

# Gol Gol Public School

## 2019 Annual Report



2027

## Introduction

The Annual Report for 2019 is provided to the community of Gol Gol 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.

### School contact details

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### Message from the principal

I thank all you all for your ongoing support of our great school. I congratulate our students on completion of a very successful academic year. I highly commend those who have taken part in special events, contributed to school improvements, joined groups, organisations or represented our school. Well done!

Our school community is very supportive. We have many parents who actively support this school through their involvement in the Uniform Shop, Stephanie Alexander Kitchen Garden, School Grape Block, Grounds Improvement, Country Fair, Catering, Community Band, Discos, in classrooms and in helping transport students to a variety of events and activities. I thank you for your continued support.

In 2020 we will enter the third year of a three-year planning cycle. Through this cycle we will continue to deliver high quality teaching and learning in all areas with particular emphasis on student Literacy and Numeracy. We will maintain our focus on Leadership opportunities, Science and Technology, Music, Sport, Research Skills and Environmental Education. We will plan carefully to meet the well-being of our students in a respectful, kind and safe environment.

I thank my committed staff for their dedication and diligence in nurturing student growth and academic performance. This year the school undertook an External Validation process which all staff were involved in. I am pleased to report that the external panel were most impressed with the work that Gol Gol school is doing in relation to the Schools Excellence Framework. We value our students and nurture a thirst for learning.

The 2019 School Magazine featured many of the highlights of the school year. It has been a pleasure to oversee so many of the wonderful achievements of our students.

The school is appreciative of the support received from the Gol Gol Parents and Citizen's Association. This year the Parent and Community body have financially supported many school improvements, student excursions and student representatives. I thank the Gol Gol P&C Executive, Nadia Wyatt, (President), Rachelle Stephens (Vice President), Belinda Schilling (Treasurer), Melissa Vandenberg (Secretary) and the Committee for their tireless efforts in support of the school. Your contributions are invaluable and very much appreciated.

Thirty seven Year 6 students graduated from Gol Gol School. I wish them all the best for their futures. I thank all parents, especially those who have had long associations with the school.

This year teacher, Mavis Francis retired. We thank her for her distinguished service to this school and NSW Public Education. I look forward to a productive and exciting 2020 school year.

Glen Walker

Principal

### Message from the school community

2019 has been another exciting and rewarding year for the Gol Gol Public School P&C Committee. This year the P&C has contributed in excess of \$30,000 to the school. This contribution is only made possible by the commitment of the school community. Funds raised through the P&C committee have contributed to a range of school projects including the Stephanie Alexander Kitchen Garden program/super lunches, supporting families of students competing at higher level PSSA and Opera House, playground ground improvements, Year 6 gGaduation, school camps to Canberra and Lake Cullulleraine, Year 3 sleepover and support for the music program within the school. As you can see there is an extensive and varied list of opportunities that require funding and without this funding may not be possible.

I would like to personally thank the Executive Team for the dedication and commitment to the school and students, Rachelle Stephens (Vice President), Melissa Vandenberg (Secretary) and Belinda Schilling (Treasurer).

The P&C welcomes all members of the school community to the monthly meetings held on the 4th Monday of each month. The P&C Association offers a great opportunity for all parents and carers to be involved in the school making it a rewarding experience and a great way to support your children in their education.

It has been a privilege to work with Gol Gol Public School and the P&C.

Kind regards

Nadia Wyatt

President

Gol Gol Public School

### Message from the students

It has been a pleasure to be captains of the Gol Gol Public School. We wish incoming captains for the 2020 school year all the best. We thank the teachers for their efforts and the parent community for their support. We look forward to the next chapter in our education.

Ethan Alderton Boy Captain

Lola McInerney Girl Captain



## School background

### School vision statement

Gol Gol School community strives to ensure that our students receive an excellent education in a stimulating caring and safe environment through well-balanced curriculum opportunities. The school's motto, "Nothing Without Labour" reflects the school ethic of working hard to achieve excellent outcomes.

### School context

Gol Gol Public School is a rural school with an enrolment of 188 students. Gol Gol Public School is part of the Sunraysia cluster of schools and has close relationships with other local school communities, as well as those in the broader Far West Group of Schools. The school is located adjacent to the Murray River approximately 6 kilometres from Mildura. The school enjoys strong community support. Gol Gol Public School is well resourced with a connected classroom and interactive whiteboards in all teaching areas. The school has attractive grounds and provides an outstanding learning environment for all students. Staff are committed to professional development and working as a team in providing quality, differentiated learning opportunities for all students. High quality teaching and learning programs assist our students to become independent, resourceful and flexible 21st century learners. The school has a strong commitment to literacy, numeracy, science and technology, the arts, environmental education, Stephanie Alexander Kitchen Garden, healthy living, student welfare and values education which is supported through strong parental and community partnerships. Students are encouraged to be positive, proud and persistent.



## Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In 2019 the school looked closely at how best to differentiate the learning to meet the individual needs of all students. The provision of meaningful lessons and learning opportunities has ensured that student attendance rates remain high. Our students continue to perform strongly in a wide range of areas. In 2020 the school will consolidate the "Positive Behaviours for Learning" initiative. We will also place increased emphasis on literacy, numeracy, science and technology.

## Strategic Direction 1

### Quality Learning and Engagement

#### Purpose

Our purpose is to engage students in high quality, data driven, differentiated learning featuring quality feedback, student self reflection, assessment, analysis of rubrics and three way reporting.

#### Improvement Measures

- \* Increase the proportion of students achieving at or expected growth by 5% in reading and spelling.
- \* Increase proportion of students achieving at or above expected growth by 7% in numeracy.
- \* Increase proportion of students reaching expected benchmarks in reading prior to entering Year 3.

#### Overall summary of progress

In 2019, 26% of Year 5 and 64% of Year 3 students achieved in the top 2 skill bands in the NAPLAN reading assessment.

In 2019, 23% of Year 5 and 45% of Year 3 students achieved in the top 2 skill bands in the NAPLAN numeracy assessment.

65% of Year 5 students achieved greater than expected growth in Reading and 69% of Year 5 students achieved greater than expected growth in Numeracy over the past two years.

#### Progress towards achieving improvement measures

##### Process 1: Student Engagement

- \* Staff will facilitate greater opportunities for students to engage in their own learning with emphasis on STEM and Positive Behaviours for Learning.

##### Reporting to Parents

- \* Staff to utilise assessment and other relevant data in reporting student progress effectively to parents.

##### Using Data

- \* Staff will analyse Best Start, NAPLAN, PLAN 2 and relevant assessment data to differentiate the curriculum needs of students.

Evaluation	Funds Expended (Resources)
<p>All Gol Gol teaching staff engaged in 3 full days of Positive Behaviours for Learning (PBL) training. External and internal school coaches met with staff on a fortnightly basis to successfully establish our values statement and formulate plans for implementation. Class teachers surveyed students and parents to establish our school values. The program has emphasised the importance of positive behaviours in relation to current practises and student learning.</p> <p>All staff members have a clear understanding of the school values and the PBL program. Students regularly reinforced the school values through role play situations on assembly.</p> <p>Data sets were available and procedures to record incidents have been established along with a whole school reward system where students could be recognised for following the school values.</p> <p>A 2019 evaluation document in relation to the Positive</p>	\$50 000 on resources.

## Progress towards achieving improvement measures

Behaviours for Learning program has been completed and is available.

## Next Steps

The school is still looking to further refine and improve the capture of data in 2020. Staff and students will continue to focus on rewarding positive behaviours in order to maximise outcomes for students

The implementation of the Positive Behaviour for Learning program is ongoing and will continue to be a strong focus in 2020.

Teaching and learning programs will focus on expected progressions in knowledge, understanding and skill along with relevant assessment measures. Students will be able to articulate their learning and understand what they need to learn next to enable continuous improvement.

Working jointly on dynamic curriculum opportunities across schools such as Carlingford West and Beaumont Road.



## Strategic Direction 2

### Quality Teaching

#### Purpose

Our purpose is to identify, support and develop highly skilled staff capable of analysing data sets to meet the needs of individual students. We will do this by linking the School's Excellence Framework to the Australian Professional Standard for Teachers to teacher's professional learning.

#### Improvement Measures

- \* Improvement in teaching and lesson delivery documented and evident through supervisory practices and procedures.
- \* Improved staff delivery and knowledge of curriculum, data skills and use of the data.
- \* Improved staff knowledge and use of data sources such as PLAN 2, NAPLAN, Benchmarks and internal school assessment strategies.

#### Overall summary of progress

The organisational structure within the school empowers teachers to explicitly teach, maximising available resources. Classroom learning environments are well managed and organised. Staff encourage students to be resilient, responsible and informed learners. Teachers are increasingly using data to inform teaching and to effectively differentiate the curriculum. Teachers engage in professional learning and provide feedback on each others teaching practices. All teachers have a Performance Development Plan which is linked to the Australian Professional Teaching Standards.

#### Progress towards achieving improvement measures

##### Process 1: Staff Professional Development

- \* To provide opportunities for staff to develop teaching and leadership skills through professional development. This will be supported through departmental policy, the school plan and individual staff Performance Development Plans linked to the Australian Professional Standard for Teachers.

Evaluation	Funds Expended (Resources)
<p>A STEM team was established. and prioritised school needs. This team met fortnightly to canvass ideas, prioritise needs and plan curriculum delivery. The Gol Gol School Science and Technology Scope and Sequence K-6 was reviewed. Teachers planned and worked together to deliver relevant learning for students. The Department of Education STEM Share Kits were utilised by teachers in their classrooms. Students were fully engaged in the Science and Technology lessons.</p> <p>Performance Development Plans were formulated, implemented and reviewed by all staff members. Teacher Professional Learning growth is evident through increased professional dialogue. Staff conducted teaching observations on each other in the area of science and technology with meaningful feedback provided throughout the year.</p> <p>Staff knowledge in Science and Technology continues to develop through the introduction of a Rural and Remote initiative. This involves a specialist Rural Experience teacher working alongside teachers to assist students with their learning. This will continue to be a focus in 2020 with the appointment of a second specialist teacher for the 2020 school year. Staff were fully involved in an External Validation process. The External validation team established that the school was performing very well in the learning, teaching and leading domains.</p>	<p>Funds expended on Staff Professional Development</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• School Funds (\$30000.00)</li></ul>

## Next Steps

Formalise our mentoring processes for both beginning teachers and teachers new to GGPS.

Increase the sharing of effective teaching strategies through Professional Development Opportunities involving staff.

focus on a whole school teaching and learning policy that includes the requirement of differentiation embedded into each learning program showing adjustments and accommodations.

Further development of consistent school wide practices for assessment.



## Strategic Direction 3

### Building a Positive Educational Community

#### Purpose

Our purpose is to build strong systems of communication and feedback in order to establish long lasting community partnerships with all stakeholders to improve student-learning outcomes and leadership skills.

#### Improvement Measures

- \* Increase community involvement in school programs and events including surveys.
- \* Increase student and staff leadership opportunities resulting in evidence of greater decision making and involvement.

#### Overall summary of progress

The school is committed to a process of continual improvement. The school strives to ensure that the environment is safe and that proactive suggestions are acted on in a timely and efficient manner. The school seeks parent and student feedback in relation to education delivery through surveys such as, "Tell Them From Me." There is evidence of significant community involvement in a wide range of school activities. Collective decision making enables the school to involve stakeholders and to operate efficiently. We look forward to further improving the school playground in line with our five year playground improvement plan.

#### Progress towards achieving improvement measures

##### Process 1: School Community Participation

\*Stake holders will provide meaningful feedback on the implementation of programs such as the School Environmental Block, Stephanie Alexander Kitchen Garden, Community Band and Opera House Music Performances.

##### Leadership Development

\* Staff, students and parents will develop leadership capacity through participation and involvement in programs like the Wentworth Mayor Youth leadership Conference, Rural and Remote strategies and City/Country Alliance (CCA).

Evaluation	Funds Expended (Resources)
<p>The Community Band rehearsals commenced and a beginner band was established. A Visit from a NSW Arts consultant took place to work with music students selected to perform at the Opera House. The Opera House experience was a real highlight. Feedback from students and parents was very positive.</p> <p>Gol Gol students also performed well at the Mildura Eisteddfod winning several sections. A new Kitchen staff member was appointed and inducted. The kitchen specialist met all expectations in running kitchen classes. The new format involving three staff members worked successfully.</p> <p>A learning timetable was established in relation to Environmental visits to the school block on the Murray River in which all students K to 6 were involved. Environmental units of work were planned and taught.</p> <p>The school placed focus on the development of leadership opportunities. The City Country school Alliance featuring video Conferences between Gol Gol and Beaumont road schools fostered student leadership opportunities. All senior students were involved in leadership seminars. Student involvement in the school buddy program was also a highlight throughout the year. Students were also involved in helping at</p>	<p>School Budget allocation to programs.</p> <p>P&amp;C Budget to school</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• School Budget (\$20000.00)</li><li>• P&amp;C (\$30000.00)</li></ul>

## Progress towards achieving improvement measures

the Gol Gol School Country Fair held in May.

The school will continue to be proactive around student wellbeing issues. This will be achieved in 2020 through the appointment of a Chaplain and further focus on the Positive Behaviours for Learning program implemented by all staff.

## Next Steps

Build in sustainability to valued school community programs and events.

Introduce a Gol Gol Public School Facebook page.

Link curriculum learnings in a more explicit model of delivery in Kitchen/Garden classes through training and development involving collaboration with staff and community.

Further develop the playground and School Environmental Block as outdoor learning spaces with the support of the school community.

Maximise opportunities for students and staff from Gol Gol Public School and other schools to be involved in educational programs aligned with our school through City Country School exchanges.

Seek out grants and sponsorship to enable improvements to school and program initiatives.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Background Loading and Low Level Adjustment funding and Support Teacher Learning funding enabled Teachers Aides and teachers to support students in their classrooms, attend training courses and establish meaningful timetables.  \$3 600.00	Effective plans to meet the needs of Aboriginal students were implemented. Support personnel have been secured for the 2020 school year. in line with budget allocations.
<b>Low level adjustment for disability</b>	Low Level Adjustment funding and Support Teacher Learning funding enabled Teachers Aides and teachers to support students in their classrooms, attend training courses and established meaningful timetables.  \$40 000.00	The Learning Support Team met regularly to prioritise student needs. Timetables were established to provide support The majority of students have made sound progress.  Timetables enabled targeted support to be highly effective. Planned classroom activities were appropriate to the students being supported, enabling significant progress to occur. Appropriate adjustments have been made involving the classroom teachers, teachers aides and parents.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$35000.00	Observations led to changed teaching practise and enabled staff to reflect on their teaching. Staff completed Performance Development Plans. Teacher Professional Learning was documented. Plans for the 2020 school year have been established.
<b>Socio-economic background</b>	\$42000.00	There are high levels of engagement of students in school programs and in their classrooms. The school will look to providing greater opportunities for all students to achieve to their full potential in an engaging and safe environment.



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	99	100	112	104
Girls	97	86	90	84

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	96	94.2	94.2
1	94	96.8	92.5	92.5
2	96.8	93.1	93.1	92.8
3	92.6	96.3	94.1	92.7
4	93.6	94.4	92.2	92.8
5	94.4	91.5	93.8	90.5
6	90.9	94	89.7	93.3
All Years	93.8	94.3	92.8	92.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

The tables above show student enrolment numbers and attendance rates over the past four years. In 2019 the school had 188 students enrolled. Student numbers have slightly decreased since the introduction of the school zoning policy. Teachers mark roles each day and follow up unexplained absences. Executive staff follow up on any unmarked role by 10.00am each day and work closely with the Home School Liaison Officer in relation to attendance.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.96
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.42
Other Positions	0.2

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

All teachers currently working at Gol Gol Public School have completed the required mandatory training. All permanent teachers post 2004 have completed their teacher accreditation requirements. All pre-service 2004 teachers are fully qualified. Staff undertake intensive training and development opportunities to ensure that they are delivering quality teaching and learning for the students in their care. The school works closely with the parents of Aboriginal students.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	267,927
<b>Revenue</b>	2,234,894
Appropriation	2,135,618
Sale of Goods and Services	2,213
Grants and contributions	95,906
Investment income	1,157
<b>Expenses</b>	-2,037,823
Employee related	-1,763,373
Operating expenses	-274,450
<b>Surplus / deficit for the year</b>	197,071

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.

The Gol Gol Public School is in a sound financial position.

- The Principal and the Senior Administrative Manager have been involved in implementing Department Of Education financial management processes throughout 2019.
- The Balance Carried Forward figure does not account for outstanding invoices in relation to purchase of resources for student use in 2020, casual salaries and some outstanding invoices at the time of publishing this report.
- All carried over 2019 funds will be expended in the 2020 school year. Funds will be expended on supporting student learning in their classrooms, on books, science and technology resources, playground improvements and in resource purchases relating to all Key Learning Areas.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	44,781
<b>Equity Total</b>	122,980
Equity - Aboriginal	3,682
Equity - Socio-economic	26,651
Equity - Language	0
Equity - Disability	92,647
<b>Base Total</b>	1,601,868
Base - Per Capita	47,397
Base - Location	53,729
Base - Other	1,500,742
<b>Other Total</b>	120,787
<b>Grand Total</b>	1,890,416

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.

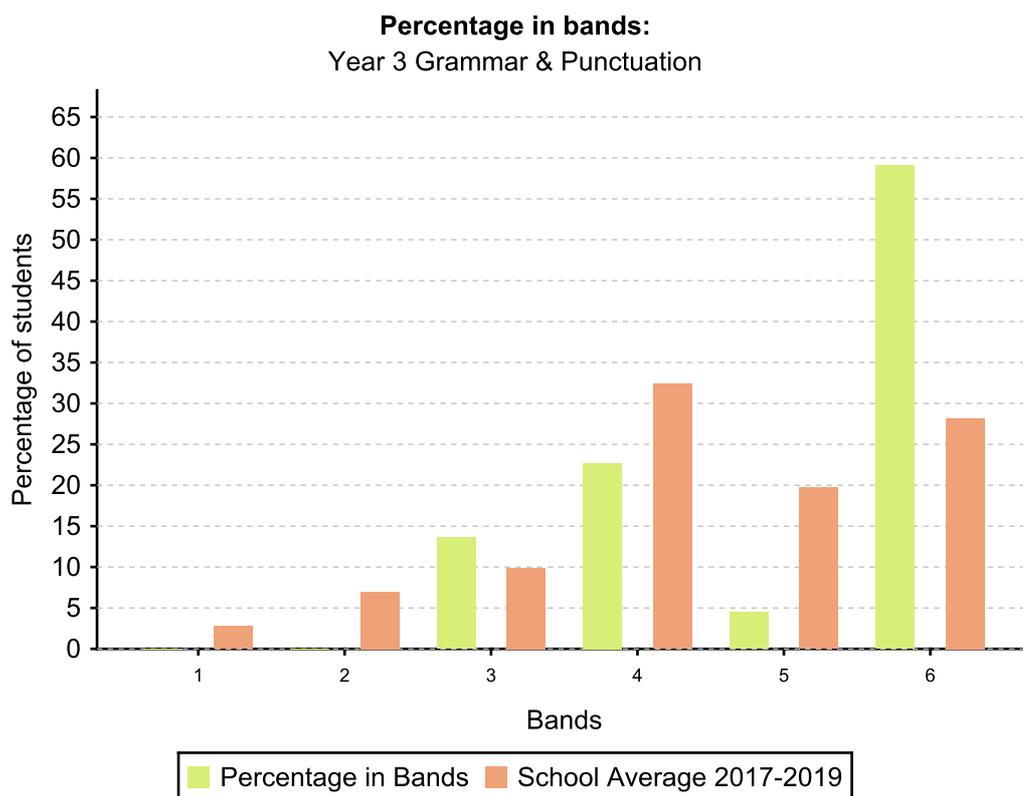
The above figures include staff salaries, funds to support students with their learning and targeted funds which must be expended for specific purposes.

## 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.

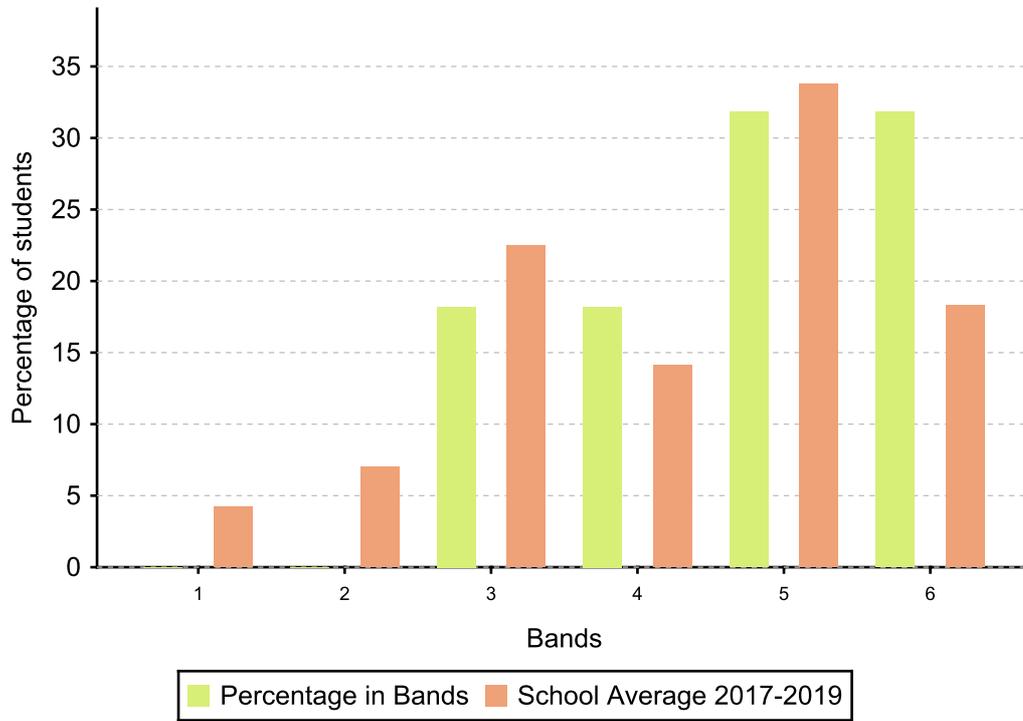
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



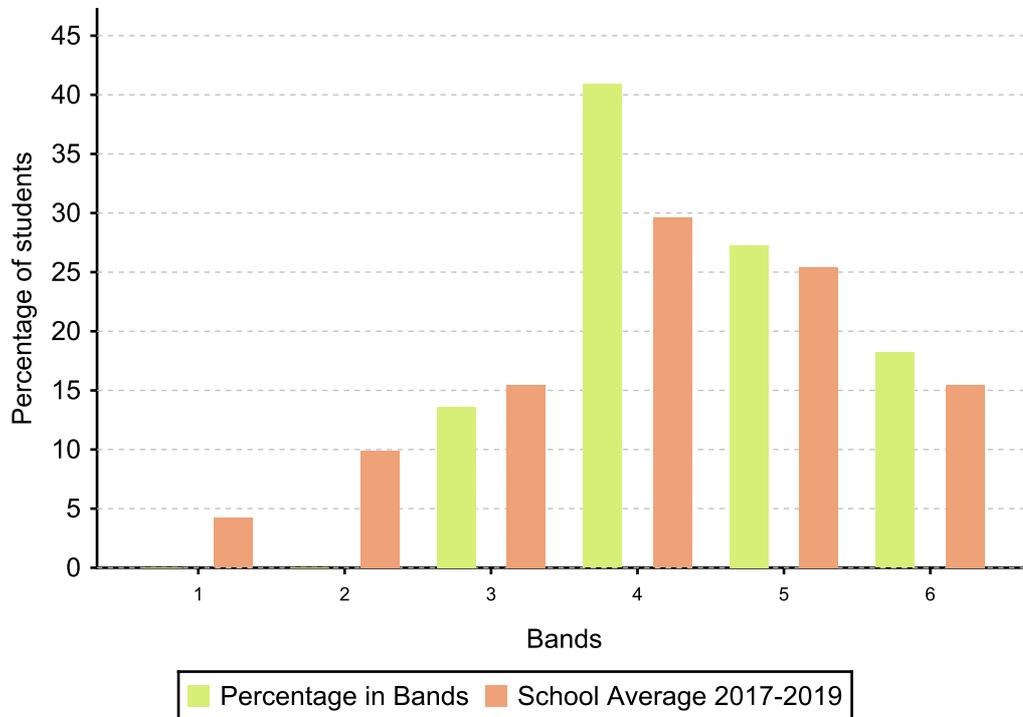
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	13.6	22.7	4.5	59.1
School avg 2017-2019	2.8	7	9.9	32.4	19.7	28.2

**Percentage in bands:  
Year 3 Reading**



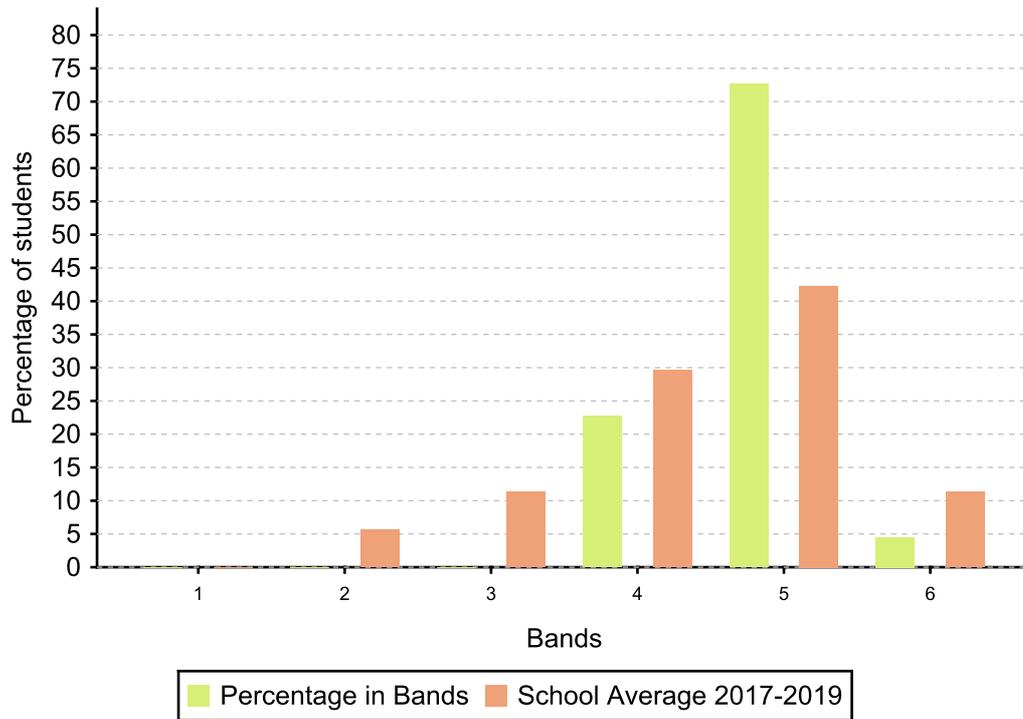
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	18.2	18.2	31.8	31.8
School avg 2017-2019	4.2	7	22.5	14.1	33.8	18.3

**Percentage in bands:  
Year 3 Spelling**



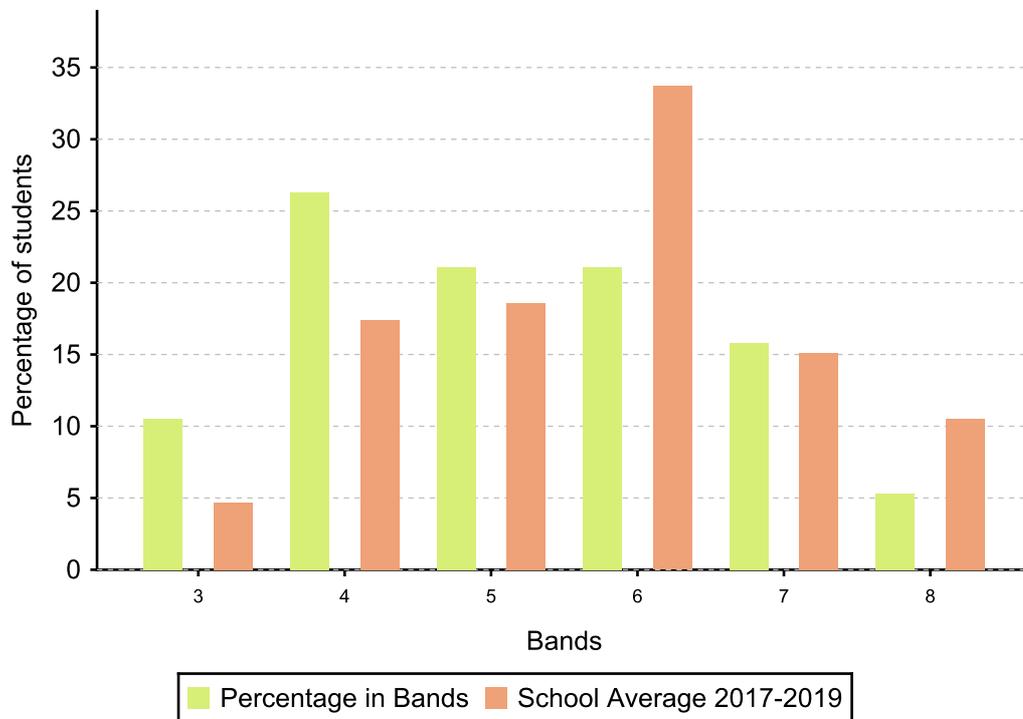
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	13.6	40.9	27.3	18.2
School avg 2017-2019	4.2	9.9	15.5	29.6	25.4	15.5

**Percentage in bands:  
Year 3 Writing**



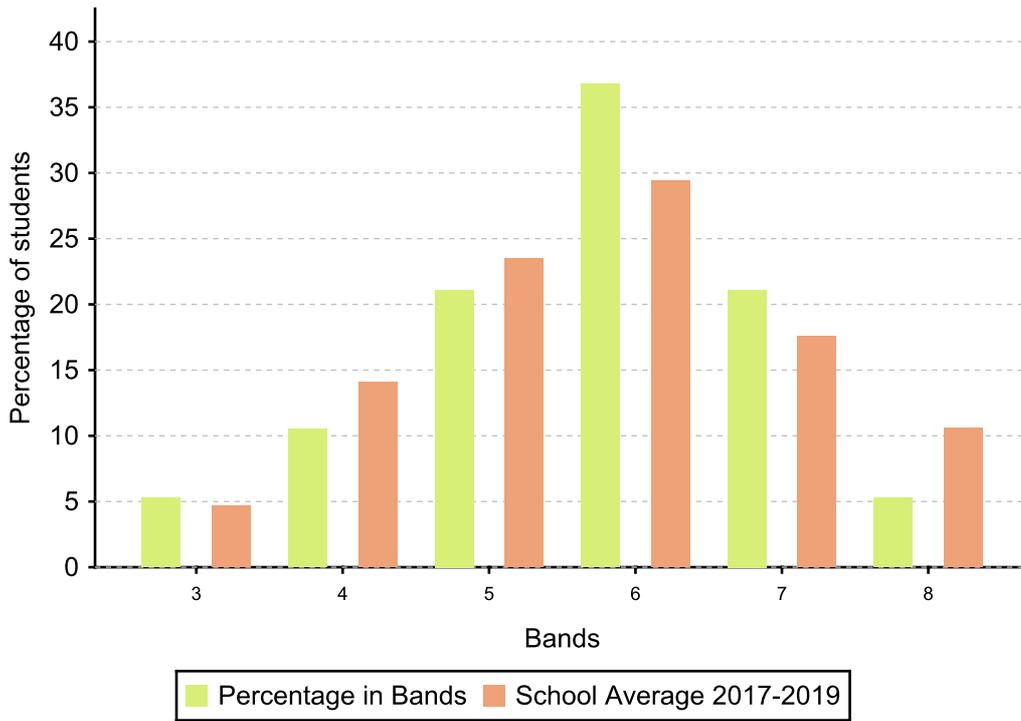
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	22.7	72.7	4.5
School avg 2017-2019	0	5.6	11.3	29.6	42.3	11.3

**Percentage in bands:  
Year 5 Grammar & Punctuation**



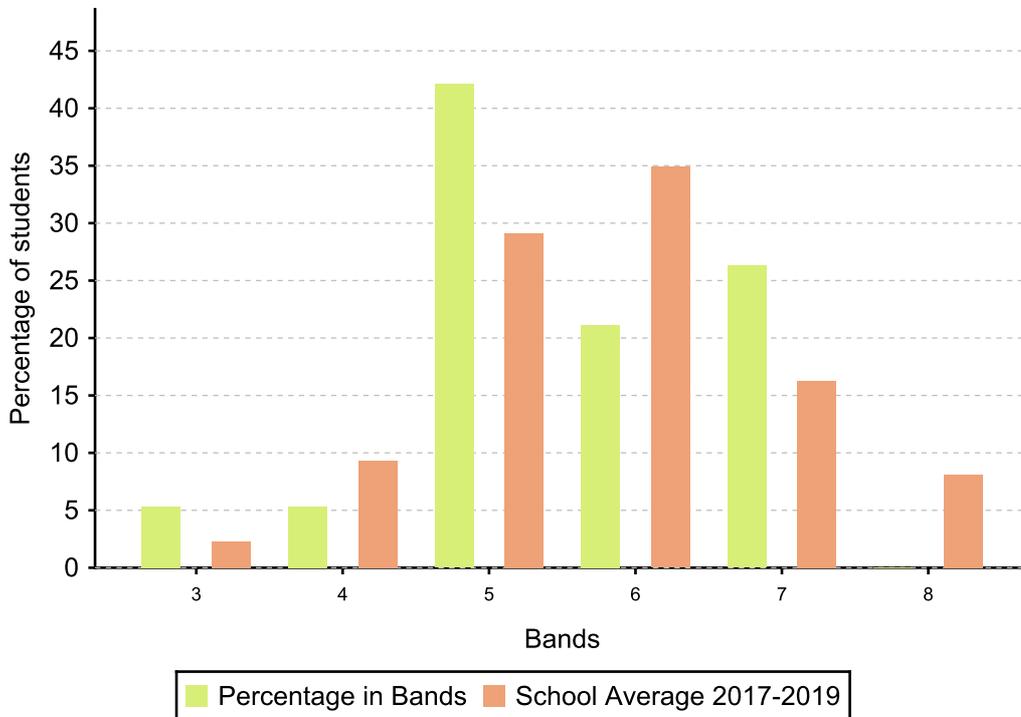
Band	3	4	5	6	7	8
Percentage of students	10.5	26.3	21.1	21.1	15.8	5.3
School avg 2017-2019	4.7	17.4	18.6	33.7	15.1	10.5

**Percentage in bands:**  
Year 5 Reading



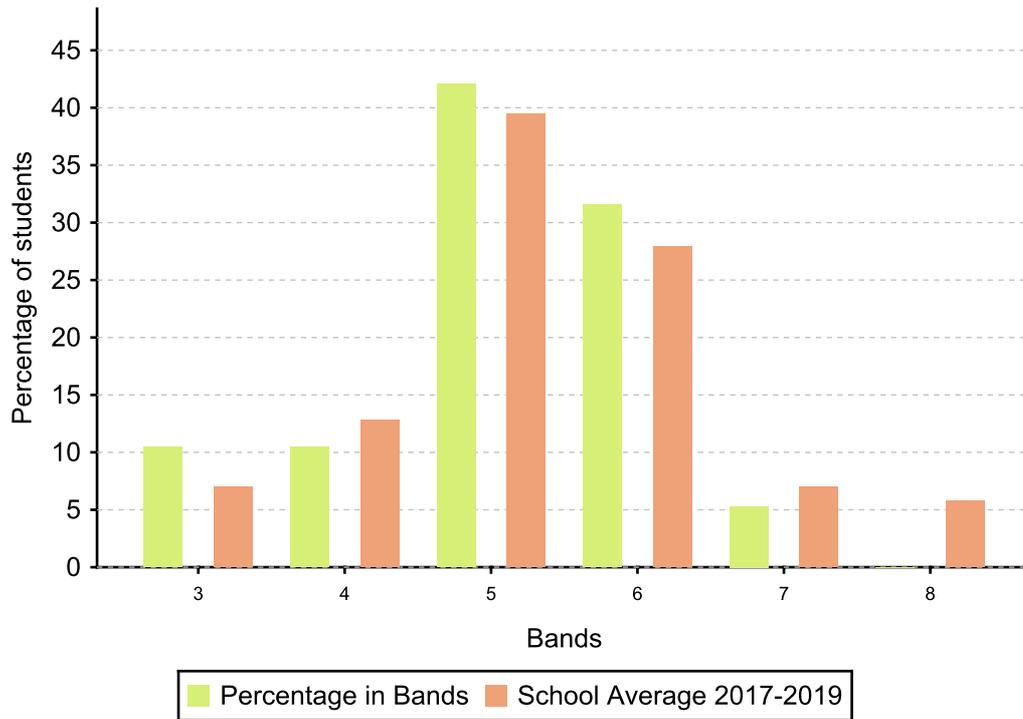
Band	3	4	5	6	7	8
Percentage of students	5.3	10.5	21.1	36.8	21.1	5.3
School avg 2017-2019	4.7	14.1	23.5	29.4	17.6	10.6

**Percentage in bands:**  
Year 5 Spelling



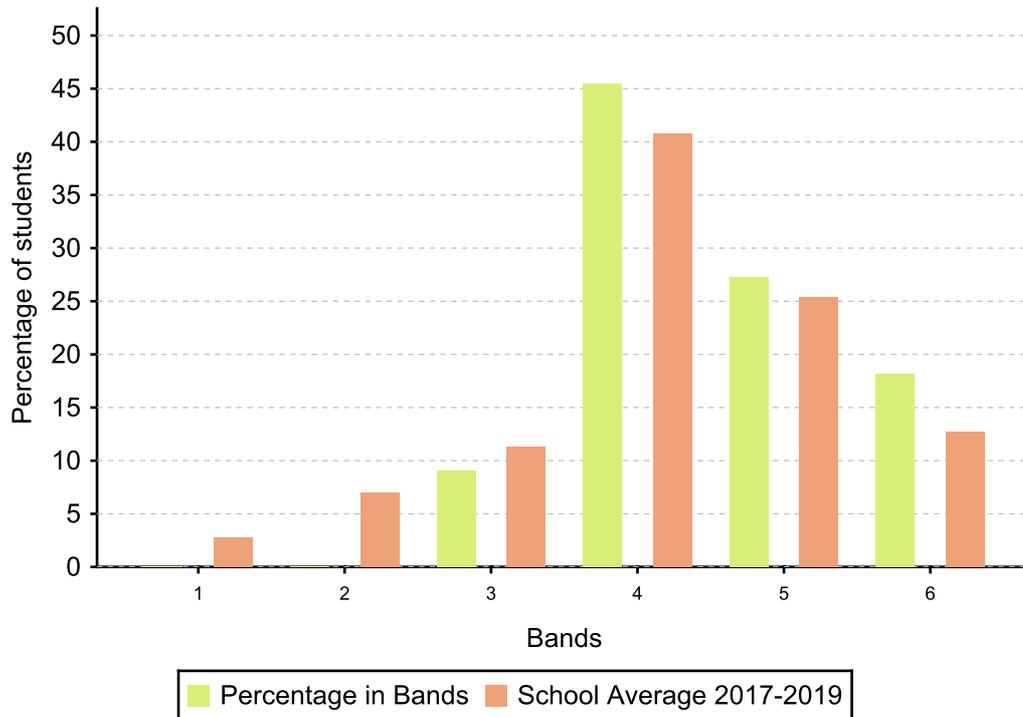
Band	3	4	5	6	7	8
Percentage of students	5.3	5.3	42.1	21.1	26.3	0.0
School avg 2017-2019	2.3	9.3	29.1	34.9	16.3	8.1

**Percentage in bands:**  
Year 5 Writing



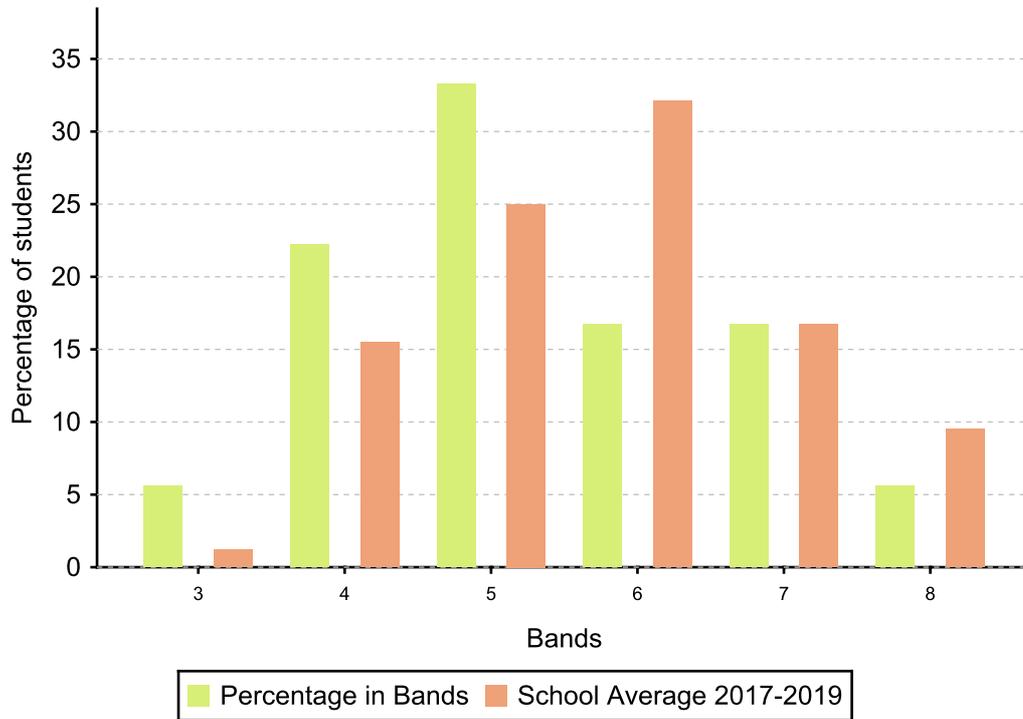
Band	3	4	5	6	7	8
Percentage of students	10.5	10.5	42.1	31.6	5.3	0.0
School avg 2017-2019	7	12.8	39.5	27.9	7	5.8

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	9.1	45.5	27.3	18.2
School avg 2017-2019	2.8	7	11.3	40.8	25.4	12.7

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	5.6	22.2	33.3	16.7	16.7	5.6
School avg 2017-2019	1.2	15.5	25	32.1	16.7	9.5

The Gol Gol Public School students currently sit the NAPLAN paper and pen tests. Gol Gol students will sit the paper and pen NAPLAN tests in 2020. In 2021 students will sit the tests utilising the electronic computer based testing. The students at Gol Gol continue to make good progress in literacy and numeracy. For further information please refer to the My School Website <http://www.myschool.edu.au>. Insert Gol Gol Public school in find a school and select Go to access the school data.

## Parent/caregiver, student, teacher satisfaction

For several years now the school has sought the opinions of parents, students and teachers about the school. In the "Tell Them From Me" surveys conducted in 2019, students believe there is a positive learning environment with clear expectations for success. Staff set high expectations for student learning and their assessment strategies help them to address student needs. Parents believe that the school provides a safe, supportive and inclusive learning environment. A copy of the "Tell Them From Me" survey results are available through the school office.







# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

In reference to the Aboriginal Education Policy, the school educates all students about Aboriginal History and contemporary Aboriginal Australia. There is an Aboriginal perspective across the curriculum culminating in the celebration of significant events such as NAIDOC and visits to Mungo National Park. School leaders and staff took part in a Mungo Youth project Student Leadership camp at Mungo involving students from city and country schools in May 2019.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

At Gol Gol Public School the principal is the current Anti-Racism Contact Officer. The Gol Gol school educates students to live in a harmonious and culturally diverse society. The expectations of the school incorporate the Dignity and Respect Charter whereby all people are expected to talk and behave in a respectful manner.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Teaching programs are designed to raise the awareness of and acceptance of all cultures and customs. The Italian Community Language Program, Stephanie Alexander Kitchen Garden Program and the City Country Alliance initiative enable students and staff to gain a deeper knowledge and understanding of culture and customs.

## Other School Programs (optional)

The school has initiated a number of highly valued programs. The school is recognised for its Community Band, Music Program, Stephanie Alexander Kitchen Garden Program, Environmental Grape Block Studies, Sport Participation and Representation. The Rural Experience Program in which a Sydney teacher taught Science, Mathematics and Technology Studies involving students and staff was a huge success. The Playground Improvement Committee are commended for the excellent work carried out throughout the year. The school has also placed emphasis on the "Live Life Well" initiative which emphasises the importance of healthy eating, exercise and lifestyle. The Gol Gol School Country Fair was once again a resounding success due to the involvement of the school community.