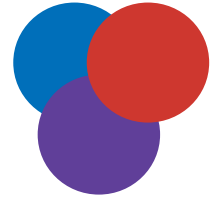


Goulburn West Public School Annual Report



2015



Introduction

The Annual Report for 2015 is provided to the community of Goulburn West 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 school 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.

Annette Broadbent
Principal



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Message from the Principal

2015 was a very positive year at Goulburn West. We appointed seven staff, including three Assistant Principals and four classroom teachers. Our school enrolment continued to grow and the school embraced Positive Behaviour for Learning and the School Excellence Framework as building blocks for quality education.

Our school hall re-opened after a tragic loss to fire and the whole school community celebrated our new facilities. The Goulburn Mulwaree Trust sponsored a revamped Media Room creating a multi-purpose space so badly needed in a growing school.

Success in sport, creative and performing arts, public speaking, community partnerships and scholarships all boosted the engagement and esteem of our whole school community.

I congratulate our school community; our dedicated teachers, positive students and supportive parents and local businesses for making 'West' the quality, neighbourhood school that it is today.

Annette Broadbent
January 2016

School background

School vision statement

Goulburn West Public School will foster a well rounded curriculum supported by quality teaching and positive behaviour initiatives. We aim to offer wide learning opportunities to rural students so they may reach their potential as able citizens of the future. Students will value responsibility, respect, safety and learning well day to day.

School context

Goulburn West enjoys strong community support, set in a leafy neighbourhood, to the west of the main Goulburn CBD.

Launched in 1952, Goulburn West enjoys a fine reputation in the area, Our school is changing as older residents leave the neighbourhood, and younger families enjoy the advantage of well constructed homes on large suburban blocks. We are quite close to major services such as the Hume Highway, a growing light industrial and commercial area, parks and wide roads.

From 2012 to 2016, Goulburn West has grown in student numbers. Excellent programs in English, Mathematics, Sport, Creative and Performing Arts and Student Welfare assist each student to take advantage of a well rounded education.

Our vision is for quality teaching and positive behaviour to provide a strong foundation for each student to reach their full potential. Our parents support the school in its vision, with a team effort between school and home an important factor in success.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

As a staff, we prioritised the areas of literacy and numeracy, professional learning and engagement to meet the need for improvement in student outcomes and to support staff with the introduction of the School Excellence Framework, professional teaching standards and accreditation for proficiency.

Our professional learning is focused on teaching explicit strategies in literacy and numeracy, building engagement through Positive Behaviour for Learning programs.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

BREAKFAST CLUB CREW



Strategic Direction 1

Literacy and Numeracy

Purpose

Previous results show that building student and teacher capacity to engage in the explicit teaching of language and numeracy must be a strategic practice at the school.

Explicit programs are ability based and will be communicated clearly to the school community to build understanding and strong support in the home.

Overall summary of progress

Further implementation of the Language, Literacy for Learning program K-2 saw excellent results with all grades exceeding state averages.

An executive teacher completed training as a Focus on Reading Trainer so that all staff in will receive Phase One FoR training in 2016 onsite.

98% of staff completed the Count Me in Too training course in 2015, using collegial group structures, webinars and peer tutoring/ classroom observations to build capacity for student centred lesson structures.

Year 5 NAPLAN results, including the Opportunity Class, in reading, grammar and numeracy were slightly above state average.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Kindergarten, Year 1, Year 2, Year 3 and 5 students will achieve average proficiency in NAPLAN and L3 levels (Spelling, Reading and Writing). Students will reach minimum benchmarks and achieve personal growth of at least state average.	<p>K-2 Language, Learning for Literacy levels exceeded state and like school group average.</p> <p>Numeracy and Writing in Year Three were slightly below state average</p> <p>93% of Year Three and 97% of Year Five students met national minimum benchmarks in reading.</p> <p>59% of Year Five students either met or exceeded state average growth between Year 3 and Year Five.</p>	\$6000
All teaching staff will implement pre and post planned assessments in literacy and numeracy linked to the continuums. Pre and post assessments will show individual student growth of at least one cluster or more per semester.	<p>Staff professional learning in the quality teaching model (L3, FoR, How2Learn, PLAN) completed and evaluated for 2015</p> <p>Pre and post assessments are discussed collegially and implemented. More professional learning in effective assessment for all students will underpin How2Learn and Focus on Reading training in 2016.</p>	\$6000

Next steps

In 2016, professional learning in literacy and numeracy (implementation and sharing of successes in Count Me In Too, training and review in Focus on Reading Phase Two, collegial learning in How2Learn will build teacher capacity and student engagement in literacy and numeracy.

Assessment of learning and assessment for learning will build consistency of teacher judgement.
Planned assessment including :

Criterion referenced tasks

Verbal and anecdotal records

Written assessment



CROSS COUNTRY AT WOLLONDILLY

Strategic Direction 2

Professional Learning

Purpose

Professional learning will offer all staff the building blocks they need to refine their pedagogy, management systems and positive welfare approach to meet standards, provide quality education that meets student need, and ensure all areas of the school community has the information they need to best support student growth.

Overall summary of progress

98% of staff completed the Count Me In Too course, either as a refresher or as a new course. This course builds the capacity of teachers to offer a differentiated format for mathematics lessons as opposed to reliance on didactic teaching.

A Focus on Reading trainer has completed Phase One training and will implement in 2016.

All K-2 teachers have continued their Language, Literacy for Learning training, with accreditation at either first year, or ongoing professional learning status.

Executive staff trained as trainers in managing anger (RAGE) and Managing the Bull (bullying) for our students needing support in this area.

Primary Connections for the Science syllabus and an Introduction to the NSW history syllabus were communicated to all staff on Staff Development Days.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
100% of assessment will relate to these three platforms: Assessment for learning – informing teaching Assessment as learning – student feedback Assessment of learning – measuring against standards (Melbourne Declaration 2008)	Staff professional learning (as trainers and as participants) in the quality teaching model (L3, FoR, How2Learn) completed and evaluated for 2015 Assessment evidence of differentiation and assessment for learning and assessment of learning is developing in 78% of teachers' documentation.	\$6000
100% of staff will link their professional learning to student and personal need – meeting Australia Professional Teaching Standards for graduate and professional competence Improvement in the capacity of teaching staff to differentiate for individual need will be evidenced in collegial planning, professional learning choices and classroom observation documentation.	Professional development plans are complete for 98% of teachers and executive. Each teacher or executive have discussed their plan with their supervisor or mentor and have linked their personal goals to the school plan. Training and revision in Count Me In Too and Language, Literacy for Learning, as well as the introduction of the School Excellence Framework has begun to build teacher understanding in differentiation for all key learning areas.	\$2000

Next steps

All staff will train in Focus On Reading with a site based trainer

All staff will train in How 2 Learn with a site based trainer

Differentiated curriculum and strategies will be evidenced in all programs, assessments and in classroom observations.(Count Me In Too, PLAN, How2Learn and Focus on Reading strategies

All K-2 staff will complete initial training in Language, Learning for Literacy or complete updates from regional trainers.



INTERSCHOOL SKIING COMPETITION

Strategic Direction 3

Engagement

Purpose

Data and school community feedback shows that dynamic teaching in an ability based classroom where all types of learners are encouraged and valued is needed at Goulburn West.

High expectations, engaging classrooms and explicit teaching combined with a positive behaviour program are needed to build confidence in teaching and learning.

Overall summary of progress

The Tell Them From Me survey completed by Year 4, 5 and 6 students In Semester One and Semester Two revealed a high level of 'sense of belonging to the school'

Teachers are encouraged to utilise a variety of teaching styles from didactic to student centred, with ability based learning a priority. Evidence is found in class programs, learning support programs, assessments and observational feedback between teacher and mentor or supervisor.

Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Absences for students with chronic non-attendance will fall to <10 explained absences per year.	Absences from school have decreased with an overall attendance rate of 97%	
<p>Parent engagement in the school will increase through continuing implementation of alternate contact methods – online calendar, online surveys, email newsletters, website updates, parent helpers and attendance at interviews. Parents attending interviews and submitting surveys will rise by 10% from 38% to 48%.</p> <p>Tell Them From Me Surveys will score level of engagement, confidence, learning attitudes and awareness of expectations in a scale from 1-10. It is expected that students will rate their overall engagement from 70-80, parents will rate their understanding from 60-70 and teachers will reveal growing engagement in quality teaching from an overall score of 70 in 2015 to an overall score of 80 in 2016</p>	<p>Online communication is well supported through email, website and the Goulburn West school app. A decrease of 97% in requests for a hard copy of the newsletter attests to this success.</p> <p>Fewer parents supported the Tell Them From Me and School Satisfaction Survey in 2015.</p> <p>Tell Them From Me surveys have revealed that:</p> <p>73% of students participate in extra- curricular activities at school</p> <p>80% of students acknowledge a sense of belonging to the school and their friends</p> <p>89% of students value their learning, which is lower than the state average of 93%</p>	\$1000 plus one SASS day per week.

Next steps

Promote parent interaction in the school through extensive advertising of interview opportunities, surveys and parent and citizen meetings.

Continue to liaise with HSLO and parents for chronic non- attendance

Continue to budget for classroom refurbishment to create bright, clear working spaces.

Each teacher to define and document opportunities for greater engagement in all Key Learning Areas through their How 2 Learn professional development.

Key initiatives and other school focus areas

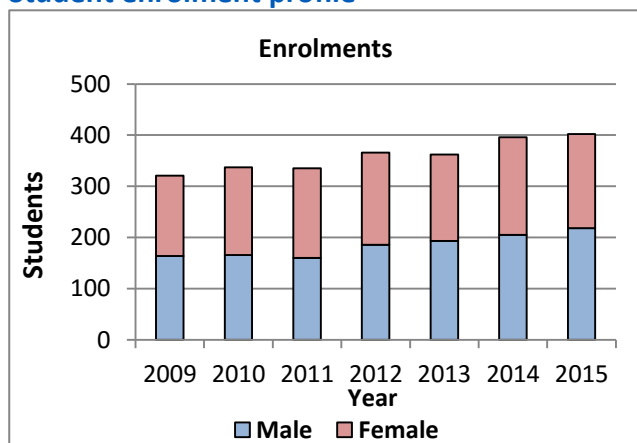
Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	Explicit teaching, engaging classrooms and Positive Behaviour for Learning build capacity as evidenced in TTFM surveys, NAPLAN and pre and post assessment.	\$7930
English language proficiency funding	Staff professional learning in the quality teaching model (L3, FoR, How2Learn, PLAN) completed and evaluated for 2015	\$672
Socio-economic funding	Attendance continues to improve, especially for those at risk. Census data provides evidence of improvement All staff actively implementing PBL in their classroom and when on playground. SET data provides evidence of whole school implementation Families supported through RAM funding and links with non-government agencies such as the Smith Family Learning for Life program.	\$31776
Low level adjustment for disability funding	Explicit teaching, engaging classrooms and Positive Behaviour for Learning build capacity as evidenced in TTFM surveys, NAPLAN and pre and post assessment.	\$31557
Support for beginning teachers	All teachers meet proficiency. Mentoring program is purposeful and built on individual teachers' professional development plans. Collegial practice is the foundation of success.	\$17148
Other school focus areas	Impact achieved this year	Resources (annual)
Chaplaincy Project	Community grows in knowledge of school direction and PBL. Greater transparency and understanding of school practices. Chaplaincy forms a strong link between school and home for families in need.	\$20000 in Federal funding

Mandatory and optional reporting requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile



Student attendance profile

		Year	2013	2014	2015
School	K		96.0	95.0	96.1
	1		95.1	94.9	95.1
	2		95.7	95.2	94.8
	3		95.6	95.7	95.8
	4		95.2	94.7	95.2
	5		96.2	95.6	94.1
	6		95.1	95.7	93.8
	Total		95.5	95.3	95.0
State DoE	K		95.0	95.2	94.4
	1		94.5	94.7	93.8
	2		94.7	94.9	94.0
	3		94.8	95.0	94.1
	4		94.7	94.9	94.0
	5		94.5	94.8	94.0
	6		94.1	94.2	93.5
	Total		94.7	94.8	94.0

Class sizes

Roll class	Year	Total in class	Total per year
OKJ	K	20	20
OKT	K	19	19
OK-1B	K	6	20
	1	14	20
1BF	1	24	24
1P	1	24	24
2H	2	24	24
2N	2	24	24
3KG	3	23	23
3L	3	24	24
3M	3	25	25

4B	4	28	28
4-5G	4	19	28
	5	9	28
5-6C	5	13	29
	6	16	29
5-6P	5	14	28
	6	14	28
5-6SC	5	14	26
	6	12	26
5-6T	5	15	30
	6	15	30

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13
Teacher of Reading Recovery	0.042
Learning and Support Teacher(s)	1.0
Teacher Librarian	0.8
School Counsellor	0.2
School Administrative & Support Staff	2.922

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Goulburn West is fortunate to have an Aboriginal staff member.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	99%
Postgraduate degree	1%

Professional learning and teacher accreditation (see self-assessment summary for professional learning)

Four teachers at Goulburn West either maintained or were accredited at proficiency in 2015.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	138288.90
Global funds	245442.80
Tied funds	214722.37
School & community sources	97333.38
Interest	3467.31
Trust receipts	0.00
Canteen	0.00
Total income	<u>699254.76</u>
Expenditure	
Teaching & learning	
Key learning areas	31772.56
Excursions	59641.69
Extracurricular dissections	37616.02
Library	121.22
Training & development	10688.80
Tied funds	167609.44
Casual relief teachers	73745.51
Administration & office	63753.25
School-operated canteen	0.00
Utilities	48523.14
Maintenance	60917.08
Trust accounts	42044.79
Capital programs	13390.06
Total expenditure	<u>609823.56</u>
Balance carried forward	89431.20

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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

74% of parents visited or spoke with the school more than three times in a semester.

89% of parents felt welcomed every time they visited the school.

80% of parents felt that the school informed them of any issues.

49% of parents had attended more than three meetings in a year at the school (interviews, parent and citizens' meetings, information meetings and assemblies)

10% of parents volunteered once or twice a month, and 20% of parents volunteered once or twice a year.

Policy requirements

Aboriginal education

All Aboriginal students at Goulburn West have an individual learning plan.

Parents are invited to consult with the school about their children and have input into these plans.

The Aboriginal culture is embedded into every Key Learning Area where appropriate.

The school has a memorandum of understanding with the regional Aboriginal Education Group.

Multicultural Education and Anti-racism

A new Anti-Racism Officer was trained on staff in 2015. Students are encouraged to share concerns with our ARCO.

Multicultural perspectives are highlighted through History, Geography, Mathematics, Science and English curriculums.

Other school programs

Student leadership

Goulburn West has excellent student leadership programs with:

- An elected Student Representative Council with class representatives from Years One to Six.
- Student leadership training and peer days
- Buddy classes and peer support (K-2)
- Year 2 student leadership

Environmental education and sustainability

- A Garden Club and its student leaders supports the Community Garden at Goulburn West
- Our chooks take care of our scraps and a composting/ recycling program is in full swing.
- The Primary Connections program underpins the Science syllabus for all grades. This program has a significant environmental focus.

Chaplaincy Project

- Goulburn West has a dedicated school chaplain two days per week.
- Programs supported by our chaplain's position include:
- Just4Boys and Just4Girls
- Breakfast Club each Monday
- Sports participation
- Family and individual support

Annette Broadbent

Principal

February 2016