

Goulburn East Public School

Annual Report



2018

2054

Introduction

The Annual Report for **2018** is provided to the community of Goulburn East Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Charmian Cribb

Principal

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Message from the Principal

2018 has been a year of continuing growth and exciting change as our small school grows. Even though our school enrolment is growing, we proudly strive to ensure that we know every child as a learner, a leader and young citizen.

Our school community is strong and we value the way that staff, students, parents and the wider community work together to create a happy, positive and engaging learning environment at Goulburn East. We are all proud of our school and of our inclusive, friendly and focused approach to providing the very best educational setting possible.

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

School background

School vision statement

At Goulburn East Public School we aim to provide challenging and stimulating learning experiences and opportunities that support our students to become successful learners, confident and creative individuals and active and informed citizens.

School context

Goulburn East Public School is located in Eastgrove, overlooked by the Goulburn War Memorial on Rocky Hill.

We currently have 168 students enrolled from Kindergarten to Year 6. We pride ourselves on being an inclusive school, welcoming all students and their families to our school community. Our students come from a variety of socio-economic backgrounds with 8% students identifying as Aboriginal and 6% students indicating that they have a language other than English spoken at home.

Parents, staff and students favour the current size of the school, valuing the opportunity for the children to learn in a school large enough to offer many opportunities but small enough so that all children and staff know each other well.

As our enrolment numbers have increased and student needs have changed, we have had several changes in staff. In 2018 we were able to appoint a second Assistant Principal and use our Equity Funding to have our Learning and Support Teacher available for three full days each week. Our two School Learning Support Officers have continued to work across all classes supporting students and teachers.

Our school holds a respected place in the Goulburn community. Goulburn East is fortunate to have a very supportive P&C and parent body. Parents value the trusted relationship they have with the school.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

We assessed our achievements as ***Sustaining and Growing*** in all elements of the ***Learning*** domain except ***Learning Culture***. Here we believe we are ***Excelling***. Our ongoing challenge is to acknowledge and respond effectively for the changes in our school context and community eg. increasing size, student and family support needs and resourcing. In the domain of ***Teaching*** we assessed that we were ***Sustaining and Growing*** in the areas of ***Effective Classroom Practice, Professional Standards*** and ***Learning and Development***. We assessed that we were ***Delivering*** for ***Student Performance Measures*** and ***Data Skills and Use*** and recognise that we must further explore our use of data regarding student performance to inform student learning and to drive student progress in the middle bands of achievement. In the ***Leading*** domain we were ***Sustaining and Growing*** in the areas of ***Educational Leadership, School Planning and implementation, School Resources*** and ***Management Practices and Processes***.

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

Excellence in Learning

Purpose

To create a learning culture reflecting current research and pedagogy, engaging our students as 21st century learners through quality curriculum delivery, high expectations, personalised learning and innovative teaching practice.

To inspire all students to become confident, creative, resourceful, adaptable successful learners, supported to reach and exceed their potential.

Overall summary of progress

In the domain of Learning and Strategic Direction 1 from the 2018 – 2020 School Plan, our focus has been to create learning environments and programs that engage our students through quality curriculum delivery, personalised learning and innovative teaching practice. With the addition of a second Assistant Principal position and our ongoing Quality Teaching, Successful Students (QTSS) funding, the executive team has focused on their role as instructional leaders having an impact upon their team of teachers. This in turn has had a dynamic effect on student learning and engagement with evidence of Visible Learning strategies, flexible learning spaces and innovative use of technology in all classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Significant evidence that technology is being integrated into quality teaching and learning experiences, reflected in classroom practice, professional learning and dialogue, teaching programs and assessments.	\$6000 for resources and course costs including relief teachers \$2000 for a teacher released to maintain and update ICT resources and mentor staff	Professional Learning attended to support implementation of Digital Technologies syllabus Resources purchased to implement new syllabus content Evidence of technology being used in genuine learning contexts K–6 and across the curriculum including Coding Club
All teachers use data to program for the range of individualised learning needs Improvement in the number of students reaching expected growth in all NAPLAN assessments	QTSS funds (\$28 000 QTSS in total) used to support executive teachers leading teams to analyse data to inform programs from SCOUT, standardised assessments or school-based tasks LaST allocation (\$52 000 + Equity Funding) includes mentoring teachers in the use of data to cater for range of needs in classrooms	Evidence of data being used effectively in programming to address individual learning needs Growth in NAPLAN from Year 3 to Year 5 is evident in literacy and numeracy for most students. SCOUT is being used to support ongoing school planning
Improved results from Tell Them From Me student and parent surveys, reviewed annually.	nil	Our school has not yet participated in Tell Them From Me surveys. Student Council, P&C, and staff discussions have been effective in providing regular feedback

Next Steps

1. Implement Tell Them From Me surveys to further inform decision making.
2. Data is still an area which is identified as an area of focus. The executive will be attending professional learning with Dylan Wiliam in 2019 to support this and will be using data specifically as part of their discussions with their

teaching teams.

3. Although growth is shown in both numeracy and literacy, we need to direct our focus to moving the middle band students towards proficiency.
4. Progress towards the effective implementation of the Digital Technologies strand of Science to be monitored and supported with two teachers working towards Highly Accomplished accreditation mentoring staff

Strategic Direction 2

Excellence in Teaching

Purpose

To ensure that every child has the benefit of a quality teaching team guiding their learning and who are actively involved and supported in furthering their own professional knowledge.

To create and maintain a stimulating and engaging professional environment for educators, supported by a collaborative culture which fosters skilled and high performing teachers.

Overall summary of progress

There is a high level of collegiality, support and respect amongst all staff members at East which has enabled our school to respond to the varying needs and expectations of our school community and the challenges presented by a fast changing world. Professional learning attended by staff has been linked to our School Plan, Accreditation and Performance and Development Plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff have a Performance and Development Plan which is linked to the National Standards and supports the mandated accreditation process.	QTSS funding (\$28 000 for 2018) to support executive and aspiring leaders to work with colleagues, complete lesson observations and provide feedback in a timely manner	All staff work with the PDP process constructively to strengthen their professional practice.
All staff participate in quality professional learning including Quality Teaching Rounds, Visible Learning and Focus on Reading and there is evidence of strategies being implemented in class programs, teaching practice and professional dialogue.	Beginning Teacher funding \$16 000 Professional Learning funding allocation \$13 000 The above funding covers course costs, casual relief and resources as needed	Quality professional learning has been attended as well as network meetings in targeted areas such as learning support, innovative teaching practice and technology. Information from external professional learning is then shared with colleagues at school in both formal and informal contexts.
Evidence in all programs of collaborative planning, differentiation and planned assessment	QTSS as stated above	Clear evidence of collaborative planning particularly within year groups and stage groups Regular meeting times set for stage groups to plan together with their Assistant Principal supporting and guiding the process. The Learning and Support Teacher works with all teaching and support staff to assist with planning for differentiation, assessment and those students with significant additional support needs.

Next Steps

We will focus on embedding assessment practices and the consistent use of data into school processes and update our assessment procedures document. We will also become more familiar with the functions of SCOUT and how it can best be used by classroom teachers, not just as a school overview of progress. Two executives attended initial training in Quality Teaching Rounds in 2018 but further training, which will include the principal, will occur in 2019 and be reflected in our practices at school.

Strategic Direction 3

Excellence in Leading for Learning

Purpose

To build and promote genuine and purposeful connectedness amongst stakeholders in our students' education, shared understandings and successful collaboration

To provide leadership development and professional learning opportunities to lead curriculum innovation and sustain excellence in communication and organisational practices across the school.

Overall summary of progress

Our school has always been an important and respected member of our community due to its size, reputation and location. We decided that connecting with our Aboriginal community was an important part of our School Plan and one teacher has focused on driving these initiatives as noted in Policy Requirements later in this report.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All class programs embed cross curricular perspectives including Aboriginal Education and community into teaching programs, learning experiences, events and performances	\$2 000 for Aboriginal presenter over 5 week period to all classes \$5 000 for teacher to oversee initiatives, parent and student meetings, take children to dance workshop and public speaking competition,	See Policy Requirements
Positive feedback from surveys, focus groups and interviews regarding communication, management and promotion of our school.	Additional School Administrative Officer time using Principal's Support funding \$11 000	In 2018 the School Administrative Manager and School Administrative Officer have overseen an enormous number of required changes in office practice, communication and management efficiently and professionally. We have also changed our view of school promotion from one of seeking further enrolments to one of promoting the quality work, opportunities and experiences available to our current school community to engender pride and confidence in East as a great place for children to be learning.

Next Steps

We will focus on resourcing local stories, culture, tradition and history – from our local area whenever possible with the support of the AECG and Pejar Land Council. We will begin to develop a RAP – Reconciliation Action Project.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9 000	<p>Significant impact in promoting the understanding of Aboriginal culture and people in our whole school community through a variety of activities and presenters.</p> <p>Personalised Learning Pathways were negotiated with staff, students and families with added emphasis on learning goals. in 2019 we will look at the use of M Goals to assist with this.</p>
English language proficiency	\$2 600	Monitoring of Emerging and Developing students by Learning and Support Teacher.
Low level adjustment for disability	\$71 000 (of which \$52 000 is FTE 0.5)	Our Learning and Support Teacher was employed for an additional day per week with the role expanded to involve case management, working with families, school counsellor, executive, teachers and agencies to provide a coordinated and informed approach to supporting identified students, teaching, mentoring staff, coordinating the timetables of two fulltime SLSOs and providing required training.
Quality Teaching, Successful Students (QTSS)	\$28 000	This was the first year with two Assistant Principals and their role was focused heavily on instructional leadership as well as event management, student welfare and discipline and staff welfare.
Socio-economic background	\$44 000	Additional Learning and Support Teacher (LaST) time was used to support staff, families and students to improve learning achievement for students identified with lower literacy and numeracy outcomes and those students at risk of losing engagement and confidence as learners. There was an increase in support staff to assist these students. Financial assistance was available to support families so that students were able to attend the wide range of performances and excursions available. Resilience and wellbeing programs were implemented to provide identified students with social strategies and positive approaches to resolving issues.
Support for beginning teachers	\$13 000	Additional RFF was timetabled to work with mentor teachers, observe quality practice in a variety of classrooms and prepare accreditation submissions.
Targeted student support for refugees and new arrivals	\$1 000	A supported transition to Year 7 program was implemented.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	67	77	83	85
Girls	69	74	82	87

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.9	96.2	95	97
1	97.5	94.9	95.7	95.7
2	93.1	96.8	94.4	96.4
3	96.3	92	97.5	95.3
4	96	95.3	95.5	96.3
5	96.7	94.2	92.7	94.5
6	95.3	95.1	95.5	93.6
All Years	96	95	95.2	95.6
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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.87
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.82

*Full Time Equivalent

There were no Aboriginal members of staff in 2018.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	10
Postgraduate degree	0

Professional learning and teacher accreditation

All staff members have participated in the mandatory training requirements that target student/staff health and wellbeing. These include CPR, Emergency Care, Anaphylaxis, Asthma and Keep Them Safe training. Staff members supported their Performance and Development Plan goals and the school direction as identified in the School Plan by attending quality professional learning. Our staff training supported those who were Beginning Teachers in 2018, Pre 2004 Proficient Teachers seeking to maintain accreditation and those working towards higher levels of 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	200,466
Revenue	1,670,409
Appropriation	1,611,734
Sale of Goods and Services	1,986
Grants and Contributions	54,681
Gain and Loss	0
Other Revenue	0
Investment Income	2,007
Expenses	-1,555,066
Recurrent Expenses	-1,555,066
Employee Related	-1,434,730
Operating Expenses	-120,336
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	115,343
Balance Carried Forward	315,809

All staff demonstrate fiscal responsibility through their adherence to the processes in place for use of funds. Those staff with Purchasing cards provide appropriate documentation and acquit their spending as per the department guidelines.

The school finance team was made up of the executive and the School Administrative Manager with decisions for spending driven by the goals of the School Plan.

Funds carried over are due to the introduction of new systems and a degree of caution around the new processes as well as to fund ongoing plans to support our Strategic Directions. Funds have also been kept for the impending replacement of the heating and cooling systems throughout the Administration Block.

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	1,348,599
Base Per Capita	31,906
Base Location	1,912
Other Base	1,314,781
Equity Total	128,939
Equity Aboriginal	9,378
Equity Socio economic	44,315
Equity Language	3,661
Equity Disability	71,585
Targeted Total	69,992
Other Total	28,872
Grand Total	1,576,402

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 our school in 2018 all children sat NAPLAN. In accordance with **Premier's Priorities: Improving Education Results**, schools are required to report their student performance for the top two NAPLAN bands. In Year 3, the percentage performing in the top two bands in literacy were as follows: Reading 36%, Writing 20%, Grammar and Punctuation 20% and Spelling 16%. In Year 5, the percentage performing in the top two bands

in literacy were as follows: Reading 27%, Writing 21%, Grammar and Punctuation 9% and Spelling 22%.

At our school in 2018 all children sat NAPLAN. In accordance with **Premier's Priorities: Improving Education Results**, schools are required to report their student performance for the top two NAPLAN bands. In Year 3, the percentage performing in the top two bands in numeracy was 40%. In Year 5, the percentage performing in the top two bands in numeracy was 13%.

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.

A very small number of Aboriginal students attempted NAPLAN in both Year 3 and Year 5. The majority of the assessments undertaken by these students showed expected or above expected growth.

Parent/caregiver, student, teacher satisfaction

As a small school in recent years, the strong sense of community and belonging continues to be a highly valued attribute of our school. This has been identified by staff, students and teachers in feedback over the 2018 period.

In surveys conducted all students said that they felt happy and safe at school all or most of the time. They felt that they were supported in their learning by the teachers and that they usually felt confident to attempt both familiar and unfamiliar tasks in class. All students said that they enjoyed learning using technology in different subject areas and older students felt that these were important skills to be developing for their future studies and careers.

Parents overwhelmingly value the size of our school, being small enough for the staff to know every child but large enough for there to be a wide range of academic, cultural and sporting opportunities available. Despite the school growing in size over the last few years, parents still felt that the community feel of the school remained.

Teachers also valued the close relationship between home and school, staff and students, and staff and families. Whilst changes to procedures and routines have been necessary with the increasing enrolments in recent years, teachers realised the importance of clear

and honest communication amongst all stakeholders and a respect for the contribution of all. Teachers felt that the implementation of the Performance and Development Framework provided a shared platform for professional dialogue for both new and experienced teachers and was a constructive and respectful way to support ongoing professional learning.

Policy requirements

Aboriginal education

2018 was an exciting year for Aboriginal Education at Goulburn East with many new initiatives occurring. Equity Funding provided additional time for one of our teachers to oversee this work. She has worked with the students, staff, parents (indigenous and non-indigenous), outside agencies, performers/cultural presenters, Land Council and the AECG to make this a very positive year for Goulburn East in Aboriginal Education.

We started the year by speaking individually with parents and their child in detail about their family background, language and customs and to find out if they would like to be connected with other Aboriginal students and families at school. The response was overwhelmingly positive and our Aboriginal student group was started with the support of the families.

Our students have lunch together once a term with an activity planned to share their experiences and culture. NAIDOC Week was a highlight with each class sharing their learning with each other at a special assembly. The whole school has had the opportunity to work on a school Acknowledgement of Country. Two students in Year 3 received a highly commended in the NAIDOC Public Speaking competition and three students attended a dance workshop run by The Arts Unit in Yass. Over a five week period every class worked with an Aboriginal educator to further cultural awareness, respect and understanding.

During 2018 our Aboriginal Background Equity Funding was also used to enable Personalised Learning Plans (PLP) to be implemented for all Aboriginal students. PLPs have been another way for teachers to engage with parents and students in setting personalised learning goals.

Multicultural and anti-racism education

The role of the Anti-Racist Contact Officer (ARCO) is to be the contact between staff, students, parents and community members who wish to make a complaint regarding racism. The ARCO promotes the values of respect and cultures. We have a teacher trained as our ARCO at Goulburn East who actively promotes tolerance through our four school values – Be Tolerant, Considerate, Proud and Safe – providing a shared language of understanding of multicultural diversity, democracy and equity.