

2021 Annual Report

Goolma Public School



2036

Introduction

The Annual Report for 2021 is provided to the community of Goolma 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.

School contact details

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School vision

Every minute counts in ensuring all learning opportunities are embraced and every student experiences success every day.

Goolma Public School students have the potential to be successful life-long learners and productive citizens. We will work as a learning community to support and promote student success in all areas of the curriculum to ensure a holistic education which is reflective of our local community.

In the spirit of *Yindyamarra*, we will always show deep respect for ourselves and others, move slowly but with purpose, be gentle, be polite, be kind and honour our land, it's traditional custodians and the lessons they share.

School context

Goolma Public School has eleven students, five of whom identify as an Aboriginal or Torres Strait Islander. Our school is part of a small rural village with stunning grounds situated between the towns of Gulgong, Mudgee and Wellington. Our students primarily come from the village of Goolma and surrounding farms.

Our students benefit from the school's partnership with other small schools as part of the Mudgee Small Schools Network. Families contribute to a vibrant learning community including participation in a strong P&C, which is valued highly. Students are supported to take part in a wide range of experiences and benefit from curriculum enhancing opportunities.

Goolma Public School is supported by an Instructional Leader through the Early Action for Success strategy and a speech therapist whom has been engaged by the school. Individualised care of each child is ably supported by a learning support program which also includes the School Learning Support Officer and school chaplain.

There is a strong focus on ensuring each child has the opportunity to learn with and about, the traditional custodians of the land on which the school sits, the Wiradjuri people. The school is working towards closer collaboration with the Gulgong AECG, Aboriginal and Torres Strait Islander parents and traditional custodians of the broader Mudgee area, to achieve this.

The school undertook a situational analysis in collaboration with the Goolma Public School learning community, and was able to identify a clear direction towards school excellence through explicit, differentiated learning in Literacy and Numeracy, the further refinement of professional practice through improved use of data to drive evidenced-based decision making, and embedding of stronger collaborative practice with our learning community.

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

Strategic Direction 1: Student growth and attainment

Purpose

We will maximise literacy and numeracy outcomes for all students through the effective use of data to differentiate teaching and learning programs.

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.

- Strong Foundations in Literacy and Numeracy
- Attendance Matters

Resources allocated to this strategic direction

Socio-economic background: \$2,500.00

Literacy and numeracy: \$1,000.00

QTSS release: \$1,500.00

Location: \$2,200.00

Professional learning: \$1,500.00

Summary of progress

The analysis of historical NAPLAN data within the context of 2021 NAPLAN data revealed no meaningful trends across cohorts nor commonality in identifying areas for improvement. This is due to the near complete turnover of the student cohort over the two-yearly NAPLAN cycle as well as the complete turnover of the classroom teaching staff within this period. Moving forward a broader approach to assessment and data collection, analysis and usage will be formulated and utilised to better inform teaching and learning practices. This will include Best Start, K-2 Benchmarks, NAPLAN, Check-in, Literacy and Numeracy progressions and the Essential Assessment online framework.

In Term 4 the Learning Support Team took action to address the situation of a Year 5 student who had not had a single day of on site attendance since March 2020. He was the sole contributing factor to the student attendance rate not being in the high 90% range across the board. With the support of the Home School Liaison Officer the student was successfully placed as an enrolment at Gulgong Public School, which had been his local school for a period of months. This will have an immediate and highly positive on attendance rates at Goolma Public School and contribute immensely to the school achieving its attendance targets in 2022. The school regularly celebrated the high attendance rates of the remaining cohort of students at school assemblies. Unfortunately, due to COVID-19 restrictions this could not be celebrated with community on site so alternatives such as the school Facebook site and Class Dojo app were used to maintain positive connections and reinforcement.

Despite the restrictions around on-site transitions due to COVID-19, eased only in late Term 4, Goolma Public School remained connected with the new 2022 Kindergarten cohort and their families. This was achieved through email, personal phone calls and Zoom sessions. Plans for on site transition were put in place by the Learning Support Team but were held off until the announcement of eased restrictions came through. The school was then able to negotiate with the community three transition sessions for pre-schoolers in the final weeks of the school year. These sessions proved invaluable for the children as they had not been able to access the regular weekly school playgroup sessions, once again, due to COVID-19 restriction. Similarly, high school transitions, although hastily organised due to the uncertainty of when restrictions might ease, were carried out between Goolma Public School and local high schools with additional visits by both students and Year 7 Advisors negotiated due to the specific needs of small schools cohorts. Feedback from all groups (staff, students and parents) were that the sessions were quite successful in preparing the students for high school transition despite the shortened timeframe.

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
• Current and historical school NAPLAN data analysed and resources for improving proficiency in literacy and	Current and historical NAPLAN analysis produced no meaningful trend data. In 2022 a much broader approach (beyond just NAPLAN) to assessment and data collection, analysis and usage, will be formulated and

number evident in programs.	utilised to better inform teaching and learning programming and practice.
<ul style="list-style-type: none"> • Staff regularly and accurately monitor attendance and take prompt action to address issues with individual student • The school community celebrates regular and improved attendance 	Procedures and practices were implemented to successfully resolve issues with multiple students with poor attendance records. Further strengthening of effective home-school communication, accessing the support of the Home School Liaison Officer, and acknowledge attendance improvement with the school community will allow Goolma PS to better meet SIP attendance targets.
<ul style="list-style-type: none"> • The school actively plans for student transitions into Kindergarten and Year 6 to Year 7. The school clearly communicates its transition activities to the school community. 	Goolma Public School remained connected with the new 2022 Kindergarten cohort and their families. through email, personal phone calls and Zoom sessions. Three on site transition sessions were successfully negotiated with the community in the final weeks of the school year. High school transitions, although hastily organised, allowed additional visits by both students and Year 7 Advisors due to small schools needs.
<ul style="list-style-type: none"> • A minimum of 65% of students attend school 90% of the time, or more. 	Due to the proactive and positive strategies Goolma Public School put into practice to improve and maintain high student attendance, including effective home-school communication and regular acknowledgement and celebration of high attendance at school assemblies and events, 82% of students attended school more than 94% of the time.

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.

- Enhancing Data Skills and Use
- Explicit Teaching

Resources allocated to this strategic direction

Professional learning: \$1,500.00

School support allocation (principal support): \$4,500.00

Literacy and numeracy: \$500.00

Sustainable Schools: \$14,280.00

Summary of progress

Concepts, analysis, and effective usage of student assessment data, as well as related professional learning, did not receive a dedicated focus in 2021. As such, very little progress was achieved over the course of the year. A renewed focus will begin in 2022, initiated by a review and revision of the K-6 assessment schedule, with the objective of utilising the best available data for the specific needs of the small student cohort. Professional learning will then be led by the APC&I in effective analysis and usage of this data, followed by an end of year evaluation on the effectiveness of progress in terms of student improvement in targetted areas.

No formal, structured engagement with evidence-based explicit teaching / visible learning practices occurred in 2021. As a result of no progress having been made prior to Term 4, and a refocussing on different activities due to the appointment of a permanent AP Curriculum & Instruction beginning 2022, Visible Learning will not continue as an overarching framework for explicit teaching practices at Goolma PS.

The extent to which effective practice in feedback occurred, and the depth and quality of feedback leading to student improvement, is difficult to measure due to the significant lack of formal data and anecdotal records kept within this focus area. Informal observations of teacher practice suggested a possible reviewing of these structures and processes in 2022 to better formalise and improve teacher practice in the area of purposeful point-in-time student feedback in targeted areas of need.

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
<ul style="list-style-type: none">• The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools.• Teachers use data effectively to evaluate student understanding of lesson content.	Evidence of professional learning in data concepts, analysis and use of student assessment data as well as teachers effectively using data to evaluate student understanding of lesson content was not available in the final term of 2021. The extent of progress was difficult to measure. This will therefore be a continued focus in 2022.
Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.	No evidence of formal, structured engagement with evidence-based explicit teaching / visible learning practices was available in the final term of 2021. This will not continue as an initiative in the 2022 SIP.
<ul style="list-style-type: none">• Teachers respond promptly to student work. They check that students	No evidence of the embedding of quality practices around feedback were available in Term 4 of 2021. While this is an important component of quality

understand the feedback received and the expectations for how to improve.

teaching practice it will not continue as a SIP initiative in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$46,833.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Goolma Public School in mainstream classes who require moderate to high levels of adjustment.</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"> • implementation of targeted programs to differentiate teaching and learning. • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: The two students with additional needs were supported with highly individualised programs, ensuring progress towards personal learning goals. Support was provided both within and outside the classroom, facilitating genuine engagement with excursions, carnivals and other inter-school related activities. Support staff worked side by side with teachers to plan, implement and review adjusted teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: A more holistic approach to revising Individual Learning Plans involving students, carers, teachers, support staff and school support services.</p>
<p>Socio-economic background</p> <p>\$4,728.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Goolma 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"> • Strong Foundations in Literacy and Numeracy • Attendance Matters • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • supplementation of extra-curricular activities • equitable access to specialist resources <p>The allocation of this funding has resulted in: The engagement of a third party speech therapy provider to deliver fortnightly sessions to more than half of our student cohort. Excursion supplementation for all students and families across a diverse range of activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further excursion supplementation as well as the provision of new school uniforms and a maintenance of 1:1 personal technological devices for all of our students.</p>
<p>Aboriginal background</p> <p>\$15,738.48</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Goolma 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>Aboriginal background</p> <p>\$15,738.48</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 equity loading include:</p> <ul style="list-style-type: none"> • employment of 4 day per week teacher to work in partnership with the teaching principal on Literacy and Numeracy achievement with students performing below the expected stage level • employment of additional learning support staff to deliver personalised support for Aboriginal students, particularly within the framework of the Bro/Sis Speak programs <p>The allocation of this funding has resulted in: All Aboriginal students were supported in the development of individualised personalised learning plans, ensuring progress towards personal learning goals negotiated with themselves and their carers. Support was provided both within and outside the classroom, facilitating genuine engagement with both formal learning and extra-curricular activities. Support staff worked side by side with teachers to plan, implement and review PLPs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further embedding a holistic and inclusive approach to the development of PLPs and reviewing and revising on a more frequent basis.</p>
<p>Low level adjustment for disability</p> <p>\$15,196.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Goolma 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging the classroom teacher in an additional learning and support teacher role to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: The refining of processes for developing Individual Learning Plans for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: A more targeted approach to learning support based on a more comprehensive usage of a variety of diagnostic assessment to individualise point in time learning needs for all students.</p>
<p>Location</p> <p>\$2,200.00</p>	<p>The location funding allocation is provided to Goolma 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"> • Attendance Matters <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: An improved overall attendance rate due to the teaching principal's ability to</p>

<p>Location</p> <p>\$2,200.00</p>	<p>work side by side with the home school liaison officer in the case manager of a long term non-attending student.</p> <p>After evaluation, the next steps to support our students with this funding will be: Support for inclusive and engaging incursions.</p>
<p>Literacy and numeracy</p> <p>\$2,865.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Goolma 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> <ul style="list-style-type: none"> • Strong Foundations in Literacy and Numeracy • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: Trialling the use of Hegarty, Sound Wave and Spelling Matters programs to determine their effectiveness as teaching and learning programs for the current student cohort.</p> <p>After evaluation, the next steps to support our students with this funding will be: A continued commitment to Hegarty but a shift in focus to alternative teaching and learning programs in reading, writing and numeracy.</p>
<p>QTSS release</p> <p>\$2,845.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Goolma 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"> • Strong Foundations in Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teaching principal provided with additional release time to support the development and implementation of improved teaching and learning programs <p>The allocation of this funding has resulted in: An analysis of the impact of current teaching and learning programs, assessment practices and student performance data analysis and usage.</p> <p>After evaluation, the next steps to support our students with this funding will be: A review and reset of teaching and learning programs, assessment practices and student performance data analysis and usage.</p>
<p>COVID ILSP</p> <p>\$5,606.00</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>COVID ILSP</p> <p>\$5,606.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - phonemic awareness, blending phonemes, whole number and additive strategies <p>The allocation of this funding has resulted in:</p> <p>The classroom teacher worked collaboratively with support staff to plan and implement literacy and numeracy intervention programs and subsequently upskill SLSOs in the delivery of differentiated and individualised learning experiences to the targeted cohort.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Further refining of the above practice with the inclusion of more purposeful assessment practices and student performance data analysis and usage.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	8	5	4	7
Girls	4	1	3	4

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.5	89.4	83.5	100
1		87.7		83.9
2	95.8		96.8	96.1
3	89.5	62.5		95.2
4	93.6	84.2	18.5	96.1
5	95.3	85	95.2	8.5
6	93.2	86.3		93.5
All Years	92.7	83	81.6	80.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1		92.7		92.7
2	93.5		92	92.6
3	93.6	93		92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1		91.5
All Years	93.4	92.8	92.1	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)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	131,324
Revenue	463,720
Appropriation	451,783
Grants and contributions	11,838
Investment income	100
Expenses	-525,800
Employee related	-488,114
Operating expenses	-37,686
Surplus / deficit for the year	-62,079
Closing Balance	69,244

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	46,833
Equity Total	33,163
Equity - Aboriginal	15,738
Equity - Socio-economic	2,228
Equity - Language	0
Equity - Disability	15,196
Base Total	310,882
Base - Per Capita	1,726
Base - Location	6,589
Base - Other	302,568
Other Total	23,774
Grand Total	414,652

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.

Parent/caregiver, student, teacher satisfaction

As the 2021 school year finished with only one remaining family contributing one sole student enrolment to the school it was challenging to generalise parent/carer satisfaction. This particular mother was satisfied enough to re-commit her daughter to the school in 2022 when an unexpected new Kindergarten enrolment arrived in the final week of the school year. Pleasingly, a family which had indicated that their three children would be leaving the school for enrolment elsewhere reconsidered, acknowledging the great work of the school.

Levels of student satisfaction were measured during fortnightly school assemblies which included a wellbeing check-in element for each student. A majority of students regularly vocalised that they were a number of staff members and senior students who they felt they could trust, and who valued and cared for them. Students could recall personal learning goals, briefly describe their progress and where their next focus might be. Students were also provided a voice in determining school improvement goals and regularly offered ideas and feedback.

Due to the very high turnover of staff at Goolma Public School at the end of the 2021 school year, the collating of teacher satisfaction data was challenging. It is common, though regrettable, that even minor changes in staff turnover have a significant impact on school culture.

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.