

2021 Annual Report

Goolmangar Public School



2037

Introduction

The Annual Report for 2021 is provided to the community of Goolmangar 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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Message from the principal

This year has been a successful year in working towards developing a creative school with great innovative projects. Our school vision encompasses engaging students in becoming independent, creative, resilient learners. Everything our school community have engaged in this year focused on this vision. We have inspired our students to be creative and critical thinkers in many areas.

Our school continues to develop environmental projects. The students were finalists at the Green Innovations Awards day for their proposed project on developing an app to teach others about the importance of bees. This is also reflected in other projects happening in the school such our Indigenous food and vegetable gardens, orchard and collection of eggs from our champion chickens.

Our specialist teachers are masters in creating learning experiences that are engaging with an element of self-discovery, specifically in science, technology and creative arts.

In summary, the school community have collaborated and supported one another to provide our students with the most remarkable experiences. I would like to thank the dedicated staff and community for their efforts in making Goolmangar Public School simply a school that excels.

I certify the information provided in this report is the result of rigorous school self-assessment and the review process was undertaken with staff, parents and students. It provides a balanced and genuine account of the school's achievements and areas for future learning.

Rachel Bertuzzi

Message from the students

2021 has been a fantastic year! We have done things from learning with Uncle Gilbert Laurie, about Bundjalung culture with excursion on Country to our local area, including the beach to learn about culture, to celebration activities, and making an app to help stop climate change which we were Green Innovations Finalist again!

We also had a water gun battle, to celebrate our high attendance score. Our teachers bought us new things to help us learn collaboratively and be a team! As part of our Personal Interest Project we have established a bike track and developed our own learning pathway projects. It was hard to involve our community members as much as we usually do due to COVID measures. We are looking forward to 2022, to learn new things, get curious, creative, about learn in a

challenging environment.

School vision

At Goolmangar Public School we strive to create resilient future focused learners who collaborate, self-regulate their learning and investigate the world around them.

School context

Goolmangar Public School is a rural school that is unique in catering for individual students whilst collaboratively learning with all stakeholders of the school and wider community. The school culture excels in connecting with community developing strong partnerships, utilising the skills and knowledge of community members to enhance student learning programs.

We provide a flexible, creative curriculum to build learning capabilities with a strong focus on sustainability. Extra curricular opportunities explore the areas of creative arts, languages, science and technology and sport.

The whole school community, involving students, staff, parents and the local Aboriginal Education Consultative Group (AECG), were consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading, numeracy and attendance.

Two key strategic directions were identified as a basis for future directions which are reflective of the school's vision. These are:

- Growth and Attainment
- Successful Learners.

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	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Implement a whole school approach to quality teaching, planning and assessment to ensure maximum individual growth in reading and numeracy.

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.

- Effective Classroom Practice
- Differentiation

Resources allocated to this strategic direction

Literacy and numeracy: \$2,127.00

Professional learning: \$3,442.22

Socio-economic background: \$3,205.22

English language proficiency: \$2,400.00

Low level adjustment for disability: \$13,568.17

Location: \$1,058.76

QTSS release: \$2,578.71

Summary of progress

Our focus for 2021 was on the use of data analysis and explicit teaching strategies for reading and numeracy.

Throughout the year, teachers developed their capacity to analyse, interpret and extrapolate reading and numeracy data. To do this, we reviewed the assessment schedule, external data (NAPLAN & Check in) implemented PAT-R and PAT-M, updated PLAN data in reading and additive strategies and completed other internal assessments on an ongoing basis.

Teachers have been working towards communicating with parents and students', what students are capable of and where to next in their learning and how to get there and what success will look like. In doing so, each student has a personalised learning support plan & folder for collection of assessments which have shared with parents. Implementation of student learning goal strategy was modified throughout the year to be more specifically to support student needs over shorter time frames. Analysis of goal attainment demonstrated high level of effectiveness with this strategy.

Evidence shows that each child is monitored in reading and numeracy using quality assessment data. Follow up learning support is allocated. The analysis of data has been sharpened throughout the year by teachers. Our assessment tools are informative and lead to ongoing discussions about individual student needs. This strategy is showing early signs of positive impact yet further implementation and analysis will determine effectiveness of practice.

Next year, teachers need to continue to employ evidence-based teaching methods such as learning intentions and success criteria in reading and numeracy and continue working with students on setting SMART goals that are integrated into lessons for reading and numeracy. We will re-focus the Personal Support Learning Pathways strategy with parents.

Teachers will also, be part of the implementation of curriculum reform with Goolmangar PS being a self selector school for the K-2 English and Mathematics syllabus.

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
Increase the % of Stage 2 and 3 students in the top 2 bands of NAPLAN Reading and Numeracy to contribute towards the Richmond Network Small Schools beyond the baseline data of	The % of Stage 2 and 3 students achieving expected growth in NAPLAN Reading and Numeracy across the Richmond Network Small Schools was 57.9% in Reading and 52.6% in Numeracy achieving beyond the baseline data and progressing towards the lower bound network target.

40.2% in Reading and 23.1% in Numeracy.

Increase the % of students achieving expected growth in NAPLAN Reading and Numeracy up to 55% to progress towards the Richmond Network Small Schools lower bound target.

The % of Stage 2 and 3 students achieving expected growth in NAPLAN Reading and Numeracy across the Richmond Network Small Schools was 57.9% in Reading and 52.6% in Numeracy achieving beyond the baseline data and progressing towards the lower bound network target.

Strategic Direction 2: Successful learners

Purpose

To implement systems for all students and staff with the skills and attitude to connect, thrive, succeed and learn.

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.

- Connect, Succeed, Thrive and Learn
- Learning Dispositions

Resources allocated to this strategic direction

School support allocation (principal support): \$13,604.80

Professional learning: \$1,000.00

Summary of progress

Our focus for 2021 was on developing learning dispositions and positive wellbeing strategies to assist students to connect, succeed, thrive and learn.

Staff completed "Developing the Visible Learner" professional learning. The theory and application of learning dispositions in the classroom and enhanced staff capacity with developing assessment capable learners in mathematics lessons occurred through use of SMART goals, learning intentions and success criteria. This led to the development of learning dispositions in the classroom has led to students building their ability to define their individual learning in mathematics against the learning intentions. The result was an observable increase in students owning their own learning and thus will now translate this strategy across the wider curriculum.

Students engaged in developing skills to implement healthy coping strategies, resilience and self regulation into their daily lives. All participated in the Emotional Resilience Program (delivered by Social Futures) and the majority of students indicated an increase in developing coping skills. Classroom and wider behaviour data supports that students are better regulating their decision making at school.

Staff reviewed attendance procedures in relation to Department of Education policy and formulated updated attendance procedures in consultation with the school P&C. 100% of all staff completed Supporting Student Attendance professional learning to gain a better understanding of DoE expectations. Implementation of a three tiered approach towards attendance has strengthened engagement strategies through established universal strategies to targeted strategies for students requiring individual support. Students now set SMART goals to improve their attendance on their Personalised Support Learning Plans and monitor their attendance daily with a combined student chosen reward system in place every five weeks. Enhanced monitoring of attendance with improvement in following up unexplained absences and dialogue around student attendance measures at each staff meeting has incrementally increased student attendance rates in Semester 2. All staff indicated on a whole school attendance survey that attendance needs to be and is everyone's responsibility.

Next year, we will continue work on developing assessment capable learners and learning dispositions integrated further across teaching and learning programs. Monitoring of mental health of students and staff using the FORGE Wellbeing program to further promote mental health, and advocacy of early intervention strategies that really make a difference.

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
Increase the % of students attending school more than 90% of the time to contribute towards the Richmond Network Small Schools beyond the baseline data of 60%.	The % of students attending school more than 90% of the time across the Richmond Network Small Schools decreased by 6.25%, demonstrating that we are not yet progressing towards the lower bound small schools network target.

Student surveys reflect increased student responses around expectations for success, advocacy, sense of belonging and emotional resilience against 2020 internal data.

In 2021, our students self assessed themselves with the school's learning dispositions as reported on student semester two reports. This was then compared with results in 2020. We are creative thinkers, has improved marginally by 5%. We never give up (resilience) and working collaboratively have similar results over the last year with the average in the 90%-100% range. Unfortunately, students liking challenges, being curious and investigative have dropped slightly. There could be a number of reasons for this as it was a disruptive year for learning and with 33% less students.

2020 Tell Them From Me Survey (TTFM) data shows 100% of year 4/5/6 indicating a positive sense of belonging to our school. 80% of our year 4/5/6 students are motivated and use their learning time effectively. In 2021, all students were included in a similar TTFM survey as the cohort of years four to six was not large enough to participate in the official TTFM survey therefore the results are not directly comparable. yet still reflect our students having a strong learning culture.

Year two to six student survey results 2021 indicated:

- 86% of student agree teachers at Goolmangar Public School encourage students to do well. (expectations for success).
- 85.7% of students agree they have a part in making decisions about school projects or events (student advocacy).
- 71.5% of students agree our school is a place where they belong (sense of belonging).
- 71.4% of students agree they never give up learning when the learning becomes hard (emotional resilience).

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$3,205.22</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Goolmangar 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"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support K-6 Targeted Reading program implementation. <p>The allocation of this funding has resulted in: K-6 students improving reading levels with 60% of students now at or above expected reading level. This is an increase from end of 2020 levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to continue and enhance the provision of additional targeted and differentiated explicit learning strategies for each student.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Goolmangar 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"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: K-6 students improving reading levels with 60% of students now at or above expected reading level. This is an increase from end of 2020 levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to continue and enhance the provision of additional targeted and differentiated explicit learning strategies for each student.</p>
<p>Low level adjustment for disability</p> <p>\$13,568.17</p>	<p>Low level adjustment for disability equity loading provides support for students at Goolmangar 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"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: K-6 students improving reading levels with 60% of students now at or above expected reading level. This is an increase from end of 2020 levels.</p>

<p>Low level adjustment for disability</p> <p>\$13,568.17</p>	<p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to continue and enhance the provision of additional targeted and differentiated explicit learning strategies for each student.</p>
<p>Location</p> <p>\$1,058.76</p>	<p>The location funding allocation is provided to Goolmangar 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"> • Differentiation <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 to maintain a targeted reading program. <p>The allocation of this funding has resulted in: K-6 students improving reading levels with 60% of students now at or above expected reading level. This is an increase from end of 2020 levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to continue and enhance the provision of additional targeted and differentiated explicit learning strategies for each student.</p>
<p>Professional learning</p> <p>\$4,442.22</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Goolmangar 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"> • Effective Classroom Practice • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Classroom teachers and principal engaged in updating assessments schedule and regular analysis of data focusing on reading and numeracy. Implementation new external data assessments (PAT-R & PAT-M) were completed. <p>The allocation of this funding has resulted in: Through a targeted approach to analysis of student data in reading and numeracy, teaching programs for reading and numeracy showed a differentiated cyclic teaching process for each student.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to provide professional learning in developing assessment capable learners.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Goolmangar Public School with administrative duties and reduce the administrative workload.</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"> • Connect, Succeed, Thrive and Learn • Learning Dispositions

<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> Principal liaised with Social Futures organisation to implement emotional resilience program. Also staff completed professional learning on developing elements of visible learning in their programs and integrated into lessons. <p>The allocation of this funding has resulted in:</p> <p>All students surveyed recently indicated that 75% of students persevere and 87.5% of students aim to achieve the SMART goals for reading, numeracy and attendance. However, interruptions to term four program and we an increase in enrollments for next year the development of learning dispositions will need to continue in 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be for staff to continue professional learning with cycle three of the Visible Learning program to further develop student use of learning dispositions and assessment capable learners.</p>
<p>Literacy and numeracy</p> <p>\$2,127.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Goolmangar 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"> Effective Classroom Practice Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>This initiative was only partially implemented with the principal involved effectively developing understanding of multiplicative thinking across all stages through out term four with both staff and students resulting higher learning outcomes being achieved by all students. Unfortunately with COVID restrictions, learning walks did not occur.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be to continue providing additional targeted and differentiated explicit learning strategies for each student.</p>
<p>QTSS release</p> <p>\$2,578.71</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Goolmangar 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"> Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in:</p> <p>Personalised Learning Support Plans and folders were established and shared with parents.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will</p>

<p>QTSS release</p> <p>\$2,578.71</p>	<p>be for staff to continue to embed regular engagement with parents and students to strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.</p>
<p>COVID ILSP</p> <p>\$11,212.00</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>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 phonemic awareness. <p>The allocation of this funding has resulted in: 60% of students have increased or have made a year's growth in learning. This has been a particularly disruptive year with COVID-19 restrictions.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to continue monitoring phonemic awareness progress to improve reading outcomes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	13	10	6	4
Girls	5	6	7	8

Student attendance profile

School				
Year	2018	2019	2020	2021
K	86.8	92.8	85.5	81.5
1	93.4	91.1	90.8	
2	78.2	93.4	86.4	82.8
3	90.5	87	83	81.5
4	97.8	92.5	94.7	79.8
5	90.6	96.9	92.9	91.9
6	83.9	88.6	100	89.5
All Years	89.3	91.7	89.6	83.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	
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)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*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	202,232
Revenue	518,155
Appropriation	512,334
Sale of Goods and Services	55
Grants and contributions	5,646
Investment income	121
Expenses	-488,030
Employee related	-392,483
Operating expenses	-95,546
Surplus / deficit for the year	30,125
Closing Balance	232,357

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	19,173
Equity - Aboriginal	0
Equity - Socio-economic	3,205
Equity - Language	2,400
Equity - Disability	13,568
Base Total	307,648
Base - Per Capita	3,205
Base - Location	1,059
Base - Other	303,384
Other Total	36,298
Grand Total	363,119

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

Parent/caregiver Satisfaction Survey Results December 2021 (Published in Newsletter 3/2/22)

Communication and Connecting Learning with home & School

- All parents read the monthly newsletter and monitor the Skool loop for updates. families follow the school's Facebook page.
- 100% of parents indicated that they appreciate the informal and formal communication arrangements. Most families appreciated Personalised Support Learning Plans for each student needs and would like the PSLP's to continue.

6/8 of our families use the SeeSaw app to view student work samples. This will be maintained for another year.

Building Community and Identity, Recognising the role of the Family

- 100% of our parents believe our school engages families and community members however it has been difficult due to COVID regulations.
- It was suggested that the P&C & staff could work together in facilitating school grounds by setting up a plant/seeds exchange centre, Barbeques, market stalls.

Consultation on Decision Making

- All parents believe the school informs families about issues or changes, and provides opportunities for responses.
- The suggestions for increasing parent involvement on the P&C were to encourage new families and maybe guest speakers.

Collaborate beyond the school

- 100% of our parents agree that staff work closely with families to support them to utilise other agencies if needed.

Participate

- The programs we excel in to enhance student learning are project based learning pedagogy resulting in expos, creative clubs, green innovations, agricultural projects.

Wellbeing

- Things our families think work well for their child(ren) at our school are: Creative arts program, calm environment, our School Counsellor program, open communication with teachers, environment projects, fantastic ratio student to teacher support, personalised learning opportunities.

Student Satisfaction Survey Results December 2021

Most students feel they make friends at school easily and are accepted for who they are. Overall, most students indicated they are responsive to our three behaviour expectations: Be Respectful, Be Responsible, Be Safe.

Our students feel all teachers are interested in their learning and show a genuine interest discussing further learning pathways. All students feel valued and that their class is a positive place to learn.

Most students believe they are challenged in their learning and tasks reflect our learning dispositions- curiosity, never giving up (resilience), collaboration, investigation, and creativity.

Most students enjoy setting SMART learning goals for reading, numeracy, and attendance.

All students indicated that they have developed a stronger understanding of Aboriginal Culture and learnt phrases/words in the Bundjalung language.

In general, the student survey indicated students feel Goolmangar Public School is a welcoming learning environment that caters to different learning styles, provides choices in their learning and a variety of things to do.

The things our students think are great about our school are:

- Bikes
- Lots of friends
- Big playground
- Helping NASA with the What will happen to the Wattle? Project
- Excursions

The things our students think we can work together on making better are:

- Breeding more fish in our aquaponics tank.
- A swing and slide.
- A board walk across the wet area in our playground to turn this space into a wetlands.

- Extra time on our projects and more STEM activities.

Teacher Satisfaction

100% of our teacher's feel they have a sense of belonging at Goolmangar PS and know someone on staff who they can check-in with. All teachers believe they have an active role to play at GPS.

The things we are doing well at GPS are:

Great range of activities for students. E.g. excursions, sport, clubs and extras like expos/languages.

Identifying student strengths and planning to enhance their learning experiences, involving the community in school life, engaging with outside services to improve student outcomes.

Suggestions for Improvements are:

Continuing to upgrade facilities/resources etc.

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.