School context

Goolma Public School is a small school catering for a K-6 cohort. The school is set in a low socio economic rural area 40k from the nearest town. Goolma Public is part of the Cudgegong Learning Community of some 20 public schools and the Mudgee Small Schools Network. This is a community focused school with strong support from a wide cross section of the community.

Student information

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

Management of non-attendance

Non-attendance is quickly followed up by a phone call home. If this is ineffective the Home School Liaison Officer is quickly called upon to intervene.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>2.4</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

We frequently liaise with Regional Aboriginal staff to ensure all students are learning through an indigenous filter.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>56113.28</td>
</tr>
<tr>
<td>Global funds</td>
<td>38242.23</td>
</tr>
<tr>
<td>Tied funds</td>
<td>13128.41</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>4507.6</td>
</tr>
<tr>
<td>Interest</td>
<td>2078.47</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>114069.99</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>5198.98</td>
</tr>
<tr>
<td>Excursions</td>
<td>198.27</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2115.09</td>
</tr>
<tr>
<td>Library</td>
<td>125.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2226.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>15482.84</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1069.68</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>14992.48</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6060.05</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9622.26</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>1500.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>58590.66</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>55479.33</td>
</tr>
</tbody>
</table>

School performance 2013
Each student was provided with a personalized relevant and engaging program. Opportunities to offer authentic learning experiences were sought in all areas of the curriculum. All children benefit from and enjoy the additional physical opportunities offered through Active after School Communities. Tap dancing, circus skills, fitness, swimming was included and all contributed to the school culture of excellence.

Watershed Landcare organizes a Green Day that is a significant focus for our sustainability area of the curriculum. Most curriculum areas are enhanced through the children’s practical work, under the guidance of the General Assistant, in the vegetable garden. This area continues to develop providing produce to extend the children’s nutritional education and their capacity to enjoy food they have prepared and shared.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
**Academic achievements**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Size school cohort is less than 10 so it is not possible to report on achievement.

**NAPLAN Year 3 - Numeracy**

Size school cohort is less than 10 so it is not possible to report on achievement.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

No child was enrolled in this age group.

**NAPLAN Year 5 – Numeracy**

No child was enrolled in this age group.

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**Significant programs and initiatives**

**Wild Rhino!** Was a significant project where children became totally engaged in the plight of the rapidly declining in the wild rhino. Mjumbe was designed and completed by all students and entered in Taronga Zoo’s competition.
Aboriginal education
All teachers continually seek to provide opportunities for each child to develop an understanding of the Aboriginal culture of the Wiradjuri land.

Multicultural education
Our concepts of cultural diversity encompass many of our every-day work. Anti-bullying, gender equity, domestic violence all contribute to our valuing who you are for who you are.

School planning and evaluation 2012—2014
School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
- surveys
- anecdotal

School planning 2012—2014: progress in 2013
School priority 1
Literacy
Outcomes from 2012–2014
1. Increase the number of students achieving regional reading benchmark K-2
2. Increase teacher knowledge and proficiency in Literacy teaching
3. Develop whole school approach to teaching literacy
4. All students moving towards achieving stage outcomes or better.
5. Strengthen teacher capacity to effectively assess, program, teach literacy at individual's level

Evidence of progress towards outcomes in 2013:
- School joined Primary English Teachers’ Association and benefitted from the professional reading offered.
- Individual programs of work developed through Reading Eggs
- Literacy is continually being taught in all KLA contexts.

Strategies to achieve these outcomes in 2014
- Continue Reading Eggs and PETAA membership
- Continue Professional Learning based on National Curriculum
- Explicit teaching in time to support student progress

School priority 2
Numeracy- Working Mathematically
Outcomes from 2012–2014
Evidence of progress towards outcomes in 2013:
- Children using mathematical language demonstrating learning
- Problem solving in authentic tasks
Strategies to achieve these outcomes in 2014:
- Staff development focused on national Curriculum
- Provision of resources to meet student needs

School priority 3
Community and Early Childhood

Outcomes from 2012–2014
Community will have current, relevant knowledge of the school with increasing community involvement

Evidence of progress towards outcomes in 2013:
- Newsletter is regularly published with updates of school practices
- Playgroup is maintained weekly
- Non-government support is brought into the school to increase parents’ capacities to support their children

Strategies to achieve these outcomes in 2014:
- Develop playgroup/community room
- Continue NGO support

Professional learning
Professional learning funds are expended in line with School Management Targets. National Curriculum training was undertaken during weekends and holiday time.

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
Through survey and anecdotal evidence strong support was given to the school and staff. Strongest was from newest family amazed at the attention given to their child and the amount of work covered.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Kate Charlton Principal
Kristy Mason Classroom Teacher
Sharon Woodhams Parent
Len Cooney Community Member

School contact information
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Web: Goolma-p.school@det.nsw.edu.au
School Code: 2036

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: