

Goulburn South Public School Annual Report



2017



2056

Introduction

The Annual Report for 2017 is provided to the community of Goulburn South 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.

Ann Patchett

Principal

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Message from the Principal

2017 was an exciting and rewarding year for Goulburn South Public School, there were many changes, initiatives and reforms undertaken. One such reform was beginning our transition to the Learning Management and Business Reform package. This presented many changes and challenges that affected the staff and community but over the course of the year we have gained confidence in the new system and now can see many improved practices as a result.

Goulburn South Public School continued to be a focus school for Early Action for Success. This resulted in whole school and individual professional learning opportunities. Our Instructional Leader is ensuring that learning and engagement are a priority in every classroom, our students' growth in literacy and numeracy skills is a testimony to our hard work.

The parents and Citizens Association was extremely active this year and their endless energy in supporting our school has been appreciated. The Canteen opened for 5 days a week, providing our students with healthy meals and snacks that followed the guidelines set by the Department of Education in their Healthy School Canteens document.

Throughout the second half of the year, the students, staff and community were involved in the evaluating of our 2015–2017 School Plan and the writing of our new document which is a blueprint for the next 3 years. Surveys were conducted, people were interviewed, allowing us to work on our Strategic Directions and where we want Goulburn South to be in three years time. It was a privilege to work with such a wonderful group of people on this plan and know that it will continue to drive our teaching and learning practices.

Finally I would like to say thankyou to all of the students, staff and community members for their support and commitment to our school. I am proud to say that Goulburn South Public School is an inclusive and dynamic school, continually striving to meet the needs and extend the capacity of the 21st Century learners we have in our care.

School background

School vision statement

At Goulburn South Public School, we believe that all students have the right to learn within a safe and happy environment.

By fostering this nurturing learning space, we believe that all students are encouraged to reach their fullest potential and are able to become confident, creative individuals who are prepared to work within the wider school community today and in the future.

School context

Goulburn South Public School is located in Goulburn with a large public housing estate and a small number of privately owned dwellings. The school has an average enrolment of 140 – 165 children with 6 mainstream classes, 5 of which are multigrade, with a Support Unit of 3 classes. Results in NAPLAN testing have shown the need to have a continued focus on Reading, Writing and Mathematics.

The school runs successful Positive Behaviours for Learning, Focus on Reading, Language, Literacy and Learning in Kindergarten through to Year 2 and Targeting Early Numeracy..

Over the next few years the staff will be involved in the implementation of the Student Wellbeing Framework document .The school has a staff of 22 personnel comprising School Executive, Classroom Teachers, School Learning Support Officers, Office staff and a General Assistant.

Our school also has Department of Education and Communities personnel attached to the school. The staff of the school is experienced and knowledgeable, with a range of expertise in a number of areas. The school has 2 New Scheme Teachers in their first years of their teaching career. A successful attendance program has seen the school attendance rate of 92.5% which is higher than the state average of 95%.

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.

This year, our school undertook self assessment using the elements of the School Excellence Framework.

In the Learning Domain, our school has placed a strong emphasis on curriculum and learning and assessment and reporting. These practices have aligned to the direction of our Early Action for Success reform. Staff have strengthened their capacity to use evidence based teaching practices and innovative delivery mechanisms to improve learning outcomes. We have engaged in Language, Literacy and Learning and Targeted Early Numeracy, Building Numeracy Leadership and Focus on Reading professional Learning. There has been a strong emphasis on the school developing systematic processes and programs to identify and address the learning needs of all students. Assessment data K – 3 is collected at 5 weekly intervals to monitor achievements and gaps in student learning and to inform planning for particular student groups and individual students. 3 – 6 staff have also strengthened practices to collect regular performance data and adjust teaching programs accordingly with the assistance of an interventionist. The staff have spent a considerable amount of time examining and implementing the area of Number Sense from the Mathematics curriculum. High quality teaching practices have effectively developed the knowledge, understanding and skills of all students in this area. Our involvement with the Warilla Early Action for Success Group provided staff with the opportunity to deeply reflect on current research and engage in high levels of professional dialogue with educators from other schools and Department of Education staff. We assess our performance as Sustaining and Growing in the Learning domain.

Our major focus in the domain of Teaching in 2017 was establishing collaborative practices. Staff worked together throughout the year to improve teaching and learning in their stages. Staff were provided extra release time to examine their data with our Instructional Leader, this drove our professional learning and teaching practices across the

school. Teams of staff worked together to develop teaching and learning programs that met the individual needs of individual and groups of students. The Instructional Leader provided in class support and collaboratively planned alongside staff to provide tiered interventions, particularly across K – 3. Teachers participated in L3, TEN and Focus on Reading that targeted our school priorities. We assess our performance as Excelling in the Teaching domain.

In the domain of Leading, there was a strong focus on school planning, implementation and reporting. The evaluation and development of our three year school plan created an excellent opportunity to review the educational landscape of our school. Staff, students and parents were equally involved in the development of the plan, allowing it to be aligned with local and system priorities. The school has made a focussed effort to involve the whole school community in school events and decision making. data indicated that staff, students and parents felt welcomed and engaged in the school. The school celebrated and acknowledged a wide diversity of achievements and parents engaged in a wide range of school related activities. The school remained committed to Positive Behaviours for Learning and modified our behaviour matrixes for playground and classroom settings to strengthen our school as a safe and positive environment that promotes high expectations for learning. Many opportunities were given to the students to develop their leadership skills. The school executive completed training in the Berry Street Education Model to promote student wellbeing and were able to form a strong bond with the newly formed Aboriginal Education Consultative Group. We assess our performance as Sustaining and Growing in the Leadership domain.

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

Improving Student Outcomes

Purpose

To support all students to become competent and creative learners, so they become responsible and engaged citizens that make a positive contribution to the community. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning outcomes. This will maximise their learning in a supportive learning environment in each classroom.

Overall summary of progress

The school has been involved with the Early Action for Success initiative, enabling the employment of additional staff to facilitate differentiation and tiered learning in every classroom.

Teaching staff embraced new professional learning models that placed learners at the centre. Our Instructional Leader, Interventionists and school executive built the capacity of teachers to regularly use student performance data to evaluate the effectiveness of their own teaching practices. Teachers used data walls and formative assessment strategies to form fluid and flexible student groupings within literacy and numeracy. During stage meetings, the school executive built the capacity of staff to use the continuum and progression documents to monitor student learning progress and to identify skill gaps for improvement every 5 weeks. K–2 staff engaged in professional learning such as Language Literacy and Learning (L#), Targeting early Numeracy (TEN), Focus on Reading and 7 steps to Writing success. This supported teachers to provide greater levels of tiered intervention for individual students, including Aboriginal students and students with learning disabilities and complex needs. Students were provided with new opportunities to engage with learning goals K–6. Students began to use the language of learning intentions and success criteria to understand what they needed to learn and why.

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 95% of students K – 2 are achieving at or beyond expected stage standard in Numeracy and Literacy (Baseline 2015 – 75%)	\$200.000	Regular data meetings held PLAN data updated every 5 weeks Interventionists employed, to work in literacy and numeracy sessions in each classroom, every day Professional Learning in Early Action for Success, BLN, Focus on Reading, Phase 2, L3 and TEN Scope and Sequence documents created for literacy and numeracy Assessment schedules developed EAfS graphs show that K–2 students are meeting expected growth in literacy
* Staff survey indicates 90% of staff have the understanding and confidence to personalise learning for every student in Literacy and Numeracy (underpinned by the Every Student Every School Key Reform , aligned with the NCCD requirements and in line with participation in the Early Action for Success, Numeracy strategy	\$100,000	Interventionists work in every room during literacy and numeracy lessons Regular stage and network meetings Each student who is working below expectations has a literacy and numeracy plan or ILP. All Aboriginal students have PLPs Staff work with community to ensure NDIS plans are completed and implemented

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* Staff survey indicates 90% of staff have the understanding and confidence to personalise learning for every student in Literacy and Numeracy (underpinned by the Every Student Every School Key Reform , aligned with the NCCD requirements and in line with participation in the Early Action for Success, Numeracy strategy		Collaboration between staff and specialist staff to create learning plans

Next Steps

Monitor, evaluate and ensure sustainability of Early Action for Success initiative

Instructional Leader continues to be employed

Support Premier's priorities

Increase parent participation and engagement around literacy and numeracy, though the Parents as Teachers and Classroom Helpers program (PaTCH)

Visible Learning pedagogy continues to be used across the school

L3, TEN and Focus on Reading strategies used in all classrooms

Students use a greater range of self reflection strategies in literacy and numeracy lessons, they will engage in more talk about learning goals, success criteria and giving feedback

Staff will build student awareness of growth mindset and resilience through discussion, modelling and visual displays



Strategic Direction 2

Developing an inclusive and engaged community

Purpose

To identify what the school can do to strengthen learning outcomes for students through developing effective partnerships between the school, its parents and the wider community. This will be achieved through developing a number of strategies that will encourage and focus on parent and community engagement as a key part of supporting student learning.

Overall summary of progress

A number of new initiatives have been employed to encourage greater community engagement. We will continue the work and strategies begun last year. We are strongly committed to being an inclusive school that supports positive partnerships between staff, parents and the wider community. In 2017 the school has established a wider range of regular communication strategies, positively promoting student and school success using newspapers, the school Facebook page, Skoolbag app, the school website and newsletter. The social media platforms have been well received and valued by all of our community.

The school engaged parents in a number of initiatives throughout the year, Teapot Ladies Conferences and our Cyberbullying talk by the Alana and Madeline Foundation were both well received. Our regular welcome back BBQ / Spotlight on South afternoon, Grandparents Day, Open Day, Easter Hat and Book Week Parades and Presentation Day were all well received.

At the end of the year the Aboriginal Educational Consultative Group had its first meeting, which was well attended. It has been successfully formed and attendance numbers are growing.

Learning alliances were strengthened across the Early Action for Success community of schools through regular attendance at meetings which allowed the sharing of ideas and resources across a number of schools

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To improve community and school identity through a focus on inclusion, resulting in a 20% increase in parent attendance at all events	\$100 \$30,000 (FRS worker, Donna Sykes)	80% of parents surveyed indicated that they participated in school events in 2017. This is an increase of 26% from the previous year. The sample size was 30 parents across K-6. Parents took the opportunity to attend Parent Teacher Interviews, presentation Day and our Welcome Back BBQ Parents also took part in social events such as Grandparents Day, Easter hat parades and many sporting activities Donna Sykes from Family Referral Service works at the school for 1 day a week and has proved to be an asset both to staff and parents.
A 20% increase quality teaching practices throughout the school by drawing on the expertise and resources of the local community	See Strategic Direction 1	Cultural Awareness lessons continued to be delivered to all students in Term 2 Every aboriginal student had a Personalised Learning Plan completed in conjunction with their parents and carers Tell Them from Me surveys completed by all students in Year 4 -6
Our school is rated as	\$900	Our school self evaluation process has enabled the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
"Sustaining and Growing" or above on all Learning Elements of the School Excellence Framework		school to show achievement of this improvement measure

Next Steps

After the executive training in the Berry Street Model of Education, the school will incorporate these strategies into the everyday running of the school. The school will overhaul the morning procedure and continue to refine our practices in our Reflection Room. Other practices such as the use of Brain breaks and Safety Plans will be incorporated into classrooms, as required.

Increase parent engagement through high quality programs and initiatives such as the Parents as Teachers and Classroom Helpers program and provide opportunities for parents to attend AECG meetings regularly. We will also extend opportunities for our primary Aboriginal students to participate in a Junior AECG leadership team.

The continuing development of our Sensory Garden will be a priority throughout the year, as will our partnerships with universities and the use of the Department of Education's Wellbeing Framework.



Strategic Direction 3

Encouraging healthy and active lifestyles

Purpose

To encourage students to lead a healthy lifestyle that allows them to achieve and maintain mental, physical and social wellbeing. This will be achieved through raising community awareness of the importance of leading a healthy lifestyle, resulting in positive relationships, improved quality of life and less illness. This program forms the basis for students to adopt a responsible and productive role in society in the future.

Overall summary of progress

Our aim of improving the health and wellbeing of our students continues to progress nicely. We have many programs that encourage increased physical activity and healthy eating.

Our Healthy Food Canteen has been working hard to encourage our staff and students to eat a more varied and healthy lunch. The lunches provided are cooked on the premises and some of the snack ideas introduced in our successful Taste Test Tuesday program have appeared as regulars on the menu. Participation in Fresh Fruit and Veg Month has also introduced a wider range of food to our students. The school's Live Life Well Facebook page has increased its number of followers and is a place where recipes, photos and interesting health articles can be shared. Our school vegetable garden and chooks provide the canteen with fresh produce.

All classes are now participating in our Crunch and Sip program and are using Mindfulness activities to help settle the students after play periods.

Our Positive Behaviours for Learning (PBL) team continued to deliver data driven wellbeing initiatives that have begun to build a positive learning culture across the school. PBL has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in various school contexts. The PBL team reviewed the signage used in the school and designed new more engaging signs for the playgrounds in the school. The PBL team initiated the development of a Social Skills program, which was run in Move and Groove to support the development of social skills in context. Additional playground equipment for use by the Games Squad and during Move and Groove was purchased to support passive and active play during breaks. We have seen significant changes in behaviour featuring more positive and respectful relationships throughout the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent Survey shows that 85% of the respondents understands the values of the school	Strategic Direction 1	All of our community members understand our school values. The signage in playgrounds has helped this to be achieved
100% of staff indicate an understanding in and confidence to implement the Positive Behaviours for Learning program	\$500	Mindfulness activities are practiced in each classroom, particularly after play sessions every day Crunch and Sip has become an important part of the improving nutrition of our students PBL Meetings are held regularly throughout the year Tell Them from Me surveys are used to help set future directions for our wellbeing program.

Next Steps

Continue to introduce Berry Street strategies throughout the school day. Ensure that professional development funds are available to train more staff. Train the executive staff in the Bridges out of poverty program, allowing us to have a better understanding about how to deal with sensitive issues in respectful and constructive ways.

Continue to seek out an external PBL coach for our school and continue to revise our lessons to encourage positive and respectful behaviours in all settings across the school.

Our school Canteen will continue to provide healthy food for our students, a School Canteen Committee will be formed to improved communication with the school and canteen workers



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$10,000</p> <p>Cultural Awareness Program, Peter Swain, \$5000</p> <p>School Learning and Support Officers and Teachers employed \$5,000</p> <ul style="list-style-type: none"> Aboriginal background loading (\$1 520.00) 	<p>Students reflect on learning and where they would like to go next</p> <p>Personal learning Plans for all Aboriginal Students</p> <p>Embed Aboriginal culture, histories and perspectives into curriculum</p> <p>Work with students to prepare for and support students when completing NAPLAN assessments</p>
English language proficiency	<p>\$6,149</p> <ul style="list-style-type: none"> English language proficiency (\$1 537.25) 	<p>Students achievements plotted against PLAN continuum documents</p> <p>Staff training around how to most effectively teach students who have developing English language proficiency</p> <p>Continue promoting links between school and Goulburn Multicultural Centre</p> <p>Staff employed to support students in literacy and numeracy lessons</p> <p>Ensure the accuracy of information entered into ERN and ensure data is updated every term using EAL/D learning progressions</p>
Low level adjustment for disability	<p>\$83,665</p>	<p>Employ a School Learning and Support Officer to work in classrooms, providing tailored support for class programs through tiered interventions such as TEN, L3, flexible and fluid groupings and MultiLit</p> <p>Learning and Support Teacher assisted staff to tailor instruction for students with a learning disability or difficulty</p> <p>Case Conferences set up for students and their families</p> <p>Time given to staff to meet regularly for Data Meetings and revision of Individualised Learning Plans</p>
Socio-economic background	<p>\$156,195</p> <ul style="list-style-type: none"> Socio-economic background (\$12 500.00) 	<p>Staff employed to work with students in every classroom, every day during literacy and numeracy lessons</p> <p>7 Steps for writing Success training for all staff</p> <p>Focus on Reading training and collaborative planning sessions, giving staff the opportunity to share expertise throughout the year</p> <p>Kindergarten transition to school program updated, ensure time given for Kindergarten teacher to visit each preschool setting prior to arrival at school</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	80	80	71	88
Girls	65	75	77	71

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Our enrolment in 2017 was 159, 88 boys and 71 girls. Historically our enrolment fluctuates between 140 and 165 throughout the year.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	93.3	92.1	94
1	92.7	93.1	96.4	92.9
2	94.4	92.2	93.4	95.8
3	94.9	95.3	92.8	92.7
4	95.3	92.9	93.4	92.7
5	94.4	94.4	94.4	93.6
6	91.4	94	96.5	95
All Years	94.2	93.7	94	93.8
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

Our school uses the Phone Intervention Program to keep in touch with students who are not at school regularly. Each fortnight our attendance is discussed at our Learning Support Meetings.

Staff regularly speak to parents about attendance.

If these measures do not show an improvement in attendance, a formal process is followed and discussions held with the Home School Liaison Officer.

Class sizes

Class	Total
GROUP KB	19
GROUP 1G	17
GROUP 2/3M	21
GROUP 3/4C	28
GROUP 4/5L	28
GROUP 6C	27

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.08
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.99
Other Positions	1

*Full Time Equivalent

Reporting information for all staff must be consistent with privacy and personal information policies.

The Australian Education Regulation 2014b requires schools to report on Aboriginal composition of their workforce, we have no Aboriginal staff working at our school this year.

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	65

Professional learning and teacher accreditation

Our main focuses for Professional Learning this year was related to our involvement in the Early Action for Success strategy, including numeracy (Number Sense training), reading and comprehension (Focus on Reading, Phase 2, L3, Stage 1 and Kindergarten), writing (7 Steps for Writing Success) and Learning Progressions.

Our SASS staff were involved in extensive training for the new LMBR school management system and the efpt budgeting tool.

All staff participated in training through staff development days, staff meetings and attendance at externally conducted TPL activities.

The school's expenditure on TPL was \$20,802, this is an average of \$946 per staff member throughout the year

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	\$
Balance brought forward	140,441
Global funds	98,317
Tied funds	179,560
School & community sources	13,041
Interest	1,282
Trust receipts	2,261
Canteen	0
Total Receipts	294,461
Payments	
Teaching & learning	
Key Learning Areas	20,220
Excursions	1,960
Extracurricular dissections	5,495
Library	2,212
Training & Development	1,693
Tied Funds Payments	115,254
Short Term Relief	19,036
Administration & Office	13,317
Canteen Payments	0
Utilities	13,764
Maintenance	5,637
Trust Payments	3,010
Capital Programs	0
Total Payments	201,598
Balance carried forward	233,304

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	487,423
Appropriation	453,835
Sale of Goods and Services	610
Grants and Contributions	32,669
Gain and Loss	0
Other Revenue	0
Investment Income	310
Expenses	-373,334
Recurrent Expenses	-373,334
Employee Related	-228,843
Operating Expenses	-144,492
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	114,089
Balance Carried Forward	114,089

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	1,223,032
Base Per Capita	25,378
Base Location	2,174
Other Base	1,195,479
Equity Total	256,529
Equity Aboriginal	10,520
Equity Socio economic	156,195
Equity Language	6,149
Equity Disability	83,665
Targeted Total	553,313
Other Total	513,756
Grand Total	2,546,630

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.

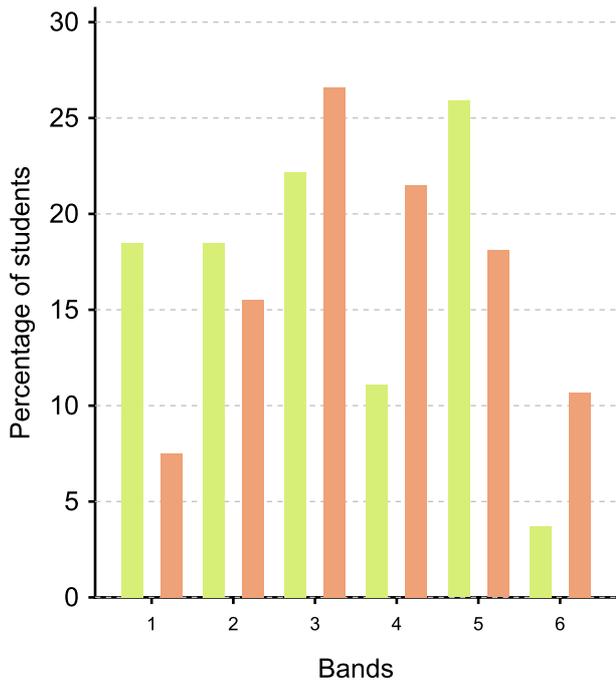
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

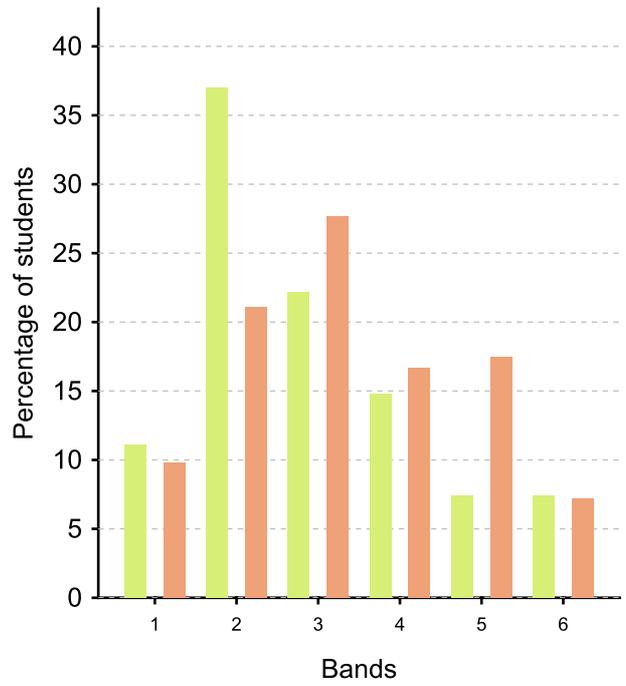
NAPLAN

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.

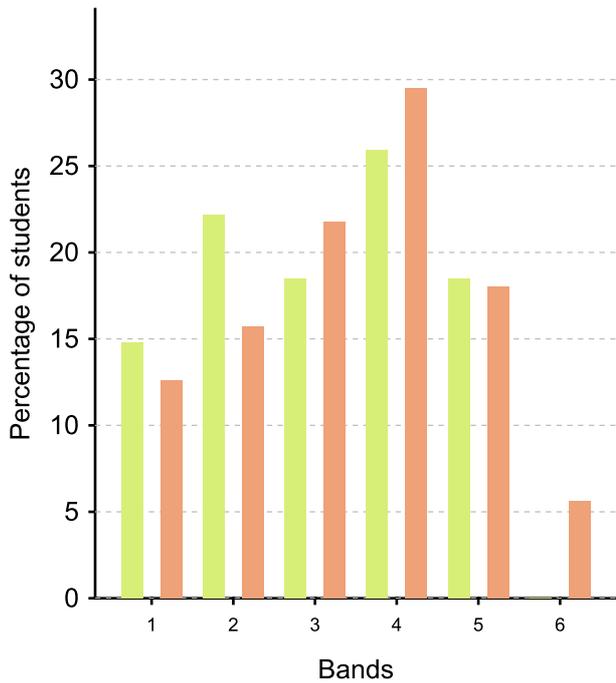
Percentage in bands:
Year 3 Grammar & Punctuation



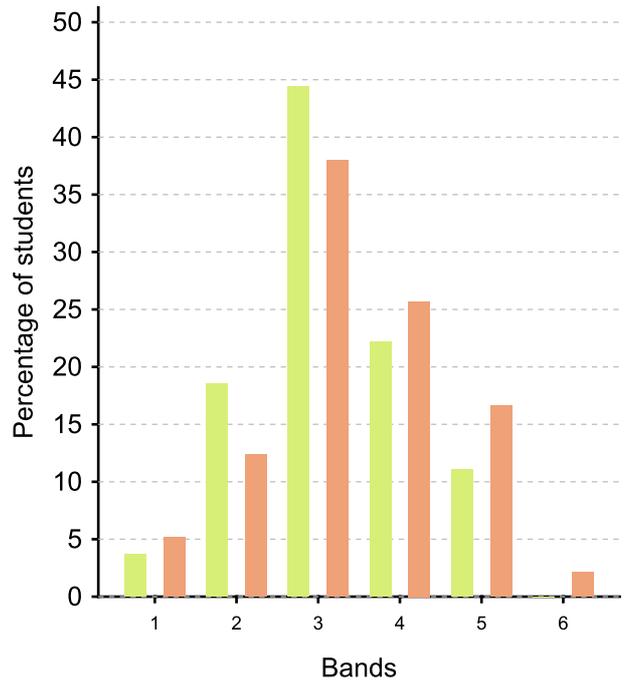
Percentage in bands:
Year 3 Spelling



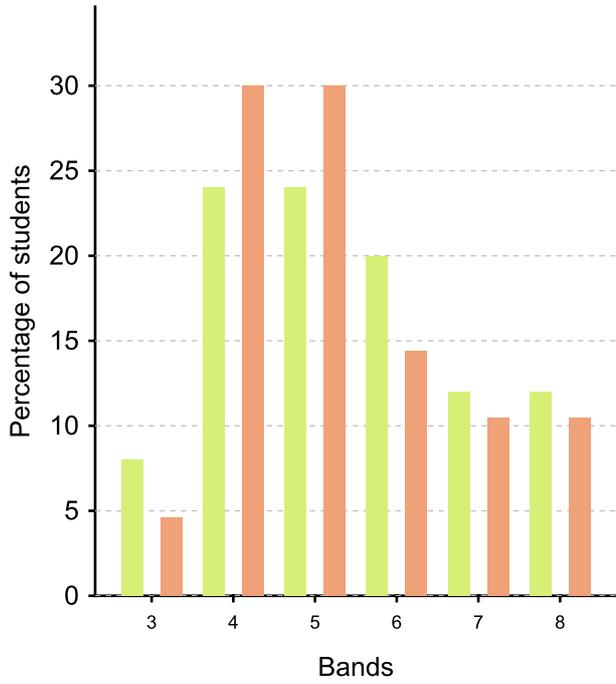
Percentage in bands:
Year 3 Reading



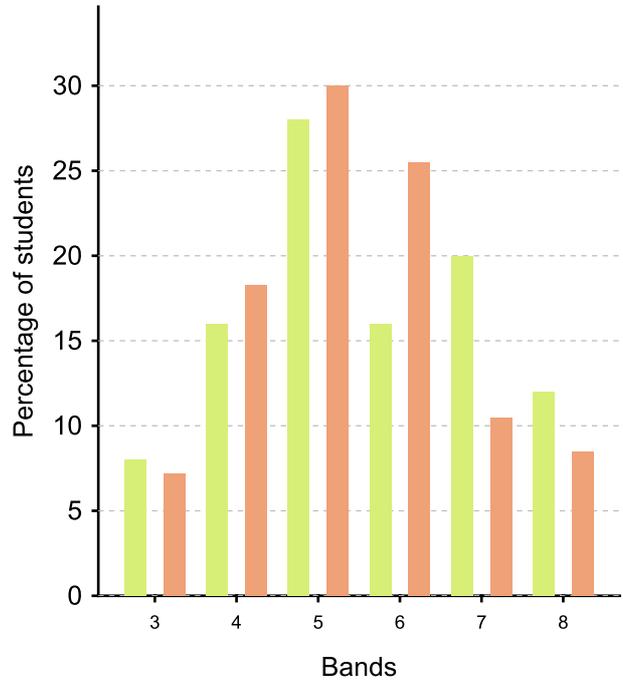
Percentage in bands:
Year 3 Writing



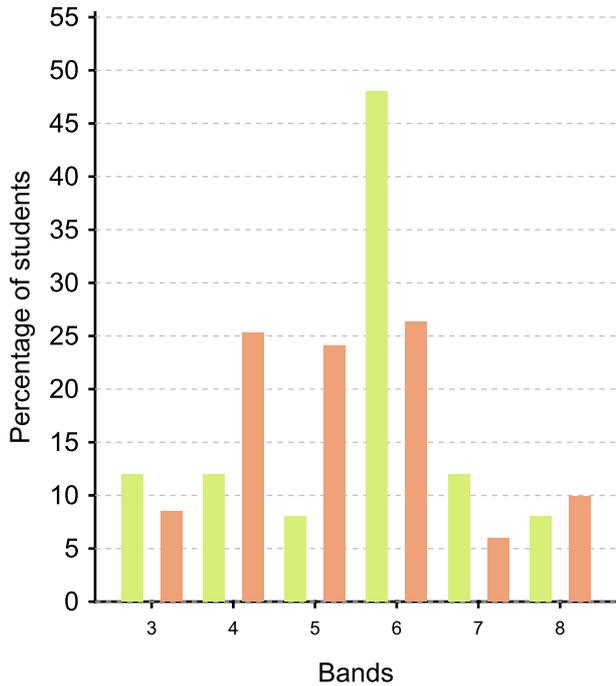
Percentage in bands:
Year 5 Grammar & Punctuation



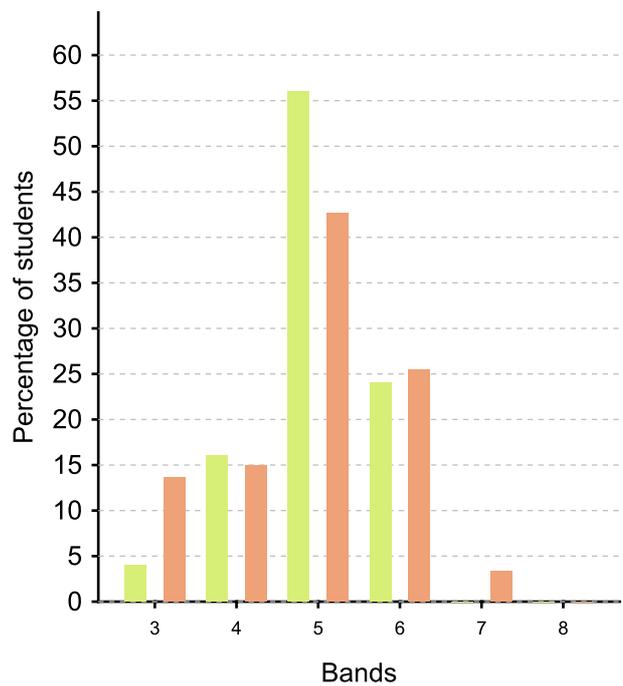
Percentage in bands:
Year 5 Spelling



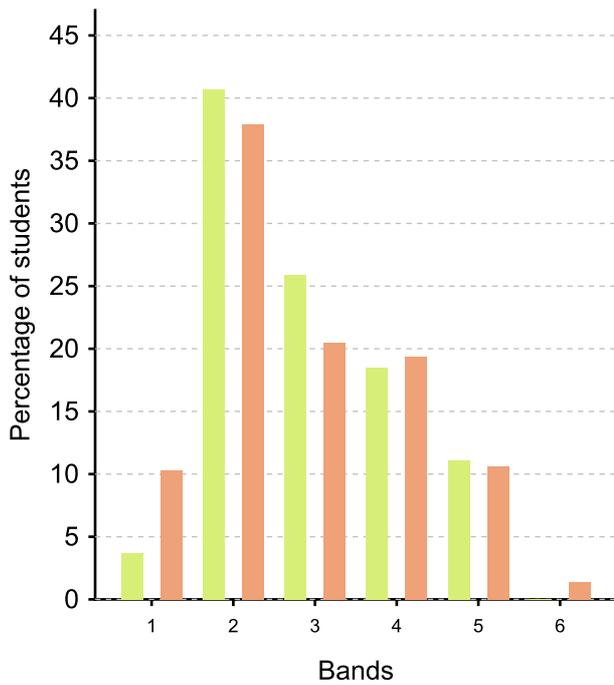
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents

All parents interviewed stated they were happy with the school. They knew the staff cared about the students and they appreciated the size of the school and classes. The parents agreed that the school promoted a healthy lifestyle and believed that fair discipline exists within the school. They believe the school promotes its uniform policy and offers a wide range of extra curricular activities. A number of parents stated that they would like to see more team sports played during weekly Sport lessons.

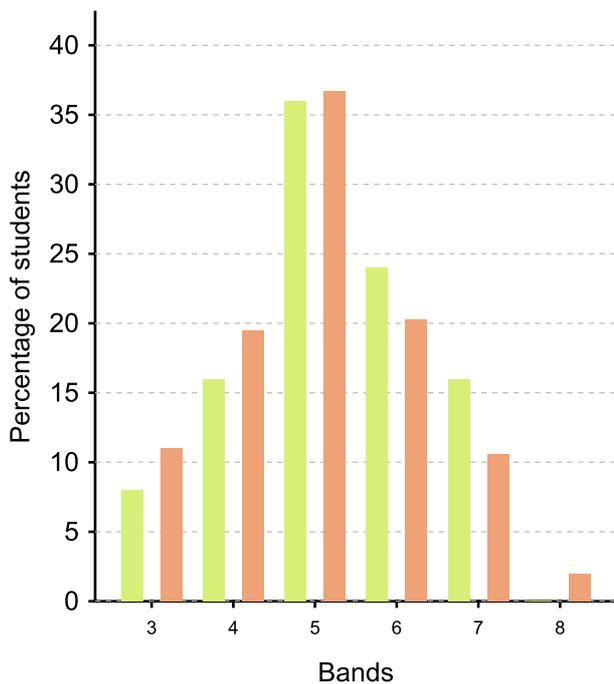
Teachers

The teachers stated that they were able to deliver effective lessons because of the improvement in student behaviour. Teachers believed that communication between the school and home had improved, sighting the school website, Facebook page and Skoolbag app as being important tools. Teachers were happy with the support they received for students with individual learning needs.

Students

All students enjoyed coming to school and felt safe and well supported while they were at school. They appreciated the extra effort put in by the teachers. All students know and can articulate the school rules and values. They understand the reward system and consequences for inappropriate behaviour. The students liked the way the teachers told them how they were going in class.

Percentage in bands:
Year 5 Numeracy





Multicultural and anti-racism education

The teachers are committed to ensuring that all students are aware of the diverse, multicultural nature of our society and that students show empathy and understanding towards others.

- Students with English as a Second Language (E.S.L.) are supported by an E.S.L. teacher who works in close collaboration with mainstream teachers;
- Multicultural perspectives are integral to programming in the areas of English and H.S.I.E. The school continues to promote a greater understanding and appreciation of cultural diversity amongst students;
- Our school helps community members to translate notes, fill out official documentation and translate interviews by encouraging the use of support people and using the Goulburn Multicultural Centre, when necessary;
- Our school participates in Harmony Day celebrations, where the students participate in a number of activities throughout the day that celebrate the cultural diversity of our school community;
- Goulburn Multicultural Centre hosts community Harmony Day activities that our school attends.

Policy requirements

Aboriginal education

The school has an Aboriginal and Torres Strait Islander student population of 15 students.

- Parents were invited to attend meetings to discuss and have input into their child's PLPs. The implementation of PLPs has continued this year;
- Students participate in lessons as part of the Human Society and its Environment (H.S.I.E.) Syllabus. Resources have been purchased to support Aboriginal perspectives in the classroom;
- Every student in the school participated in a 5 week Aboriginal Cultural Awareness Program designed and implemented by an Aboriginal community member;
- Participation in community events such as Sorry Day commemorations and N.A.I.D.O.C. celebrations are a strong tradition in our school;
- Student Assistance funding has been used to ensure full participation in school excursions and activities.

Other school programs

Connected Classrooms

Goulburn South Public School has Interactive Whiteboards (IWBs) in every classroom and the Library. Our Video Conferencing facilities in Block G are regularly used by staff and other Departmental personnel to attend meetings and Professional Development activities throughout the year. The staff utilise the IWBs as a teaching resource every day in their classrooms. An interactive resource was developed for use in classrooms to help us teach our Positive Behaviours for Learning (PBL) lessons and combat bullying throughout the school.

Positive Behaviours for Learning (PBL)

The Positive Behaviours for Learning program has continued this year. Buzz Cards, Raffle Tickets and Class Awards are all proving to be effective in promoting good behaviour. Each week, classes were involved in lessons that taught skills in an explicit and systematic way. The "VIP Day" initiative was continued this year. Students who went up 2 levels were treated like royalty and eligible to attend special events such as movies, park visits, pizza days. This initiative was received very well by the whole school community and was a fantastic tool to encourage and sustain student engagement across the whole school. We have also introduced a regular award to further encourage excellent behaviour throughout the school. Respect and Responsibility The school recognises the importance of our core values and promotes these through our Student Welfare Policy. The core values are essential



elements in the development of effective Australian citizens.

These values are reflected in our dealings and expectations with students on a daily basis.

- Students participate in many and varied activities which provide opportunities for the demonstration of respect, responsibility and politeness;
- Leadership opportunities, such as the SRC and games squad roles, are offered to the students across a wide range of programs in the school;
- Consistent application of class rules; specific focus lessons per fortnight, using the school Newsletter, Facebook page, Skoolbag App and Website to keep parents and carers informed, enabling them to reinforce these values at home;
- The students are also encouraged to become involved with our School vegetable and native gardens and looking after our chooks;
- Students are involved in recycling, reusing and energy and water conservation activities in the classroom.
- Fund raising activities for Stewart House and World Vision are held regularly throughout the year.

Student Welfare and Learning Assistance Programs

The highlights of these programs in 2017 were:

- Continuing our School Learning Support Teacher Program and our Early Learning Facilitator program;
- Crunch and Sip Program and a Breakfast Before School Club;
- Sun Safe program and our Live Life Well initiative;
- Supplying sunglasses to students at a reduced rate to encourage their use while outside the classroom. Sunglasses were provided to every Kindergarten student starting at our school in 2016. Next year we will be supplying every Kindergarten student with a school hat as well.

Safety Programs

Swim School

Students in Years 2 through to Year 6 participated in the NSW Department of Education and School Swimming Scheme. This is an intensive learn to swim program which develops water confidence and provides students with basic skills in water safety and survival.

No Hat ... No Play

To help protect students from over exposure to the sun the school has a 'No Hat...No Play' Policy. This rule will apply all year round and is in line with the School's SunSmart Policy. We also encourage students to wear sun glasses when outside the classrooms.

Environment Programs

Environmental Education has continued to be an important focus in 2017

- Our Enviro Club encourages students to look after our vegetable garden, all of the produce is then offered to students and is used in the school canteen;
- Members of our school community take an interest in our Environmental Educational Area by regularly volunteering to help work in the gardens, teaching the children about plants and feeding our chickens during the school holidays;
- We recycle our school food scraps by feeding them to the chooks and our worm farm;
- The staff and students recycle paper and cardboard scraps each week from classrooms, the staff room and the canteen;
- We use our water tanks to water our vegetable garden;
- Students in Stage 2 and 3 have the opportunity to become "Animal Welfare Officers" with the responsibility of feeding the chooks our food scraps from the children's lunches, checking their water and collecting their eggs daily
- Students replant and maintain our native garden beds which attract native bird life.

Arts Programs

Creative and Performing Arts are a significant component of our students' experience at Goulburn South Public School. Highlights in the area of Arts this year include:

- 20 children participated in Combined Schools' Concert in the Mass Choir;
- Children in Stages 1 through to 3 have participated in weekly Ensemble lessons;
- The School Choirs performed at several school events, GCOPS Concert and at Waminda Nursing Home and Pre Schools around Goulburn
- A school Dance Group was formed, they successfully participated in a number of school Assemblies and our Presentation Day;
- A number of children performed at the Goulburn Eisteddfod in several different categories.

Gifted and Talented Programs

Children from stages 1, 2 and 3 were selected by their classroom teachers to participate in extension activities each week. Classroom teachers also identified the curriculum area most suited to the children involved.

Activities throughout the year included a Visual Arts work for Kindergarten students.

Students successfully competed in the Rostrum Public Speaking Competition for Primary Schools.

Leadership

School Leadership Team

Leadership is a quality we value and promote at all levels from Kindergarten to Year 6. The School Leadership Team, Sports House Captains, Peer Support Leaders were some of the leadership roles that students were encouraged to access.

Peer Support Year 6 students participated in Peer Support Training. The day long course focused on the skills required to be a leader within the school. The Year 6 students had the opportunity to display and build on these leadership skills in Peer Support lessons that were conducted each week in Term 2 and 3 for students across the school. The Peer Support program builds strong connections throughout the entire student body.

Community Programs

ANZAC Day

The students and staff of Goulburn South Public School accepted the invitation from the Goulburn RSL Sub Branch to participate in the ANZAC Day march and ceremony. ANZAC Day is Australia's most significant day of national commemoration. April 25 is the day we pause to remember and honour the service and sacrifice of Australia's servicemen and women in wars, conflicts and peace operations. Our School Leaders laid a wreath and we conducted our own ceremony at school.

Goulburn Eisteddfod

Each entrant had to memorise a poem and recite it in front of a live audience. Our school did extremely well, winning a number of prizes on the day. We will be entering this competition again in 2018.

Social Programs

Kindergarten Orientation

The Kindergarten Orientation Program allowed the pre-school parents to discover and learn about classroom resources and the wider school environment. The students for next year were able to participate in literacy and numeracy activities and learn about classroom routines and procedures. They began to develop friendships and stepped out of their comfort zone as they experienced the various pieces of playground equipment. The program proved invaluable in preparing children for a happy transition from home to school.

Transition to High School

Throughout the year a very successful transition program was conducted by Goulburn and Mulwaree High Schools for our Year 6 students. The program assisted students to make a seamless transition from

primary to secondary school by making them familiar and comfortable within the high school setting. During Term 4 our Year 6 students participated in a series of activities to prepare them for high school. These included map reading, timetable interpretation and problem solving exercises.

Support Unit

This year our school has had the privilege of hosting 3 highly structured settings dedicated to supporting students with a number of disabilities and learning disorders.

We have 14 children from Kindergarten to Year 6 in 2 Autism classes with a wide variety of needs and a class of 7 students with a number of disabilities. These students need a structured learning environment with specialist teachers and support staff.

The unit's focus is developing the student's language and communication skills, social skills and self help and academic skills. An emphasis is placed on maintaining appropriate behaviour and developing independent skills through the use of individualised learning programs.

Sporting Programs

Our school encourages participation and sportsmanship. Goulburn South Public School had a very successful year in the sporting arena.

- Our House Competition continued this year, with students across the school gaining points in an attempt to win the House Cup at the end of the year;
- Classes across the school participated in the Premier's Sporting Challenge;
- Participation in Touch and Rugby League Gala Days in Goulburn and the Live, Life Well Program;
- Students also participated in the Gymnastics and AFL Clinics;
- The school participated in Goulburn's Annual SPACExpo, students being exposed to a number of new and exciting sports and activities;
- This year the school participated in swimming, athletics and cross country carnivals;
- A number of students represented the school at District, Zone and Regional levels. One student was selected to participate at State level in Athletics;
- During "Move and Groove" the students have the opportunity to participate in daily activities that promote fair play and sportsmanship.

Academic Programs

Best Start

Kindergarten students participated in the Best Start literacy and numeracy assessment program. Research

shows that early intervention gets the best results when it comes to improving literacy and numeracy skills.

Teachers also looked at students' early numeracy skills in counting, number recognition and how they work with groups and patterns. The program allows teachers to assess and diagnose the starting point of a child's education and gives students the best start to their formal education by allowing teachers to plan their lessons to cater to each child's level of proficiency in literacy and numeracy.

Language, Learning and Literacy Program (L3)

Language, Learning and Literacy (L3) is a research-based, cost effective Kindergarten and Stage 1 classroom Intervention; targeting text reading and writing and based on Reading Recovery strategies. It has been designed to complement the daily literacy program for students who do not bring a rich Literacy background to their first years of school. Students receive explicit instruction in reading and writing strategies in small groups of three to four selected students. Students then rotate to independent individual or group tasks. This occurs in the daily Literacy session. The program goal is to reduce the need for more intensive and resource demanding programs in future years.

MultiLit Program

MultiLit is an initiative developed at Macquarie University which incorporates all 5 areas of reading instruction: Reading fluency and comprehension, building vocabulary, Phonemic Awareness and Phonics. The selected students work with a teacher, reading tutor or School Learning Support Officer for 4 to 5 days a week for 2 terms.

Focus on Reading

Focus on Reading is a program that helps students to read and comprehend complex texts with the support of their teachers. Teachers' involvement with the program requires a commitment on their part to learning how to implement Focus on Reading. All students have been exposed to the Super 6 Comprehension Strategies through this program.

Targeting Early Numeracy (TEN)

The TEN intervention program fulfils a Government commitment to provide support for students experiencing difficulties in learning Numeracy in the early years of schooling. TEN is implemented within a normal daily lesson block, without withdrawal or an additional specialist teacher. It recognizes that a small percentage of students are at risk of numeracy failure, despite participation within a quality early numeracy program.

Early Action for Success

Early Action for Success is the Department of Education's strategy for implementing the NSW government State Literacy and Numeracy Plan. It aims to improve students' literacy and numeracy skills

through a targeted approach in early years of schooling.

Scholastic Book Club and Book Fair

The school library conducts Scholastic Book Club at regular intervals throughout the year and an Annual Scholastic Book Fair during Education Week. The activities help raise funds for the school library and provide a fantastic opportunity to extend each child's personal library of books. These events promote reading as a fun and meaningful leisure time activity.

Home Reading Program

This program operates daily in all classrooms across the school. It involves introducing new readers to children and listening to children read a book that they have taken home the previous day. Parent volunteers are asked to help run this program in Kindergarten through to Year 2 classes and is a great way for them to meet their children's friends and be involved in their child's education. Reading tutors can be any responsible adult from our school community, who relates positively with the children of the school. Our Learning and Support Teacher provides training and support throughout the year for our Reading Tutors.

Premier's Reading Challenge

Children are encouraged to register for this challenge which requires students to read, or have read to them, 20 to 30 books. The challenge exposes students to a wide variety of books and aims to develop a love of reading for leisure and pleasure. On completion of the challenge each child is presented with a certificate and their name will be published on the Honour Roll. This year we had a record number of students participating in the Premier's Reading Challenge with 147 altogether receiving a Certificate.

Live Life Well @ School Program

The Live Life Well @ School program commenced at Goulburn South Public School in Term 1, 2012. The program has resulted in ongoing support of the following initiatives:

- A whole school resource folder has been compiled with a 2 year scope and sequence document including lesson plans, IWB resources and fundamental moving skills (FMS) teaching and assessment tools. All staff has been provided with education focussing on the use of the resource and the implementation of the program. All staff has been provided with a FMS lanyard.
- Every week a message promoting a healthy and active lifestyle and diet is included in our school newsletter;
- Every Tuesday during Morning Munchies a tasting platter of food is available for the students to sample. This exposes children to foods they may not have tried before;
- Actively making changes to our school canteen to ensure it meets the School Canteen Strategy

requirements, new equipment was purchased through this program.