



# 2020 Annual Report

## Goulburn East Public School

2054

## Introduction

The Annual Report for 2020 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.

### School contact details

---

Goulburn East Public School

Eleanor St

Goulburn, 2580

[www.goulburne-p.schools.nsw.edu.au](http://www.goulburne-p.schools.nsw.edu.au)

[goulburne-p.school@det.nsw.edu.au](mailto:goulburne-p.school@det.nsw.edu.au)

4821 4007

## School vision

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 151 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 experiences but small enough so that the staff know, value and care for all students, working together with them to achieve their goals.

Our teaching staff work closely together to provide opportunity, support and care for all of our students. Equity Funding then enhances the work of the teachers, enabling us to have our Learning and Support Teacher available for four days each week and two Learning Support Officers working across the school.

The school holds a respected place within the Goulburn community. Goulburn East is fortunate to have a very supportive P&C and parent body. The strong partnership between home and school is highly valued by all stakeholders.

## 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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
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)
<p>All teachers have significantly enhanced their ability to use technology effectively and efficiently into their classroom teaching, communication with stakeholders, feedback practices and management tasks. This was achieved through high impact professional learning, opportunities provided for collegial dialogue and ongoing collaboration and sharing of quality practice. The Quality Teaching Rounds framework was used to structure discussions. Students reported improvement in engagement in their learning when technology can be used.</p> <p>In 2021-2024 Strategic improvement Plan, technology will continue to be integrated into quality teaching practices, preparing our students to learn and work in a technologically driven world. Professional learning will be ongoing from both external providers and in school collaboration.</p>	<p>Purchase of portable devices and software licenses \$30000.00</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$20000.00)</li></ul>

**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)
<p>Staff participated in professional learning in assessment and data literacy to improve student learning outcomes. Regular network meeting times were used for staff to engage in consistent teacher judgement and collaborative programming to support differentiation.</p>	<p>Professional Learning and QTSS (as listed in Process 1 and Key Initiatives)</p>

**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
------------	----------------

## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Positive Behaviour for Learning (PBL) was introduced with 4 members of staff training to lead its implementation. The school expectations of Respect, Responsibility and Resilience have been developed consultatively with stakeholders. Recognition structures have been reviewed in line with previous practices. Staff meetings have been focused on supporting all students with staff developing a sound understanding of the Wellbeing Framework. Students in Years 4-6 completed the Tell Them From Me survey in 2020 which will now be used to benchmark our progress towards improving student engagement, wellbeing and resilience.</p> <p>The Strategic Improvement Plan of 2021-2024 will see PBL embedded into school practice, reflecting the overarching goals to decrease negative behaviours, recognise student strengths and maximise engagement and success in school for all students.</p>	<p>Professional Learning and QTSS (See Key Initiatives for funding)</p>

## 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)
A timetable to implement the Performance and Development Framework consistently and effectively was developed to ensure the PD plans were genuinely supporting teachers to achieve their professional goals, both short term and long term. Discussions focused on strengthening quality classroom practice with consideration also for identifying aspiring leaders and supporting their career progression.	QTSS (See Key Initiatives for funding)

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

Evaluation	Funds Expended (Resources)
In 2019 and 2020 executive staff were trained in delivering Quality Teaching Rounds with the majority of teaching staff then implementing QTR in Terms 2 and 3 in 2020 with the emphasis on classroom observations and subsequent discussions framed by the Quality Teaching document.	See Professional Learning and QTSS in Key Initiatives for funding
The QTR framework will provide a platform for shared professional practice and discussion in the 2021-2024 Strategic Improvement Plan.	

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

Evaluation	Funds Expended (Resources)
Staff meetings and School Development Days were targeted to increase planned opportunities for staff to collaboratively program, analyse data and discuss implications for teaching and learning. The school began whole planning days for stages in 2020 but a lack of available casual staff to cover classes delayed this becoming regular practice. Part of the Strategic improvement Plan 2021-2024 will be to embed these much valued	

## Progress towards achieving improvement measures

collaborative opportunities for staff.	
--	--



### 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)
COVID-19 had a significant impact on the way schools were able to interact with their community in 2020. Communication platforms such as Zoom and Microsoft Teams meant that we were able to maintain contact with significant community groups such as Aboriginal Education Consultative Group meetings, Goulburn Mulwaree Council, primary and high school networks.	
The 2021-2024 Strategic Improvement Plan includes in Strategic Direction 2 strengthening sense of belonging for students within the school community and beyond as part of their wider community.	

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

Evaluation	Funds Expended (Resources)
Communication with our community has been consistent and responsive to needs throughout the period of the 2018-2020 School Plan. It was particularly notable during COVID-19 and the period of Learning At Home, the subsequent managed return to school and the ongoing restrictions. Seesaw, Skoolbag, the school website, Zoom and Microsoft Teams have all been used successfully to maintain close contact with our families. Our redesigned school information book has been well received by new parents and has been designed to be referred to regularly with information clearly organised and relevant. A copy will be going to all our families in Term 2 2021 with our 2021-2024 Strategic Directions also included.	

##### Process 3:

Evaluation	Funds Expended (Resources)
No Process 3 in School Plan	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Integration funding support</b>	<b>Funding Sources:</b> • Integration funding support (\$60 000.00)	All students receiving Integration Funding were supported by the Learning Support Team commensurate with their Individual Plans, developed in consultation with all appropriate stakeholders.
<b>Literacy and numeracy</b>	<b>Funding Sources:</b> • Literacy and numeracy (\$19 000.00)	Purchase of resources to support literacy and numeracy programs
<b>Professional learning</b>	<b>Funding Sources:</b> • Professional learning (\$20 000.00)	Professional learning completed guided by teachers' individual Performance and Development Plans and the School Plan's goals of implementing Quality Teaching Rounds in 2020 and introducing Positive Behaviour for Learning.
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$8 000.00)	Students developed their Personalised Learning Pathways and implemented with support from their class teacher and Learning and Support Teacher. Some modifications to the PLP format will be made in 2021 in consultation with parents, students and teachers to add further purpose and cohesion to the document.  Some activities could not continue under COVID restrictions but will be planned for 2021.
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$1 256.00)	Learning and Support Team monitored student progress with language acquisition and liaised with families.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$85 000.00)	\$85000 (of which \$54000 is FTE 0.5 Learning and Support Teacher)  The Learning and Support Teacher's role has been enhanced with an additional 0.3 involving case management, liaising with staff and counsellor, providing professional learning for SLSOs and teachers, and supporting families.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$31 000.00)	Instructional Leadership role for Assistant Principals provided genuine and timely support for staff in their network.  Leading professional learning across K-6 including CESE What Works Best update, Quality Teaching Framework and Positive Behaviour for Learning.  Leading the development of the Strategic improvement Plan 2021-2024
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$50 000.00)	School Learning Support Officers worked closely as part of the Learning Support Team to deliver informed and effective academic and social support for identified students

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	83	85	87	84
Girls	82	87	77	71

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95	97	94.3	95.8
1	95.7	95.7	95.3	93.4
2	94.4	96.4	92.5	93.9
3	97.5	95.3	95.1	94.6
4	95.5	96.3	94	93.6
5	92.7	94.5	96.1	94.4
6	95.5	93.6	92.6	95.6
All Years	95.2	95.6	94.2	94.5
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
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	1.81

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	366,278
<b>Revenue</b>	1,727,513
Appropriation	1,689,436
Grants and contributions	37,451
Investment income	626
<b>Expenses</b>	-1,608,258
Employee related	-1,500,037
Operating expenses	-108,221
<b>Surplus / deficit for the year</b>	119,255
<b>Closing Balance</b>	485,534

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	47,998
<b>Equity Total</b>	145,151
Equity - Aboriginal	7,956
Equity - Socio-economic	50,579
Equity - Language	1,256
Equity - Disability	85,361
<b>Base Total</b>	1,418,976
Base - Per Capita	39,443
Base - Location	1,548
Base - Other	1,377,985
<b>Other Total</b>	53,274
<b>Grand Total</b>	1,665,399

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

---

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.



## Parent/caregiver, student, teacher satisfaction

When parents were asked what they particularly valued at Goulburn East, they identified the following:

- \* the size of school, its sense of community and its inclusive nature
- \* that all students were genuinely known and valued by teaching, support and office staff
- \* the range of opportunities available for students even though the school is smaller than others in Goulburn
- \* regular, proactive and positive communication with their child's teacher

Areas for further discussion included keeping parents informed with changes at school such as the introduction of PBL so that they can support the school's goals.

Staff valued the high level of collegiality and support from all staff. This was particularly recognised during the difficult circumstances during 2020 due to COVID-19. Staff enjoy coming to work and appreciate the shared focus of ensuring all students thrive at school.

When surveyed students appreciated the school grounds and the ongoing improvements being made including the new basketball court, paintings in the courtyard, large chess board and winding path. Students felt safe at school with most children being able to say what they would do if they felt sad or alone at school.

# 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.