

# Goulburn West Public School

## Annual Report



2018



3741

## **Introduction**

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

Annette Broadbent

Principal

### **School contact details**

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## **Message from the Principal**

### **2018 Principal's Message**

2018 has been a year of wonderful events and milestones for our school community. The year has been one of excellent learning opportunities, wonderful experiences in Creative and Performing Arts, Sport, Science, Positive Behaviour for Learning and the opportunity for our students to grow in their learning every day.

Highlights to school administration and infrastructure include continuing upgrades to our grounds and play areas, with the welcome support of Veolia, our P and C and the Department of Veterans Affairs; our teachers and administration staff working as a team this year to implement the considerable reforms for all schools, including finance, school administration and student wellbeing and a significant investment in technology, including online communication, interactive panels, portable technology and software to make it easy for parents to respond to school requests.

School operations and accountability continue to change with a focus on providing the very best environments and outcomes for our students. I thank our staff sincerely for getting on with providing a quality education to all students at the same time as implementing these reforms. I personally value all staff, including the executive staff that work with me on the leadership team, and who guide the school so well.

Our students have enjoyed excellent opportunities this year in Creative and Performing Arts, with a very well regarded Stage Two and Three Art Show and K–2 Christmas in July. In both events, every student played a part. The Goulburn Community of Public Schools Music Festival in Education Week, the Goulburn Eisteddfod, and the State Instrumental Festival were showcase events. The school has dance groups, verse speaking, art shows and creative and performing arts groups each week. Our K–3 teachers have had the opportunity to work with Geoff Stewart–Richardson, building their musical knowledge and that of the students.

Science school-wide remains strong, with science fairs and an interactive curriculum building knowledge, skill and fun. Linking robotics with Goulburn High School was such fun. Sport has been very successful with nine students representing the region at state events, including rugby, athletics, swimming and skiing. The whole school sports program is comprehensive and offers each student a 'taste' of sport that we hope they pursue as they grow. We have a National Karting Champion in Costa, who will compete in the World Championships in Brazil this November. Mighty achievements from growing, talented athletes.

Perhaps most importantly, each day we discuss school values of Respect, Responsibility and Safety. Our Positive Behaviour for Learning program is the foundation of our classrooms and playground. Teachers work hard to support students to think ahead, take ownership of their learning and recognise the needs of others. Our attendance rate is excellent and over 98% of our students tell us that they feel like they are part of West and that they like to come to school each day.

Thank you for a great year.

Annette Broadbent

## **Message from the school community**

2018 was a year for a growing school to offer opportunities for our students above and beyond what is always offered in schools. Each year our small band of hard working parents in the P and C run the canteen, the uniform pool, arrange and support working bees and of course, fundraise so our students can have the best we can give. Each year we support literacy resources, cooling the school, new playground areas and in 2018, the foundations of a memorial to recognise our WW1 veterans and the centenary of the Armistice. Goulburn West is a great school and we are proud to be part of that.

Christopher Webb

P and C President

## **Message from the students**

Each year our SRC executive leads the school by sharing ideas, supporting others and generally making sure students are heard across the school. This year, we gave the school a new map that told our visitors where to go when they came through the gate. We like to welcome new people to West! A highlight was our support for Buy A Bale, supporting farmers struggling to make sure their animals were fed in the drought. Then at Christmastime, we formed a link between West and Barradine Central School through the Seat Project and gift giving to a struggling town. We hope to continue making friends with Barradine in 2019.

# School background

## School vision statement

Goulburn West Public School fosters a well rounded curriculum supported by quality teaching and positive behaviour initiatives. We offer wide learning opportunities to rural students so they may reach their potential as able citizens of the future. Students and staff value responsibility, respect, safety and learning well day to day.

## School context

Goulburn West enjoys strong community support, set in a leafy neighbourhood, to the west of the main Goulburn CBD. Launched in 1952, Goulburn West enjoys a fine reputation in the area. Our school is changing as older residents leave the neighbourhood, and younger families enjoy the advantage of well constructed homes on large suburban blocks. We are quite close to major services such as the Hume Highway, a growing light industrial and commercial area, parks and wide roads. From 2012 to 2018, Goulburn West has grown in student numbers. Excellent programs in English, Mathematics, Sport, Creative and Performing Arts and Student Welfare assist each student to take advantage of a well-rounded education. An Opportunity Class underpins a school wide focus for gifted and talented students through compacting and telescoping the curriculum, a research focus for STEM and a school wide approach for a differentiated curriculum.

Our vision is for quality teaching and positive behaviour to provide a strong foundation for each student to reach their full potential. Our parents support the school in its vision, with a team effort between school and home an important factor in success.

## 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 the three domains, Goulburn West has self-assessed their pursuit of excellence as sustaining and growing across the fourteen elements. We felt that we were particularly strong in the areas of engagement and well being. We know that we have more work to do in the areas of assessment for learning, and explicit practice.

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 Practices

#### Purpose

Student learning is underpinned by high quality teaching. Teachers are committed to identifying, understanding and implementing the most effective, explicit methods using evidence-based strategies. Individually and collaboratively, Goulburn West will build an integrated approach to quality teaching, curriculum planning and delivery. Teachers will evaluate the effectiveness of their teaching strategies. Staff demonstrate personal responsibility for developing and maintaining their professional standards. Professional reflection guides whole-school improvement.

#### Overall summary of progress

In 2018, the first year of our 2018–2020 plan, we focused as a school on quality teaching practice, assessment for learning and building effective connections and communication. The staff and community felt that our results in writing and numeracy still need reflection and focus in our planning for 2019. Excellent progress in the number of Year 5 students making more than average state progress was very pleasing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
QTSS support ensures that all Professional Development Plans (PDPs), peer observations and feedback, are linked to quality practice ( success criteria,learning goals and intentions.). Evidence in planning and teacher documentation.	QTSS 0.732 Staffing Allocation  RAM 0.268 School Support	Professional Development Plans and observations supported the continuing implementation of a growth mindset in lesson planning. Student feedback (TTFM) supported their growing understanding of learning intentions , success criteria.
Premier's Priorities: Reading and numeracy outcomes improve through quality teaching practice. ( A minimum of 8% more students in top two bands by 2019, 30% more ATSI students in top two bands by 2019).		Premier's Priorities for Aboriginal students and Year 3 Reading and Numeracy have been met. Year 5 Reading met targets, however Year 5 Numeracy did not.
Documentation of stage planning is reviewed, annotated and saved accessibly each term. All planning is available to each team member.		Approx 80% of staff members now use a shared space for programming. Early Stage One, Stage Two and Stage Three shared programming with the whole school.
Collaborative planning is based on explicit scope and sequences and planned assessments. Scope and sequences are aligned to the syllabus and learning progressions.		As the progressions were introduced in Term Three, we have now started embedding these indicators for growth into our Stage planning. In Stage Three, considerable planning was accomplished to refine existing scope and sequences to meet school and student need.
Every student is supported. Low level disability funding improves student outcomes through explicit team teaching, small group learning and individual student tracking.		Explicit team teaching, small group learning was implemented. The beginnings of individual student tracking in progressions and using PLAN2 was trialled in Semester Two.

## Next Steps

Goulburn West has decided to use 2019 as a year of implementing the considerable professional learning undertaken by staff in quality teaching practices. As a whole staff and in stage groups, we will refine our assessments, planning and indicators for growth to the K–10 progressions in literacy and numeracy. The focus of our systems reform will be in reading comprehension, writing and numeracy in order to support the Premier's Priorities.

## Strategic Direction 2

### Assessment for Learning

#### Purpose

Consistent school-wide assessment practices are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice into every classroom. Staff employ formative assessment as a measure of confirming that students are learning what is taught. Reporting is clear, timely and accurate. Teachers use assessment for learning to plan for the ongoing learning of each student in their care. Student assessment data is regularly used school-wide to identify student achievements and progress. Data is used to reflect on teaching effectiveness and inform school direction. By sharing clear information about learning development, teachers work in partnership with parents as active participants in their children's education.

#### Overall summary of progress

As a staff, 2018 saw the trial of assessment schedules, an introduction to the K–10 Numeracy and Literacy progressions and a staff focus of using both formative and summative assessment to best monitor student growth. Kindergarten staff trained in new Best Start procedures to be implemented in 2019. Stage Two and Stage Three implemented PAT Maths as a trial and both stages focused on pre and post assessment as a tool for gauging teaching points and student growth. As a NAPLAN Online school, we trialled this system and saw excellent growth from Year 3 to Year 5.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students know what is expected to be successful in their learning. Learning goals and success criteria are the foundation of each lesson. Evidence of successful learning is reviewed and noted in documentation, observations and constructive feedback.	\$16000 in professional learning  QTSS allocation 0.732	Evidence of successful learning strategies was noted in lesson observations available to school leaders. Observations and feedback shared with staff also noted the implementation of learning goals and success criteria.
Each Personal Learning Plan is consulted, communicated and reviewed each term. An evidence bank of Personal Learning Plans is updated and annotated each term after consultation.	\$3500 in release time for staff	An evidence bank of Personalised Learning plan was achieved for 90% of students noted under the NCCD. Teachers reviewed and consulted plans with parent meetings, at parent request and in consultation with external agencies.
Planned assessment ( anecdotal, formative and summative) is reviewed at stage meetings each term and used as a springboard for future learning and stage planning. Evidence of review is annotated in planning shared electronically school – wide.	\$4400	Data collected from stage planning, pre and post assessment, planned assessment both formative and summative provided the springboard for future learning.  All stages contributed to a shared data bank to some extent.

#### Next Steps

In 2019, our direction in assessment for learning will see staff ensure that all planning, delivery, assessment and reflection will be linked to progressions, use a variety of formative and summative assessment strategies and extensive staff collaboration both whole school and stage. All students will be tracked on the PLAN2 system provided by the DoE and will continue professional development to build capacity and proficiency. This consistent practice will support clear, consistent and factual data to be communicated with parents, staff and the learning community. All assessments will be available to all staff so that effective tracking of student growth can support planning, lesson delivery and effective learning.



### Strategic Direction 3

#### Communication and Connections

##### Purpose

Goulburn West Public School enjoys support from the wider community. We are committed to building positive relationships that engage students and their families in student learning every day. Students benefit from the school's planned and proactive engagement with students, parents and the broader community. The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. Every child is known, valued and cared for. Our school has a commitment to support students to find the joy in learning, to build their skills and understanding and become increasingly self-motivated learners.

##### Overall summary of progress

As a school, we believe that effective communication and connections are at the basis of a school community that focuses on student engagement, inclusion and effective learning. As a school, we continue to build timely, effective communication between school and home through the implementation of e-communication, proactive supports for attendance, positive behaviour initiatives and initiatives to ensure that every student is known, valued and cared for.

##### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance for students with less than 90% full attendance will improve by 5% by 2019. The whole school student attendance rate will remain above 97.5%.	HSLO  Attendance Plan meetings	Whole school attendance was at 94% in 2018 due to extended illness from May to August. A robust reporting and monitoring process for non attendance was developed and is in place.
Parent opportunities for key learning area workshops, teacher consultation and community events will increase by 10% each year. Parent feedback on school organisation and initiatives(focus groups, Tell Them From Me, vox pops) will have a 98% satisfaction rate.	SeeSaw \$4000  Professional Learning \$5000  Care Monkey \$3500	Parent satisfaction on the TTFM surveys was 98% for inclusive education and student engagement. Teacher consultation through e-communication has resulted in over 300 members on our Facebook pages, and a 98% acceptance of the CareMonkey messaging system.
Student feedback (TTFM, PBL reviews, SRC, meetings with teachers) will be recognised, discussed and built into reviews of teaching practice, PBL and innovation in the school. Evidence will be in the data analysis and documentation of school planning.	\$5500	SRC in 2018 has grown to include 20 student leaders – 25% of our Year 6 cohort. The opportunities for student voice have grown through our transition chats and SRC meetings. PBL data and student reviews continue to refine our processes eg weekly targets are created by students and implemented school-wide.
Explicit teaching will foster self-motivated learners, resulting in Reading and numeracy outcomes improving through quality teaching practice. (8% more students in top two bands by 2019, 30% more ATSI students in top two bands by		Premier's Priorities for Aboriginal students and Year 3 Reading and Numeracy have been met. Year 5 Reading met targets, however Year 5 Numeracy did not.

## Next Steps

in 2019, we will continue to ensure parents and the community have the information they need to support their child's learning. Communication apps ( SeeSaw, Care Monkey and Facebook) will be used whole school. This will communicate organisational matters, as well as a snapshot of student learning. Attendance and inclusion will be monitored, with our PBL team using data, rewards system and student voice to gauge progress. Each teacher will continue to build rapport with students through our transition chats and Three Minute Mentors.



# Student information

## Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	218	218	215	220
Girls	184	205	212	208

Our student population, including our Opportunity Class, are drawn from both town and rural areas. We have a diversity of families, with those new to Goulburn coming from Sydney, other regional areas and interstate. In 2018, we had 17 classes, a full library program and RFF program built on Science and Technology.

## Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	96.2	94.8	95.1
1	95.1	94.4	95.7	93.8
2	94.8	94.9	94.9	94.6
3	95.8	94.1	93.3	94.1
4	95.2	94.2	93.8	94.1
5	94.1	94.9	94.4	93.2
6	93.8	95.2	94.8	92.9
All Years	95	94.8	94.5	93.9
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

There are positive rewards for excellent attendance at Goulburn West. In the case of non-attendance, after two days unexplained absence, the class teacher rings home for clarification. Should non attendance become a pattern, the class teacher will notify the school principal, who will contact parents. In the case of every

student, a scattergram is created on non-attendance, and requests for attendance reasons are sent home. In all semester reports, attendance is recorded and commented upon should there be a concern, or indeed excellent attendance. Referrals to the Home School Liaison Officer may be required and a parent meeting held.

We are hopeful to reach and engage our non-attenders through building rapport and inclusion throughout the school.

Our attendance rate has stayed steady at around 94% over the last eight years. We are proactively working as a team to reach 97% by the end of 2020.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.14
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	0.5
School Administration and Support Staff	3.13

\*Full Time Equivalent

There are currently no Aboriginal staff at Goulburn West.

### 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	10

## Professional learning and teacher accreditation

In 2018, professional learning supporting our strategic directions in quality teaching, assessment for learning and effective connections were accessed by most staff. Quality teaching programs such as HOW2Learn, Focus on Reading and Visible Learning in Mathematics were

supported by introductions to progressions, SAP policies, and Positive Behaviour for Learning reload training.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	222,121
<b>Revenue</b>	3,611,118
Appropriation	3,457,952
Sale of Goods and Services	6,111
Grants and Contributions	144,736
Gain and Loss	0
Other Revenue	0
Investment Income	2,319
<b>Expenses</b>	-3,473,720
Recurrent Expenses	-3,473,720
Employee Related	-3,044,942
Operating Expenses	-428,778
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	137,399
<b>Balance Carried Forward</b>	359,519

In the first year of full SAP budgeting, our main expenses were staffing, cooling the school with the support of the P and C, grounds and classroom refurbishment. We also supported the K-3 Music Program with Geoff, which will expand into K-4 in 2019. A part time instructional leader will lead writing skills in 2019 as a priority for student learning.

We will also be prioritising the new Science syllabus and progressions implementation, supported by staff planning time, hardware, a STEM focus and continuing grounds and classroom refurbishment for flexible learning spaces.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	2,874,126
Base Per Capita	82,569
Base Location	2,998
Other Base	2,788,560
<b>Equity Total</b>	302,729
Equity Aboriginal	16,729
Equity Socio economic	89,129
Equity Language	15,032
Equity Disability	181,839
<b>Targeted Total</b>	25,519
<b>Other Total</b>	184,148
<b>Grand Total</b>	3,386,521

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.

Literacy remains a priority for school and student improvement. Year Three and Year Five results in 2018 saw an increase of students moving by one band in comprehension, which is a direct result of the school's K-6 focus on explicitly teaching comprehension skills through Focus on Reading strategies.

Our students perform much better in basic numeracy operations, than they do in patterning, algebra and problem solving. In 2018, our visible learning focus of number talks was supported through professional learning, classroom observations and stage and school planning.

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.

The Premier's Priorities in numeracy and reading:

The number of Aboriginal students in the top two bands to improve by 30% by end 2019 has been met. For all students the target is 8% more students in the top two bands. This target was met for Year 3, with a target for Goulburn West to meet this priority by end 2019 for Year 5.

## **Parent/caregiver, student, teacher satisfaction**

The annual Tell Them From Me survey of parents and the community that sought to gauge their satisfaction with the school, showed that 98% of respondents stated that the school was welcoming and inclusive. Using the same Tell Them From Me format, over 90% of students in Years 4, 5,6 felt included at the school. The only aspect of specific improvement nominated by students was they wanted their lessons to connect more with their interests and that the lessons were more challenging ( academic rigour).

## **Policy requirements**

### **Aboriginal education**

In addition to team teaching and learning support in the classroom for our Aboriginal students, each Aboriginal student had a Personalised Learning Plan created for them in consultation with teachers, parents and student. This PLP is reviewed and communicated each term and by request. An Aboriginal Artist in Residence immerses our students in culture each year and supports pride in country and culture. In 2018 for the Centenary of Armistice, an Aboriginal flag and pole as well as a peaceful meeting place was refurbished in the school grounds. All curriculum at Goulburn West is planned to include an Aboriginal perspective, with multi modal resources building understanding of history and

place.

### **Multicultural and anti-racism education**

A dedicated ARCO at Goulburn West meets as needed to resolve small matters of racism that occur approximately once per term. This may involve taunts or bullying. In each instance these small matters are dealt with quickly and with the support of parents and supporting staff. At Goulburn West this is often a one off incident with words exchanged during a game. In all curriculum a multicultural perspective is planned and is supported through making connections with students, multi-modal resources, Harmony Day activities and the expertise of our community members. In a country town, it is vital that we bring a sense of the world to our students and broaden their horizons.