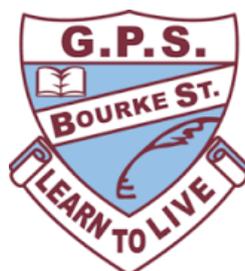


Goulburn Public School Annual Report



2018



2053

Introduction

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

Sharyn Cox

R/Principal

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Message from the Principal

This year at Goulburn Public School we celebrated our 150th Birthday. This event was very well supported by the students, families and community of Goulburn Public School. Hundreds of past students attended the event which was a feature in the local newspaper. Displays of student work and performances were particular highlights of our day. Making this event even more special was the collaboration between our students and Goulburn Regional Conservatorium in the writing of a 150th school song – 'Goulburn Public School Forever'. Students were able to record this song professionally in a recording studio. The making of the school song has been made into a Filmpond movie. The sesquicentenary proceedings came to a close with the laying of a time capsule.

Message from the school community

2018 President's Report

Firstly, I would like to say thank you to the other Executives for all their hard work in getting the P&C into it's current financial position. With a bank balance of over \$8,000, it's a job well done!

Although our fundraising efforts were not on the high end compared to the year before, we were still able to donate back to the school close to \$6,500.00, which purchased valuable technology for the infants department, books and equipment for the Library, gift cards for The Hub class to purchase raw ingredients for their cooking class, school representative sports shirts, school representative blazers, 150th commemorative school badges and graduation gifts for the leaving Year 6 students.

The Lilac Markets held on the school grounds monthly, generated over \$2,500 last year, which helped contribute to the purchases for the school.

As I pass my position onto the incoming president, I would like to remind everyone who is a member, the P&C does not run a school, nor does the school run a P&C, both should work together in creating a well-oiled machine, that is there for the benefit of our children.

Thank you for your support and good luck to the new incoming Executive Committee.

Tania Willett

Leaving President 2018

School background

School vision statement

The vision for Goulburn Public School is *'Success for All'*.

Goulburn Public School is committed to providing a quality education in a nurturing, innovative learning environment so that all students can become active, confident participants within our ever-changing challenging world.

School context

Goulburn Public School is the oldest school in Goulburn and was established by the NSW Department of Education in 1868. This year Goulburn Public School celebrated its 150th Birthday.

The school is set within attractive grounds with beautiful heritage buildings and continues to build upon its proud tradition of working with the community to provide the best possible learning outcomes for all students. Meeting individual learning needs, effective use of computer technology, development of sporting skills, providing valuable cultural experiences and a positive approach to student welfare are features of our learning environment.

At Goulburn Public School we work with parents, members of the community and community groups to enhance the educational opportunities for all of our students, providing a learning setting which is positive, comprehensive, caring and stimulating. The Positive Behaviour for Learning (PBL) Framework is being actively embedded into all school systems to enhance the academic and social behaviour for all students. The school community has a sound reputation as a small, supportive group. Staff and P&C work closely together to establish high expectations and to ensure quality education for all students.

Goulburn Public Schools works in close partnership with Goulburn Regional Conservatorium providing specialised music tuition. This project is being expanded upon due to its success.

The school is committed to building strong connections with our local 'Goulburn Community of Schools' (GCOPS) network of schools as well as the broader community to share expertise, resources and provide greater opportunities for all.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

LEARNING

Within the Learning Domain, Goulburn Public School continued to develop the use of whole school data through the implementation of PLAN2 across all stages. Professional Learning underpinned our commitment to curriculum and student wellbeing measures. Teaching and Learning programs were supported through strategic planning facilitated by Goulburn Public School's Instructional Leader.

TEACHING

Lesson planning and delivery was focused on with explicit teaching being the main focus of the school. Team teaching was supported across all Stages with teachers sharing curriculum knowledge and effective classroom practice. Differentiation continued to be the focus through the implementation of Learning Progressions Professional Learning sessions that resulted in the deep analysis of data use in planning for further development.

LEADING

Goulburn Public School's Instructional Leader continued to implement Literacy and Numeracy Professional Learning experiences facilitating whole school improvement. High expectations of teacher performance was supported through observations and feedback. Feedback was sought from a range of school-related activities, which showed an overall

positive view of Goulburn Public School in the community.

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

Quality Teaching and Learning

Purpose

A relentless focus on student learning underpins all quality teaching and learning at Goulburn Public School. We will use a whole school evidenced-based approach using 'What works best'. This will ensure that every classroom has a teacher that understands what quality teaching and learning looks, sounds and feels like. Students will learn in quality learning environments, which will have learning experiences differentiated so that every student develops a strong identity as a problem-solver and self-directed learner. Individual student learning needs will be a priority within informed, meaningful and challenging lessons.

Overall summary of progress

Goulburn Public School has delivered quality student-centred learning experiences to students throughout the year in line with current planning. Teacher programs are developing to in terms of becoming explicit teaching documents reflective of curriculum delivery outcomes and shows evidence of planning. Teachers developed their understanding of what quality data looked like and were able to implement this data into their planning. Within Quality Learning Environments the Quality Teaching Framework underpinned professional learning opportunities to support students in their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase the proportion of students, including Aboriginal students achieving proficiency in line with Premier's Priorities 1, 2,3• All students will either achieve their year appropriate expected growth in Literacy and Numeracy or have a personalised learning plan 1, 2, 3• Increased use of evidence-informed pedagogy by all teachers 1, 2, 3	<p>\$30,000 – SLSO employed</p> <p>\$859 – Sensory Items</p> <p>\$1,350 – Professional learning L3</p> <p>\$2,988 – Effective Reading in the Early Years PL</p> <p>\$15, 461 – Teacher Professional Learning</p>	<p>Teacher Professional Learning resulted in an increase in student engagement demonstrated through data collected at regular intervals.</p> <p>Review Meetings were implemented increasing the relationship between school and home and engaging parents in deep discussions regarding the learning of their children.</p> <p>Teacher Professional Learning focus on teaching and learning cycle and best-practise teaching practices.</p>

Next Steps

Curriculum and Learning will be again prioritised to support every student having personalised learning goals reflective of their learning needs. The continued use of data will be embedded into teacher practice. Teachers will continue to engage in the writing of Scope and Sequence literacy documents in collaborative Professional Learning sessions.

We will further develop Quality Learning Environments whereby students will be able to articulate their learning goals and increase their understanding of 'how' to learn.

Strategic Direction 2

Wellbeing

Purpose

'No significant learning can occur without a significant relationship' – Rita Pierson

A whole school approach will focus on the wellbeing of students, staff and the community with the aim that all stakeholders will feel connected, achieve success, thrive and learn. Through a strategic, systematic approach to learning and support, we will develop a school-wide collective responsibility for student learning, wellbeing and success in partnership with students and their families. The promotion of positive, respectful relationships will be the focus with students' sense of belonging at the core of our school.

Overall summary of progress

Connect, succeed and thrive is indicative of The Wellbeing Framework and it is these practices that are being embedded at Goulburn Public School. We have secured the assistance of a Family Referral Service support worker to attend our school once a week in support of families. Our 'Shine for Girls' program resulted in an increased confidence in all of the girls that attended the group weekly. Our behaviour support teacher continues to support students and teachers to deliver appropriate, timely evidence-based feedback to assist in addressing student's emotional/social needs.

Our transition to school program developed into whole days which was supported well by the students coming into Kindergarten 2019. Feedback from staff was very positive. SLSOs were employed and were able to work with students in the classroom to support their learning. We supported students with Integration Funding Support by incorporating students into one class with a teacher trained in special education. This class was very successful and led to students with disabilities being highly engaged at school.

PBL has further been implemented with students participating in PBL Acknowledgement Days each term. Signage was placed in a variety of locations around the school and our student designed mascot was professionally re-imaged on this signage. A Behaviour Support Teacher was employed to affect a positive change within our school culture and focus on implementing PBL across the school setting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased number of students showing positive, resilient behaviours, demonstrated from Office referrals 1, 2, 3Increase in student attendance data including partial attendance rates 1, 2, 3Increased levels of student engagement and sense of belonging 1, 2, 3	\$10,000 – Family Referral Service (we were successful in a grant for \$10,000).	The Traffic Light Behaviour Support system was implemented which provided much needed clarity and support to all teachers and students.
	\$1,500 – Kindergarten Transition	There was a decrease in Office referrals and an increase in students demonstrating positive resilient behaviours both in the classroom and playground.
	\$30,000 – SLSO employed	Paid for school excursions and activities such as GCOPS events.
	\$4,926 – Student support and welfare	
	\$1,385 – Behaviour Management resources	

Next Steps

We have plans to employ an additional Learning and Support teacher, whereby allowing one teacher to work with students 1:1 and the additional teacher to work with small groups in response to a Tired Intervention Model. We will continue to work with Family Referral Service and we have School Services Team support throughout 2019. Our PBL focus will be developed into a PBL shop with students needing a token to purchase merchandise from the shop.

Strategic Direction 3

Leadership

Purpose

Leadership at Goulburn Public School is the most important factor in being respected in the community. Effective school leadership uses practices that positively impacts student and staff learning progress. We will strive for innovative thinking that is built on effective systems, structures and processes, focusing on school improvement. A culture of educational leadership will allow a concentrated focus on student progress, achievement and most importantly high expectations for all. This educational leadership will extend to expertise within staff that will work towards optimising student learning, continuous learning and engaging the community.

Overall summary of progress

Our Instructional Leader was instrumental in developing a consolidated teaching and learning focus throughout 2018. The use of data and reflection on the use of data was evident and lead to all students making measureable gains in their learning. Professional Learning was streamlined with clarity of focus and a deeper understanding of the need for high quality Professional Learning was shown. Teachers were successful in completing their L3 Literacy Professional Learning. Resourcing within the school focused on the purchase of PBL Acknowledgement rewards. Our Student leadership team met regularly and gave feedback on various activities and systems within the school. Additionally, we developed a clear process for the election of Year 6 Captains and Vice–Captains that developed leadership capacity among the students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Recognised by the local community as having high expectations and effectively catering for every student. 1, 2, 3• All teaching and learning programs are NESA compliant 1, 2• 80% of staff indicate that school leaders have helped improve their teaching 1, 2• The leadership team and inspiring leaders undertake regular and systematic leadership learning 1, 2• 80% of staff regularly use digital platforms to engage parents in student learning 3	<ul style="list-style-type: none">\$176 – Collaborative Leaders Network Meeting\$6,000 – STEM grant\$15,461 – Professional Learning\$6,000 – Lead Development Initiative participation	<ul style="list-style-type: none">All teaching and learning programs showed evidence of improvement.Our digital platform engaged familiesStudent designed STEM garden demonstrating innovationOur Facebook page has over 100 members.Our Instructional Leader has mentored teachers to use Australian Teaching Standards more effectively in developing systematic leadership learning.

Next Steps

Our Instructional Leader will be supported through the employment of an additional Learning and Support teacher, this will allow our Instructional Leader to focus on building the capacity of teachers to differentiate their teaching supporting all students. Professional Learning opportunities will enable teachers to develop expertise in curriculum delivery.

We hope to further develop the Student Leadership team. We plan to purchase a set of laptops for every classroom and develop a plan to establish a school band.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$450 – NAIDOC Public speaking</p> <p>\$1,575 – Team Teaching, Term 4 – 1 teacher day per week</p> <p>\$17,537 – employment of an SLSO to support Aboriginal Students.</p>	<p>Personalised Learning Pathways were created for each student. Parents/families were invited in to support these documents. Participation in NAIDOC Public Speaking Competition.</p> <p>Team teaching of lessons that incorporated Aboriginal culture – highly engaging lessons.</p> <p>Students wrote personalised 'Acknowledgement to Country' statements which were read out at each formal Assembly.</p>
Low level adjustment for disability	<p>\$225 – Speech assessments per student</p> <p>\$30,000 – SLSO employment</p> <p>\$9,551 Professional Learning and resources</p>	<p>Purchase of sensory items to support students</p> <p>Speech Therapy assessments to support students with identified speech concerns.</p> <p>SLSO support for students within classrooms to assist with accessing the curriculum.</p> <p>Review meeting for students with adjustments/accommodations to their learning.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$70,000 for IL 2 days. per week for 40 weeks</p>	<p>QTSS focus was to support teachers in accessing Learning Progressions. Sessions included team teaching with the Instructional Leader followed by professional learning sessions that allowed the authentic application of data which resulted in further lesson planning.</p>
Socio-economic background	<p>\$8, 317 – renew of playground</p> <p>\$3 per students – Student assistance (Life Education)</p> <p>GCOPS performances \$4 per student.</p> <p>\$4,926 Student welfare payments towards excursions/incursions, etc.</p>	<p>SLSO were employed to support a variety of students and classes across the school. Students with IEP and ILP's were supported through this targeted use of SLSOs.</p> <p>Student Assistance allowed many students to access a school uniform, allowed them to attend excursions and school events whereby they would not have been able to attend.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	86	93	93	89
Girls	78	77	65	71

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.1	92.8	94.2	87.7
1	95	94.4	91.2	93.6
2	93.3	96.3	89.3	91
3	95	90.6	92.8	88.7
4	92.7	94.4	91.2	91.5
5	90.7	93.4	90.5	90.4
6	92.3	91.1	92.7	90.5
All Years	93.6	93.2	91.8	90.6
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

During 2018, Goulburn Public School attendance procedures were followed. Students attendance is recorded each morning into EBS. Late students were to attend the Office whereby students would be given a late note before attending class. Teachers contacted parents if a student was absent for three days making a note within EBS. Students with poor attendance were referred to the HSLO for further investigation.

Student with 100% attendance were recognised with a certificate at the conclusion of each Semester.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.21
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.4
School Administration and Support Staff	2.03

*Full Time Equivalent

No staff member identify with an Aboriginal cultural background. One Staff member has a child who has an Aboriginal cultural background.

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	3

Professional learning and teacher accreditation

Significant amounts of Professional learning were undertaken by Goulburn Public School in 2018. All staff had the opportunity to participate in Staff Development Days, weekly school based Professional Learning sessions and external courses that focused on building teacher capacity. Additionally, all Professional Learning was linked to Goulburn Public School's Strategic Directions.

Staff also completed mandatory compliance training, including Code of Conduct, Work Health & Safety, Child Protection and CPR. All Professional learning activities involved individual, small group and whole staff school sessions coordinated by the Executive staff.

Two Beginning teachers arrived at Goulburn Public School throughout the year. These teachers were supported by a teacher mentor.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	487,380
Revenue	2,408,194
Appropriation	2,305,045
Sale of Goods and Services	3,223
Grants and Contributions	97,157
Gain and Loss	0
Other Revenue	0
Investment Income	2,768
Expenses	-2,402,947
Recurrent Expenses	-2,402,947
Employee Related	-2,121,196
Operating Expenses	-281,751
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	5,247
Balance Carried Forward	492,627

General statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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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	1,384,497
Base Per Capita	30,552
Base Location	2,018
Other Base	1,351,927
Equity Total	471,861
Equity Aboriginal	30,302
Equity Socio economic	259,230
Equity Language	8,695
Equity Disability	173,633
Targeted Total	19,265
Other Total	245,426
Grand Total	2,121,048

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.

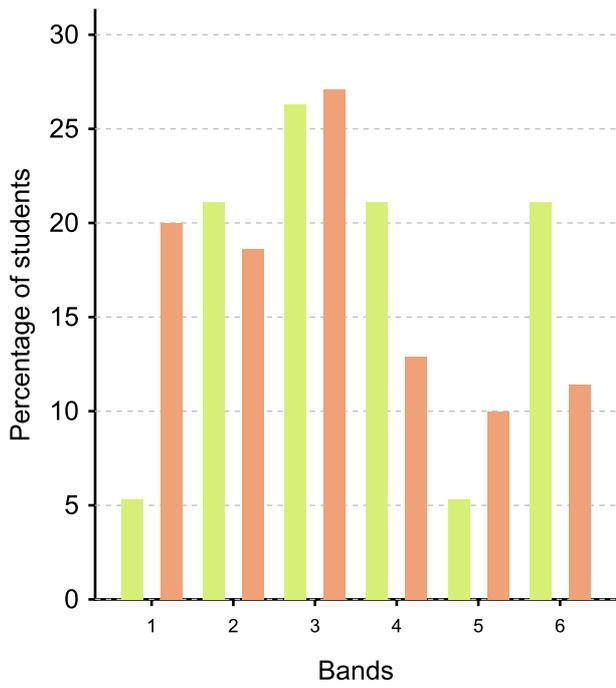
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

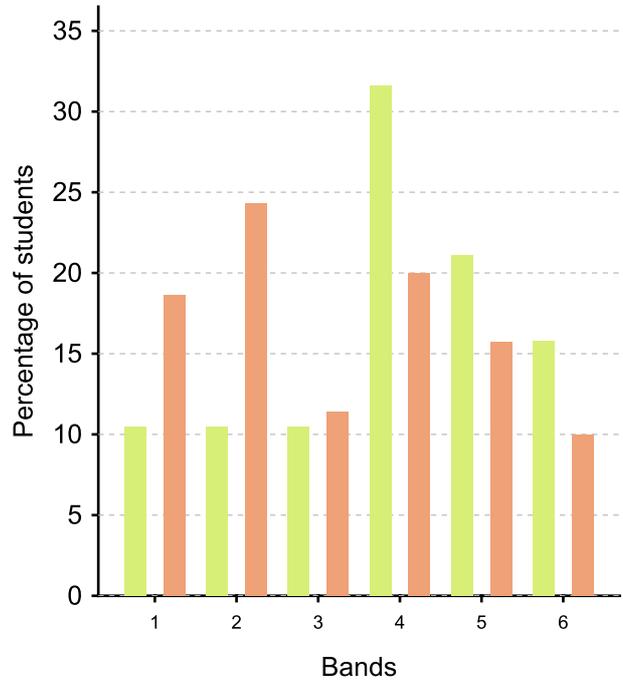
At Goulburn Public School, Year 3 has demonstrated improved results overall. In the areas of Grammar and Punctuation, Reading and Spelling there has been an increase in students achieving results in Band 6.

In Year 5, there was an improvement in spelling results.

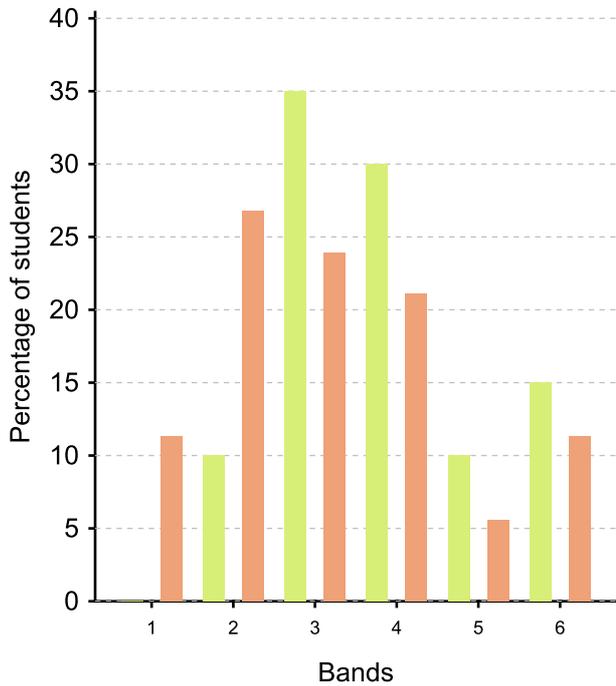
Percentage in bands:
Year 3 Grammar & Punctuation



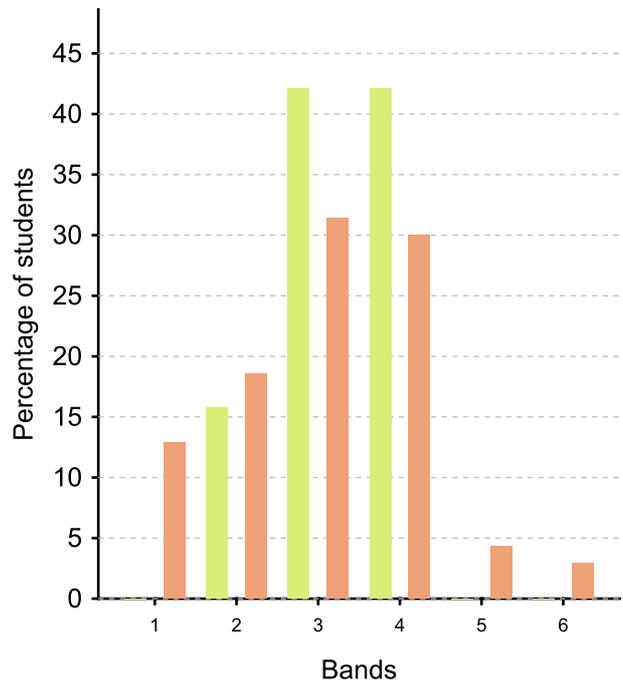
Percentage in bands:
Year 3 Spelling



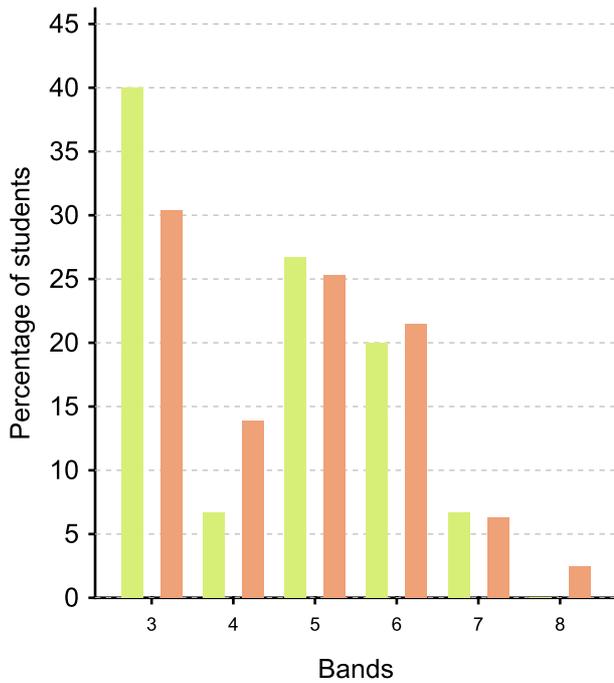
Percentage in bands:
Year 3 Reading



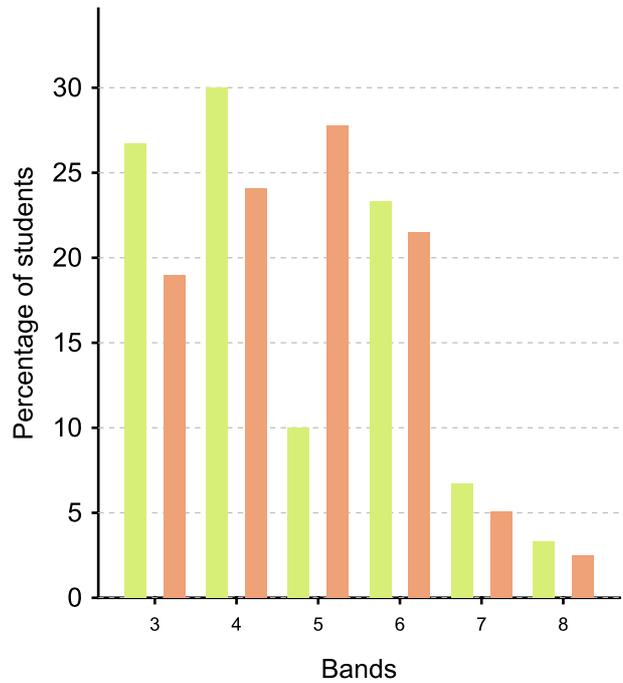
Percentage in bands:
Year 3 Writing



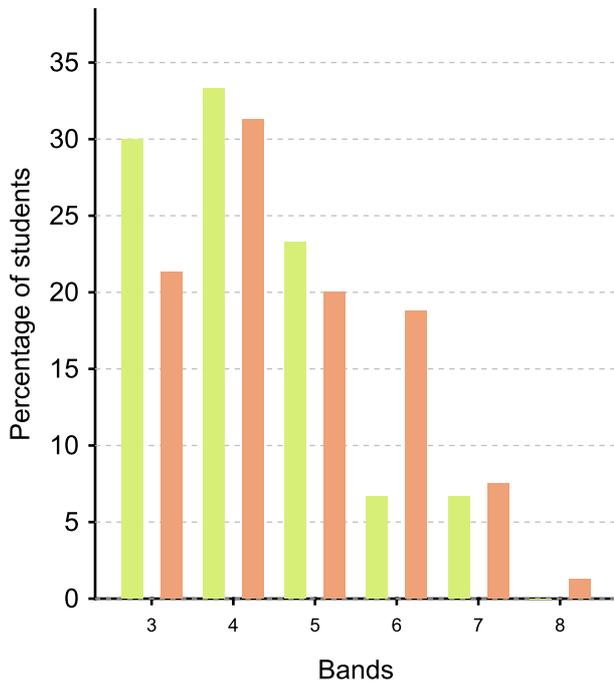
Percentage in bands:
Year 5 Grammar & Punctuation



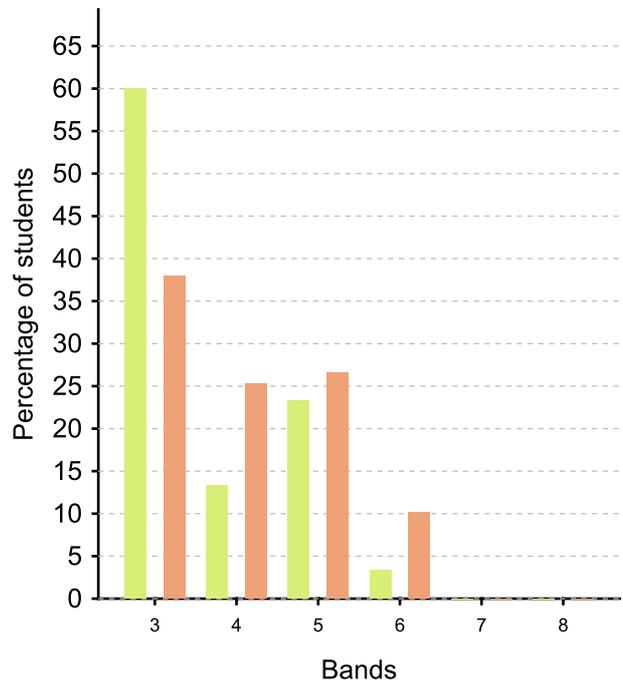
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

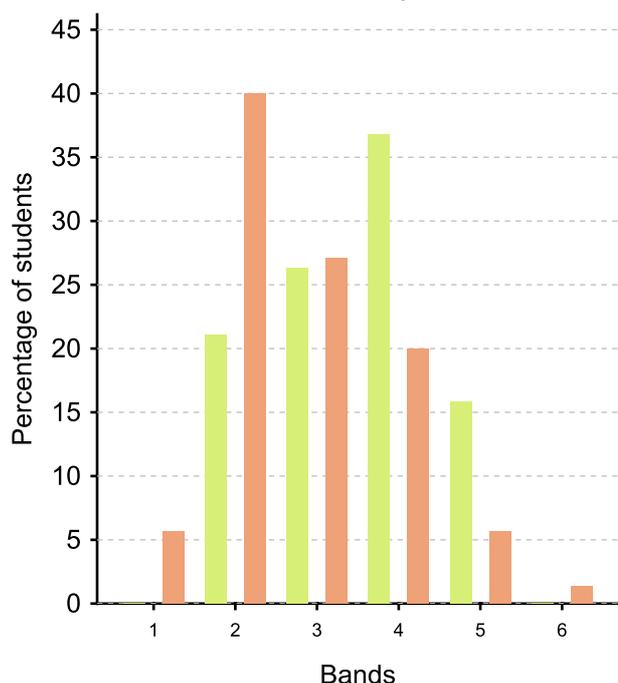


At Goulburn Public School, Year 3 has had improved results with no students working within Band 1. Additionally, there has been an improved results in Bands 4 and 5.

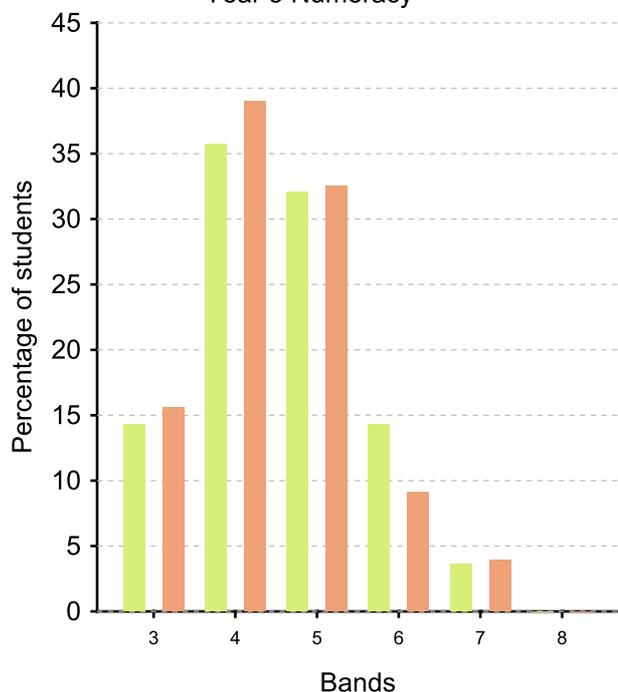
In Year 5, there was an improvement in overall Numeracy results.

There has been a positive shift in Numeracy results.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands every teacher at Goulburn Public School has collected data at regular intervals on Aboriginal students. This data was used to prioritise literacy and numeracy learning for students. Teaching and Learning planning was centred on increasing student performance.

Parent/caregiver, student, teacher satisfaction

In 2018, Goulburn Public School sought the opinions of parents, students and teachers about how our school is progressing. Approximately 55 parent surveys were completed.

Parents agree that:

- they feel welcome when they visit the school
- reports on their child's progress were written in terms they could understand
- they encourage their child to do well at school
- believe that teachers expect their child to work hard
- their child understands the school expectations
- parents would like the school to improve in following up with behaviour issues and implement more bullying prevention strategies.

Students results indicate that:

- they are interested and motivated at school
- they put in effort and try hard to succeed in their learning
- they want a more consistent and effective approach to inappropriate and/or disruptive behaviour at school.
- the strongly agree that they feel positive about their culture and teachers understand their culture.
- they have low level of feelings of acceptance and valued by their peers and by others at their school.

Teachers strongly agree that:

- they work with school leaders to create a safe and orderly school environment
- they discuss learning goals with other teachers
- they set high expectations for student learning
- use results from formal assessment tasks to inform lesson planning
- they would like the use of technology more within teaching/learning and would like more parental involvement..

Policy requirements

Aboriginal education

Goulburn Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they achieve success in every aspect of their education.

This year we have included ATSI perspectives within

the curriculum through team teaching – the writing of personalised 'Acknowledgement to Country' statements and understanding ATSI culture and histories. Our school has hosted local Goulburn AECG meetings and have presented students personalised Acknowledgements to the Goulburn AECG Committee.

Every ATSI student at Goulburn Public School has a Personalised Learning Pathway (PLP) and their learning is monitored by the Learning & Support Teacher. Allocated funding has been utilised to employ a teacher for 1 day a week in Term 4, to develop these PLP's and support teacher and student understanding of ATSI culture.

Multicultural and anti-racism education

Goulburn Public School embeds the multi-cultural and anti-racism policy within their educational setting. We have from various backgrounds and we foster a true sense of belonging with all our students at our school. One of the events we held was Harmony Day whereby students participated in activities.