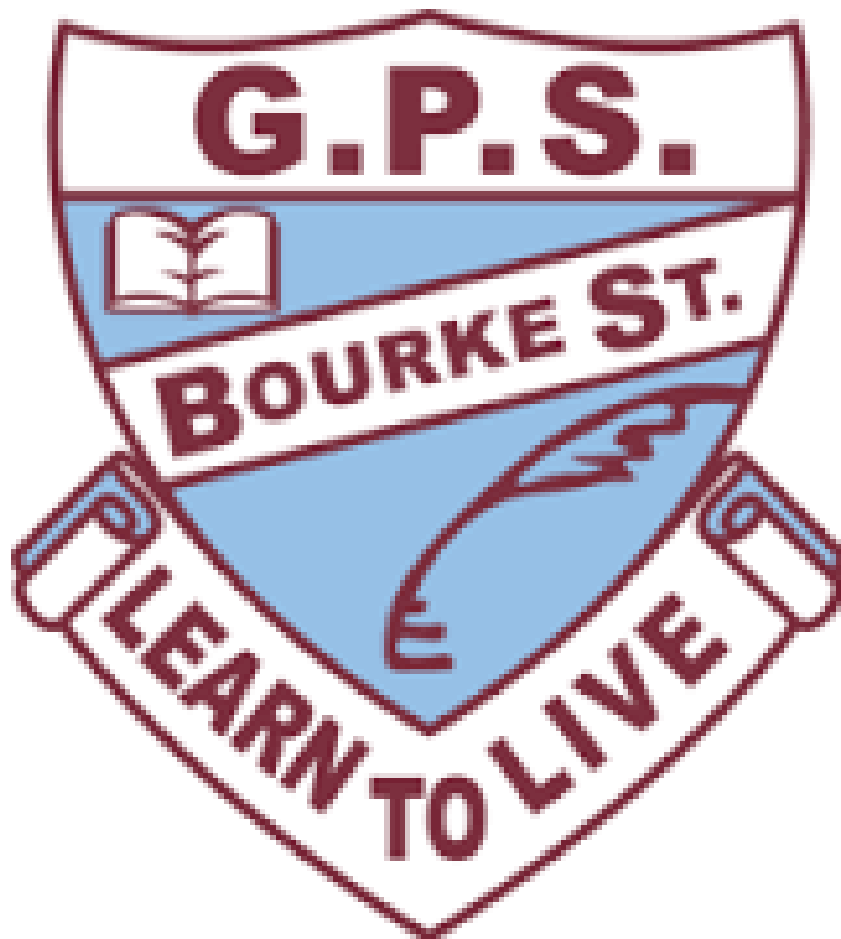


# 2022 Annual Report

## Goulburn Public School



2053

## Introduction

The Annual Report for 2022 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## 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

**Socio-economic background:** \$294,063.50

**Integration funding support:** \$59,589.00

**Low level adjustment for disability:** \$177,199.00

**English language proficiency:** \$13,412.80

**AP Curriculum & Instruction:** \$180,685.20

**QTSS release:** \$38,153.77

**Professional learning:** \$10,000.00

### Summary of progress

#### What did we do?

- School Learning Support officers were employed to support the needs of students identified as requiring Tier 2 targeted and Tier 3 intensive interventions in literacy and numeracy. A framework was developed for the collection and use of data to connect students to interventions of varying intensity.
- Staff completed professional learning in building language skills, developing effective writing programs, planning and teaching effective guided reading to support a focus on building teachers' capacity to effectively implement evidence based teaching and learning in literacy. A Literacy Focus Area group was developed to identify students requiring interventions through gap analysis and internal data sources.
- Staff completed professional learning to develop teacher capacity to analyse both external and internal data, facilitated by Assistant Principal, Curriculum & Instruction to inform planning for numeracy. Teachers use PLAN 2 to record and monitor student progress in literacy and numeracy.
- Professional learning on Observation and Feedback Practices and Expectations was completed by all staff. This led to the implementation of instructional rounds to share effective teaching practice and support systemic improvement in the teaching of numeracy.

#### Where to next?

- A focus in 2023 will be on the consistent implementation of Literacy (Years 3-6) and Numeracy (K-6). With the implementation of new syllabus' (K-2 English and Maths in 2023) and the employment of an Assistant Principal, Curriculum and Instruction (APC&I), our focus will be to ensure appropriate professional learning for all teachers in both literacy and numeracy. The APC&I will work shoulder to shoulder with K-2 teachers to ensure compliance with the newly introduced syllabus' and coach and mentor 3-6 teachers as they explore and prepare for implementation of new syllabus' in 2024.
- Additional School Learning and Support Officers will be employed to ensure the ongoing implementation of Initialit K-2 and MacqLit (3-6) intervention programs.

### 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 14.4% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy. (Lower bound	4% of students achieved in the top two bands in NAPLAN numeracy assessment, below the lower bound system-negotiated target.

system-negotiated target).	
A minimum of 40% of students achieve expected growth in NAPLAN numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN, however individual student progress is reported directly to parents and carers throughout the year.
A minimum of 24% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading. (Upper bound system-negotiated target).	12% of students achieved in the top two bands in NAPLAN reading assessment.
A minimum of 57.6% of students achieve expected growth in NAPLAN reading. (Lower bound system-negotiated target).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
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	Value Added for 5-7 cannot be calculated for 2020/2022 as the NAPLAN test was not run in 2020.
<p>In SEF - SaS the schools self assessment will show sustaining and growing in the area of Professional Standards</p> <p><i>Literacy &amp; Numeracy Focus - Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.</i></p> <p><i>Improvement of practice - Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.</i></p>	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Professional Standards.
<p>In SEF - SaS the schools self assessment will strengthen sustaining &amp; 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 routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.</i></p>	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of Assessment.
In SEF - SaS the schools self assessment will show sustaining & growing in the area of Data Skills and Use	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of Data Skills and Use.

<p>Literacy - <i>The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content.</i></p> <p>Analysis - <i>The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.</i></p> <p>Use in Teaching - <i>Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.</i></p>	
<p>In SEF - SaS the schools self assessment will show sustaining &amp; growing in the area of Effective Classroom Practice</p> <p>Explicit Teaching - <i>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.</i></p>	<p>Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of Effective Classroom Practice.</p>
<p>In SEF - SaS the schools self assessment will show sustaining &amp; growing in the area of Educational Leadership</p> <p>Performance management and development - <i>Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.</i></p>	<p>Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of Educational Leadership.</p>
<p>A minimum of 80% of students indicate Expectations of Success in the TTFM Survey 2021, an uplift of 3% from 2021.</p>	<p>TTFM data not available due to too few responses.</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:** \$48,570.75

**Socio-economic background:** \$7,964.18

**Professional learning:** \$11,749.92

**Location:** \$1,323.82

**Refugee Student Support:** \$687.68

### Summary of progress

#### What did we do?

- 5 staff members were trained in the Berry Street Education Model (BSEM) with a major focus on student wellbeing implemented across the school. Data demonstrated a positive impact through check-ins, positive primers and brain breaks, with Tell Them From Me (TTFM) survey results showing an upward trend in students' positive sense of wellbeing.
- To support Aboriginal and Torres Strait student wellbeing and engagement, an additional SLSO has been employed to support Aboriginal and Torres Strait Islander students in the classroom and in the playground. The SLSO also works in conjunction with the Schools as Community Centres (SACC) to implement a weekly Aboriginal playgroup. A transition to school group was also established, as well as a high school transition program. TTFM survey data revealed that 92% felt positively about their culture whilst at school.

#### Where to next?

- TTFM survey data revealed that only 79% of Aboriginal students believed that teachers have a good understanding of Aboriginal culture. Aboriginal Education will be a major focus in 2023 to build the confidence and capacity for teachers to understand, and embed Aboriginal perspectives within teaching and learning programs and implement Aboriginal pedagogies effectively in teaching practice.
- All staff to complete comprehensive professional learning to effectively implement the Behaviour, Inclusion and Restrictive Practices Policies as part of the Inclusive, Engaging and Respectful Schools initiative.

### 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 lower bound system negotiated target of 73.3% by the end of 2022.	Attendance data showed an overall attendance rate of 82.2%, however only 36.9% of students attended >=90% of the time.
Increase the percentage of students indicating a positive sense of wellbeing (advocacy, expectations for success, belonging) to be at or above the lower bound systems negotiated target of	Data from the 2022 Tell Them From Me (TTFM) survey indicates that students' positive sense of wellbeing sits at 74%. This is 8.4% below the systems negotiated target of 82.4% and includes measures of Expectations for Success at 83%, Sense of Belonging at 63% and Advocacy at School 76%.



82.4%	
<p>Decrease negative recorded behaviours and suspensions by a minimum of 15% determined by a two year baseline of incident reports as at year end 2020.</p> <p>Increase positive recorded behaviours by a minimum of 25% 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 2022, 1191 negative behaviour incidents were recorded demonstrating a 11.91% increase from the baseline set in 2020.</p> <p>During 2022, 20 short suspensions and 0 long suspensions were recorded, a decrease from 2021.</p> <p>The two year baseline of positive behaviour incidents recorded averaged out at 923 as at year end 2020. During 2022, 761 positive behaviour incidents were recorded, a decrease of 17.5%</p> <p>A new incident recording system, implemented through the Sentral platform, was introduced in 2022. This system replaced EBS which was used to establish baseline data.</p>
In SEF - SaS the schools self assessment will maintain sustaining and growing in the area of Learning Culture	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Learning Culture.
In SEF - SaS the schools self assessment will maintain sustaining and growing in the area of Wellbeing	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of Wellbeing.
In SEF - SaS the schools self assessment will maintain sustaining and growing in the area of Curriculum	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Curriculum.
<p>In SEF - SaS the schools self assessment will show sustaining and growing in the area of Data Skills and Use</p> <p>Data use in planning - <i>There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.</i></p>	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of Data Skills and Use.
<p>In SEF - SaS the schools self assessment will show sustaining and growing in the area of Educational Leadership</p> <p>Community Engagement - <i>The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.</i></p>	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of Educational Leadership.
A 20% 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 2022	TTFM data not available due to too few responses.

## 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:** \$33,412.80

**Per capita:** \$46,073.59

### Summary of progress

- This year a plan has begun to develop an internal cyclical systems approach to collecting and analysing data from parents/ carers and the wider community to ensure future directions are in line with school initiatives and a culture of high expectations.
- High Impact Professional Learning (HIPL) has been accessed for all staff to identify and implement the most effective strategies to improve teaching and learning
- Teachers have begun to collaborate with staff in other schools to share and embed best practice

### 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
In SEF - SaS the schools self assessment will maintain sustaining and growing in the area of Learning Culture	The schools self assessment maintains sustaining and growing in the area of Learning Culture
<p>In SEF - SaS the schools self assessment will show sustaining and growing in the area of Learning and Development</p> <p>Collaborative practice and feedback - <i>Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.</i></p> <p>Coaching and mentoring - <i>Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.</i></p>	The schools self assessment shows sustaining and growing in the area of Learning and Development

<p>Expertise and innovation - <i>The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.</i></p>	
<p>In SEF - SaS the schools self assessment will show sustaining and growing in the area of Educational Leadership</p> <p>Instructional Leadership - <i>Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.</i></p> <p>High expectations culture - <i>The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.</i></p>	<p>The schools self assessment will show sustaining and growing in the area of Educational Leadership</p>
<p>In SEF - SaS the schools self assessment will show sustaining and growing in the area of School Resources</p> <p>Staff deployment - <i>The leadership team allocates non educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school.</i></p> <p>Financial Management - <i>Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.</i></p>	<p>The schools self assessment will show sustaining and growing in the area of School Resources</p>
<p>In SEF - SaS the schools self assessment will maintain sustaining and growing in the area of Management Practices and Processes</p> <p>Community Satisfaction - <i>The leadership team analyses responses to school community satisfaction measures.</i></p>	<p>The schools self assessment maintains sustaining and growing in the area of Management Practices and Processes</p>
<p>On the Teacher TTFM - 'Focus on Learning' Survey GPS will increase the School Mean, in the area of Collaboration, to a minimum of 7.6</p>	<p>The school did not have enough responses to be statistically correct.</p>
<p>On the Parent TTFM - 'Partners in Learning' Survey GPS will continue the upward trajectory of the School Mean to a minimum of 8.3, in the area of Parents feel Welcome; Parents are Informed; and a minimum of 8% of parents indicating Parent Input was sort</p>	<p>The school did not have enough responses to be statistically correct.</p>

in the areas identified.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</p>	<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>• Improve Engagement and Wellbeing</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 the following impact:</b> Improved teacher capacity in implementing trauma informed practice associated with refugee status.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Additional BSEM professional learning for new teachers.</p>
<p>Integration funding support</p> <p>\$59,589.00</p>	<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>• 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>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Support for students with additional learning needs to ensure equitable access to quality learning experiences.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Monitor support needs of students and adjust support where necessary. Review and update Access Requests when necessary.</p>
<p>Socio-economic background</p> <p>\$335,440.48</p>	<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>• Literacy &amp; Numeracy - Evidence-based practice</li> <li>• Student and Community Engagement</li> <li>• Developing systems for collaborative practice</li> <li>• Data Informed Practice</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>• providing students with economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support literacy, numeracy and Aboriginal cultural program implementation.</li> <li>• teacher release to support quality assessment practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Equitable access for all members of the school community to engage in</p>

<p>Socio-economic background</p> <p>\$335,440.48</p>	<p>quality educational experiences for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of Aboriginal cultural programs in 2023. Engagement of additional teaching staff to allow for smaller class sizes in 2023.</p>
<p>Aboriginal background</p> <p>\$48,570.75</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>• 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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased sense of belonging and advocacy for Aboriginal students, as evidenced by the TTFM survey. Higher levels of individual and small group support for Aboriginal students through employment of Aboriginal staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further develop initiatives that provide ongoing support for Aboriginal students, through improved consultative practices with families and external support agencies.</p>
<p>English language proficiency</p> <p>\$13,412.80</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>• Literacy &amp; Numeracy - Evidence-based practice</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 co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individual and small group support for target students in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Build capacity of all staff to plan for and deliver learning experiences that reflect the needs of EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$177,199.00</p>	<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> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$177,199.00</p>	<ul style="list-style-type: none"> <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 'MacqLit' to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Each student identified as Tier 2 entered the targeted intervention at their assessed level of need and progressed until the end of the set MiniLit or Reading Tutor Programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This will continue in 2023</p>
<p>Location</p> <p>\$1,323.82</p>	<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>• Student and Community Engagement</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>• Employment of a support staff member for students who identify as First Nation to further develop student sense of belonging and meaningful connection through involvement in all noted programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Analysis of TTFM Student Survey indicates a positive impact on sense of belonging and meaningful connection for GPS First Nations students with students recording a level 10% higher than their non-indigenous peers. The 2021 survey was completed by male students with no First Nations female students completing the survey.</p> <p><b>After evaluation, the next steps to support our students will be:</b> An informed decision was made to continue employment of a support staff member for students who identify as First Nation to continue strengthening student sense of belonging and meaningful connection through involvement in First Nation specific programs such as First Nation Student K-6 Group PL - Deadly Dialects P-2 - Strengthens Aboriginal students' identity and pride, and the stronger a student's cultural identity, the better able they are to engage in learning First nation children - Transition to School Group - in collaboration with SACC Incursions from cultural presenters or excursions focused on Aboriginal culture High school transition program Purchase of Aboriginal Literacy</p>
<p>Professional learning</p> <p>\$21,749.92</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at 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>• Literacy &amp; Numeracy - Evidence-based practice</li> <li>• Student and Community Engagement</li> <li>• Improve Engagement and Wellbeing</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>• Instructional Rounds - Aim to spread practice and support scaling systemic improvements of teaching and learning.</li> </ul>

<p>Professional learning</p> <p>\$21,749.92</p>	<ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing an APCI</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> There was an increase in the number of teachers who were open to peer observation and feedback to improve practice. This was evidenced by creation of IR groupings that varied from previous groupings that were predominantly based on longer term collegial associations.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This will continue in 2023.</p>
<p>QTSS release</p> <p>\$38,153.77</p>	<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> <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>• 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 the following impact:</b> There was an increase in the number of teachers who were open to peer observation and feedback to improve practice. This was evidenced by creation of IR groupings that varied from previous groupings that were predominantly based on longer term collegial associations.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This will continue in 2023.</p>
<p>COVID ILSP</p> <p>\$123,677.00</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 2022.</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>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Learning support Tier 1 (Universal) and Tier 2 (Targeted) students - Literacy (RTI)</p> <p>a framework for collecting and using data to match students to interventions of varying intensity identification of individual learners and provision of additional instruction to learners who may benefit from support in smaller, more targeted settings data informs decisions about student's instructional needs and whether they may need to move between intervention tiers a process that highlights how well students respond to changes in instruction in the classroom</p> <p><b>After evaluation, the next steps to support our students will be:</b> This will be continued in 2023.</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	87	84	84	87
Girls	69	83	82	79

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.7	91.2	87.8	83.5
1	87.2	87.9	87.7	85.4
2	93.6	86.1	87.8	83.0
3	92.3	92.7	84.9	87.0
4	91.9	90.4	87.3	79.8
5	90.0	90.9	83.0	81.6
6	90.2	89.8	89.7	80.3
All Years	91.4	90.0	87.0	83.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	4.2
Classroom Teacher(s)	7.48
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.4
School Administration and Support Staff	5.02

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	250,608
<b>Revenue</b>	3,721,148
Appropriation	3,600,851
Sale of Goods and Services	15,231
Grants and contributions	104,037
Investment income	829
Other revenue	200
<b>Expenses</b>	-3,438,486
Employee related	-3,037,086
Operating expenses	-401,400
<b>Surplus / deficit for the year</b>	282,662
<b>Closing Balance</b>	533,270

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	60,277
<b>Equity Total</b>	574,623
Equity - Aboriginal	48,571
Equity - Socio-economic	335,440
Equity - Language	13,413
Equity - Disability	177,199
<b>Base Total</b>	2,021,702
Base - Per Capita	46,074
Base - Location	1,324
Base - Other	1,974,304
<b>Other Total</b>	445,153
<b>Grand Total</b>	3,101,755

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

## Parent/caregiver, student, teacher satisfaction

The school hosted many community days including an Open Day, Education Day, and Grand-Friends Day. These days were tremendously attended, with 88% of families attending both events. During these sessions, teachers were given the opportunity to speak informally with families and the extended Goulburn School Community. Families and community members were very complimentary of the school, particularly the inclusion of all students and their families into the learning celebrations within the school. The parent community continues to be supportive of school initiatives as we look to a more settled future post COVID. Our communication with our families diversified during COVID with an increase in parents feeling that they now feel better connected to the school and have an improved understanding of the academic and social progress of their children. Families also feel that they have good contact with both their child's teacher and the office staff.

# 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.