

2021 Annual Report

Goulburn South Public School



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Introduction

The Annual Report for 2021 is provided to the community of Goulburn South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Goulburn South Public School we are fostering a positive and inclusive learning space where all students are supported to reach their fullest potential, becoming confident speakers and engaged members of society. Teachers, parents and students will work together to maintain high expectations, ensuring all students are known, valued and cared for.

School context

Goulburn South Public School is located in Goulburn with a large public housing estate and a small number of privately owned dwellings. The school has an average enrolment of 160 children, with 93 boys and 67 girls enrolled. The school has 6 mainstream classes, 3 are grade based and 3 are stage based classes. The school also has 2 Autism classes and 1 Multi Categorical class, that are regional resources attached to the school. Goulburn South has 33 staff, some of which are Department of Education personnel who are based on site.

Over the past 3 years there has been an increasing trend of students with an EAL/D background which currently sits at 15.3%. 14.3% of students are from Aboriginal and Torres Strait Islander background, which is also growing.

The school runs a successful Positive Behaviours for Learning Tier 2 and programs such as Bounce Back, Berry Street and Zones of Regulation are important components of our school Wellbeing program. The school has introduced Smiling Minds, a guided meditation program into classrooms.

The school has completed a situational analysis that has identified three areas of focus for the next 4 years. It is important to note that this work builds upon the last School Plan which focused on Quality Teaching and Learning, Building Leadership Capacity and Enhancing Student Wellbeing.

As we looked at school data, relating to student attainment and growth, it was evident that K-2 students were Delivering on their expected outcome measures. The Year 3-6 students were Sustaining and Growing in this area. NAPLAN results show that Writing and Numeracy are the most problematic areas and that reading, particularly inferring and comprehension needed improvement. A whole school focus to improve student growth and attainment is underpinned by the evidence base provided in the What Works Best 2020 Update and What Works best in Practice documents. As the literature suggests, we will sustain a whole school focus on collecting and analysing student data that informs all teaching and learning programs and benefits every student in every classroom. The school community has considered the findings of the situational analysis and has endorsed the continued employment of an Instructional Leader (K-2) for 5 days a week, a teacher 5 days a week, supported by a teacher to work students in Years 3 - 6. As part of the Strategic Improvement Plan we will be introducing the MultiLit program in all classrooms K-2.

Our situational analysis showed engagement and high expectations to be areas of concern, particularly with our senior students. Research shows that students who are positively engaged and whose teachers use effective teaching practices can be six to seven months ahead in their learning.

The impact of teacher peer and parental expectations can have a self-perpetuating impact on student achievement. At Goulburn South Public School the staff believe their expectations can have an immediate impact on their students' performance and future attainment.

In the next 4 years the focus will include improving attendance, strengthening communication skills and partnerships with parents around student learning, continue building on wellbeing and strengthening engagement across the wider school community. Staff will be employed throughout the year to work with our Aboriginal and EAL/D students and support our students with disabilities in mainstream classes.

Best Start data, NAPLAN, Check In Assessments, teacher observation and orientation programs all indicate that students start at Goulburn South Public School with oracy deficiencies and that there is a strong need for the development of effective oral language and listening skills. Consultation on the Situational Analysis showed strong community agreement on this area. Research suggests that explicit whole school norms, high teacher expectations, classroom modelling and scaffolding have profound effects on student learning outcomes. Phonics screening data showed that one third of students in Year 1, 2020 were reaching the expected levels in this area. NAPLAN and Check In Assessment data showed that building student vocabulary skills is imperative. A speech pathologist will be employed for 1 day a week and staff will focus on incorporating oral language across all aspects of school life.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence - informed strategies and embedded evaluative practice.

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.

- Evidence based Explicit Teaching
- Data Informed Practices

Resources allocated to this strategic direction

Early Action for Success (EAFs): \$132,287.40

Literacy and numeracy: \$17,576.77

Professional learning: \$2,040.00

QTSS release: \$38,344.36

Per capita: \$43,894.79

Location: \$1,426.62

COVID ILSP: \$126,849.75

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

Summary of progress

Throughout 2021 we focused on using evidence-based explicit teaching to address student learning needs in early literacy, mathematics and vocabulary. Our Instructional Leader and High Impact Teacher lead staff through a program of extensive professional learning, team teaching and lesson observation designed to support teachers to deliver quality learning programs based on the latest research. We implemented new literacy programs including MiniLit and InitialLit to support literacy in the early years. Collaborative teams of teachers worked together to learn, plan, teach and assess their own practice. They adapted their teaching and learning programs to reflect their professional learning. Teachers used student data to plan and embed quality practices into their everyday teaching. The approaches and strategies learned became a focus for professional conversations, with improved learning outcomes for students at the forefront. Student progress was continuously tracked through the collection and analysis of assessment data. This data helped us to see some growth in learning and to determine that a focus on these areas will need to continue.

Next year we want to continue with these initiatives and ensure that all our teachers for 2022 have been upskilled in the training by offering coaching and mentoring opportunities.

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
• Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be above system negotiated target baseline of 70.59% by 2023	The percentage of students achieving expected growth in NAPLAN Reading was decreased to 47% indicating progress yet to be seen toward the system negotiated target baseline of 70.59%
• Improvement in the percentage of students achieving expected growth in NAPLAN Mathematics to be above system negotiated target baseline of 46.3% by 2023	The percentage of students achieving expected growth in NAPLAN Numeracy decreased to 23.08% indicating progress yet to be seen toward the system negotiated target baseline of 46.3%
• Improvement in the percentage of students achieving in the Top 2 Bands	NAPLAN scores indicate a maintenance in the percentage of students in the top two skill bands for reading at 20%

of NAPLAN Reading to be above system negotiated target baseline of 22.5% by 2022	
<ul style="list-style-type: none"> Improvement in the percentage of students achieving in the Top 2 Bands of NAPLAN Mathematics to be above system negotiated target baseline of 10.2% by 2022 	10% of students are now in the top two skill bands in NAPLAN for numeracy, indicating achievement towards the annual progress measure
50% increase (uplift) of Aboriginal and Torres Strait Islander students achieving in Top 3 Bands in NAPLAN Reading as per DoE Strategic Plan 2018-2022	50% of Aboriginal and Torres Strait Islander students have achieved results in the top 3 NAPLAN bands in reading indicating achievement of the targets in the DoE Strategic Plan 2018-2022
50% increase (uplift) of Aboriginal and Torres Strait Islander students achieving in Top 3 Bands in NAPLAN Mathematics as per DoE Strategic Plan 2018-2022	83.33% of Aboriginal and Torres Strait Islander students have achieved results in the top 3 NAPLAN bands in mathematics indicating achievement of/ progress toward/ progress yet to be seen toward achievement of the DoE Strategic Plan 2018-2022
<ul style="list-style-type: none"> At least 50% of students in Years 2 - 6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year and end of year scale scores in Progressive Achievement Tests (PAT) Reading 	34% of Year 2-6 students have demonstrated at least 0.4 growth when comparing start of the year and end of year scale scores in Progressive Achievement Test indicating progress toward achievement in Literacy.
<ul style="list-style-type: none"> 40% of students completing Kindergarten will have achieved within Level 4 of Understanding Texts elements of the Literacy Progressions. 	48.5% of the learning indicators within the Level 4 Understanding Texts sub element of the Literacy Progressions for Kindergarten students.
<ul style="list-style-type: none"> 50% of students in Years 2 - 6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year and end of year scale scores in Progressive Achievement Tests (PAT) Numeracy. 	4.94% of Year 2-6 students have demonstrated 0.4 growth when comparing start of the year and end of year scale scores in Progressive Achievement Test indicating progress yet to be seen toward achievement in Numeracy.
<ul style="list-style-type: none"> 65% of students completing Kindergarten will have achieved within Level 2 of Additive Strategies elements of the Numeracy Progressions. 	75% of the learning indicators within the Level 2 Additive Strategies sub element of the Numeracy Progressions has been achieved by Kindergarten students.
<ul style="list-style-type: none"> 60% of students completing Year 3 will have achieved within Level 7 of Understanding Texts elements of Literacy Progressions. 	29% of the learning indicators within Level 8 of the Understanding Texts sub element of the Literacy Progressions have been achieved by Year 4 students.
<ul style="list-style-type: none"> 70% of students completing Year 3 will have achieved within Level 7 of the Additive Strategies element of Numeracy Progressions. 	35% of the learning indicators within Level 8 of the Additive Strategies sub element of the Numeracy Progressions have been achieved by Year 4 students
<ul style="list-style-type: none"> 60% of students Years 4 -6 achieve at or above expected growth in school determined numeracy targets using PLAN2 data. 	66% of indicators in Additive strategies Level 8 from the Numeracy Progression have been achieved by Year 6 students
<ul style="list-style-type: none"> A 65% students Years 4 -6 achieve at or above expected growth in school determined reading targets using PLAN2 data. 	14% of the learning indicators have been achieved in understanding Texts Level 10 from the Literacy Progressions by Year 6 students.
<ul style="list-style-type: none"> Value added data in Scout K - 2 will remain at Delivering, 3 - 5 and 5 - 7 remain at Sustaining and Growing. 	The value added data in Scout K-2 has remained as Delivering, 3-5 and 5-7 has remained at Sustaining and Growing

<p><i>Learning Domain</i> - School Performance Measures (Student Growth and Value Add) are improved from Sustaining and Growing and sustained at Excelling by 2024</p>	<p>Self assessment against the School Excellence Framework shows the element of Student Performance and Measures (Student Growth and Value Add) to be sustaining and growing.</p>
<p><i>Learning Domain</i> - Assessment (Whole School monitoring of student learning) are improved from Sustaining and Growing and sustained at Excelling by 2024</p>	<p>Self assessment against the School Excellence Framework shows the element of Assessment (Whole school monitoring of student learning) to be sustaining and growing.</p>
<p><i>Teaching Domain</i> - Effective Classroom Practices (Feedback) is improved from Sustaining and Growing and sustained at Excelling by 2024</p>	<p>Self assessment against the School Excellence Framework shows the element of Effective Classroom Practices (Feedback) to be sustaining and growing.</p>
<p><i>Learning Domain</i> - Student Performance and Measures (Student Growth and Internal and External Measures against syllabus standards) are improved from Sustaining and Growing and sustained at Excelling by 2024</p>	<p>Self assessment against the School Excellence Framework shows the element of Student Performance and Measures (Student Growth and Internal and External Measures against syllabus standards) to be sustaining and growing</p>

Purpose

In order to promote high expectations and engagement, the whole community works together to ensure all students are known, valued as learners and understand how to support them so they can 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.

- Strengthening Engagement
- Parent Partnerships

Resources allocated to this strategic direction

Professional learning: \$5,000.00

Aboriginal background: \$28,919.46

Integration funding support: \$112,705.00

English language proficiency: \$26,875.62

Low level adjustment for disability: \$112,104.61

Summary of progress

Strengthening Engagement

Our focus for 2021 was to identify reasons why our students were not engaging as fully as they should in our school programs. It was evident that they wanted more autonomy in the work they completed and that our ageing technology was not suitable any more. The engagement of all staff in the updating of our technology; their willingness to try new things and "take risks" was vital for the program's success. Professional learning for staff and "in class demonstrations" were at the forefront of all learning. Our focus to strengthen parent engagement was unable to be accomplished this year, COVID restrictions meant that information sessions about student learning and behaviour could not be held. Next year, in this initiative, we will provide parents and carers with advice, tools and information about their child's learning more regularly and we will establish a process which allows staff to gain feedback on the implementation of teaching and learning programs which will improve the students' use of technology because we have seen a gap in data relating to evidence of the implementation of evidence-based practices across the school.

Parent Partnerships

From Term 1, the school decided that attendance needed to be addressed and reported each fortnight in our Learning and Support Team meetings, tracking every child's attendance and discussing what we needed to do to help improve attendance for students at the school. Procedures were put in place to ensure a child's attendance rate is discussed whenever we have a parent meeting. If it is a concern we work together to try and improve it, ensuring school staff, counsellors and external agencies work closely with each family. A school wide procedure document has been implemented, setting out the steps that we follow if we are concerned about a child's attendance. Goulburn South Public School has worked hard with our equity groups, ensuring they have access to school staff and programs whenever needed. Our Aboriginal SLSOs work with students in the classrooms, speak to parents and organise regular "yarn ups" to ensure we are able to allay family concerns. Our school mural, a year long project, is being painted on the wall at the entrance to our Hall, all students have the opportunity to be part of this artwork. Our EAL / D staff work each week with our students, to improve their writing, reading and mathematics. The school hires 3 extra full time SLSOs to work with classes across the school, specifically in Kindergarten, Year 3 and 5/6. They were utilised differently in each setting and have been invaluable while working with students with low level disabilities. The biggest change seen is the positive way that parents have been engaging with our staff. Having regular meetings, follow up phone calls and discussions around student progress with the staff has enabled us to cater for the individual needs of the students and has kept our parents better informed about how their children are learning and what they can do to assist them at home. Our parent body have shown gratitude for all our teachers have done throughout our period of remote learning and have happily asked for help to engage their children more successfully, so much so we have reminded them on several occasions that the children's wellbeing is paramount during remote learning.

Next year, in this initiative, we will work with parents and carers encouraging positive interactions and perceptions of the school, the importance of attendance and improve their understanding of how students' learn and what is taught at the school. Further work is needed to identify ways in which the school can continue to build relationships with our wider school community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> Increase the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging to be above the system negotiated baseline of 80% 	Tell Them From Me data shows a decrease of 19% of students reporting positive wellbeing, including a 12% increase in advocacy at school, 12% increase in sense of belonging and 12% increase in expectations of success
<ul style="list-style-type: none"> Increase of 20% in the proportion of parents, in the Tell Them from Me Survey, reporting support for positive behaviour, support for learning and improved safety at school. 	Tell Them From Me data indicates 76% of parents who responded report a support for positive behaviour, learning and improved safety at school
<ul style="list-style-type: none"> Increase of 20% in the proportion of parents, in the Parent Satisfaction Survey, reporting positive attitudes toward the school and its programs 	63% of parents reporting positive attitudes toward school and it's programs has increased by 19% across the positive wellbeing measures
<ul style="list-style-type: none"> Results for Aboriginal and Torres Strait Islander and EAL/D students are equivalent to or exceeding the progress and achievement of all students in the school by 2024 	At this time 100% of Aboriginal and Torres Strait Islanders are demonstrating equivalent progress and achievement of all students, and 80% EAL/D students are equivalent to the progress and achievement of all students in the school using comparison of Reading and Numeracy NAPLAN scores.
<i>Teaching Domain</i> - Learning and Development (Collaborative Practice) is improved from Sustaining and Growing and sustained at Excelling by 2024	Self assessment against the School Excellence Framework shows the element of Learning and Development (Collaborative Practice) to be sustaining and growing
<i>Teaching Domain</i> - Learning and Development (Expertise and Innovation) is improved from Sustaining and Growing and sustained at Excelling by 2024	Self assessment against the School Excellence Framework shows the element of Learning and Development (Expertise and Innovation) to be excelling.
<i>Leading Domain</i> - Educational Leadership (High Expectations Culture) is improved from Sustaining and Growing and sustained at Excelling by 2024	Self assessment against the School Excellence Framework shows the element of Educational Leadership (High Expectations Culture) to be sustaining and growing
<i>Leading Domain</i> - Educational Leadership (Community Engagement) is improved from Sustaining and Growing and sustained at Excelling by 2024	Self assessment against the School Excellence Framework shows the element of Educational Leadership (Community Engagement) to be sustaining and growing
<ul style="list-style-type: none"> Increase the percentage of students attending >90% of the time to be above system negotiated target baseline of 69.9% 	The number of students attending greater than 90% of the time or more has increased by 6.45%
<i>Learning Domain</i> - Learning Culture (Attendance) is improved from Sustaining and Growing and sustained at Excelling by 2024	Self assessment against the School Excellence Framework shows the element of Learning Culture (Attendance) to be excelling.
<i>Learning Domain</i> - Reporting (Parent Engagement) is improved from Sustaining and Growing and sustained at Excelling by 2024	Self assessment against the School Excellence Framework shows the element of Reporting (Parent Engagement) to be sustaining and growing

Leading Domain - Management Practices and Processes (Community Satisfaction) is improved from Sustaining and Growing and sustained at Excelling by 2024

Self assessment against the School Excellence Framework shows the element of Management Practices and Processes (Community Satisfaction) to be sustaining and growing

Strategic Direction 3: Improving outcomes through Oracy

Purpose

In order to maximise student outcomes and build strong foundations for academic success, we will develop and refine speech, articulation and pronunciation programs that provide students with the skills to be effective, successful learners

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.

- High Impact Professional Learning
- Responsible, Respectful Learners

Resources allocated to this strategic direction

Professional learning: \$15,221.28

Socio-economic background: \$222,570.63

Summary of progress

Teachers at Goulburn South participate in a continuous process of professional learning linked to the improvement in student learning outcomes. Throughout 2021 there has been a focus on our teachers developing best-practice gained from research. Our teachers have completed extensive learning in mathematics, vocabulary and reading. We also have two teachers who have completed their International Oracy Leaders training to help us incorporate rich oracy learning experiences across the curriculum in order to maximise academic and wellbeing outcomes for our students. Our teachers use the Spirals of Inquiry process to investigate and improve academic, wellbeing and social outcomes for our learners. This is a collaborative approach where leaders, teachers and learners work together in teams to improve teaching and learning. The Spiral of Inquiry approach is about listening to learners and reflecting on our own practices as educators. We find out what is going on for our learners and how do we know? We then seek high impact professional learning to address needs.

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 Year 2 students to achieve within Level 4 of the Speaking elements in the Literacy Progressions to 75%	24% of the learning indicators within Level 4 of the Speaking sub element of the Literacy Progressions have been achieved by Year 2 students
• Increase in the percentage of Year 1 students achieving expected targets as measured in Phonics Screening test by 80%	33% of Year 1 students achieving expected targets in the Phonics Screening Test has declined by 6% indicating progress yet to be seen toward the school negotiated target of 80%
• Improvement in student's articulation and pronunciation as assessed by Speech Pathologist	Delayed initiatives in Term 1 have required this work to be postponed to 2022 - 2023.. In Term 4, the school utilised the TeleHealth program to begin working with 6 students
<i>Learning Domain</i> - Wellbeing (Individual Learning Needs) is sustained at Excelling.	Self assessment against the School Excellence Framework shows the element of Wellbeing (Individual Learning Needs) to be excelling.
<i>Teaching Domain</i> - Effective Classroom Practices (Explicit Teaching) is improved from Sustaining and Growing and sustained at Excelling by 2024	Self assessment against the School Excellence Framework shows the element of Effective Classroom Practices (Explicit Teaching) to be sustaining and growing
<i>Teaching Domain</i> - Learning and Development (Professional Learning) is	Self assessment against the School Excellence Framework shows the element of Learning and Development (Professional Learning) to be

sustained at Excelling	excelling.
<ul style="list-style-type: none"> • 5% increase (uplift) of students reporting positive wellbeing using the Tell Them From Me (TTFM) survey from 80% (baseline) 	87.6 of students reporting positive wellbeing outcomes in the Tell Them From Me data has increased from 78.9% across the positive wellbeing measures.
<ul style="list-style-type: none"> • Maintain the number of negative incidents and suspensions recorded in Sentral above out 2020 data 	The number of negative incidents and suspensions recorded in Sentral from January 27th to November 8th has decreased by 97.
<i>Learning Domain - Wellbeing (Behaviour)</i> is sustained at Excelling.	Self assessment against the School Excellence Framework shows the element of Wellbeing (Behaviour) to be excelling.
<i>Learning Domain - Curriculum (Differentiation)</i> is sustained at Excelling	Self assessment against the School Excellence Framework shows the element of Curriculum (Differentiation) to be excelling.
<i>Learning Domain - Wellbeing (A planned Approach to Wellbeing)</i> is sustained at Excelling	Self assessment against the School Excellence Framework shows the element of Wellbeing (A planned approach to Wellbeing) to be excelling.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$112,705.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Goulburn South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Parent Partnerships <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Working in classrooms with students to ensure work is differentiated to ensure success * Collaborate with classroom teacher, regularly reviewing Individual Learning Plans and learning sequences <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Have an increased input into each student's individual Learning Plan, ensuring that it is linked to class work * Support older students when they are transitioning to new environments * Collaborate with teachers at significant transition points throughout the year
<p>Literacy and numeracy</p> <p>\$17,576.77</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Goulburn South 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"> • Evidence based Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Money from this area was incorporated into our school's Early Action for Success initiative to ensure we had a full time Deputy Principal who ran differentiated professional development, taught in classrooms, took small groups, engaged in professional development with other Instructional Leaders, analyse data and helped to instigate the Goulburn Instructional Leader Network * MultiLit programs have been introduced in K - 2 classrooms <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * The school has 2 Assistant Principal Curriculum and Instruction positions in 2022, they will be the drivers of all oracy, literacy and numeracy learning across the school. Delivering professional learning working in classrooms, familiarising staff with new curriculum documents, analysing data and driving Strategic Directions 1 and 3. * Continue refining the delivery of all MultiLit programs across the school
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Goulburn South Public School who may be</p>

<p>\$222,570.63</p>	<p>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"> • Responsible, Respectful Learners • High Impact Professional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Instructional leadership to work closely with staff around oracy • Funds towards speech pathology • Specific professional learning on Oracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Smaller class sizes in the primary grades, giving each student more individual time with staff each day * Literacy results have shown an improvement in the number of students working at expected growth levels in NAPLAN <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to use the instructional leadership to lift oracy outcomes and put funds towards speech pathology.</p>
<p>Aboriginal background</p> <p>\$28,919.46</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Goulburn South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Parent Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Every Aboriginal and Torres Strait Islander child has a Personalised Learning Pathway that includes academic, social and personal goals. Our Aboriginal School Learning Support Officers also spent time talking to the children about their cultural heritage and what each child would like to learn * Our mural which was designed by our students is progressing nicely, it will be completed next year * The school has implemented "Family Yarn ups" to help us to build relationships with our Aboriginal and Torres Strait Islander families, giving them a voice in the future directions for the school <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Our Aboriginal Education Officer for 2022, will be assisting staff in tailoring teaching and learning programs to the specific needs of Aboriginal children and helping staff to include Aboriginal and Torres Strait Islander histories and culture into their programs
<p>English language proficiency</p> <p>\$26,875.62</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Goulburn South Public School.</p>

<p>English language proficiency</p> <p>\$26,875.62</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"> • Parent Partnerships <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 • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Our English as an Additional Language or Dialect students have had the benefit of working one on one and in small groups with a specialist staff member. During these lessons the students were assisted with oral and written language, grammar and punctuation. * Our staff have benefited from working collaboratively with the specialist teacher to ensure adjustments are made in their programs to cater for the student's individual needs. * Parent meetings were unable to be held this year <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Continue working with classroom teachers, creating Individual Learning Plans for these students, where personal goals are negotiated * Organise regular parent meetings for parents and carers of EAL/D students
<p>Low level adjustment for disability</p> <p>\$112,104.61</p>	<p>Low level adjustment for disability equity loading provides support for students at Goulburn South 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"> • Parent Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in:</p> <p>Targeted support for individual student needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuing to provide individualised support for students.</p>
<p>Location</p> <p>\$1,426.62</p>	<p>The location funding allocation is provided to Goulburn South 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"> • Evidence based Explicit Teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • funding towards specialist staff to work with teachers to develop targeted maths strategies <p>The allocation of this funding has resulted in:</p> <p>Funds allowed specialist staff to drive professional development.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Location</p> <p>\$1,426.62</p>	<p>funding will be: Two Assistant Principal Curriculum and Instruction positions for 2022 will continue to drive professional development.</p>
<p>Early Action for Success (EAfS)</p> <p>\$132,287.40</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Goulburn South Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead analysis of student performance data with whole school and stage teams • deliver differentiated professional learning <p>The allocation of this funding has resulted in: Instructional leadership model across the school. Analysis of data to direct programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to fund the instructional leadership position to enable a K-2 and a 3-6 role.</p>
<p>QTSS release</p> <p>\$38,344.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Goulburn South 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"> • Evidence based Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Collaboration and implementation of effective practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funds will contribute towards the Assistant Principal Curriculum Support position to assist with implementing effective practices.</p>
<p>COVID ILSP</p> <p>\$126,849.75</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"> • Evidence based Explicit Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in:</p>

COVID ILSP \$126,849.75	Small group tuition. After evaluation, the next steps to support our students with this funding will be: Funding will depend on allocation for 2022.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	103	97	93	80
Girls	71	71	67	63

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.5	90.1	93.3	93
1	92.4	90.7	94.6	92.2
2	91.2	93.9	92.7	92.5
3	93.9	89.3	93.9	92
4	91.7	89	94.1	90.1
5	92.1	89.1	92.1	91.9
6	91	86.2	92	89.7
All Years	91.7	89.8	93.2	91.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	6.25
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	4.79
Other Positions	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	471,537
Revenue	3,181,592
Appropriation	3,160,480
Sale of Goods and Services	506
Grants and contributions	20,399
Investment income	207
Expenses	-3,400,679
Employee related	-3,143,992
Operating expenses	-256,687
Surplus / deficit for the year	-219,087
Closing Balance	252,450

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	44,186
Equity Total	384,970
Equity - Aboriginal	28,919
Equity - Socio-economic	222,571
Equity - Language	21,376
Equity - Disability	112,105
Base Total	1,832,551
Base - Per Capita	43,895
Base - Location	1,427
Base - Other	1,787,229
Other Total	618,913
Grand Total	2,880,620

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

Community satisfaction

I feel welcome when I visit the school. 8.1

I can easily speak with my child's teachers. 7.7

I am well informed about school activities. 7.2

Teachers listen to concerns I have. 7.7

I can easily speak with the school principal. 7.5

Written information from the school is in clear, plain language. 8.0

The school's administrative staff are helpful when I have a question or problem. 8.6

Student satisfaction

Students have friends at school they can trust and who encourage them to make positive choices. 7.5.

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 9.5.

Students try hard to succeed in their learning. 8.4.

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. 7.9.

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. 7.7.

Students feel teachers are responsive to their needs and encourage independence with a democratic approach. 8.1.

School staff emphasis academic skills and hold high expectations for all students to succeed. 7.9.

Teacher satisfaction

School leaders have helped me establish challenging and visible learning goals for students. 8.3.

I work with other teachers in developing cross-curricular or common learning opportunities. 9.2.

I monitor the progress of individual students. 9.1.

I use formal assessment tasks to help students set challenging goals. 8.1.

I regularly use data from formal assessment tasks to decide whether a concept should be taught another way. 8.6.

Students receive feedback on their work that brings them closer to achieving their goals. 8.4.

I use individual education plans to set goals for students with special learning needs. 8.4.

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.