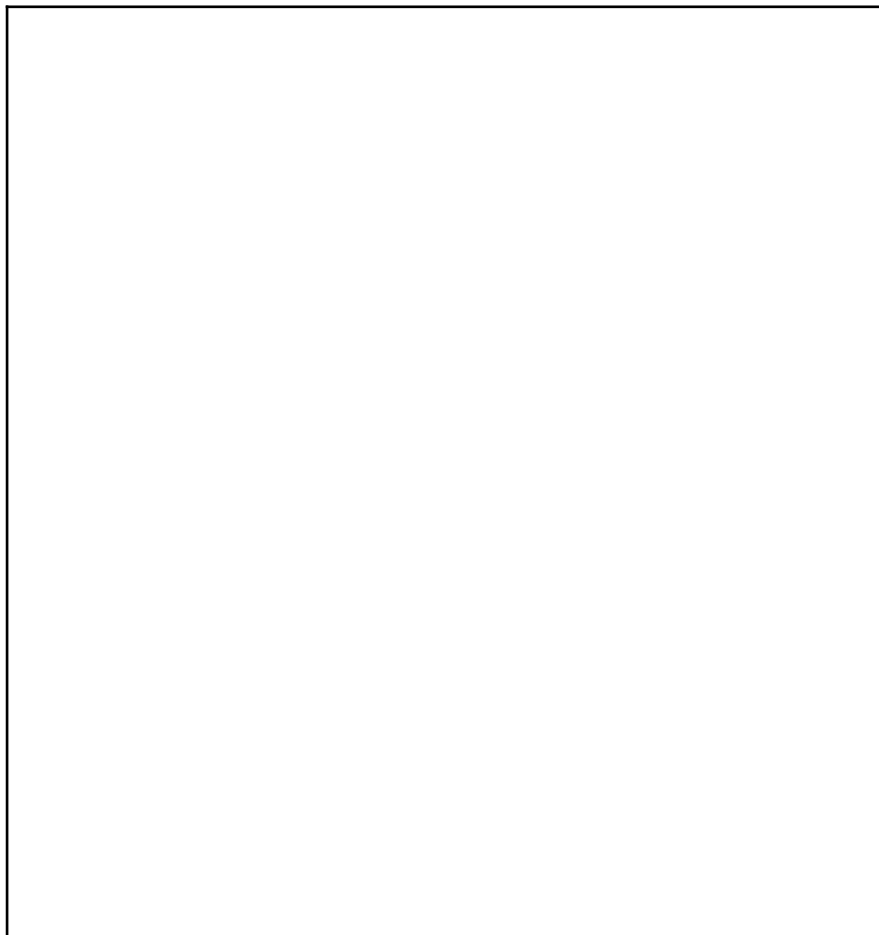


Goulburn East Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Goulburn East Public School as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

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

School context

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

We currently have 162 students enrolled from Kindergarten to Year 6. We pride ourselves on being an inclusive school, welcoming all students and their families to our school community. Our students come from a variety of socio-economic backgrounds with 8% students identifying as Aboriginal and 6% students indicating that they have a language other than English spoken at home.

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

Student needs have changed student needs have changed, we have had several changes in staff. In 2019 we used our Equity Funding to have our Learning and Support Teacher available for four days each week. Our three School Learning Support Officers have continued to work across all classes supporting students and teachers.

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

Self-assessment and school achievement

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

Strategic Direction 1

Excellence in Learning

Purpose

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

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

Improvement Measures

Significant evidence that technology is being integrated into quality teaching and learning experiences, reflected in classroom practice, professional learning and dialogue, teaching programs and assessments.

All teachers use data to program for the range of individualised learning needs

Improvement in the number of students reaching expected growth in all NAPLAN assessments

Measure student wellbeing using results from Tell Them From Me student and parent surveys to provide a benchmark for further planning.

Progress towards achieving improvement measures

Process 1: How will we do it?

Teachers will source, review, implement and integrate new and emerging technologies into classroom use, communication and management tasks.

Evaluation	Funds Expended (Resources)
The use of Google Drive has been a successful platform for communication amongst staff and senior students.	\$6000 for purchase of resources and course costs including relief teachers
Evidence of technology being used in genuine learning contexts K–6	\$3000 for a teacher to be released to maintain and update ICT resources and mentor staff

Process 2: All teachers will train in the use of assessment for, assessment as and assessment of student learning and use them to support differentiation in programming and teaching, and to guide consistent teacher judgement and reporting practices across the school.

Evaluation	Funds Expended (Resources)
Executive worked with their stage teams to implement a range of assessment strategies into classroom practice	\$1000 training costs and purchase of professional reading material

Process 3: All staff will implement strategies from Berry Street Education Model, Bounce Back and Wellbeing Framework as part of a coordinated whole school approach to enhance student wellbeing, resilience and engagement.

Evaluation	Funds Expended (Resources)
Implementation of Phase One Positive Behaviour for Learning (PBL) commenced	\$3000 PBL training and casual cover

Strategic Direction 2

Excellence in Teaching

Purpose

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

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

Improvement Measures

All staff have a Performance and Development Plan which is linked to the National Standards and supports the mandated accreditation process.

All staff participate in quality professional learning including Quality Teaching Rounds, Visible Learning and Focus on Reading and there is evidence of strategies being implemented in class programs, teaching practice and professional dialogue.

Evidence in all programs of collaborative planning, differentiation and planned assessment

Progress towards achieving improvement measures

Process 1: How will we do it?

Monitor Performance and Development Plans to ensure their effectiveness as a tool for professional development and career progression.

Evaluation	Funds Expended (Resources)
Staff and network meetings to develop school and personal goals	\$2000 collaborative planning time and meetings with executive
Meetings with Executive – casual cover	

Process 2: Executive staff train in Quality Teaching Rounds and design, implement and oversee a schedule for our school context

Evaluation	Funds Expended (Resources)
All executive including the principal trained to lead Quality Teaching Rounds. Staff trained in lesson criteria, marking codes and QTR processes and protocols.	\$2000 QTR training

Process 3: Engage in whole staff, network planning sessions to collaboratively plan and share quality practice.

Evaluation	Funds Expended (Resources)
External Validation (September 2019) successfully completed with clear ongoing self-assessment plan in place to monitor progress.	\$6000 casual cover to complete External Validation

Strategic Direction 3

Excellence in Leading for Learning

Purpose

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

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

Improvement Measures

All class programs embed cross curricular perspectives including Aboriginal Education and community into teaching programs, learning experiences, events and performances

Positive feedback from surveys, focus groups and interviews regarding communication, management and promotion of our school.

Progress towards achieving improvement measures

Process 1: How will we do it?

Community connections will be sought, nurtured and strengthened to provide genuine context for student learning and development of own identity through an understanding of culture, histories and language.

Evaluation	Funds Expended (Resources)
Coherent and comprehensive approach to supporting Aboriginal students, educating all students and staff in Aboriginal culture, experiences and histories.	\$6000 Aboriginal Background

Process 2: Implement an integral whole school approach to promote effective communication with parents and carers.

Evaluation	Funds Expended (Resources)
Review of Prospectus completed – final copy to be ready June 2020. Seesaw and Skoolbag being used efficiently as a source of information and communication tool between home and school.	\$2000 printing costs, casual cover

Process 3:

Evaluation	Funds Expended (Resources)
See Communication above	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$10 000 Teacher to support initiatives over 12 months and learning assistance</p> <p>Community events, purchase of resources, district dance item at GCOPS Concerts</p>	Positive feedback from students and families both indigenous and non-indigenous. Genuine acknowledgement of diversity amongst our student population.
English language proficiency	\$3660	Final review to establish progress and class placement for 2020
Low level adjustment for disability	<p>\$80 000 (of which \$53 000 is FTE 0.5 Learning and Support Teacher)</p> <p>SLSO funding and additional LaST time</p>	Enhanced learning and support role involving case management, liaising with staff and counsellor, providing professional learning for SLSO and teachers, supporting families.
Quality Teaching, Successful Students (QTSS)	QTSS (\$30 000)	Instructional Leadership role for Assistant Principals provided genuine and timely support for all staff
Socio-economic background	\$49 000	School Learning Support Officers work closely as part of the Learning Support Team to deliver high level academic and social support to identified students.
Support for beginning teachers	\$4 300	Supporting the completion of proficient level teacher accreditation

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	77	83	85	87
Girls	74	82	87	77

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.2	95	97	94.3
1	94.9	95.7	95.7	95.3
2	96.8	94.4	96.4	92.5
3	92	97.5	95.3	95.1
4	95.3	95.5	96.3	94
5	94.2	92.7	94.5	96.1
6	95.1	95.5	93.6	92.6
All Years	95	95.2	95.6	94.2
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
Assistant Principal(s)	2
Classroom Teacher(s)	5.88
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	1.82

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	315,809
Revenue	1,707,825
Appropriation	1,647,446
Sale of Goods and Services	983
Grants and contributions	57,427
Investment income	1,970
Expenses	-1,657,357
Employee related	-1,517,791
Operating expenses	-139,566
Surplus / deficit for the year	50,469

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 Approved SBA (\$)
Targeted Total	44,615
Equity Total	143,154
Equity - Aboriginal	10,608
Equity - Socio-economic	49,635
Equity - Language	2,695
Equity - Disability	80,216
Base Total	1,380,084
Base - Per Capita	40,358
Base - Location	1,720
Base - Other	1,338,006
Other Total	57,497
Grand Total	1,625,350

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

As a small school in recent years, the strong sense of community and belonging continues to be a highly valued attribute of our school. This has been identified by staff, students and teachers in feedback over the 2019 period.

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

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

Teachers also valued the close relationship between home and school, staff and students, and staff and families. Whilst changes to procedures and routines have been necessary with the increasing enrolments in recent years, teachers realised the importance of clear and honest communication amongst all stakeholders and a respect for the contribution of all. Teachers felt that the implementation of the Performance and Development Framework provided a shared platform for professional dialogue for both new and experienced teachers and was a constructive and respectful way to support ongoing professional learning.

Policy requirements

Aboriginal Education 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.