Goolma Public School
Annual School Report 2014
School context statement

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.

A foundation crunch and Sip school has readied us to take up the offer of being part of the Stephanie Alexander Kitchen Garden Program. Children are enthusiastically learning the art of gardening, cooking their produce and eating at the shared table. Staff attends all training offered and continues to improve the program’s delivery.

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

![Graph showing student enrolments over years]

Student attendance profile

![Table showing student attendance profile]

Workforce information

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

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>0.5</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>2.6</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 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>Postgraduate</td>
<td>100</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
All staff is engaged in on-going professional learning to increase their capacity to meet the targets set to ensure all students are constantly learning. Each staff member is engaged in maintaining their accreditation as per the guidelines.

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 2014 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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>55479.33</td>
</tr>
<tr>
<td>Global funds</td>
<td>41378.05</td>
</tr>
<tr>
<td>Tied funds</td>
<td>22966.11</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>5395.00</td>
</tr>
<tr>
<td>Interest</td>
<td>1805.93</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>280.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>127304.42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>3375.36</td>
</tr>
<tr>
<td>Excursions</td>
<td>722.91</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>237.94</td>
</tr>
<tr>
<td>Library</td>
<td>125.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2441.71</td>
</tr>
<tr>
<td>Tied funds</td>
<td>21969.45</td>
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<tr>
<td>Casual relief teachers</td>
<td>3596.86</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>12901.19</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>3134.27</td>
</tr>
<tr>
<td>Maintenance</td>
<td>9506.27</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>389.94</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>58400.90</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>68903.52</td>
</tr>
</tbody>
</table>

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School performance 2014

Each child has an Individual Learning Plan supported by a highly skilled Student learning Support officer and a designated Support teacher Learning Assistant. Progress is monitored and adjustments made as necessary. A vast array of authentic learning opportunities, geared to the syllabus, are utilized to make learning real for the students.

Supported by our Active After School Communities program our students have achieved great things. Champion School on handicap at our Mudgee Small schools Network swimming carnival plus junior boy champion. Every child swam in their events to contribute to the school’s success. We were keen participants in our athletics carnival which was well supported by the children’s families. Each year senior children attend the art camp at Hill end and come home with an amazing collection of art works made in the fellowship of their friends from each school.

Academically we were runners up in the small schools’ debating competition conducted through video conferencing. Each child is progressing towards achieving syllabus requirements.

Academic achievements

NAPLAN

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

Cohort too small to report on.

NAPLAN Year 5 – Numeracy

Cohort too small to report on.

Other achievements

Significant programs and initiatives – policy

Aboriginal education

Goolma Public is committed to developing the understanding of students about the Wiradjuri culture. NAIDOC is a much valued part of this when other small schools from our network converge on Goolma to learn through activities, story and dance more of the complexities of this nation.

Multicultural education and anti-racism

We engage in Harmony Day activities and have a constant theme of tolerance of diversity.

Significant programs and initiatives – equity funding

Goolma Public implements clear policy alignment between Aboriginal education, anti-racism and multi-cultural requirements in the day to day business of educating our students. Our Friday Circle Time is highly valued by all students to give each a voice and to develop the capacity to problem solve as issues arise.

Aboriginal background

Our cohort receives additional assistance in the classroom through the employment of a Student Learning Support Officer. This facilitates each child’s learning ensuring they are achieving the

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

No candidates for this section.

NAPLAN Year 3 - Numeracy

No candidates for this section.
best possible outcomes especially in Literacy and Numeracy. Measurable gains are being made and monitoring ensures progress. Families are welcome and attend school events, functions information sessions. All teachers start from apposition of high expectations for each child and teach to the children’s strengths. Language development is a key component to assist students to develop he concepts embedded in each area of learning.

**Socio-economic background**

Each student is assisted to develop the skills knowledge and understandings required of each learning area through systematic sequential teaching. Authentic learning is promoted through a diversity of opportunities offered to students on a basis on inclusivity.

**Other significant programs and initiatives**

Late in the year we were accepted into the Early Action for Success program. A staff member has taken responsibility for this program and attend all training offered, works in class with our Instructional Leader to implement the L3 program with our students in years K-2.

**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:

- Written Surveys
- Discussion groups
- Phone surveys

**School planning 2012-2014:**

**School priority 1**

Literacy

**Outcomes from 2012–2014**

Increase number of children achieving Regional Benchmark K-2

Increase teacher knowledge and proficiency in teaching Literacy

Develop whole school approach to teaching Literacy

All students moving towards stage outcomes or better

Strengthen teacher capacity to effectively assess, program and teach literacy at individual’s level.

**Evidence of achievement of outcomes in 2014:**

- Home reading is essentially successful with very high participation rate
- Younger children demonstrated higher level of achievement in skills essential to literacy
- Children supported to be successful responders to a variety of texts

**Strategies to achieve these outcomes in 2014:**

- Used staff expertise in specific phonics program
- Co-ordinated all staff teaching to a whole school weekly program
- Home reading reinforced at school level
- Student access to Reading Eggs Resources
- Staff had access to PETA A resources through school membership

**School priority 2**

Numeracy-Working Mathematically

**Outcomes from 2012–2014**

Children using mathematical language demonstrating learning

Problem solving in authentic tasks

**Evidence of achievement of outcomes in 2014:**

- Children each developed a range of strategies to help them solve more complex problems
- More children able to use mathematical language to understand a question
- Challenges in a diversity of settings eg veggie garden

**Strategies to achieve these outcomes in 2014:**

Staff development focused on National Curriculum/NSW
• Wider range of resources to meet student needs
• SLSO time with most children on a regular basis

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 achievement of outcomes in 2014:
• Local organisations supporting the school eg Gollan CWA and Gulgong men’s Shed
• Other government organisations contributing to the diversity of programs on offer eg Bug Watch, Crunch and Sip. AASC
• High participation rate by families attending school functions/events.

Strategies to achieve these outcomes in 2014:
• Securing grants to enable school to complete a range of projects involving community
• Community newsletter produced regularly for the benefit of the community and a vehicle to share school information

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A very high level of satisfaction expressed on a range of aspects of the school. This strong partnership is a key factor to the success of the students.

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

• A community consultation process will lead to identifying strategic directions for the school within the context of DEC policies and curriculum

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
Fleur Gorrie SLSO
Cheryl Royal SAM (Rlg)

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Gollan Rd
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Ph: 6374 0272
Fax: 6374 0271
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School Code: 2036

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