

Goolgowi Public School Annual Report



2018



2035

Introduction

The Annual Report for **2018** is provided to the community of Goolgowi 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.

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School background

School vision statement

At Goolgowi PS, we equip our students to be engaged, motivated, resilient, self-directed learners who think creatively and are collaboratively problem solvers with real world connections.

This is achieved through the delivery of a high quality education driven by explicit teaching, high expectations, evidence-based programs and a collaborative approach which results in dynamic classrooms and engaged learners who reach their full potential.

We work together to create a positive school culture where the whole school community can connect, succeed and thrive.

School context

Goolgowi Public School is a small isolated rural school located mid-way between Griffith and Hillston in the Shire of Carrathool in the North-West Riverina. It is at the crossroads of the Mid-Western Highway and Kidman Way. The school provides education for students drawn from both rural farming areas and students who live in the small village of Goolgowi.

Goolgowi Public School has a student population of 38 children with 1 multi-stage class and 2 stage classes.. The school attracts equity funding to support the needs of students based on;

- Socio-economic background
- Aboriginal background
- Low level adjustment for disability.

We have a strong and supportive school community who help support our learning programs and resources.

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.

In relation to **Learning**, there has been an ongoing commitment within the school community to improve student learning outcomes and wellbeing through targeted programs. The Early Action for Success and the L3 program have provided student data that teachers used to inform their teaching and learning programs and enabled them to personalise student learning. Our Instructional Leader for EAfS ensured that data was collected regularly and analysed with the K-2 teacher to identify students' strengths and weaknesses and plan the future directions within the classroom. Improving the learning culture within the school was a strong focus in 2018 and the whole school community aimed to foster a positive and engaging learning environment where students became more confident in their own ability and were challenged to think creatively and problem solve. Our Robotics and Coding program enabled students to be involved in 21st century learning skills by working collaboratively and using skills learnt across all key learning areas. This program facilitated positive learning experiences for students which tied in extremely well to our Positive Behaviour for Learning (PBL) program. The StemShare virtual reality kit borrowed by the school, provided a rich variety of learning experiences. Through PBL, the school continued to focus on the school values of respect, responsibility and cooperation to build positive relationships between staff and students. Our Student Wellbeing and Discipline policies were reviewed to provide teachers with consistent guidelines when managing student behaviour. The school's expectations were discussed with students and parents and carers were informed so all stakeholders had a clear understanding of these expectations and how they were being implemented within the school. As part of the PBL program, students were taught that they are responsible for their behaviour and learning.

In the domain of **Teaching**, there was a strong emphasis on the introduction of the Literacy and Numeracy learning

progressions, their links to the English and mathematics syllabuses and how teachers could use them as a tool that would enable them to gauge where students are and how to move them to the next level in their learning. Throughout the year, teachers focused on how to improve student writing using the 'Seven Steps to Writing' professional learning. They analysed student writing samples and plotted them against the Literacy learning progressions sub–element: Creating texts. Using the Performance and Development Framework, staff were involved in classroom observations, reflections and feedback to enhance their teaching practices which will lead to improved student performance. Staff had ongoing training on how to manage challenging behaviours of students in the school environment.

As part of **Leading** domain, the school is committed to improving the leadership skills of the students and staff. The Goolgowi school captains had the opportunity to attend the Young Leaders' conference in Sydney. Through the Student Representative Council, students developed their leadership skills. Students and parents were given the opportunity to contribute to the school's future directions through completing Tell Them From Me surveys; the leadership team analysed the reports and acted on the school's strengths and areas for improvement. The leadership team have been at the forefront to initiate change and build the capacities of staff to create a dynamic school learning culture.

Our self–assessment process has assisted 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

Quality Learning

Purpose

To develop motivated, resilient and resourceful students who will become self-directed collaborative learners giving them lifelong learning skills to enable them to reach their full potential.

Overall summary of progress

Early Action for Success has provided the K–2 teacher with a variety of teaching and learning activities to improve student outcomes. The student data collected every five weeks as part of the Language, Learning and Literacy program, was analysed to determine students' strengths and weaknesses. It was then used to determine students who needed targeted interventions using the Minilit program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN reading and numeracy results show an increase of 8% of students achieving in the top 2 bands by 2020.	MiniLit training for an SLSO \$1 608 L3 training \$496 RAM Socio-economic funding to employ an SLSO \$21 799	In NAPLAN results, the majority of students in Year 5 made individual growth in reading and numeracy. The percentage of students in the top 2 bands in Year 3 and 5 has continued to grow and over the past 4 years has grown 22%.
All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Learning Progressions.	Additional staff Employing an SLSO: RAM Disability Flexible \$12 459 RAM Locality \$21 435 RAM Aboriginal background \$3 683	Teachers are developing their understanding of the learning progressions and can articulate the major features of them and how this relates to student learning. Staff are familiar with the Science & Technology syllabus.
Teachers provide explicit and timely feedback to students on how to improve their learning. Students have a clear understanding of their learning goals.	EaFS Instructional Leader 0.2 FTE \$63 709	In K–2, teachers used the Early Action for Success benchmarks for reading to identify students who need ongoing support. PAT-R & PAT-M assessments were only used for teachers and students to familiarise themselves with the processes of doing the assessments. NAPLAN and class assessments were used in 3–6 to identify students who need support.

Next Steps

The Early Action for Success Phase 2 strategy will continue to strengthen our evidence based teaching and learning culture through the expertise of our instructional leader. With the assistance of the Learning and Support team, students who didn't reach the expected benchmarks will be identified and targeted for intervention in literacy and numeracy so that all students will demonstrate learning growth of at least one year, taking into account their baseline starting point. The Minilit program will continue to target students in Year 1 and 2 who need extra support in literacy.

Strategic Direction 2

Quality Teaching

Purpose

To create a dynamic and engaging learning environment underpinned by high expectations and quality teaching practices which are evidence-based and data driven and are differentiated according to the needs of individual students allowing for the development of self-directed learners.

Overall summary of progress

Teachers have been involved in professional learning to understand and implement the Literacy and Numeracy Learning Progressions and PLAN2. Throughout the year, teachers have become more confident to use these progressions in the sub-elements of understanding texts and additive strategies to plot student progress and analyse the data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching and learning programs are data based, differentiated for student learning needs and demonstrate syllabus content measured by program review and student work samples.	Professional Learning \$8 450	Teachers have an understanding of the learning progressions and how they are linked to the English & mathematics syllabuses.
90% of teachers provide explicit and timely feedback to students on how to improve their learning and use student learning goals to enable self-directed learning.	\$Nil	Plotting students was limited to one sub-element in both the literacy and numeracy progressions in K-2. Teachers trialled these sub-elements in Years 3-6.

Next Steps

In 2019, teachers will choose two sub-elements in the literacy learning progressions and two from the numeracy progressions to plot the K-6 students. This data will be used by teachers to inform their teaching programs and monitor the individual progress of students over time. Teachers will develop a variety of feedback strategies to enable students to become more self-directed learners.



Strategic Direction 3

Wellbeing

Purpose

To create a safe, effective learning environment where all members of the school community work together to develop positive, respectful relationships enabling students to connect, succeed and thrive.

Overall summary of progress

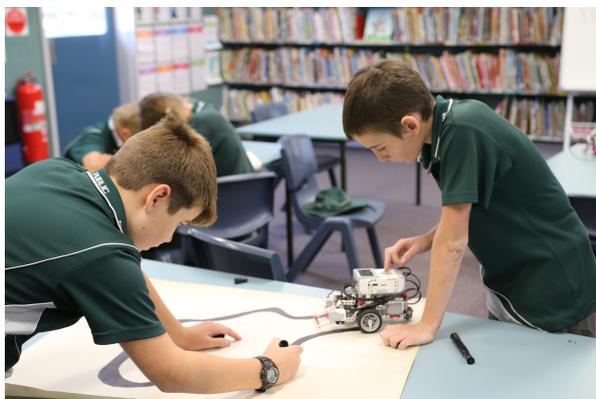
The rebooting of Positive Behaviour for Learning was delayed as staff were unable to access the necessary professional learning. They further developed the school's core values of respect, responsibility and cooperation through weekly focuses and explicit teaching of the school's expectations. The school's Wellbeing and Discipline policy was reviewed to make sure it was aligned with the PBL matrix. The weekly lessons were aimed at instilling individual responsibility for behaviour and learning and providing a safe, positive learning environment for all students. Extending the Robotics, Coding and Technology program promoted collaborative learning and creative thinking along with increasing student engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of students achieving positive behaviour rewards	Awards/Rewards \$1 385	71% of students were rewarded for not having a timeout all year. This is an increase of 24% from the previous year.
Improvement in attendance rates of 5% across all grades as measured through SCOUT data	\$Nil	Our attendance rate for 2018 was 94% which is an improvement of 0.4% from 2017.
Increase in parental attendance at school events	\$Nil	There was an average of 84% parental attendance at school events.

Next Steps

In 2019, teachers will access professional learning that will enable the school to reboot PBL. An action plan will be developed by the PBL team and more lessons will be developed to enable the explicit teaching of the PBL expectations. Using the StemShare kits, our Robotics, Coding and Technology program will be extended to increase student engagement and promote collaborative learning and creative thinking .



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Salaries SLSO \$3 683 Cultural Program \$1 290	With the formation of a third class which was above establishment, all Aboriginal students received targeted learning support in the classrooms. School Learning Support Officers (SLSOs) delivered intervention programs on an individual basis or in small groups. Increased awareness of Indigenous culture through all students being involved in performances, assemblies and NAIDOC Week activities.
Low level adjustment for disability	0.3 FTE teacher \$31 234 \$12 459 Flexible funding	All students requiring adjustments to their learning are catered for within class programs. They received targeted learning support with the assistance of SLSOs delivering intervention on an individual or small group basis.
Socio-economic background	0.1 FTE Teacher SLSO \$21 799	All students had the opportunity to participate in extra-curricula activities and excursions. Additional staff employed to improve the literacy and numeracy outcomes of all students.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	33	28	29	24
Girls	22	19	16	14

Enrolments continued to decline in 2018 due to changes in our rural community.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.3	95.1	94	94.1
1	90.1	92	96.8	93.1
2	91.6	95.1	98.1	93.8
3	94	95.2	89.9	95.6
4	92.2	93.1	94	95.5
5	92.6	96.1	91.4	93.8
6	95.7	87	94.2	93.3
All Years	92.8	93.4	93.6	94
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The above table displays the school's attendance rates over the past four years in comparison to other DoE schools. In 2018 attendance has increased from 93.60% to 94%. Management of student attendance is carried out by the classroom teacher with the support of the Principal. We use phone contact with parents and carers, reminder letters for unexplained absences, sign in/out register for late arrivals and early leavers and the services of the Home School Liaison Officer if required.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.43
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration and Support Staff	0.95

*Full Time Equivalent

In 2018 there were no Aboriginal staff employed at Goolgowi Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff completed mandatory training requirements in code of conduct, anaphylaxis, emergency care, child protection and health and safety. Teachers completed professional learning in forms of assessment and the literacy and numeracy learning progressions. They attended 'Using Data with Confidence' and training to familiarise themselves with PLAN2 and analysing NAPLAN data.

All teaching staff undertook training to familiarise themselves with the new Science & Technology syllabus. Teaching staff were inserviced by a colleague in the 'Seven Steps to Writing' with the aim of improving students' writing. The Principal and School Administration Manager undertook training in different aspects of SAP and the EFT budgeting.

As part of the instructional leader role, the Principal attended Early Action for Success training in literacy and numeracy. Individual teachers who attended these courses were able to use this professional learning in the classroom and also mentor and develop other teachers within the school.

Teachers and non teaching staff were given assistance to develop their individual Performance and

Development Plan where they determined their goals and reflected on their ability to achieve these goals throughout the year.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	85,638
Revenue	704,724
Appropriation	671,449
Sale of Goods and Services	3,773
Grants and Contributions	28,341
Gain and Loss	0
Other Revenue	0
Investment Income	1,160
Expenses	-659,115
Recurrent Expenses	-659,115
Employee Related	-583,452
Operating Expenses	-75,664
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	45,608
Balance Carried Forward	131,246

The financial summary consists of school income broken down by funding source. Funds were raised through Schools Plus to purchase hardware for our Robotics and Coding program. In 2018 voluntary school contributions were received for 54% of students.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	470,913
Base Per Capita	8,702
Base Location	16,895
Other Base	445,317
Equity Total	80,876
Equity Aboriginal	4,973
Equity Socio economic	32,210
Equity Language	0
Equity Disability	43,693
Targeted Total	12,162
Other Total	72,162
Grand Total	636,113

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, three students in Year 3 and seven students in Year 5 sat NAPLAN Literacy assessments. Due to the low number of students who participated in NAPLAN testing, we are unable to report upon results as it may allow individual students to be identified.

In 2018, three students in Year 3 and seven students in Year 5 sat NAPLAN Numeracy assessments. Due to

the low number of students who participated in NAPLAN testing, we are unable to report upon results as it may allow individual students to be identified.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In accordance with the Premier's Priorities on improving education results, schools are required to report their performance for the top two NAPLAN bands in reading and numeracy. Over the past four years, there has been a steady improvement in the number of students in the top two NAPLAN bands in reading and numeracy. Due to the low numbers sitting the assessments, we are unable to report upon the results as this may lead to individual students being identified.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Using the Tell Them For Me surveys:

*84% of students felt a sense of belonging at school.

*84% of students believed that the teachers had high expectations for success.

*67% of students were interested and motivated.

12 parents responded to the School Opinion survey. Parents surveyed agreed that Goolgowi Public School is a safe, inclusive school where teachers motivate students to achieve their best. 83% of parents believe that the teachers provide their child with useful feedback about their learning and parents can talk to their teacher about their concerns. All teaching staff believe they are continually upgrading their skills through professional learning. The majority of teachers agree that students need assistance to reflect on their learning and engage in self-assessment.



Policy requirements

Aboriginal education

In 2018, 13% of students were Aboriginal. The school continues to develop culture awareness and a sense of belonging through embedding Aboriginal perspectives in our teaching and learning. Personalised learning plans were implemented for all Aboriginal students and parents, carers, students and teachers worked collaboratively towards achieving their goals. Aboriginal Background Equity funding received by the school to support Aboriginal Education, was allocated towards employing a third teacher to reduce class sizes and provide extra support to students. Students participated in the Bundy Cultural Day where a Wiradjuri Aboriginal member provided insights into the cultural significance of storytelling and art to the Aboriginal people. As part of the school's NAIDOC Week activities, students learnt about Aboriginal culture through their artworks and they participated in Indigenous games.

Multicultural and anti-racism education

The school has a small number of students from ethnic backgrounds. The staff continues to be committed to developing an understanding of the multicultural nature of Australian society and the importance of being tolerant and respectful towards people from other cultures. Respect of others is taught as part of our PBL values. Our school has a trained Anti-Racism contact person to deal with any complaints of a racial or discriminatory nature. Cultural diversity is acknowledged and celebrated at our school. Harmony Day celebrations enable the school to promote multicultural values through creative arts and food.