

# 2020 Annual Report

## Goolgowi Public School



2035

# Introduction

The Annual Report for 2020 is provided to the community of Goolgowi 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

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2020 was definitely a challenging year but the COVID-19 pandemic showed how resilient our teachers, students, staff, parents and school community are. They were willing to learn new online platforms to enable students to continue learning from home. In so many different ways, everyone worked together to provide the best outcomes for students in an uncertain environment.

Anne-Maree Young

Principal

## School vision

At Goolgowi PS, we equip our students to be engaged, motivated, resilient, self-directed learners who think creatively and are collaborative problem solvers with real world connections.

This is achieved through the delivery of a high quality education driven by explicit teaching, high expectations, evidence-based programs and a collaborative approach which results in dynamic classrooms and engaged learners who reach their full potential.

We work together to create a positive school culture where the whole school community can connect, succeed and thrive.

## School context

Goolgowi Public School is a small isolated rural school located mid-way between Griffith and Hillston in the Shire of Carrathool in the North-West Riverina. It is at the crossroads of the Mid-Western Highway and Kidman Way. The school provides education for students drawn from both rural farming areas and students who live in the small village of Goolgowi.

Goolgowi Public School has a student population of 38 children with 1 multi- stage class and 2 stage classes. The school attracts equity funding to support the needs of students based on:

- Socio-economic background
- Aboriginal background
- Low level adjustment for disability.

We have a strong and supportive school community who help support our learning programs and resources.



A special treat for the whole school after the COVID lockdown

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	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

### Quality Learning

#### Purpose

To develop motivated, resilient and resourceful students who will become self-directed collaborative learners giving them lifelong learning skills to enable them to reach their full potential.

#### Improvement Measures

NAPLAN reading and numeracy results show an increase of 8% of students achieving in the top 2 bands by 2020.

All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Learning Progressions and the L3 benchmarks.

Teachers provide explicit and timely feedback to students on how to improve their learning. Students have a clear understanding of their learning goals.

#### Progress towards achieving improvement measures

##### Process 1: Technology

To continue to engage students in 21st century learning experiences through continual development of robotics, coding and technology programs across the school.

Evaluation	Funds Expended (Resources)
<p>Are teachers upskilled and confident in utilising technology as a learning tool?</p> <p>The teachers used their expertise to upskill colleagues in online apps as learning tools for students. They demonstrated how iPads could be used as an effective learning tool in the classroom and provided information procedures for managing iPads using Jamf.</p> <p>Ongoing support was provided between colleagues to enable teachers to maximise student outcomes and engagement. A STEM and technology day was organised for students to showcase how technology can be implemented in many different learning settings.</p>	<p>Teachers' expertise</p> <p>iPads stem.T4L kits</p> <p>Robotics &amp; coding hardware</p> <p>Online apps</p>

##### Process 2: Professional Learning

Develop staff capacity through targeted professional learning and to develop processes and structures for the implementation and development of student learning goals and rich learning experiences with a focus on literacy and numeracy and data driven to allow for self-directed learning.

Evaluation	Funds Expended (Resources)
<p>Has professional learning assisted teachers to develop their understanding of numeracy which will lead to an improvement in student outcomes?</p> <p>Teachers completed the 4 online courses in the Mathematics: Building blocks for numeracy and understanding units of measurement and one teacher completed and reported back to colleagues on the additive strategies courses. This professional learning enabled teachers to analyse the data from the check-in assessments and use this feedback to improve student outcomes.</p>	

##### Process 3: Learning and Support team

Enhance the skills of the Learning and Support team to identify students in need of support and develop personalised learning programs to improve student outcomes.

**Progress towards achieving improvement measures**

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>Are teachers using data effectively to support students who need additional assistance with learning?</p> <p>Using the check-in assessments, whole school assessments and PLAN2 data, teachers monitored student progress and identified students who needed extra support in literacy and numeracy.</p>	<p>PLAN2</p> <p>PAT-R, PAT-M</p> <p>NAPLAN</p>



STEM and technology day for students

## Strategic Direction 2

### Quality Teaching

#### Purpose

To create a dynamic and engaging learning environment underpinned by high expectations and quality teaching practices which are evidence-based and data driven and are differentiated according to the needs of individual students allowing for the development of self-directed learners.

#### Improvement Measures

100% of teaching and learning programs are data based, differentiated for student learning needs and demonstrate syllabus content measured by program review and student work samples.

90% of teachers provide explicit and timely feedback to students on how to improve their learning and use student learning goals to enable self-directed learning.

#### Progress towards achieving improvement measures

##### Process 1: Professional Learning

Develop the staff's skills and leadership capacities through ongoing research based targeted professional learning aimed at improving student engagement and outcomes with a focus on literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Do the teachers have an understanding of the progressions, their links to the syllabus and how they can use them effectively for student learning?</p> <p>Due to the detailed nature of the literacy and numeracy progressions, teachers decided to track students in one literacy sub-element (understanding texts) and one numeracy sub-element (quantifying numbers) from K-6 in line with the Early Action for Success requirements for K-2. Teachers will continue to use the progressions to increase their understanding of how they can be effective in the teaching and learning cycle.</p> <p>Areas of Focus in PLAN2 have allowed teachers to narrow the students targeted in key areas to inform their teaching and learning programs.</p>	<p>Griffith Network Literacy and Numeracy Strategy Advisor</p>

##### Process 2: Data Skills

Focused professional learning to build understanding and capacity of staff to collect, interpret, analyse and use data to develop differentiated classroom programs to support literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Have teachers collected a range of assessment data?</p> <p>Teachers collected data from the PAT- &amp; PAT-M assessments, class formative assessments, L3 five weekly data and the Check-in assessments for Years 3 and 5.</p> <p>Have teachers plotted students on PLAN2?</p> <p>During each term as the teachers observe different indicators, they plot all K-6 students in PLAN2.</p> <p>Are teachers using data to inform their teaching?</p> <p>Teachers are using this data to inform their teaching. The new Check-in</p>	

## Progress towards achieving improvement measures

assessments were valuable in giving a point in time assessment of students. The feedback was timely and teachers were able to respond to students' strengths and areas of need.

### Process 3: Quality Learning Experiences

Develop staff skills through professional discussion, collaboration and explicit systems creating quality learning experiences through collaborative programming and the use of explicit instruction and active learning

Evaluation	Funds Expended (Resources)
<p>Have teachers developed scope and sequences and units of learning in their professional learning time?</p> <p>Professional learning time where all teachers were off class at the same time, enabled teachers to complete a detailed mathematics scope and sequence and begin to develop the HSIE scope and sequence. Developing units of learning is an ongoing process.</p>	<p>Teacher \$465 x 10 days</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$4650.00)</li></ul>



## Strategic Direction 3

### Wellbeing

#### Purpose

To create a safe, effective learning environment where all members of the school community work together to develop positive, respectful relationships enabling students to connect, succeed and thrive.

#### Improvement Measures

Increase in the number of students achieving positive behaviour rewards.

Improvement in attendance rates of 5% across all grades as measured through SCOUT data.

Increase in parental attendance at school events.

#### Progress towards achieving improvement measures

##### Process 1: Positive Behaviour for Learning

Rebooting of Positive Behaviour for Learning within the school through community consultation and engagement.

Evaluation	Funds Expended (Resources)
<p>Are teachers using effective data management systems to inform future PBL directions?</p> <p>Negative and positive behaviour reports are used to determine the fortnightly PBL focuses. Teachers explicitly teach the expected behaviours to promote student wellbeing and learning.</p> <p>Teachers reviewed our PBL matrix and procedures to maximise its effectiveness on student behaviour.</p>	School PBL coordinator

##### Process 2: Wellbeing Framework

Development of staff and community knowledge of the Wellbeing Framework for Schools to focus on the wellbeing of students and staff and evaluate and update current policies and processes within the framework.

Evaluation	Funds Expended (Resources)
<p>Are parents and the school community aware of the programs and services the school offers to promote student wellbeing?</p> <p>Due to the COVID-19 restrictions, the weekly newsletter was mainly used to inform the school community of the services of a school counsellor and external agencies who work with the school to promote student wellbeing. These services were used to support the wellbeing of students, staff and parents after a series of mental health incidents in the Goolgowi community.</p>	

##### Process 3:

Evaluation	Funds Expended (Resources)
N/A	Nil

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>SLSO 4 hours daily for 4 days a week</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$5 433.00)</li> </ul>	<p>Have all students had access to extra support to improve literacy and numeracy outcomes?</p> <p>School Learning Support Officers were employed for four hours three days a week to support students in the classroom and implement Minilit and Multilit programs with students who need additional support. An Aboriginal school-based trainee was also employed one day per week to provide additional support for students.</p>
<b>Low level adjustment for disability</b>	<p>Employment of a third teacher</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$32 815.00)</li> </ul>	<p>Has the extra assistance helped students to make progress in literacy and numeracy?</p> <p>Employment of the third teacher enabled Stage 2 and 3 students to be split in literacy and numeracy. L3 five weekly data, internal assessments and PAT-R &amp; M reports show that students have made progress in literacy and numeracy and the extra support has helped students to grasp basic concepts.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Classroom teacher 0.065 FTE</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$7 110.00)</li> </ul>	<p>Were resources developed and professional learning presented to colleagues?</p> <p>Professional learning was interrupted by the COVID-19 restrictions but teachers were involved in online training and collaborative learning sessions which replaced face to face professional learning by outside specialists. L3 training was presented via Teams which allowed a sharing of teaching practices and learning activities for students.</p>
<b>Socio-economic background</b>	<p>SLSO 12 hours per week</p> <p>MiniLit and MultiLit resources</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$15 281.00)</li> </ul>	<p>Has there been an improvement in literacy by using the MiniLit and MultiLit program?</p> <p>Students involved in the MiniLit and MultiLit program showed an improvement in literacy although this was impacted by the lockdown. These students need regular, consistent support to make the expected progress in literacy.</p>



Making Johnny cakes.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	29	24	22	21
Girls	16	14	15	14

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	94.1	96.6	95.7
1	96.8	93.1	94.2	93.6
2	98.1	93.8	92.4	96.3
3	89.9	95.6	91.7	93.7
4	94	95.5	96.3	89.4
5	91.4	93.8	96.2	94.8
6	94.2	93.3	91.3	95.1
All Years	93.6	94	93.8	94.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	1.42
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration and Support Staff	0.95

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	160,303
<b>Revenue</b>	739,253
Appropriation	694,831
Sale of Goods and Services	3,107
Grants and contributions	40,975
Investment income	341
<b>Expenses</b>	-736,353
Employee related	-589,205
Operating expenses	-147,148
<b>Surplus / deficit for the year</b>	2,901
<b>Closing Balance</b>	163,203

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

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

	2020 Approved SBA (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	74,570
Equity - Aboriginal	4,075
Equity - Socio-economic	26,250
Equity - Language	0
Equity - Disability	44,245
<b>Base Total</b>	517,157
Base - Per Capita	8,899
Base - Location	15,280
Base - Other	492,978
<b>Other Total</b>	92,227
<b>Grand Total</b>	683,953

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.

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.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Photo taken by a student for the "Through your window" photo competition

## Parent/caregiver, student, teacher satisfaction

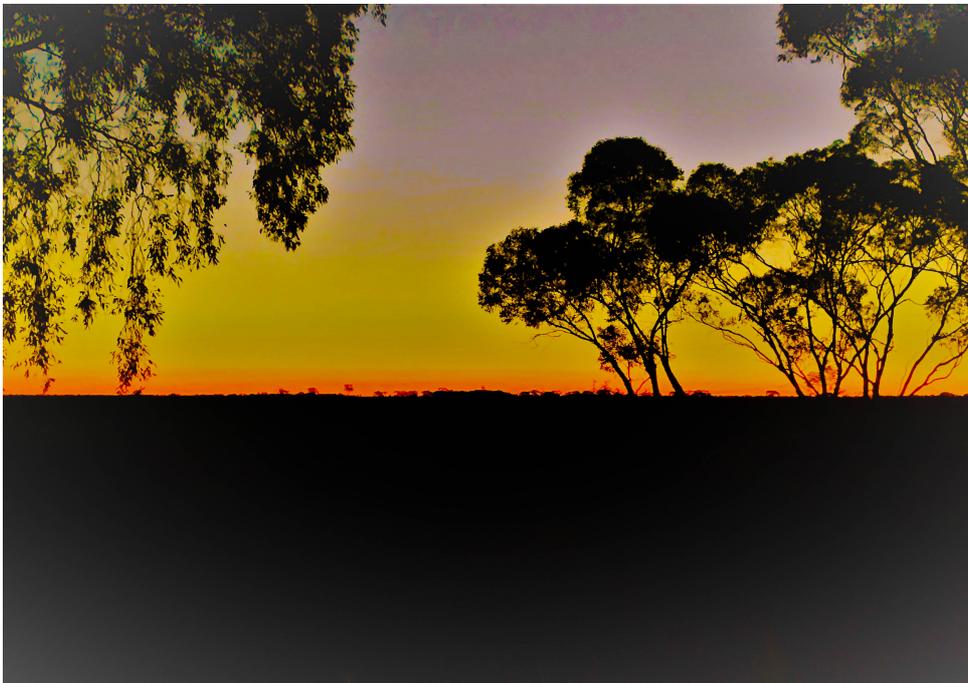
Each year schools are required to seek the opinions of parents, students and teachers about the school.

Although the small student cohort in Years 4 and 5 meant that data was suppressed, the student Tell Them From Me surveys showed:

- \* 83% of students had a sense of belonging to their school.
- \* 100% of students had high expectations of success.
- \* 85% of students were interested and motivated to learn which is a 10% improvement from 2019.

Thirteen parents responded to the online School Opinion survey. Parents surveyed agreed that the school is connected to its community and welcomed parental involvement. 92% of parents agreed that the school maintains a focus on literacy and numeracy. There has been an improvement in the number of parents who were aware of the student welfare programs the school implements and 92% of parents agreed these programs were supportive.

Although there is only a small cohort of teachers, 100% of teachers believe the school is connected to its community and parental involvement is positive and helpful. All teachers agree that the school offers challenging programs for students although ongoing work is needed to achieve high academic standards and our commitment to the environment needs to be strengthened.



Goolgowi sunset taken by a student for a Rural and Remote Schools photo competition

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.



Harmony Day activities