

Goolma Public School Annual Report



2018



2036

Introduction

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

Kate Charlton, Principal

School contact details

Goolma Public School

Gollan Rd

Goolma, 2852

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

goolma-p.school@det.nsw.edu.au

6374 0272

School background

School vision statement

.Every minute counts to ensure every opportunity for student learning is utilised fully. Each student will be an articulate life long learner.

School context

Goolma Public School is a small rural school situated in Central NSW. It features a blend of well-resourced historic and modern classrooms. The school averages enrolment numbers of around 10 students, with students living in the village of Goolma and surrounding areas. Our students and staff strive to maintain a school culture that is caring and friendly as they move through the grades, gaining in independence and responsibility. Student wellbeing is a school strength, with a consistent commitment from each staff member.

Personalised learning and individualised programs cater for the learning needs of each student. Our cohesive staff is highly experienced and regularly engage in professional learning, including Early Action for Success and Building Numeracy Leadership, which supports the achievement of the school's strategic directions 2018–2020. Goolma Public School enjoys a close partnership with its community, and is supported by an active and dedicated P&C group.

Goolma Public is an active member of several local collegial groups for the reciprocal benefit of students and staff. 100% of students are low SES and 28% identify as ATSI.

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.

In 2018 our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practices across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The self-assessment resulted in the on-balance determination of Sustaining and Growing in each of the three domains of Learning, Teaching and Leading.

Our self-assessment and the external validation process will assist the school to refine the school plan, leading to further improvements in the delivery of education to our students. Focus areas for 2019 include developing the capacity of families to improve student learning outcomes, continued embedding of professional learning into the school culture, further engaging our community to effect improved learning outcomes for each student and streamlining internal communication processes.

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

Student Learning and Engagement

Purpose

To provide a school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement. To engage each student through a differentiated, challenging and relevant curriculum.

Overall summary of progress

Goolma Public School accessed professional learning in the areas of Early Action for Success, Teaching Early Numeracy and Building Numeracy Leadership, which translated into specific and directed learning to the individual needs of students. The differentiated and engaging learning approach ensured that students viewed themselves as successful learners who were able to demonstrate growth across the curriculum areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff embedding best practice literacy and numeracy strategies across all learning areas.	\$1,024 Instructional Leader, professional learning (see next column), upgrading of iPads and laptops and student learning resources.	<p>The quality of teaching and learning was enhanced by the extensive professional learning undertaken in literacy (Early Action for Success) and numeracy (Building Numeracy Leadership) throughout the year. The embedding of best practice in these areas was evident across all curriculum areas to increase student capabilities.</p> <p>Teachers' confidence and satisfaction levels were further improved by the students' growth in understandings.</p>
All students report a sense of belonging and valuing their learning	\$10,200 School Chaplain, subsidised uniform costs, provision of food (as required) and engaging learning resources.	Every student was surveyed to determine his or her sense of belonging and to what extent they valued their learning. 90% of students expressed satisfaction in the areas of Advocacy, Expectations for Success and Sense of Belonging.
All students show expected growth in literacy and numeracy.	\$1,652 Individual learning plans, speech pathologist, professional learning, School Learning Support Officer and student learning resources.	<p>Consistent and reliable student assessment data was recorded and analysed on a five-week cyclical basis to ensure continuous tracking of student progress and intervention or extension implemented to support student learning. Internal assessment data, NAPLAN and PLAN2 data was utilised and demonstrated student growth across all curriculum areas. Feedback to students supported them to articulate and achieve personal learning goals.</p> <p>The employment of a speech pathologist further strengthened teachers' abilities to target teaching to identified needs, thereby increasing students' capacities to access learning opportunities.</p>

Next Steps

In 2019 there will be an increased focus on developing the capacity of families to support and improve student learning outcomes.

Strategic Direction 2

Expertise in Teaching and Learning

Purpose

To build a community and culture of learners where teachers collaborate and actively reflect on learning outcomes to maintain high expectations of excellence in student learning. Teachers continually engage in individualised, team and shared professional practices to enhance students' learning. Assessment informs direction for each child's learning.

Overall summary of progress

Teacher professional learning, collaboration with the wider network of schools and an increased focus on data collection and analysis has supported the staff to adopt, and adapt, teaching practices to track and ultimately support the individual learning needs of students at this school. Goolma Public School has a culture wherein all staff and students are learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers use data to inform teaching practice.	\$1,440 Professional learning at school and wider level, PLAN2, NAPLAN and internal assessment documentation.	Evidence based teaching strategies were applied in response to student achievement data. Data utilised included internal and external sources. Collaboration across the network of small schools provided teachers with opportunities to share data and track trends in literacy and numeracy to inform the school's teaching practices. PLAN2 was a focus for teacher professional upskilling, which enabled more comprehensive and specific tracking of students' progress.
Increase level of positive student, staff and community satisfaction with school learning culture and environment	\$400 Open days, cultural events, information sessions and a playgroup for future students.	Numerous opportunities were in place to increase the level of community engagement with the school. A regular newsletter kept parents up-to-date with student learning activities and opportunities for improving the home:school partnership. All staff were afforded opportunities to participate in professional learning to meet their goals defined in Professional Development Plans, which were aligned to the Teacher Professional Standards.
Increased community participation in understanding how their students learn..	\$100 Numeracy and literacy workshops for parents/carers.	Parents and carers enthusiastically participated in the workshops conducted by the school. Participants reported that they were more confident in supporting their children's learning at home. (See Parent/caregiver, student, teacher satisfaction survey data).
Increased range and number of opportunities within and across school networks to learn and share new practice.	\$500 Professional learning, including access to workshops conducted by educational leaders.	As a member of the One Schools and Mudgee Small Schools Networks and the Cudgegong Learning Community, this school collaborated with other schools, particularly on Staff Development Days, to learn and share practices to support student learning and wellbeing.

Next Steps

To further improve data collection methods and analysis to support future learning directions for all students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	School Learning Support Officer (SLSO) time and physical resources, including technology support and numeracy/literacy resources (\$27,849).	PLAN2 and Progressions data revealed continuous growth in numeracy and literacy. NAPLAN results indicated student growth in learning over time.
Low level adjustment for disability	SLSO time and literacy/numeracy resources(\$12,022).	Data indicated growth in student learning across the curriculum areas.
Quality Teaching, Successful Students (QTSS)	Employment of a casual teacher afforded staff numerous opportunities to attend professional learning (\$1,455).	Enhanced teacher expertise and professional learning applied in the classroom improved student engagement and learning outcomes.
Socio-economic background	Food and clothing, contributions towards excursions, employment of a SLSO to support learning and release of teachers for professional learning (\$20,343).	The wellbeing of students was accommodated and receptiveness to teaching and learning improved. Provision of individualised support to students ensured equity in the provision of learning opportunities. Enhanced teacher skills were applied in the classroom, which increased student engagement and achievement.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	5	6	6	8
Girls	3	3	3	4

71% of students identified as Aboriginal.

Five additional students enrolled during the 2018 school year.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	98.9	100		90.5
1	100	93.5	98.9	
2		100	97.3	95.8
3	99.5		100	89.5
4		96		93.6
5	96.7		97.8	95.3
6	100	87.1		93.2
All Years	99.1	95.3	98.1	92.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4		93.8
1	93.8	93.9	93.8	
2		94.1	94	93.5
3	94.1		94.1	93.6
4		93.9		93.4
5	94		93.8	93.2
6	93.5	93.4		92.5
All Years	94	93.9	93.9	93.4

Management of non-attendance

Stimulating programs, an emphasis on supporting student wellbeing and positive community relations motivated our students to attend school.

Absences were monitored on a daily basis and immediately followed-up with a telephone call to parents/carers to determine the reason. Incidents of regular or prolonged absences were referred to the Home School Liaison Officer to work with the

family/ies.) Goolma consistently enjoys a high student attendance rate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

No staff members identified as Aboriginal or Torres Strait Islander.

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

Goolma Public School expended \$3,800 on staff professional learning. The most relevant and beneficial professional learning was identified by individuals in their Professional Development Plans.

Staff participated in L3 training and worked closely with the Instructional Leader who was based at Goolma Public School. L3 has been fully implemented to support students' literacy development. Participation in the Building Numeracy Leadership training resulted in changes to programming and teaching practices to effect improved numeracy competencies across the student cohort. Teaching staff used data and engaged in evidence-based conversations and practices to improve student learning outcomes. Additionally, a staff member attended professional learning which resulted in upskilling her in utilising Microsoft applications for greater engagement and independence in student learning.

Staff Development Days provided opportunities to deeply embed professional learning in the priority areas of literacy and numeracy and work with the network of

small schools in information exchange to enhance teaching and learning. Mandatory training was also facilitated, including Anaphylaxis and Emergency Procedures.

All teaching staff were accredited at the Proficient Level of the Australian Professional Standards for Teachers, with one staff member working towards Higher Accreditation.

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	90,212
Revenue	542,751
Appropriation	527,870
Sale of Goods and Services	0
Grants and Contributions	6,011
Gain and Loss	0
Other Revenue	7,944
Investment Income	926
Expenses	-580,933
Recurrent Expenses	-580,933
Employee Related	-524,656
Operating Expenses	-56,277
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-38,182
Balance Carried Forward	52,030

The school budget was based on School Plan priorities, available resources and adherence to relevant financial policy requirements. The school was subject to an audit and all recommendations implemented.

Funds carried forward will be spent on updating technology to facilitate learning and data collection and financing of additional resources to enrich and improve the teaching and learning at this school.

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	270,506
Base Per Capita	1,740
Base Location	6,945
Other Base	261,821
Equity Total	60,213
Equity Aboriginal	27,849
Equity Socio economic	20,343
Equity Language	0
Equity Disability	12,022
Targeted Total	0
Other Total	137,879
Grand Total	468,598

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.

Go to <http://www.myschool.edu.au> to access the school data.

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data.

Due to small number of students a report is not able to be published.

Parent/caregiver, student, teacher satisfaction

Student surveys indicated an average of 90% satisfaction in the areas of Advocacy, Expectations for Success and sense of belonging.

Parent surveys indicated that 68% of respondents were highly satisfied with all aspects of the school.

Staff surveys indicated a 100% satisfaction rating across areas such as access to professional learning opportunities, provision of teaching and learning resources, communication processes and principal support.

Policy requirements

Aboriginal education

Equity funds were expended on providing students with additional in-class School Learning Support Officer time and physical resources to support student learning and wellbeing. The implementation of speech and language programs further supported teaching and learning, along with Personalised Learning Plans which were created in consultation with parents/carers.

The inclusion of Aboriginal perspectives across the key learning areas was designed to educate all students about Aboriginal history, cultures, perspectives and current Aboriginal Australia. Incursions and excursions further supported and expanded students' knowledge and appreciation of indigenous culture.

Multicultural and anti-racism education

Teaching and learning programs incorporated aspects that developed intercultural understandings and promoted positive relationships to encourage all students to participate as active Australian and global citizens. Inclusive teaching practices recognised and respected the cultural and religious backgrounds of all students and promoted an open and tolerant attitude towards cultural diversity, different perspectives and world views.