

2021 Annual Report

Goolgowi Public School



2035

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

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

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. Our student population has stabilised since 2018 and we have a student population of 35 children with 1 multi-stage class and 2 stage classes.

Our Aboriginal student population is currently 11.4% of our enrolment. Our FOEI is 106 and ICSEA 969 identifying us as a low socio-economic rural school demographic. The FOEI doesn't take into account the effect years of drought has had on our farming families. 57% of our students' families rely on agriculture for their income.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy.

Our work with individual students will be responsive and closely monitored and the instructional leader will lead much of this work in the school. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

Positive Behaviour for Learning (PBL) provides the framework used to explicitly teach students the school values of respect, responsibility and resilience. One of the values was changed from cooperation to resilience to change the culture of 'giving up' and a lack of perseverance. It is important to ensure students are partners in their own learning, recognising student voice as a mechanism for increased engagement, achievement and wellbeing. The Goolgowi community has struggled with ongoing mental health issues which have had a serious impact on students and families. As a school, we will engage with all stakeholders to foster a school-wide culture of high expectations, learning, development and success. The teachers are critical in ensuring school improvement touches every classroom through planning and constantly monitoring, reflecting upon and adjusting their practice to meet the needs of their students.



Year 5-6 Goolgowi Legends preparing for the First Lego League competition.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A Culture of High Expectations
- Data Driven Classroom Practice

Resources allocated to this strategic direction

Early Action for Success (EAFS): \$68,605.19
Low level adjustment for disability: \$45,065.64
Socio-economic background: \$11,211.80
School support allocation (principal support): \$13,604.80
Aboriginal background: \$2,124.23
Literacy and numeracy: \$4,187.30
QTSS release: \$6,502.84
Location: \$14,972.79
Professional learning: \$6,226.19

Summary of progress

A Culture of High Expectations

The main focus of this initiative was to improve the learning outcomes of the students through the employment of additional staff. It allowed a greater focus on meeting the individual learning needs of each student and have a significantly lower student to teacher ratio for both daily literacy and numeracy sessions. As part of this initiative, the staff were involved in professional learning (PL) that focussed on writing, vocabulary and understanding text (blended learning through the Digital Learning Resource Hub). Additionally the staff were involved in Professional Learning (PL) focussing on the use of progressions in determining student learning goals. In numeracy, teachers completed the blended learning PL on multiplicative strategies to build a deeper understanding of how students develop multiplicative thinking. The success we had included a focus on the learning culture and developing student learning goals in both literacy and numeracy that allowed us to hone in on each child. Learning intentions were explicitly planned for and taught for each child so each child knew exactly what was expected. The additional staff provided the ability to work individually with students. A significant barrier was staffing. Staffing vacancies affected the continuity of learning for the students and the consistency of teaching approaches by the staff and SLSOs. The plan was for changes to be seen in teaching practice with learning intentions that were explicitly set and goals developed for individual students in both literacy and numeracy. Additionally, the focus was for students to be able to articulate their learning goals which would deepen their understanding of their learning. Learning goals were visibly present in classes (e.g. on each student's desk) and the students were able to directly reference and reflect on their learning goals when in conversation with both teachers and SLSOs. There was clearer learning intentions (and success criteria) evident in staff planning and this was shared with the students. The bulk of our needs-based funding was allocated to this initiative for the employment of two additional classroom teachers. In the classroom, it was evident that an additional teacher provided significant impact in meeting the learning needs of the students through reduced group sizes and the ability to explicitly teach concepts to students that aligned with their learning goals.

In 2022 in this initiative, we will develop the role of the Assistant Principal Curriculum and Instruction (AP C&I) to familiarise teachers with new syllabi so there is a clear understanding and connection with the work to be done this year around developing learning goals for students and the explicit teaching to support those goals. A greater focus needs to be placed on numeracy through targeted professional learning and the review of current teaching practices to identify the implementation gaps that currently exist. Additionally with a significant change of staff, revisiting PL from this year is imperative to ensure that staff are consistently developing and using learning goals for students, particularly in the planning phase when using progression data.

Data Driven Classroom Practice

Throughout the year, as a focus of this initiative, staff collected and analysed a variety of student data to inform and develop their teaching and learning programs. The whole school assessment schedule was closely reviewed for its effectiveness. Plotting on the literacy and numeracy learning progressions were reduced from 4 to 2 explicit sub-elements to allow teachers to use the data more effectively. Collegial discussions enabled teachers to form consistent judgement when looking at student writing samples and all staff members analysed the NAPLAN and Check-in assessment results. These were analysed to determine student strengths and areas to target. The short turn around of time to receive the Check-in assessment results enabled teachers to provide effective, timely feedback to students on where to next. Teachers plotting on the literacy and numeracy progressions found that in Stage 3, the growth was limited as there were numerous indicators that needed to be achieved. This led to reducing the number of sub-elements teachers reported on in the learning progressions. As a result of the timely feedback teachers were able to provide to students, they targeted explicit teaching focuses that were more realistic and engaging. Students became more confident to provide feedback to their peers. This led to a greater understanding of their learning intentions and success criteria. Teachers are more confident at analysing individual NAPLAN and Check-in assessment student results and this is reflected in their teaching and learning programs. A small proportion of the professional learning funding was used to give teachers time to collect and analyse relevant student data and implement the findings in their teaching and learning programs. Not being able to release a number of teachers to work collaboratively to analyse student data, made it difficult to effectively share teachers' knowledge and take full advantage of the information provided.

In 2022, in this initiative/strategic direction, we will continue to use a variety of student data to inform our teaching practices because it allows us to target individual student needs. Further professional learning in analysing student data e.g. use of SCOUT data/triangulation etc will assist staff to deepen their understanding of data to inform practice. With a significant change of staff, revisiting PL from this year is imperative to ensure that staff are consistently developing and using learning goals for students, particularly in the planning phase when using learning progression data.

In 2022, in this initiative/strategic direction, we won't be utilising PAT-R and PAT-M assessments as planned because the information from the Check-in assessments and data from the progressions, provided more relevant and usable information on our students' learning. As such, more time will be spent on triangulating results between the Check-in assessments, NAPLAN and internal data sources using the expertise of the Assistant Principal Curriculum and Instruction.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An improvement in the percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy over a year by 2.5%.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 12.5% and progress is yet to be seen toward the lower-bound system negotiated target 32.1%.
An improvement in the percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading over a year by 2.5%.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 50.0% and has exceeded the lower-bound system negotiated target of 36.8% and the upper-bound system target of 41.8%.
Increase the percentage of students achieving growth in NAPLAN reading and numeracy over a year by 7.3%.	<ul style="list-style-type: none">• The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased. Due to the small size of the cohort, actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.• The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased. Due to the small size of the cohort, actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Building Leadership for All

Purpose

For students, teachers and school leadership to achieve excellence in learning, all stakeholders demonstrate a commitment to foster a school-wide culture of high expectations, learning, development and success. To become an effective school, leadership will be built at all levels, students, teachers and executive. Student voice will become a mechanism for increased engagement, achievement and wellbeing.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Voice
- Teachers as Leaders

Resources allocated to this strategic direction

Socio-economic background: \$7,655.62

Summary of progress

Student Voice

Throughout the year, the role of the SRC was strengthened by having fortnightly meetings to determine Positive Behaviour for Learning focuses and student incentives. The school captains took on a greater role at our weekly assemblies by announcing our fortnightly PBL focus. Our school SRC initiated the 'Can you sit with me' program to support their peers' social and emotional wellbeing during break times. Students were given opportunities to develop their leadership skills and they became confident to show initiative and seek out opinions from their peers and be their voice at SRC meetings. Building positive relationships and a learning culture where students' ideas, feedback and opinions are valued, enabled students to feel valued and supported. Within each classroom, teachers fostered a positive learning culture by setting success criteria and having individual learning goals. As the improvement measure of attendance showed, 82.9% of students attended school over 90% of the time therefore we need to analyse the reasons for students being absent to see whether it's a result of disengagement.

With a whole school approach to student voice and building student leadership, we expected to see an improvement in student attendance and greater confidence by students to voice their opinions in a positive way. Student participation and engagement has led to a decrease in the number of minor/major behaviour incidents which will have a positive effect on student wellbeing. It is evident in our 2021 Tell Them From Me student surveys that over 80% of students thought they were socially, institutionally and academically engaged with some of these criteria as high as 100%. This engagement in learning and sense of belonging increase to 87%, reflected positive changes in teaching, learning and wellbeing. Needs-based funding from the flexible socio-economic background resources was allocated to ensure all students had the opportunity to attend excursions for their grade level. Circumstances didn't allow for these events to go ahead.

In 2022, in this initiative/strategic direction, we will continue to increase the opportunities for students to develop their leadership skills because of the positive effect it has on students' engagement and sense of belonging. The SRC will continue to be the voice of the student body and make meaningful contributions to the school decision making. After completing Personalised Learning Pathways professional learning, teachers will fully implement the PLP procedures to give Aboriginal and Torres Strait Islander students a stronger voice in their learning goals.

In 2022, in this initiative/strategic direction, we won't change our focus on building student leadership because it is having a positive impact on student wellbeing and learning.

Teachers as Leaders

Within the school, there was greater collaboration between staff throughout the year as teachers needed to share resources and expertise especially in the use of technology. Teachers used technology to participate in professional learning (PL) with the blended form of a final session face to face with the Literacy and Numeracy Strategy Advisor. Our main focus for professional learning in 2021 was literacy and numeracy. Trauma-informed Practice PL enabled teachers to strengthen their understanding of students with wellbeing needs and develop whole school strategies. Personal

Learning Pathways PL enabled teachers to review the template used and adjust the timeline for implementation so that Aboriginal & Torres Strait Islander students have a greater input into their learning goals. A revised template for classroom observations allowed teachers to focus on their needs and determine what they would like to improve by completing the pre-observation form. Professional learning in Understanding Texts, Vocabulary, Setting Student Writing Goals and Multiplicative Strategies enabled the teachers to focus on explicit teaching in literacy and numeracy and share their ideas online. Participation in the First Lego League project enabled the 3-6 teachers to lead students to brainstorm, design, code, problem solve and collaborate with outside agencies. These teachers developed the capacity to confidently teach challenging coding techniques and gave the students the confidence to present their project to an online audience. Differentiating lessons in ICT enabled teachers to team teach and cater for the differing needs of all students.

After completing literacy and numeracy professional learning, there is a need to discuss how it can be implemented in teaching and learning programs and ways to change classroom practices that will improve student outcomes. Staff had few opportunities to network with other schools of a similar cohort. This limited the sharing of teaching and learning resources and collegial discussions to generate authentic lessons and unit overviews. Teacher lead professional development within the school was less, due to teachers already sharing their expertise the previous year and having the same staff members. A positive change has been teachers' willingness to implement others' ideas in the classroom and this was evident in classroom observations. Number talks were embedded in all classrooms last year and as a result, students were more confident to explain their thinking using the mathematical language, modelled through explicit teaching. Recognition of the importance of explicitly teaching the correct vocabulary across all Key Learning Areas (KLAs) will enable students to use the topic specific language during discussions in the classroom. There was an increase in the frequency of students responding during maths sessions. Students became confident to give and receive feedback after sharing their own mathematical ideas. Classroom observations illustrated opportunities for students to implement mathematical feedback during scheduled times. The consistent use of success criteria and learning goals enabled students to become driven and self-directed learners.

The professional learning funding enabled all teachers to be released at the same time to attend vital professional learning in literacy and numeracy. This enabled all staff to receive the same message in a timely manner. Funding was also used for teachers to use their curriculum knowledge to review the school's teaching resources so they supported the current KLAs and were more accessible to the teaching staff.

In 2022, in this initiative/strategic direction, we will provide opportunities to network with similar sized schools to share teaching and learning units, professional learning and ideas because our isolation can limit the sharing of resources and educational expertise. Using the concept of Teaching Sprints will enable teachers to collaborate on how they can make meaningful changes to their teaching practice to address areas of need in student learning.

In 2022, in this initiative/strategic direction, we won't continually introduce new professional learning in literacy and numeracy because there has been a change of staff and therefore a need to revisit this year's PL to ensure a clear understanding of strategies to be explicitly taught in the classroom.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An improvement in the percentage of students achieving 90% or more attendance over a year by 2.5%.	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more has increased by 1%.
TTFM wellbeing student data (increase in sense of belonging and high expectations) and teacher data (collaboration) improve to at and above the norms.	<ul style="list-style-type: none"> Tell Them From Me data indicates the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy and Sense of Belonging at School) to be at or above 87%. Delay in implementing teacher collaboration initiatives in 2021 were required; this work has been postponed until 2022. To date there has been a limited number of staff who were able to fulfil this progress measure.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$18,867.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Goolgowi Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of High Expectations • Student Voice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement smaller group explicit teaching to support identified students with additional needs. • professional development of staff through literacy and numeracy strategies to support student learning. <p>The allocation of this funding has resulted in:</p> <p>The employment of additional teachers allowed the Stage 2 and 3 students to be separated for literacy and numeracy. This resulted in smaller groups and allowed teachers to explicitly teach important concepts, provide timely feedback and adjust their teaching and learning programs to meet the needs of students. Outlining success criteria, setting student learning goals and providing timely peer and teacher feedback enabled students to take more responsibility for their learning and improve the learning culture of the school. As the year progressed, there was a decline in the number of behaviour incidents. Professional learning on Trauma-informed Practice enabled all staff to develop a better understanding of what trauma is and how it affects students at school. A whole school strategy was developed to provide a consistent approach to support students who have experienced trauma in its many forms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Developing the role of the Assistant Principal Curriculum and Instruction to lead effective, evidence-based literacy and numeracy teaching and assessment practices to improve student outcomes. Reviewing the whole school Trauma-informed Practice strategy will allow new staff to become familiar with the strategy and provide consistent implementation across the school.</p>
<p>Aboriginal background</p> <p>\$2,124.23</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Goolgowi Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional days for a K-2 teacher to improve student outcomes in literacy and numeracy. <p>The allocation of this funding has resulted in:</p> <p>The school maintaining three classroom teachers which allowed for smaller groups in each class. This allowed for a greater focus on explicit teaching, where the success criteria and learning intentions were clear to students and students understood their learning goals.</p>

<p>Aboriginal background</p> <p>\$2,124.23</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The employment of a full time School Learning Support Officer (SLSO) to support all students in the classrooms.</p>
<p>Low level adjustment for disability</p> <p>\$45,065.64</p>	<p>Low level adjustment for disability equity loading provides support for students at Goolgowi Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional teachers to reduce the class sizes by having two stage-based classes. <p>The allocation of this funding has resulted in:</p> <p>Stage 2 and 3 students being separated for English and mathematics, allowing teachers to focus on the individual learning needs of students and improve student outcomes in reading and numeracy. The Year 6 Check-in assessments for Term 2 and 4 showed students were more than 10% above the State in reading and numeracy. Although Year 4 were below the State in these two areas, there was an improvement in the percentage correct from Term 2 to Term 4.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The employment of an additional teacher to continue the improvement in student outcomes in reading and numeracy.</p>
<p>Location</p> <p>\$14,972.79</p>	<p>The location funding allocation is provided to Goolgowi Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of High Expectations <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • The school funding two additional teachers above entitlement. <p>The allocation of this funding has resulted in:</p> <p>An additional teacher being employed to teach Years 3 and 4. The separation of Stage 2 and 3 for English and mathematics allowed teachers to focus on improving the literacy and numeracy outcomes for students. The Year 4 and Year 6 Check-in reading and numeracy assessments showed an improvement in student results although with small cohorts, we are unable to report more upon the results as it may allow individual students to be identified.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuing to split Stage 2 and 3 for English and mathematics will enable teachers to target students' individual strengths and weaknesses and allow for an improvement in literacy and numeracy.</p>
<p>Literacy and numeracy</p> <p>\$4,187.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Goolgowi Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Literacy and numeracy</p> <p>\$4,187.30</p>	<ul style="list-style-type: none"> • A Culture of High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The employment of a third teacher to teach K-2. <p>The allocation of this funding has resulted in: An additional teacher being employed to teach K-2. This resulted in smaller class sizes across the school and allowed teachers to focus on the literacy and numeracy needs of their students. The five weekly data of reading levels for the K-2 students showed that many students were at or above their benchmark level at the end of the year. With small cohorts, we are unable to report more upon the results as it may allow individual students to be identified.</p> <p>After evaluation, the next steps to support our students with this funding will be: Data showed that employing an additional teacher had a positive impact on student outcomes and the learning culture of the school so it is planned to continue this class structure in 2022.</p>
<p>Early Action for Success (EAfS)</p> <p>\$68,605.19</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Goolgowi Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The teaching principal was released from class two days a week to fulfil the role of the instructional leader. This allowed for an additional teacher to be employed on K-2. <p>The allocation of this funding has resulted in: Extra support for the K-2 teacher to build their teaching capacity in literacy and numeracy. The instructional leader and the classroom teacher worked collaboratively to analyse student data and discuss strategies to improve student outcomes. It allowed timely adjustments to teaching and learning programs and provided opportunities for participation in quality professional learning through the Language, Learning and Literacy model.</p> <p>After evaluation, the next steps to support our students with this funding will be: An Assistant Principal Curriculum and Instruction has been appointed and will take over the role of the instructional leader in Early Action for Success. This will provide extra quality support for all K-6 teachers.</p>
<p>QTSS release</p> <p>\$6,502.84</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Goolgowi Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of an additional teacher to teach K-2 and implement quality teaching initiatives. <p>The allocation of this funding has resulted in: The K-2 teacher implementing success criteria, learning intentions and introducing learning goals to the students. Professional learning for all teachers showed how the literacy and numeracy progressions can be used</p>

<p>QTSS release</p> <p>\$6,502.84</p>	<p>with the students to set learning goals and this was implemented in the classrooms. Students began to take responsibility for their learning and knew the goals they were working towards.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to focus on developing a shared responsibility for student learning by making success criteria, learning intentions and individual and class learning goals an integral part of the K-2 classroom.</p>
<p>COVID ILSP</p> <p>\$26,549.95</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of a teacher for three terms to implement the small group tuition. • employment of an SLSO to implement the small group tuition in Term 4. <p>The allocation of this funding has resulted in: Students identified in Years 1-4 to receive twice weekly learning support in reading, writing and/or numeracy and targeted students were discussed and monitored at Learning Support team meetings. Students displayed growth in reading and numeracy (Check-in assessments, PAT-R & PAT-M, five weekly reading level data) and received targeted tuition to meet their individual needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support targeted students in reading and numeracy through small group tuition. Monitor all students to make the groups flexible in order to meet the needs of students.</p>



Student examining artefacts during NAIDOC Week celebrations.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	24	22	21	20
Girls	14	15	14	13

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.1	96.6	95.7	97
1	93.1	94.2	93.6	95.6
2	93.8	92.4	96.3	96.4
3	95.6	91.7	93.7	92.6
4	95.5	96.3	89.4	89.9
5	93.8	96.2	94.8	89.5
6	93.3	91.3	95.1	95.7
All Years	94	93.8	94.1	93.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	1.41
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	163,203
Revenue	751,752
Appropriation	707,434
Sale of Goods and Services	2,313
Grants and contributions	41,884
Investment income	121
Expenses	-737,344
Employee related	-647,681
Operating expenses	-89,663
Surplus / deficit for the year	14,407
Closing Balance	177,611

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	66,057
Equity - Aboriginal	2,124
Equity - Socio-economic	18,867
Equity - Language	0
Equity - Disability	45,066
Base Total	520,461
Base - Per Capita	8,628
Base - Location	14,973
Base - Other	496,860
Other Total	93,675
Grand Total	680,192

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 to access the school data.



Students participating in the Little Champions workshops.

Parent/caregiver, student, teacher satisfaction

Each year the school surveys students, parents and teachers to gauge our strengths and areas for improvement.

Students in Years 4 to 6 completed the twice yearly Tell Them From Me student satisfaction surveys which showed that 86% of students were interested and motivated to learn. 100% of these students believed they put in the effort to learn and they received quality instruction from teachers. The trend report from March 2021 to October 2021 showed that there was a slight decrease in the percentage of students who were positive about the drivers of student outcomes: effective learning time, relevance and explicit practices and feedback. It was pleasing to see that there was a 19% decline in the number of students who had been subjected to moderate to severe physical, social or verbal bullying, or are bullied over the Internet.

Ten parents responded to our online parent satisfaction survey. 100% of parents strongly agree or agree that parents are encouraged to contact the school to discuss concerns relating to their child and 90% believe the school has a strong focus on literacy and numeracy. 30% of parents neither agreed nor disagreed that the school offers challenging programs for its students and this area needs to be addressed. From the surveys, both parents and teachers believed that there needs to be a wider range of extra-curricula activities such as sport, music, drama and debating. Although there is a small cohort and percentages will not be used to avoid identifying anyone, teachers agree that the school maintains a focus on literacy and numeracy and provides extra support to students who need it. From the surveys, the school needs to strengthen its commitment to the environment.



School and sports captains attending the Young Leaders Conference in Griffith.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.