the Proficient bands since the beginning of the last School Plan (2015). In 2017 in Numeracy, the student percentage at Proficiency levels increased from 20% to 41%; in Data and Measurement Space and Geometry the student percentage at Proficiency levels increased from 27% to 37% and in Number the student percentage at Proficiency levels increased from 13% to 41%.
An increase of 30% in the proportion of Aboriginal students in the top two NAPLAN bands in literacy and numeracy	\$5000 Aboriginal Background funding	In 2017 there no Aboriginal students completing Year 5 NAPLAN. Those Aboriginal students achieving Below or At National Minimum standard are supported by the Learning and Support Teacher and SLSOs in class and small group learning situations.
Programs and assessments accessible noting adjustments and accommodations required for students	\$40000 Equity staffing – LaST FTE (0.4)  \$20000 Low Level Disability and Socio-economic Background – Equity loadings	Programs and assessments reflect the adjustments and accommodations made for students. Those in Out of Home Care placements, Aboriginal students, Integration Funding Support recipients and those identified by the Learning Support Team have Individual Education Plans and, for Aboriginal students, a Personalised Learning Pathways. These are reviewed termly and future directions identified. This information is also used to complete the NCDDC.

## Next Steps

Staff will be trained in the new Learning Progressions in 2018 and use these to track student progress, replacing the Literacy and Numeracy Continuums. This will support the use of external and internal data to monitor student learning, teaching programs and lesson delivery.

Reporting to Parents procedures will be reviewed to strengthen communication regarding student learning progress, social and emotional skills, and achievement across all curriculum areas.

Aboriginal students will monitor and evaluate their progress towards achieving their Personalised Learning Pathways (PLPs) goals termly.



## 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

In the domain of Teaching and our Strategic Direction 2 (Professional Practice), our focus was to ensure that every child had a quality teaching team guiding their learning, actively involved and supported in furthering their own professional knowledge. Our school has developed a culture of continuous improvement with regular reflection on our practices and processes, their consistency and relevancy. Access to quality professional learning is encouraged and the sharing of this new learning with colleagues is expected as part of our ongoing mentoring and support processes. School based data and records are supported by external sources of data. Although teachers are operating at Highly Accomplished and Lead levels, there are no teachers who are currently pursuing this level of accreditation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The successful implementation and ongoing maintenance of teachers' professional learning portfolios will ensure that teachers meet accreditation of the National Teaching Standards by 2017.	<p>\$45 000 Beginning Teacher funding</p> <p>In 2017 there were two teachers in their second year of funding and two teachers who were eligible for \$13 000 (one permanent, one fulltime temporary)</p>	<p>Beginning Teacher support was provided through additional time each week to work with mentoring teachers and to observe quality practice in a variety of classrooms and contexts, attending training and preparation of accreditation evidence.</p> <p>All staff attended staff meetings regarding the accreditation process including registering and recording professional learning.</p>

#### Next Steps

Quality Teacher Rounds will begin implementation in 2018 led by the Assistant Principals.

All teachers record their professional learning hours with NESA. Teachers will apply and share their professional learning with colleagues in both formal and informal situations.

Accreditation at the higher levels will be encouraged with all teachers being familiar with, and confident to use, the teaching standards to guide their own quality practice and professional development.



## 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

In the domain of Leading and our Strategic Directions 2 and 3 (Professional Practice and Connected Community), our focus was building a genuine and purposeful connectedness amongst stakeholders in our students' education, with clear communication, shared understandings and genuine collaboration. All teachers have been encouraged to build their leadership capacity with the role of instructional leader and mentor being instrumental in supporting the four teachers receiving Beginning Teacher funding in 2017. Our planning continues to become more refined, purposeful and specific to our school context with consultation with stakeholders highly valued. Use of resources is well planned. The introduction of LMBR went very smoothly in 2017 due to the professionalism and dedication of the School Administrative Manager and School Administrative Officer.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive results in surveys		
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.		

#### Next Steps

The School Website Service will be upgraded with training available in Term 2, 2018.

Implementation of LMBR will continue with ongoing support and training provided for staff.

Effective communication with our community regarding school events and student learning remains a priority with SeeSaw and Skoolbag being popular with parents.

In 2018 we will focus on promoting the quality teaching and learning in our school with a wide range of opportunities and experiences available.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$10 459	Funding used to provide SLSO support for Aboriginal students across the school requiring additional support to achieve learning outcomes. Student progress was monitored throughout the year by the Learning and Support Teacher and classroom teacher. Personalised Learning Pathways were negotiated with staff, students and families with added emphasis on learning goals. An Aboriginal artist was employed for 4 days to work with students and to create large murals for our outdoor areas. Financial assistance was available so that all Aboriginal students were supported to attend the wide range of performances and excursions available including the intensive swimming program in Term 4.
<b>Low level adjustment for disability</b>	\$54 849 (including FTE 0.4 of \$40 000)	Our Learning and Support Teacher was employed for an additional day per week with the role expanded to involve case management, working with families, school counsellor, executive, teachers and agencies to provide a coordinated and informed approach to supporting identified students, teaching, mentoring staff, coordinating the timetables of two fulltime SLSOs and providing required training.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$10 564 (FTE 0.104)	Experienced teachers provided mentoring across the school, supporting both experienced teachers implementing new practices and curriculum.
<b>Socio-economic background</b>	\$37 432	Additional Learning and Support Teacher (LaST) time was used to support staff, families and students to improve learning achievement for students identified with lower literacy and numeracy outcomes and those students at risk of losing engagement and confidence as learners. There was an increase in SLSO time across the school to support these students. Financial assistance was available to support families so that students were able to attend the wide range of performances and excursions available including the intensive swimming program and the 5 day Stage 3 Sport and Recreation camp to Berry in Term 4. Resilience and wellbeing programs were implemented to provide identified students with social strategies and positive approaches to resolving issues.
<b>Support for beginning teachers</b>	\$38 000	In 2017 we had four teachers who were receiving Beginning Teacher funding, one in her first year, one as a temporary teacher and two in their second year of funding support. This support was provided through additional time each week to work with mentoring teachers and to observe quality practice in a variety of classrooms and contexts, attending training and preparation of accreditation evidence.

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	66	67	77	83
Girls	72	69	74	82

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.8	96.9	96.2	95
1	95	97.5	94.9	95.7
2	96.4	93.1	96.8	94.4
3	97.1	96.3	92	97.5
4	96.9	96	95.3	95.5
5	95.4	96.7	94.2	92.7
6	96.6	95.3	95.1	95.5
All Years	96.4	96	95	95.2
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

Goulburn East Public School monitors student attendance with concerning patterns of partial or whole day non-attendance identified promptly. The school is supported by the Home School Liaison Officer in improving attendance for students considered at risk, working with families and students to discuss areas of concern and ways the school can support improved attendance.

### Class sizes

Class	Total
KP	18
K/1M	20
1/2B	21
2S	23
3/4R	25
3/4J	25
5/6M	31

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	6.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.82
Other Positions	0

\*Full Time Equivalent

In 2017 no members of the workforce identified as being of Aboriginal or Torres Strait Islander descent.

### 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

The teaching, office and support staff at Goulburn East Public School participated in a number of professional learning events designed to build the capacity of staff to achieve the key priorities identified in the School Plan 2015 – 2017, to maintain current knowledge and professional practice in their field and to transition successfully to LMBR.

Teaching staff have been involved in professional learning programs that have built the capacity of early career teachers, current teachers and aspiring and current school leaders. All staff completed mandatory training in Anaphylaxis, Child Protection, Code of Conduct, Emergency Care and CPR.

In addition training was completed by two teachers in L3, one teacher completed and trained as a school based trainer for Focus on Reading Phase 2 and all staff attended a full day workshop with Tony Attwood in Understanding Autism.

Administrative Staff and the Principal completed extensive training in the new business administration system (LMBR) throughout 2017.

## 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.

Receipts	\$
<b>Balance brought forward</b>	<b>130,781</b>
Global funds	72,251
Tied funds	86,458
School & community sources	8,038
Interest	1,083
Trust receipts	1,822
Canteen	0
<b>Total Receipts</b>	<b>169,652</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	7,502
Excursions	3,908
Extracurricular dissections	4,915
Library	0
Training & Development	0
Tied Funds Payments	65,337
Short Term Relief	6,606
Administration & Office	9,646
Canteen Payments	0
Utilities	8,454
Maintenance	3,589
Trust Payments	683
Capital Programs	0
<b>Total Payments</b>	<b>110,640</b>
<b>Balance carried forward</b>	<b>189,794</b>

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 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	380,767
Appropriation	338,036
Sale of Goods and Services	854
Grants and Contributions	41,294
Gain and Loss	0
Other Revenue	0
Investment Income	583
<b>Expenses</b>	-180,301
Recurrent Expenses	-180,301
Employee Related	-99,600
Operating Expenses	-80,702
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	200,466
<b>Balance Carried Forward</b>	200,466

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 <b>Actual</b> (\$)
<b>Base Total</b>	1,280,187
Base Per Capita	23,077
Base Location	2,124
Other Base	1,254,987
<b>Equity Total</b>	103,974
Equity Aboriginal	10,459
Equity Socio economic	37,432
Equity Language	1,233
Equity Disability	54,849
<b>Targeted Total</b>	44,490
<b>Other Total</b>	10,590
<b>Grand Total</b>	1,439,241

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

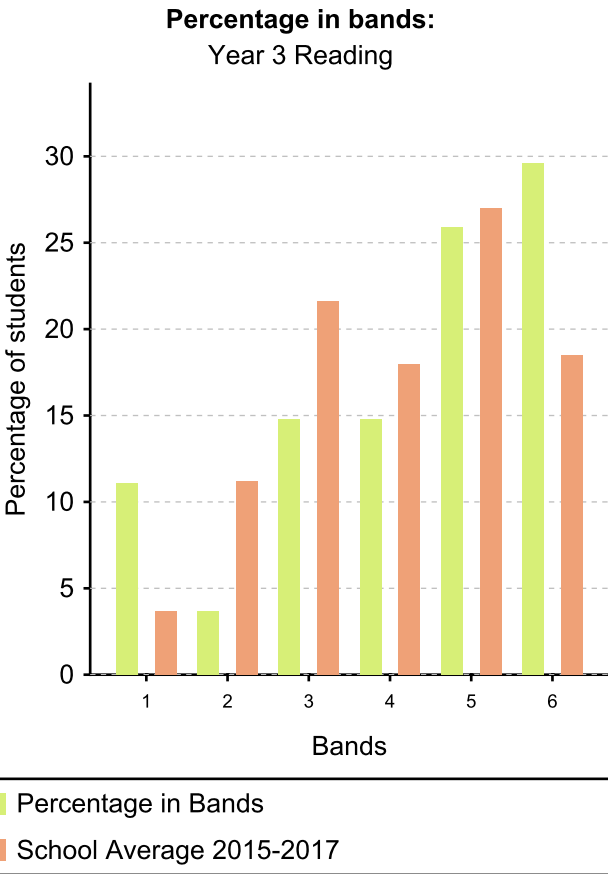
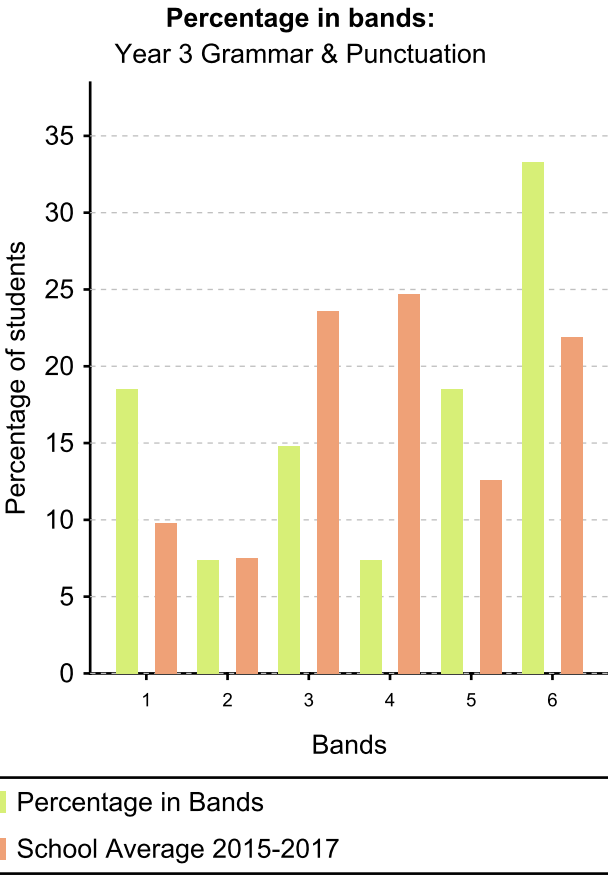
## NAPLAN

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.

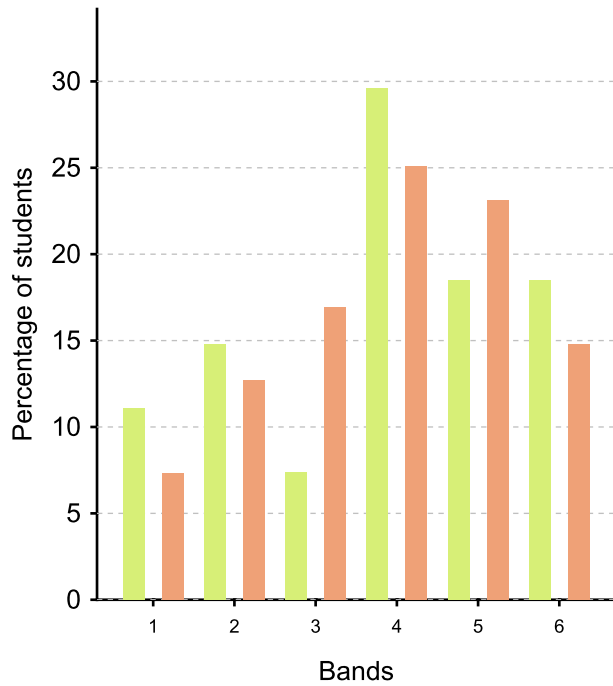
A focus for our school has been to increase the number of students achieving at the Proficient level. For Year 3 students that means that they achieve either Band 5 or 6 and for Year 5 students it means that they receive either a Band 7 or 8.

Goulburn East has increased the number of Year 3 students achieving in the Proficient bands since the beginning of the last School Plan (2015). In 2017 in Reading, the student percentage at Proficiency levels increased from 26% to 56%; in Writing the student percentage at Proficiency levels increased from 53% to 56%; in Spelling the student percentage at Proficiency levels increased from 26% to 56% and in Grammar and Punctuation the student percentage at Proficiency levels increased from 26% to 52%.

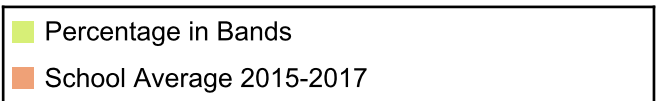
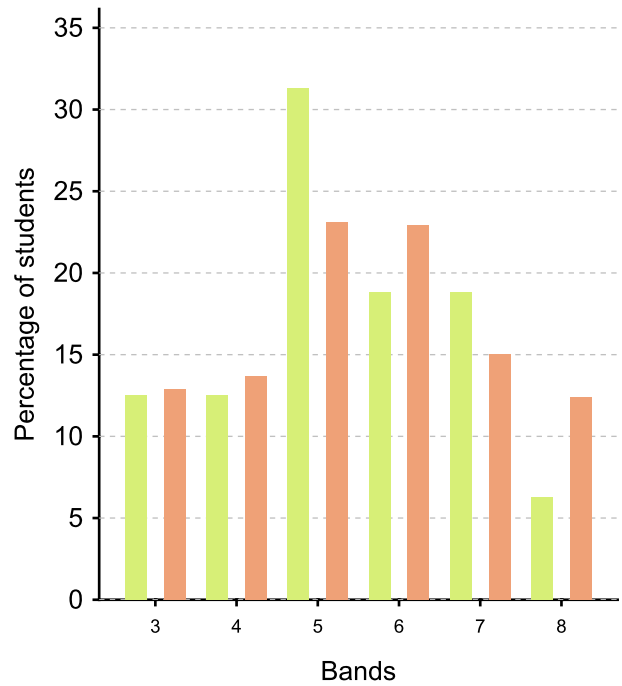
The same overall trend is not evident in the Year 5 results with only Grammar and Punctuation results indicating an increase in the number of Year 5 students achieving in the Proficient bands since the beginning of the last School Plan (2015). 50% of students achieved above expected growth in Writing and Spelling; 30% of students achieved above expected growth in Reading and 57% of students achieved above expected growth in Grammar and Punctuation.



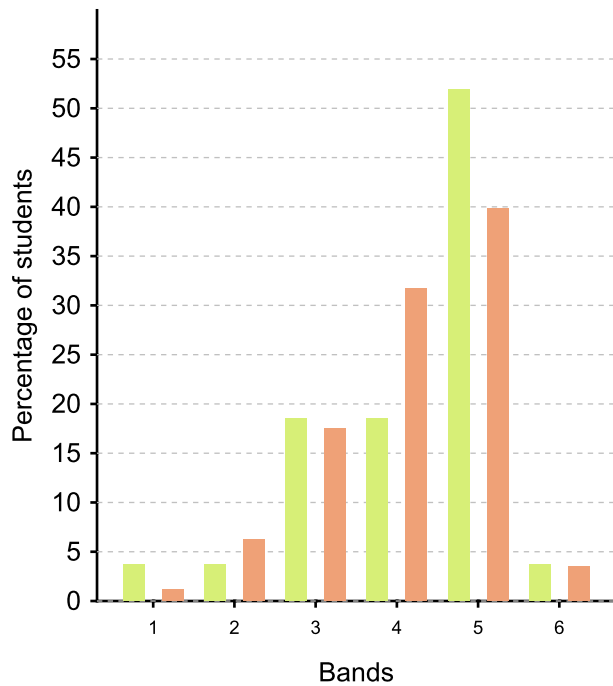
**Percentage in bands:**  
Year 3 Spelling



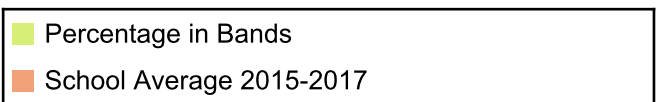
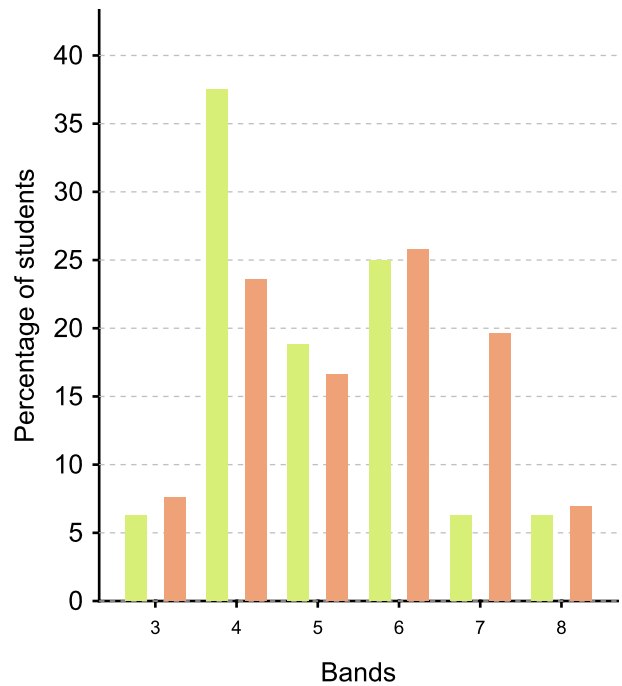
**Percentage in bands:**  
Year 5 Grammar & Punctuation



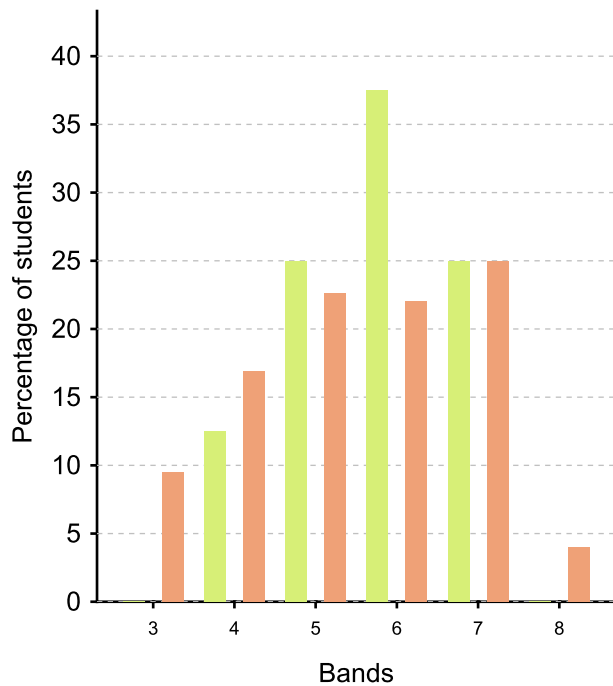
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Reading



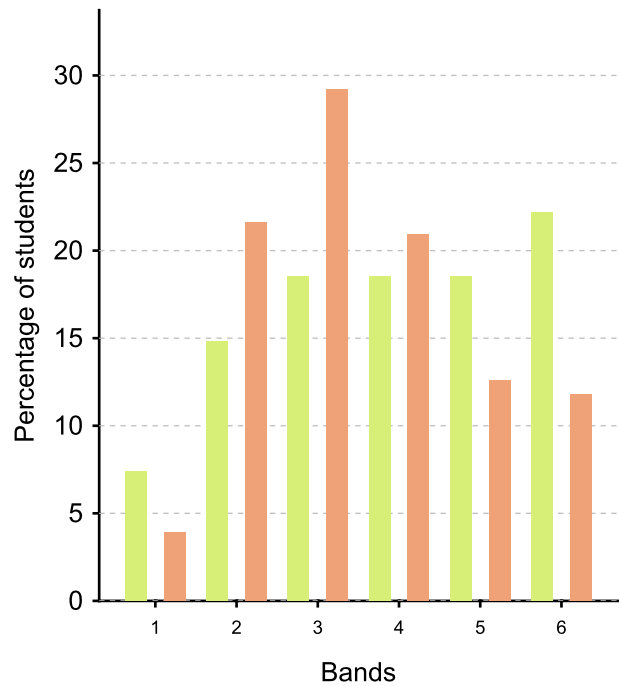
**Percentage in bands:**  
Year 5 Spelling



Goulburn East has increased the number of Year 5 students achieving in the Proficient bands since the beginning of the last School Plan (2015). In 2017 in Numeracy, the student percentage at Proficiency levels increased from 20% to 41%; in Data and Measurement Space and Geometry the student percentage at Proficiency levels increased from 27% to 37% and in Number the student percentage at Proficiency levels increased from 13% to 41%.

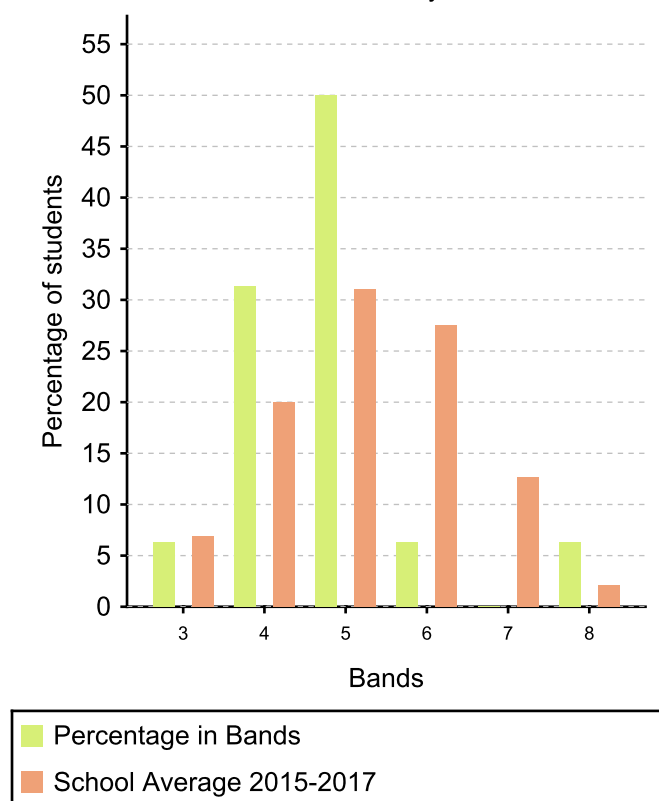
The same overall trend is also not evident in the Year 5 results with 50% of students showing above expected growth in Numeracy since their Year 3 NAPLAN results.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



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.>

Goulburn East is committed to the continual improvement of the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they can achieve their learning, social and leadership potential.

In 2017, there were 12 students who have identified as Aboriginal on ERN and they are supported in achieving their learning goals with Individual Educational Plans supporting their Personalised Learning Pathways.

## Parent/caregiver, student, teacher satisfaction

As a small school in recent years, the strong sense of community and belonging has been a highly valued attribute of our school. In parent, student and staff surveys conducted at the end of 2017 and beginning of 2018, it remains very important to all stakeholders and is an areas of focus for school planning as the student enrolments are predicted to increase.

Students recognised the friendly teachers and their peers. The younger students liked the way older students helped them and let them join in with their games. They liked their clean school but would like some more climbing equipment. Students loved watching the beans, cherry tomatoes and watermelons grow now that the vegetable tubs are in the general playground areas.

All parents surveyed noted the dedicated and positive approach of staff and that staff valued the importance of building genuine relationships with students from K–6. The sense of shared community was reflected in the high level of participation in school and family events on and off the school site, and in the pride students show in their uniform.

Staff valued the support received from the parent community and the P&C group with their interest and commitment to the school. Their fundraising was greatly appreciated by staff for student resources. All staff – teaching, office and support – treasured the collegiality that embraces Goulburn East as a place of work and learning for them, and are all committed to maintaining that shared vision and level of professional support.

Areas identified for development were to continue developing the use of technology across the school to support our 21st century students as well as the playground upgrade currently in progress with shade and more playground equipment to be considered. Parents and staff are both interested in working with the newly formed AECG to develop indigenous cultural programs for our students. Parent workshops in a variety of areas, such as home reading and maths skills, would also be welcomed.

## Policy requirements

### Aboriginal education

Funding was used to provide SLSO support for Aboriginal students across the school requiring additional support to achieve learning outcomes. The progress of these students was monitored throughout the year by the Learning and Support Teacher and classroom teacher. Personalised Learning Pathways were negotiated with staff, students and families with added emphasis on learning goals. An Aboriginal artist was employed for 4 days to work with students and to create large murals for our outdoor areas. Financial assistance was available if required so that all Aboriginal students were able to attend the wide range of performances and excursions available including the intensive swimming program in Term 4.

### Multicultural and anti-racism education

The role of the Anti-Racist Contact Officer (ARCO) is to be the contact between staff, students, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect and cultures. We have a teacher trained as our Anti-Racist Contact Officer (ARCO).

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.