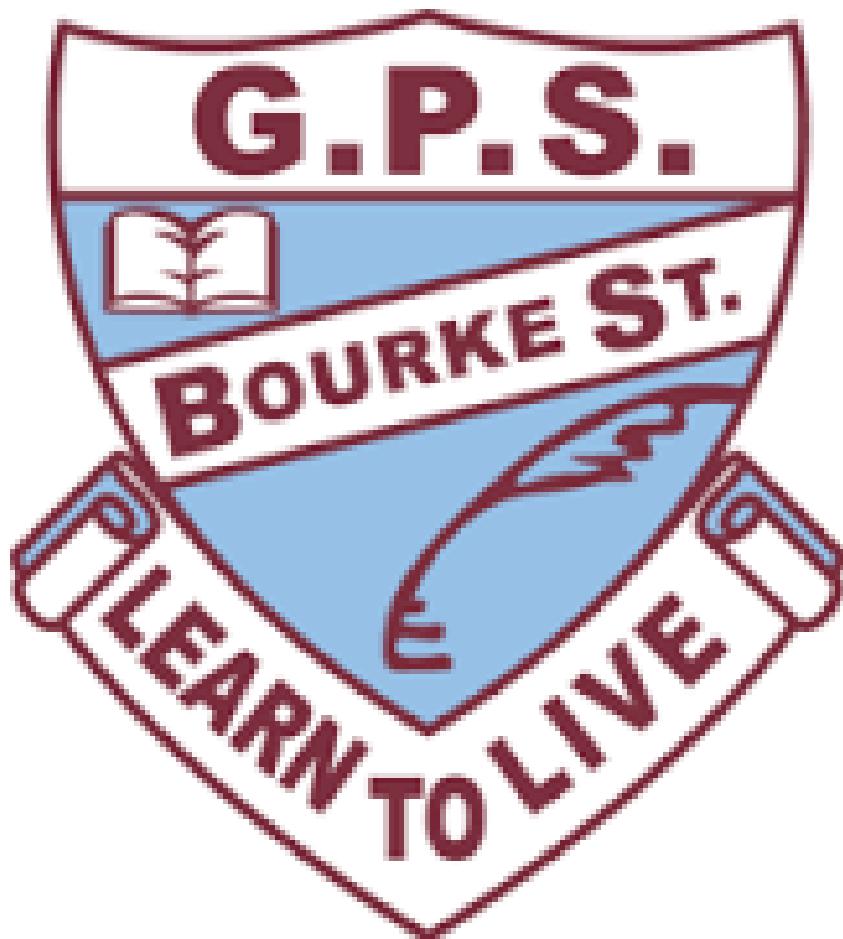


# 2021 Annual Report

## Goulburn Public School



2053

# Introduction

The Annual Report for 2021 is provided to the community of Goulburn 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

Goulburn Public School is committed to strengthening a learning culture underpinned by effective collaborative practices and a whole school community commitment to high expectations of learning progress and achievement for all students.

## School context

Goulburn Public School (GPS) is the oldest school in Goulburn and was established by the NSW Department of Education in 1868. The school is set within attractive grounds with beautiful heritage buildings, close to the center of town on Bourke Street. A shrinking catchment area, due to the expansion of the Commercial Business Area (CBD), has resulted in the catchment area being divided into two sections and encompasses residences on streets adjacent to the school and a second area further from the school primarily consisting of public housing.

The student population is made up of approximately fifty percent girls and fifty percent boys with a comprising 25% of the students who identify as Aboriginal and/or Torres Strait Islander. GPS FOEI is currently 161 with a slight increase since the previous planning period.

Goulburn Public School continues to build upon its proud tradition of working with the community to provide the best possible learning outcomes for all students. The school makes valuable use of its excellent facilities by offering a wide range of educational opportunities, with students and teachers working to ensure that everyone reaches their full potential while experiencing success within a harmonious and supportive educational environment.

Evidence documented in the External Validation Process (2020) demonstrates a three year period of relentless pursuit and implementation of research-based, explicit teaching methods resulting in systems, policies and procedures, and processes to enhance the academic outcomes in both literacy and numeracy. InitiaLit, MiniLit, Spell-It and Top Ten Mathematics are being implemented, embedded and evaluated for impact. A key feature within this approach has been the differentiation of student learning through upgraded assessment procedures, data informed practices and student tracking. The enhanced operation of the Learning Support Team, which involved employment of an interventionist, and teacher data collection of focus areas, has been pivotal to improved student outcomes.

Welfare of students has been greatly promoted via the Positive Behaviour for Learning (PBL) program and introduction of the Traffic Light System, which allows students to recognise and monitor their behaviour.

Through our Situational Analysis (2020), areas for further development have been identified. These include, effective classroom practice, data skills and use, development and implementation of summative and formative assessment, student attendance to drive ongoing, sustained school wide improvement in teaching practice and student results.

At GPS we work with parents, members of the community and community groups to enhance the educational opportunities for our students. Community engagement will remain a focus for improvement.

## **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>

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes and strategically plan to achieve academic targets by 2023, we will establish effective collaborative processes that drive evidence-based practices and differentiation, informed by data driven teaching practices and authentic analysis.

### 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.

- Literacy & Numeracy - Evidence-based practice
- Data Informed Practice

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$112,118.00

**Socio-economic background:** \$86,908.16

**Professional learning:** \$2,140.00

**QTSS release:** \$35,205.00

**Early Action for Success (EAfS):** \$102,908.00

**COVID ILSP:** \$135,699.00

**Aboriginal background:** \$2,140.00

### Summary of progress

In Strategic Direction 1, initiatives began with analysis of data from a performance and development survey. The information garnered, facilitated planning for continuity of high impact professional learning for all staff, based on both whole school and individual determined need and goals. Competing priorities restricted implementation and delayed some initiatives.

In Literacy, continued employment of a full-time Instructional Leader facilitated and supported K-2 teachers in building capacity to explicitly teach, assess, and implement quality literacy learning opportunities. This included High Impact Professional Learning (HIPL), the implementation and evaluation of the consistent, explicit, systematic and evidence based MultiLit Programs, and use of literacy progressions to track, analyse and plan for personalised learning. An introduction to Visible Learning in the classroom, established the importance of learning being seen and obvious, and resulted in lesson learning intentions that provide clear links to syllabus documents, and the criteria for success, being explicit and visible in most classrooms. Further planned whole school professional learning in using the Visible Learning approach, through which teachers become evaluators of their own impact on student learning, and individual student goals are clear, was delayed and this has been postponed to 2022.

In Numeracy, internal evaluation of the Top Ten Numeracy Program across K-6 enabled evidence-based decision making that determined implementation of this program would continue for Number and Algebra. Review of the K-6 Mathematics scope and sequence highlighted the need to align the Top Ten Program with the school-based scope and sequence. Planned internal professional learning was interrupted and teachers will be supported by the provision of modelled evidence-based teaching practices and the provision of professional feedback, through Instructional Rounds, in 2022.

Additional funding (Intensive Learning Support Program), enabled the employment of skilled staff to support the learning needs of students identified as requiring Tier 2 targeted and Tier 3 intensive interventions in Numeracy. Gap analysis of external assessment, along with internal formative and summative assessment, identified 'Focus Areas' and informed the provision of research-based instruction and monitoring, and measurement of student progress in response to the instruction and interventions. Evidence has demonstrated progress toward set goals for individual students and higher levels of engagement, as a result of smaller group settings.

In 2022, a strategic focus will be on building teachers' capacity to effectively implement explicit teaching of text structure and cohesion when composing texts. In Numeracy, there will be a focus on using number talks to further promote critical thinking and articulation of student reasoning. Teachers will be supported in using tools to track student progress and data to accurately inform their practice, including further professional learning to deeply analyse, and identify the implications of, NAPLAN, Check-in, and school-based assessment results K-6. This will be facilitated and supported by 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
A minimum of 10% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy.	2021 NAPLAN results indicate 4% of students achieved in the top two bands in numeracy. This result is below the set target of 10% for 2021 and included, 4% of Year 3 students and 0% of Year 5 students achieving in the top two bands in Numeracy.
A minimum of 20% of students achieve expected growth in NAPLAN numeracy.	2021 NAPLAN results indicate 25% of students achieved at or above expected growth in NAPLAN numeracy. 5% above the set target of 20%
A minimum of 18% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading.	2021 NAPLAN results indicate 33% of students achieved in the top two bands in NAPLAN reading. This result is above the set target of 18% for 2021 and has been achieved solely by the 2021 Year 3 cohort.
A minimum of 50% of students achieve expected growth in NAPLAN reading.	2021 NAPLAN results indicate 37% of students achieved expected growth in NAPLAN reading. This result is below the set target of 50% for 2021.
Value added data in Scout for Yrs 5-7 continues to show Excelling; Value added data in Scout for Yrs 3-5 continues to show Sustaining and Growing	The 2021 Value Added data for Years 5-7 shows Sustaining and Growing. While this indicates a decrease in the Value Added data for Years 5-7 2021, it remains above the average value added for all schools in the state. Years 3-5 continues to show Sustaining and Growing.
<p>In SEF - SaS the schools self assessment will maintain delivering in the area of Professional Standards</p> <p><i>Literacy &amp; Numeracy Focus - The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.</i></p> <p><i>Improvement of practice - Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance.</i></p>	<p>In SEF - SaS the schools self assessment continues to demonstrate <i>delivering</i> in measure of Professional Standards for themes Literacy &amp; Numeracy Focus and Improvement of Practice. While NAPLAN and internal data demonstrates an increase in the percentage of Year 3 students in the top two bands in reading, as a result of improvement in practice through targeted professional development, facilitation of professional learning that continues to build teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge will remain a focus.</p>
<p>In SEF - SaS the schools self assessment will maintain sustaining and growing in the area of Assessment</p> <p><i>Whole school monitoring of student learning - The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.</i></p> <p><i>Formative Assessment - Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.</i></p>	<p>In SEF - SaS the schools self assessment continues to demonstrate <i>sustaining and growing</i> in the measure of Assessment for themes Whole school monitoring of student learning and Formative Assessment.</p>
In SEF - SaS the schools self assessment will maintain delivering in	In SEF - SaS the schools self assessment continues to demonstrate <i>delivering</i> in the measure of Data Skills and Use for themes Data Literacy,

<p>the area of Data Skills and Use</p> <p><i>Literacy - Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.</i></p> <p><i>Analysis - The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.</i></p> <p><i>Use in Teaching - Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, PAT) with internal measures to build consistent and comparable judgement of student learning.</i></p>	<p>Analysis and Use in teaching. Teaching staff have engaged in professional learning that builds skills in the analysis, interpretation, use of and comparison of internal and external student progress and achievement data.</p>
<p>In SEF - SaS the schools self assessment will maintain delivering in the area of Effective Classroom Practice</p> <p><i>Explicit Teaching - 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.</i></p>	<p>In SEF - SaS the schools self assessment continues to demonstrate <i>delivering</i> in the measure of Effective Classroom Practice for the theme Explicit teaching. The implementation of the evidence-based InitiaLit program, across K-2, has ensured teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.</p>
<p>In SEF - SaS the schools self assessment will maintain delivering in the area of Educational Leadership</p> <p><i>Performance management and development - The leadership team undertakes annual staff performance and development reviews for teaching and non-teaching staff. Poor performance is identified and managed promptly and effectively.</i></p>	<p>In SEF - SaS the schools self assessment continues to demonstrate <i>delivering</i> in the measure of Educational Leadership for the theme Performance management and development.</p>
<p>A minimum of 88% of students indicate Expectations of Success in the Tell Them From Me Survey 2021 SCOUT App, an uplift of 1% from 2020.</p>	<p>Results from the Tell Them From Me Survey (TTFM) 2021 indicated 89% of students reported positive outcomes for Expectations of Success. This is an uplift of 2% from 2020 results.</p>

## Strategic Direction 2: Student Engagement and Wellbeing

### Purpose

In order to achieve high levels of engagement we will maintain and refine a strategic and planned approach to wellbeing and develop whole school processes that support high levels of attendance and students who have the skills to connect, succeed, thrive 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.

- Student and Community Engagement
- Improve Engagement and Wellbeing

### Resources allocated to this strategic direction

**Aboriginal background:** \$53,789.00

**Socio-economic background:** \$18,880.00

**Per capita:** \$20,000.00

### Summary of progress

In Strategic Direction 2, a focus on student engagement and wellbeing began with evaluation of Tell Them From Me Surveys (TTFM); professional learning, enabling staff to engage with and understand the wellbeing framework; the introduction of, and staff training in, trauma informed practice using the Berry Street Education Model (BSEM); and a review of the school wide system for monitoring attendance, including the creation of a team with members from the Learning and Support Team (LST) and administration, to lead the refinement of attendance practices. Planned community engagement initiatives were impacted by periods of time that included restrictions to community being on school grounds.

The employment of a First Nations staff member; collaborative development of Personalised Learning Pathways; the ongoing access to a First Nations student group; the development of a First Nations Playgroup, in collaboration with the Schools as Community Centre (SACC), and the purchase of culturally specific reading resources, has strengthened Aboriginal students' identity and pride, evidenced by survey data that indicated a 10% higher level sense of belonging and a 6% higher percentage of students feeling that they have someone at school who consistently provides encouragement and can be turned to for advice, than their non First Nations peers, and expectations of success on par with their non First Nations peers. The stronger a student's cultural identity, the better able they are to engage in learning.

In 2021 seven staff members were trained in the BSEM with initial successful implementation in the GPS Support Unit, prior to two teams representing K-2 and 3-6 leading the implementation of the model across the school. Implementation of the BSEM will continue in 2022.

The introduction of a unified platform for school management, Sentral, has enable user friendly systems to be in place for tracking attendance and efficiently creating wellbeing assessments. The creation of an 'attendance' team has resulted in a review of attendance practices that support students to be at school and engage in learning.

When restrictions permitted parents had opportunity to collaborate with staff and offer input into Development and Review of School Policies and the School Improvement Plan (SIP), Teaching Practices and Curriculum (KLA) Delivery, through online surveys, attendance at P & C meetings, and events that could go ahead, including the SIP Parent Information Session fostering collective discussion and understanding around the Strategic Directions.

In 2022, a strategic focus will be on continuing to support student engagement and wellbeing with further implementation of BSEM practices and ensuring cultural identity is visible and embedded in curriculum. In addition, there will be a focus on attendance and giving all students tools to support their wellbeing. Aboriginal students will be given opportunity to engage more deeply in their culture though the cultural enrichment group and continue to work towards their own goals.

### 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 percentage of students attending > 90% of the time from 55.7% to be at or above the systems negotiated baseline target of 69.3%	GPS attendance data showed an overall attendance rate of 89.1%; however, only 63.4% students attended >=90% of the time. This is an upward trend of 7.7%, although 5.9% below the systems negotiated baseline target of 69.3% and 9.9% below the lower bound target of 73.3% to be achieved by 2022.
Increase the percentage of students indicating a positive sense of wellbeing (advocacy, expectations for success, belonging) to be at or above the systems negotiated baseline target of 77%	Data from the 2021 Tell Them From Me Survey (TTFM) indicates an upward trend for students positive sense of wellbeing at 79.7%. This is 2.7% above the systems negotiated baseline target of 77% and includes measures of Expectations for Success at 89%, Sense of Belonging at 73% and Advocacy at School 77%. It's important to note in the measure of Sense of Belonging that female students scored more highly than male students (Females 81% and males 62%) and First Nations students, 10% higher than their non-indigenous peers.
<p>Decrease negative recorded behaviours and suspensions by a minimum of 8% determined by a two year baseline of incident reports as at year end 2020.</p> <p>Increase positive recorded behaviours by a minimum of 15% determined by a two year baseline of incident reports as at year end 2020.</p>	<p>The two year baseline of negative behaviour incidents recorded averaged out at 1130 as at year end 2020. During 2021 1036 negative behaviour incidents were recorded demonstrating a 8.32% decrease in negative behaviours recorded and a % slightly above the minimum target of 8%.</p> <p>During 2021, 22 short suspensions and 9 long suspensions were recorded. This is an 18.5% decrease in the number of short suspensions and a 57% decrease in the number of long suspensions.</p> <p>The two year baseline of positive behaviour incidents recorded averaged out at 923 as at year end 2020. During 2021, 866 positive behaviour incidents were recorded demonstrating a 6% decrease in positive behaviours recorded compared with the baseline; however, this equates to a 3.5% increase in positive behaviours recorded compared with the 2020 school year.</p>
<p>In SEF - SaS the schools self assessment will maintain sustaining and growing in the area of Learning Culture</p> <p><i>High Expectations - There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.</i></p> <p><i>Attendance - Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.</i></p>	In SEF - SaS the schools self assessment continues to demonstrate <i>sustaining and growing</i> in the measure of Learning Culture for themes High Expectations and Attendance.
<p>In SEF - SaS the schools self assessment will maintain sustaining and growing in the area of Wellbeing</p> <p><i>A planned approach to wellbeing - The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.</i></p> <p><i>Behaviour - Expectations of behaviour are codeveloped with students, staff and the community and are designed to</i></p>	In SEF - SaS the schools self assessment continues to demonstrate <i>sustaining and growing</i> in the area of Wellbeing for themes A Planned Approach to Wellbeing and Behaviour. The Berry Street Program will continue to be implemented and aligned with Positive Behaviour for Learning to facilitate positive, respectful relationships among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

<p><i>ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.</i></p>	
<p>In SEF - SaS the schools self assessment will maintain sustaining and growing in the area of Curriculum Differentiation - <i>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.</i></p>	<p>In SEF - SaS the schools self assessment continues to demonstrate <i>sustaining and growing</i> in the area of Curriculum for theme Differentiation.</p>
<p>In SEF - SaS the schools self assessment will maintain delivering in the area of Data Skills and Use</p> <p>Data use in planning - <i>Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.</i></p>	<p>In SEF-SaS the schools self assessment continues to demonstrate <i>delivering</i> in the area of Data Skills and Use for the theme Data Use in Planning.</p>
<p>In SEF - SaS the schools self assessment will maintain delivering in the area of Educational Leadership</p> <p>Community Engagement - <i>Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community</i></p>	<p>In SEF - SaS the schools self assessment continues to demonstrate <i>delivering</i> in the area of Educational Leadership for the theme Community Engagement.</p>
<p>A 10% increase the percentage of parents (2019) indicating that the school has sought input and their opinion about Development and review of School Policies, Teaching Practices and Curriculum (KLA) Delivery from TTFM Survey 2021</p>	<p>While the 2020 Tell Them From Me (TTFM) Parent Survey data showed that the number of parents who indicated that the school has sought input and their opinion about Development and Review of School Policies; Teaching Practices; and Curriculum (KLA) Delivery remained steady, the TTFM Survey 2021, demonstrated a notable decrease in the number of parents indicating that the school sought their input into, or opinions in these areas. This was in part as a result of the number of parents completing the TTFM Survey in 2021 and equated to a decrease 84.4% of the 2020 outcome.</p>

## Strategic Direction 3: Collaborative Practices

### Purpose

In order to maximise collaborative practices the principal will be the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

### 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.

- Developing systems for collaborative practice

### Resources allocated to this strategic direction

**Socio-economic background:** \$1,070.00

**Per capita:** \$23,924.30

: \$0.00

### Summary of progress

In Strategic Direction 3, executive and teaching staff engaged in online professional learning, Collaborative Teaching Practice (CTP), to support them in developing an understanding of the major pedagogical approaches underpinning CTP. In pairs, staff began a sequence of reflections and activities centred on collaborative teacher practice, and especially co-teaching. Periods of Learning from Home impacted the progress made due to limitations in actioning planned projects in the classroom. The journey in CTP will continue in 2022. The planned engagement of a teacher to relieve teaching staff during this CTP process was not successful due to a lack of access to available staff.

Initiatives for developing higher levels of collaboration between teachers and parents/carers, with the goal of holding high expectations for all children, involved the provision of more timely positive feedback. Teachers and executive made scheduled, personal contact with parents/carers to share positive 'news' about their child. Positive news included updates such as, learning achievements, effort as a learner or display of kindness toward others. Evaluation of positive news calls indicated a stronger connection between school and home.

Revisiting and refining initiatives for developing systems of collaboration will remain a strong focus for 2022.

### 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
<p>In SEF - SaS the schools self assessment will maintain sustaining and growing in the area of Learning Culture</p> <p><i>High Expectations - There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.</i></p>	<p>In SEF-SaS the schools self assessment continues to demonstrate <i>sustaining and growing</i> in the measure of Learning Culture for the theme High Expectations.</p>
<p>In SEF - SaS the schools self assessment will maintain delivering in the area of Learning and Development</p> <p><i>Collaborative practice and feedback - Executive, staff, faculty/stage, team and</i></p>	<p>In SEF-SaS the schools self assessment continues to demonstrate <i>delivering</i> in the measure of Learning and Development for themes Collaborative Practice and Feedback, Coaching and Mentoring and Expertise and Innovation.</p>

<p><i>other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement</i></p> <p><i>Coaching and mentoring - The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored.</i></p> <p><i>Expertise and innovation - Teachers demonstrate currency of content knowledge and evidence based teaching practice in all their teaching areas. Technology and learning spaces are utilised to enhance student learning.</i></p>	
<p>In SEF - SaS the schools self assessment will maintain delivering in the area of Educational Leadership.</p> <p><i>Instructional Leadership - The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning.</i></p> <p><i>High expectations culture - The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member.</i></p>	<p>In SEF-SaS the schools self assessment continues to demonstrate <i>delivering</i> in the measure of Educational Leadership for themes Instructional Leadership and High expectations Culture.</p>
<p>In SEF - SaS the schools self assessment will maintain delivering in the area of School Resources</p> <p><i>Staff deployment - The school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities.</i></p> <p><i>Financial Management - The priorities in the school plan drive financial decisions.</i></p>	<p>In SEF-SaS the schools self assessment continues to demonstrate <i>delivering</i> in the measure of School Resources for themes Staff deployment and Financial Management.</p>
<p>In SEF - SaS the schools self assessment will maintain sustaining and growing in the area of Management Practices and Processes</p> <p><i>Community Satisfaction - The leadership team analyses responses to school community satisfaction measures.</i></p>	<p>In SEF-SaS the schools self assessment continues to demonstrate <i>sustaining and growing</i> in the measure of Management Practices and Processes for theme Community Satisfaction.</p>
<p>On the Teacher TTFM - 'Focus on Learning' Survey GPS will increase the School Mean, in the area of</p>	<p>On the Teacher TTFM - 'Focus on Learning' Survey GPS the School Mean, in the area of Collaboration, increased from 6.4 to 7.4 (0.4) above the set minimum goal of 7.0 with teachers indicating higher levels when responding</p>

Collaboration, from 6.4 to a minimum of 7.0	to the following experiences: talking with other teachers about strategies that increase student engagement; discussing assessment strategies with other teachers and working collaboratively with other teachers to support particular students with identified learning problems.
On the Parent TTFM - 'Partners in Learning' Survey GPS will continue the upward trajectory of the School Mean to a minimum of 8.0, in the area of Parents feel Welcome; Parents are Informed; and a minimum of 7% of parents indicating Parent Input was sort in the areas identified.	On the Parent TTFM - 'Partners in Learning' Survey, responses in identified areas indicate progress yet to be seen toward the school determined targets. There was a notable decrease in the number of parents responding to the survey in 2021.

Funding sources	Impact achieved this year
Refugee Student Support \$763.00	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>            Professional learning for staff in the area of trauma-informed practice associated with refugee status.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>            Training staff not yet trained in trauma-informed practice to ensure needs based support for students with refugee status.</p>
Integration funding support \$58,282.00	<p>Integration funding support (IFS) allocations support eligible students at Goulburn Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>            Specific support needs of students being met. Return of allocated funding for students accepting placements in the Support Unit.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>            The use of integration funding will be adjusted throughout the year in response to student funding allocation and specific support needs.</p>
Socio-economic background \$330,690.16	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Goulburn Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student and Community Engagement</li> <li>• Literacy &amp; Numeracy - Evidence-based practice</li> <li>• Data Informed Practice</li> <li>• Developing systems for collaborative practice</li> <li>• Improve Engagement and Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement initiatives to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> </ul>

<p>Socio-economic background \$330,690.16</p>	<ul style="list-style-type: none"> <li>• equitable access to specialist resources</li> <li>• staff release to increase community engagement</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of external providers to support students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Equitable access for all members of the school community to engage in activities which promoted quality educational experiences for all students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Determined in line with emerging needs of the school community, except for the continued 0.4 engagement of IL which will be replaced by the department allocation of APCI 1.2 FTE in 2022.</p>
<p>Aboriginal background \$55,929.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Goulburn 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy &amp; Numeracy - Evidence-based practice</li> <li>• Student and Community Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased sense of belonging and advocacy for First Nations students, as evidenced in the TTFM survey. Improved engagement and enhanced consultative practices of First Nations students and families in partnership with the school. Higher levels of individual and small group support for identified First Nations students through employment of culturally competent staff.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To further develop initiatives that provide personal support to Aboriginal students, through consultative practices, leadership, quality planning and review processes for implementation in 2022.</p>
<p>English language proficiency \$12,808.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Goulburn Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Individual and small group support of identified students in Literacy and</p>

English language proficiency  \$12,808.00	<p>Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue to strengthen teacher confidence and capacity to design learning experiences that reflect the needs of EAL/D learners. This will be determined on a needs basis and dependent on allocation of future departmental funding.</p>
Low level adjustment for disability  \$179,201.00	<p>Low level adjustment for disability equity loading provides support for students at Goulburn Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy &amp; Numeracy - Evidence-based practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention [MultiLit programs] to increase learning outcomes</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and interventionist teacher</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Facilitation of educational initiatives and activities, for identified students to support specific needs. An inability to fill the interventionist position, due to a lack of available teachers, resulted in planned support for identified students not being realised during 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To engage an Interventionist for 2022 to provide additional support for identified students.</p>
Location  \$1,470.00	<p>The location funding allocation is provided to Goulburn Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Equitable access for all students to engage in activities that enhance their educational experience.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

Location \$1,470.00	To ensure all students have opportunity to access all quality educational experiences offered at GPS and externally of GPS.
Literacy and numeracy \$18,099.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Goulburn Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>A consistent, explicit and systematic approach to teaching in literacy and numeracy through the provision of in class adult support for identified individual and small groups of students to progress toward meeting negotiated targets.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Dependent upon budget allocation; however, data has shown evidence to suggest that this initiative will be continued if funding allows in 2022.</p>
Early Action for Success (EAfS) \$102,908.00	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Goulburn Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy &amp; Numeracy - Evidence-based practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• lead professional learning opportunities available through the Numeracy Strategy</li> <li>• lead analysis of student performance data with whole school and stage teams</li> <li>• employment of an Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Continuous evaluation of student progress, and gap analysis, to inform the development and implementation of professional learning based on data, to improve student learning outcomes in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue the role of Instructional Leader through the newly appointed role of APCI in 2022.</p>
QTSS release \$35,205.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Goulburn Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>QTSS release \$35,205.00</p>	<ul style="list-style-type: none"> <li>• Literacy &amp; Numeracy - Evidence-based practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The continued engagement of an IL for additional days (0.4 school funded) enabled the delivery of PL regarding use of the Literacy and Numeracy learning progressions to track student progress; however competing priorities restricted implementation resulting in delays to this initiative.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue to implement professional learning around the tracking of student progress using the Literacy and numeracy progressions and the analysis of both internal and external assessment to inform the development of student learning goals in each area.</p>
<p>COVID ILSP \$135,699.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy &amp; Numeracy - Evidence-based practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy related to system negotiated targets</li> <li>• employing/releasing teaching staff to support the administration of the program</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Employment of skilled staff to support identified learning needs of targeted students in areas of literacy and numeracy, most specifically related to progress toward system negotiated targets. Evidence has demonstrated progress toward set goals for individual students and higher levels of engagement as a result of smaller group settings.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>This initiative will continue to be implemented during 2022, using data sources to identify specific student need. The school learning and support processes will involve regular monitoring of students as they transition back into classrooms.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	89	87	84	84
Girls	71	69	83	82

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.7	93.7	91.2	87.8
1	93.6	87.2	87.9	87.7
2	91	93.6	86.1	87.8
3	88.7	92.3	92.7	84.9
4	91.5	91.9	90.4	87.3
5	90.4	90	90.9	83
6	90.5	90.2	89.8	89.7
All Years	90.6	91.4	90	87
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**

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.46
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.4
School Administration and Support Staff	5.02

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

	<b>2021 Actual (\$)</b>
<b>Opening Balance</b>	226,882
<b>Revenue</b>	3,257,257
Appropriation	3,159,625
Sale of Goods and Services	9,165
Grants and contributions	78,290
Investment income	78
Other revenue	10,100
<b>Expenses</b>	-3,098,801
Employee related	-2,739,160
Operating expenses	-359,641
<b>Surplus / deficit for the year</b>	158,457
<b>Closing Balance</b>	385,339

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
<b>Targeted Total</b>	59,045
<b>Equity Total</b>	578,634
Equity - Aboriginal	55,934
Equity - Socio-economic	330,691
Equity - Language	12,808
Equity - Disability	179,201
<b>Base Total</b>	1,966,139
Base - Per Capita	43,924
Base - Location	1,471
Base - Other	1,920,744
<b>Other Total</b>	338,325
<b>Grand Total</b>	2,942,143

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](http://myschool.edu.au) to access the school data.

## **Parent/caregiver, student, teacher satisfaction**

In 2021, Goulburn Public School engaged their community, teachers and students through the Tell Them From Me Survey, providing all community members, teachers and students with the opportunity to give feedback. The survey was linked to the school website, newsletter, Facebook and SkoolBag School APP.

Parents at Goulburn Public School indicate:

- they were well informed about school activities
- that their child is encouraged to do his or her best work and teachers expect their child to work hard
- that their child feels safe going to and from school
- that the physical environment is welcoming and the school is well maintained
- that resources provided during periods of learning from home were useful

Students at Goulburn Public School indicate:

- a high level of participation in sport and extracurricular activities
- they believe that schooling is useful in their everyday life and will have a strong bearing on their future
- that they try hard to succeed in their learning
- that important concepts are taught well, class time is used efficiently
- that they feel they have someone at school who consistently provides encouragement and can be turned to for advice

Teachers at Goulburn Public School indicate:

- they work with school leaders to create a safe and orderly school environment
- school leaders have supported them during stressful times
- that they talk with other teachers about strategies that increase student engagement
- they set high expectations for student learning
- that they work with parents to help solve problems interfering with their child's progress

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for 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

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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.