

# Goolmangar Public School

## 2019 Annual Report



2037

## Introduction

The Annual Report for 2019 is provided to the community of Goolmangar 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

This year has been a successful year in working towards developing a creative school with great innovative projects. Our school vision encompasses engaging students in becoming independent, creative, resilient learners. Everything our school community have engaged in this year focused on this vision. We have inspired our students to be creative and critical thinkers in many areas.

From Project Based Learning to 3D printing or learning two extra languages, our students have had some amazing learning experiences. This was the year we launched steel pan drumming into the community, performing at the Lismore Performing Arts Festival and different local shows. The students in Yrs4/5/6 had a great week in Brisbane and the Sunshine Coast on camp. The highlights were Australia's Zoo and Underwater World. The students had their first sleepover at school in many years. All enjoyed the night cooking damper on a stick and playing games.

Creative Clubs continues to provide student choice and voice in their learning. From coding, to design and making, cooking, dance, art and making musical instruments, the community were keen to be involved.

Aquaponics was a big project this year and continues into 2020. The students were finalists at the Green Innovations Awards day for their movie that focused on sustainability of water and growing our own food. This is also reflected in other projects happening in the school such our vegetable garden, orchard and collection of eggs from our champion chickens.

Our specialist teachers are masters in creating learning experiences that are engaging with an element of self-discovery, specifically in Science and Technology and Creative Arts.

In summary, the school community have collaborated and supported one another to provide our students with the most remarkable experiences. I would like to thank the dedicated staff and community for their efforts in making Goolmangar Public School simply a school that excels.

I certify the information provided in this report is the result of rigorous school self-assessment and the review process was undertaken with staff, parents and students. It provides a balanced and genuine account of the school's achievements and areas for future learning.

If you would like to know more about Goolmangar Public School please do not hesitate to contact us.

Rachel Bertuzzi

### Message from the school community

#### Presidents Report– December 2019

The P&C have had another great and busy time with various projects and events. We have had working bees, fund

raising in the form of a trivia night, election BBQ, disco and recycling of can collection as well as the Friday afternoon clubs.

With the help of the school staff and parents, the community and surveys, we conducted various events this year with great success. The things we as a community have achieved is a great help and benefit for the school and the children.

Some of the events or projects the GPS community helped fund or organise this year were:

Joint trivia night with Goolmangar hall – \$400

Greenhouse –\$150

School trip – Brisbane – \$700

Book vouchers –\$320

Vegetable garden –\$120

Election BBQ – \$300

Disco – \$130

Plus, various other things like, plants, seedlings, mulches and fertilisers.

We started off the year with \$87.00 and have had outgoings as listed as well as inputs like fund raising and the can and bottle recycling collection.

I would like to acknowledge and thank all the Goolmangar PS community for their help this year, we had a few working bees and without you we couldn't achieve the things we did. The greenhouse relocation and setup in July was a great success, with the donation of aquaponics equipment from the Gleeson family has kick started the project for next term. We had the annual disco in February, the theme was under the sea and was a great success and enjoyed by all. This year we hosted a trivia night at the Goolmangar hall, we showcased our school with our organisational skills and brainpower, however we thought it best to let someone else win. It was a great success for promoting our school and we also made \$400.00. Thank you to everyone for their support.

This year the school went to the Nimbin show, we entered in fruit and vegetables, art, poultry and cooking and entertainment. The school won with our vegetables, art, Lewis's cake and our champion white leghorn bantams, not to mention our encore drumming performance and Lewis's whip cracking. We have been invited back next year, and asked to run the pavilion. Thanks to Ms McEwen & every ones help.

This year GPS and the community continued the "Creative Clubs" on Fridays. We have had great success with our clubs. We had cooking, metal work, timber work, art & craft, music, bucket drumming, gardening, coding, 3D printing and electronics. I'd like to thank everyone who gave their time to make this a great success. Next year we would like to try a personal interest project with Yrs 3–6.

I would like to thank Tony, Karen and Kara as well as other the members who attended meetings. Also, I would like to thank the staff of Goolmangar PS for their help and support throughout the year.

We have started a community drumming club this year and are looking for more people, a huge thank you to Gordon Ramsey for his time and guidance teaching us how to play.

The P&C would like to thank the parents and families of GPS with your help throughout the year.

The most important thank you to our fantastic children and their fantastic minds.

Kind regards

Patrick Greene

# School background

## School vision statement

At Goolmangar Public School, we will engage our students in becoming independent, creative, critical and resilient learners in a happy and safe environment.

## School context

Goolmangar Public School students come from our local enrolment area of Goolmangar and Koonorigan. The school community provides an inclusive learning culture where ideas are valued and shared.

It has future focused learning facilities whilst incorporating an open plan playground promoting an active environment for learning and play. We provide a flexible, creative curriculum to build learning capabilities, such as inquiry learning. All students are supported to reach beyond their potential.

Specialist teachers in science, technology, sport, Italian and arts have successfully extended students in these areas.

The School Community maintain strong support for the school by contributing to implementation of protocols and maintenance of an effective, innovative P&C.



## 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. 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.

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/school-excellence>

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1

Excellence in teaching and leadership

### Purpose

Through excellence in teaching and leadership at Goolmangar Public School, we will continue to provide engaging opportunities to develop life long learners.

### Improvement Measures

A high proportion of students can articulate their learning and understand what they need to learn next to enable continuous improvement (Ref. SEF v.2 Learning Domain: Curriculum).

Teachers routinely use evidence of learning, including a range of formative assessments to inform teaching, adapt their practice and meet learning needs of students (Ref. SEF v.2 Learning Domain: Assessment).

A high proportion of students will meet expected literacy and numeracy outcomes using learning progressions.

### Progress towards achieving improvement measures

#### Process 1: Best Practice To Enhance Student Learning

##### Processes: Collaboration/ Use of data to inform practice

Teachers will draw on research, support from colleagues to participate in professional learning based on evidence informed best practices..

All teachers will improve their practice by developing effective classroom practice with an emphasis on the use of data to inform practice.

Evaluation	Funds Expended (Resources)
<p><b>FORMATIVE ASSESSMENT</b></p> <p><b>Action:</b> Most of the staff from Goolmangar PS, Blakebrook PS and Whian Whian PS completed the second year of the program, Assessment for Learning (formative assessment) through attending two workshops a term and setting action plans to trial new formative assessment strategies.</p> <p><b>Findings:</b> The final evaluation indicated all participants practise formative assessment daily to use data that monitors achievements in learning and informs planning for particular students. All participants appreciated the collaborative learning environment, sharing experiences and the variety of different formative assessment strategies.</p> <p><b>Implications:</b> All teachers understand formative assessment and are indicating they are using varied strategies in the classroom.</p> <p><b>SUMMATIVE ASSESSMENT</b></p> <p><b>Action:</b> Regular review of whole school summative assessment procedures and in teaching and learning programs</p> <p><b>Findings:</b> The final evaluation indicated the summative assessment tools for English and Mathematics are in place and have been used to triangulate data to inform achievements on programs teachers have implemented. The SEF Self-Assessment Survey 2019 indicated that teachers need to be assisting students in articulating their learning and understand what they need to know next to enable continuous improvement.</p> <p><b>Implications:</b> All teachers understand formative assessment and are indicating they are using varied strategies in the classroom. In 2020, teachers at Goolmangar PS will work towards making learning more visible in the</p>	<p>Assessment for Learning Program</p>

## Progress towards achieving improvement measures

classroom through setting up I can statements in numeracy, writing and other key learning areas.

## Strategic Direction 2

Excellence in learning

### Purpose

Through excellence in learning at Goolmangar Public School, we are intent on providing students with access to an adaptable learning environment.

### Improvement Measures

A high proportion of students will show growth on the school's 'Critical and Creative Thinking' learning continuum.

Most students will show progress on the literacy and numeracy learning progressions, with a significant number working above expected level.

### Progress towards achieving improvement measures

#### Process 1: Creating a Thinking School

**Processes: Collaboration, high expectations, and explicit teaching.**

Teachers will use the 'Critical and Creative Thinking' learning continuum and other sources to develop a school set of learning processes and learning dispositions. .

Evaluation	Funds Expended (Resources)
<p><b>Action:</b> Students and staff unpacked the learning dispositions displayed at our school during class and reported on students responses in the newsletter.</p> <p><b>Findings:</b> Students and teachers were able to refocus on what is a good learner.</p> <p><b>Implications:</b> Students from Kinder to Year 6 indicate elements of resilience and creativity in their learning and life at school. Students are challenging themselves through attempting activities that they are not necessarily comfortable in doing. In 2020, staff and students need to reflect on the critical and creative learning continuum throughout the year setting relevant learning goals.</p>	School Signage

#### Process 2: Building Resilience in Students

**Processes: Wellbeing and collaboration.**

The students will develop the qualities of being a resilient learner. Learning in our school will focus on student empowerment, be visible, provide collaborative opportunities.

Evaluation	Funds Expended (Resources)
<p><b>Action:</b> Students completed their student comments page including how they see themselves as a 'good' learner.</p> <p><b>Findings:</b> 25% of students from K–6 indicated themselves as a good learner in relation to the themes perseverance, curiosity and resilient. Most students still categorise themselves as a good learner by being helpful, listening to others or instructions etc. Whilst these are admiral qualities this strategic direction requires students to become more affiliated with the creative and critical learning continuum.</p> <p><b>Implications:</b> Some students (particularly the older students) have begun to understand the importance of seeing themselves as a learner.</p>	

## Progress towards achieving improvement measures

In 2020, students need to be immersed in learning experiences that require higher order thinking with constant reflection on the rainbow learning steps. The Student Comments page could be edited to reflect a combination of the learning steps and the creative and critical learning continuum. Students from Yrs3–6, will have opportunity to choose a specific project to learn about and this will involve multiple intelligences.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Classroom teacher was employed to supervise K–6 class during lessons and cover any extra resources.	<p>Students are able to speak and recognise a variety of vocabulary and phrases.</p> <p>Regular snippets were provided via the school newsletter to improve home and school partnerships in connecting to country.</p>
<b>Socio-economic background</b>		<p>Action; Employment of an Italian Language Teacher was offset by this small amount of funding.</p> <p>Findings: All students are learning a second language. The students who have been learning Italian for more than this year are doing extension work that stage 4 students are completing in high school.</p> <p>Implications: Students are successful in speaking Italian relevant to their learning stage. This program has broadened the vocabulary of all students. Through this program we have a community member who comes to our school to also learn Italian thus providing an extra service to the community.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	8	8	13	10
Girls	7	8	5	6

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	100	93.5	86.8	92.8
1	87.1	95.6	93.4	91.1
2	97.8	86.8	78.2	93.4
3	92.5	92.9	90.5	87
4	95.3	87.8	97.8	92.5
5	92.1	93.1	90.6	96.9
6	90	94.5	83.9	88.6
All Years	92.6	91.6	89.3	91.7
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

### 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
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*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.

## 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>	69,810
<b>Revenue</b>	402,337
Appropriation	390,075
Sale of Goods and Services	1,622
Grants and contributions	9,673
Investment income	967
<b>Expenses</b>	-342,229
Employee related	-295,737
Operating expenses	-46,492
<b>Surplus / deficit for the year</b>	60,107

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.

## 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>	0
<b>Equity Total</b>	20,884
Equity - Aboriginal	1,559
Equity - Socio-economic	6,341
Equity - Language	0
Equity - Disability	12,984
<b>Base Total</b>	294,735
Base - Per Capita	4,223
Base - Location	1,307
Base - Other	289,204
<b>Other Total</b>	9,217
<b>Grand Total</b>	324,835

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.

## 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

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Parents/Carers and community members were asked to respond to our annual survey. 87% of the surveys indicated a strong belief in having an active role in planned activities and opportunities to be informed about their children's progress. The majority of parents/carers and community members agree they have opportunity to collaborate in implementing or participating in events that encourage family and community involvement. It is a general consensus that Creative Clubs, Expos, performing arts (drama, steel pan drumming), environmental and exhibits at local events are highlights of what our school does every year.

Students were surveyed (92%) findings indicated:

- the majority of students feel happy and safe at Goolmangar PS.
- more 90% of students indicated a support person(s) at school that they can identify with.
- overall satisfaction with staff and learning experiences.

Staff were surveyed at Goolmangar PS. 100% of the staff who responded to the survey indicated they feel:

- a strong sense of belonging to the school.
- well supported.
- they have an active role in the school.

Staff indicated there are a "great range of activities for the students, e.g. excursions, sports, clubs and extras like expos/languages". We excel in "identifying student strengths and planning to enhance student learning experiences, involving community in school life, engaging with outside services etc. to improve student outcomes".



## 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.

### 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.

### 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.