School Context

Goulburn East Public School was established in 1874. It nestles in the slopes of Rocky Hill, bounded by the Goulburn War Memorial and the Mulwaree Ponds and Carr Confoy Playing Fields.

Our school holds a respected place within the Goulburn community and the parents value the trusted relationship they have with the school.

It is currently a large PP5, starting the year with 134 students rising to 140 by the end of 2014. Increased numbers from 2013 meant that for the first time Goulburn East became a school of 6 classes. Many out of zone applications were received throughout the year but due to physical space and the value placed on being a smaller school, we were unable to accept most.

Due to these increased student numbers we had an Assistant Principal permanently appointed through the Merit Selection process in Term 4.

Principal’s Message

It is with pleasure that I present the Goulburn East Public School Annual School Report for 2014.

I relieved as Principal in Term 2 prior to being appointed permanently to this lovely school in Term 3. I would like to thank Mrs Bronwyn Robinson who relieved as Assistant Principal throughout the year prior to the appointment of Mrs Helen Sharwood whose position will become effective from Term One, 2015.

The dedicated staff is a combination of very experienced teachers and those who are newer to the profession. As a team of teachers, we embrace the challenges of the new educational reforms and curriculum with enthusiasm and commitment. With a new three year school plan due next year and changes to the funding of our schools, we have the support of our wonderful parent community to continue working towards building a vibrant and engaging learning environment in which all children achieve success.

I thank the P&C and wider parent community for their continued support of our school and wonderful students. It is indeed the genuine partnership between staff, students and parents that makes Goulburn East such a wonderful place to be.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Charmian Cribb
Principal
P&C Message

In 2014, Goulburn East Public School’s P&C committee made a significant contribution to the school community through its fundraising, social events and participation in important decisions affecting the school.

In Term One the P&C agreed that they wanted to continue their financial support of the school through fundraising programs. Hoping to mirror the fundraising success that other schools in the local community had achieved, the GEPS P&C discussed the feasibility of focusing our fundraising efforts into a larger, annual event rather than multiple smaller fundraising ventures.

Upon learning Principal Bede Darcy was leaving Goulburn East at the end of Term One, the P&C decided to coordinate a dinner and trivia night that would also serve as a farewell event for Bede. The night was an outstanding success and a great time was had by all who attended.

In Term Two, the P&C nominated myself as the parent representative on the merit selection panel for selecting the next principal of Goulburn East Public School. While undertaking this process, I was able to develop a deeper understanding and appreciation of the level of detail, professional development and planning that the teachers and executive staff put in place to support our children’s education. As I was able to assess the numerous applicants for the role of principal, it was clearly evident that the Department of Education and Training valued the feedback and perspective of the parent representative at every stage of the recruitment process. This point demonstrates a fundamental value in our education system (and very good reason for getting involved in your P&C) which is that parents can and should have a role to play in decisions that affect their children’s education.

I would like to thank each of the P&C members and volunteers in the school community who gave up their time and energy to support the P&C activities throughout the year. Whether you cooked a sausage on a BBQ, prepared lunches in the canteen or did some baking for the cake stall, your help is very much appreciated. Our fundraising efforts assisted the school to purchase a number of new iPads to use in the classroom and helped subsidise excursion costs for students visiting Sydney.

Darren Harding
2014 P&C President

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

Management of non-attendance

Attendance is monitored daily at our school via daily roll checks and personal contact with parents when a child’s attendance is a concern. In cases when a resolution cannot be reached and/or attendance continues to be an issue, the Home School Liaison Officer is called upon to support the family and school to improve the child’s attendance.
Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>97.0</td>
<td>97.9</td>
<td>95.3</td>
<td>96.4</td>
<td>95.2</td>
<td>97.8</td>
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<td>1</td>
<td>91.1</td>
<td>95.3</td>
<td>95.6</td>
<td>95.5</td>
<td>93.7</td>
<td>95.0</td>
</tr>
<tr>
<td>2</td>
<td>92.1</td>
<td>95.1</td>
<td>96.6</td>
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<tr>
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<td>93.3</td>
<td>96.3</td>
<td>95.1</td>
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<td>95.8</td>
<td>97.1</td>
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<tr>
<td>4</td>
<td>96.5</td>
<td>95.2</td>
<td>94.6</td>
<td>94.8</td>
<td>94.3</td>
<td>96.9</td>
</tr>
<tr>
<td>5</td>
<td>94.5</td>
<td>92.3</td>
<td>94.6</td>
<td>94.1</td>
<td>94.7</td>
<td>94.5</td>
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<tr>
<td>6</td>
<td>95.6</td>
<td>94.5</td>
<td>95.0</td>
<td>95.4</td>
<td>93.9</td>
<td>96.6</td>
</tr>
<tr>
<td>Total</td>
<td>94.3</td>
<td>95.6</td>
<td>95.4</td>
<td>94.8</td>
<td>95.1</td>
<td>96.4</td>
</tr>
</tbody>
</table>

Workforce information

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

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There are no Indigenous persons employed at Goulburn East Public School.

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>Assistant Principal (Acting)</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4.0</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.61</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.3</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.6</td>
</tr>
<tr>
<td>Total</td>
<td>9.91</td>
</tr>
</tbody>
</table>

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>0%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>0%</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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>51,300.54</td>
</tr>
<tr>
<td>Global funds</td>
<td>106,951.79</td>
</tr>
<tr>
<td>Tied funds</td>
<td>81,822.67</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>44,086.48</td>
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<tr>
<td>Interest</td>
<td>1,828.26</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7,364.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>293354.19</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>11,848.94</td>
</tr>
<tr>
<td>Excursions</td>
<td>19,476.33</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>19,392.93</td>
</tr>
<tr>
<td>Library</td>
<td>2,492.65</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,612.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>73,675.21</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>20,478.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>45,587.37</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>28,517.80</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6,622.79</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5,705.40</td>
</tr>
<tr>
<td>Capital programs</td>
<td>10,562.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>247972.32</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>45381.87</td>
</tr>
</tbody>
</table>
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.

**School performance 2014**

**Arts**

2014 once again saw Goulburn East Public School involved in the Goulburn Community of Public Schools (GCOPS) concert series in Education Week. K-2 students played percussion, sang and danced to the Hair Medley and 45 students in Years 3-6 performed as part of the Massed Choir. In Education Week our GCOPS choir and Kindergarten class performed at the local shopping complex to promote public education.

Again this year the whole school participated in *Music Count Us In*. This program involved thousands of students learning the same song and performing it live via our video conferencing facilities.

Throughout the year students have opportunities as part of our fortnightly assemblies to share work and perform in front of their peers and parents.

We also had several performers visit our school offering our students high quality musical experiences. These included Musica Viva and African Drumming.

Our recorder group has now been established for several years and they performed at the Goulburn Eistedfodd this year with credit. They will be looking towards performing as part of the Festival of Instrumental Music in 2015 at the Opera House. Piano lessons were offered for the first time and ukuleles were introduced as part of the music program too.

Our students performed by invitation at several community events including the Opening of the Veolia Arena, National Reconciliation Week ceremonies at the Art Gallery and the Opening of the War Memorial Forecourt with the NSW Premier in attendance.
Sport

The school has provided a range of sporting activities to enhance student participation and to improve student learning outcomes in the PD/Health/PE curriculum. Our belief is that making healthy lifestyle choices are significant factors in the development of all children.

Highlights for 2014 include the Fitness Program, the special swimming school classes run by the Department of Education and Training as well as participation in specialist lessons for gymnastic and cricket skills in term 2 and 4.

Sporting opportunities in 2014

There was full participation of students in our school swimming, athletics and cross country carnivals. All students participated in a daily fitness program throughout the year;

GEPS students were also introduced to many different sporting activities.

- Rugby league skills
- Gymnastic coordination skills
- Skipping skills
- Participating in the Space and Expo for all students.
- Touch Football gala day for Primary children.
- Cricket Gala Day
- Hockey Gala day.
- Soccer Gala Day.
- Rugby Union Gala Day
- Jason Croker Cup League
- GEPS had teams in PSSA Knockouts in Boys Soccer and Girls Hockey
- 35 students participated in the special swimming scheme at the start of term 4 with many achieving the standard needed to be proficient swimmers.

Sporting successes in 2013

- 21 children qualified to represent GEPS at district in Swimming.
- 42 children qualified to represent GEPS at district in Athletics.
- 42 children qualified to represent GEPS at district in Cross Country.
- Lachlan Handley and Ava Gilbert qualified to represent Goulburn at Regional Swimming.
- Jacob Waters and Bree Smith qualified to represent Goulburn at Regional Athletics.
- Lachlan Handley and Ava Handley qualified to represent Goulburn at Regional Cross Country.
- Deacon Campbell-Ginn represented South Coast at State Championships in Hockey.
- Dane Harvey and Jacob Waters represented Goulburn/Crookwell in Rugby League.
- Jacob Waters represented Wingecarribee in Rugby League.
- Jacob Waters, Lachlan Handley, Max Murray, Bree Smith, Angelica Downey
and Holly Caffery represented Goulburn/Crookwell in Touch Football.

- Jacob Waters and Bree Smith represented the zone of Wingecarribee in Touch Football.
- Angelica Downey, Holly Caffery, Dylan Downey, Deacon Campbell-Ginn represented Goulburn/Crookwell in Hockey.
- Jacob Waters represented Goulburn/Crookwell in PSSA Soccer.
- Ava Gilbert was named as Goulburn/Crookwell Swimming Champion.

Premier’s Sporting Challenge

Goulburn East Public School participated in the Premier’s Primary School Sport Challenge for 2012. The Challenge included a range of initiatives with one common purpose, to have more students, more active, more of the time. The Premier’s Sporting Challenge aimed to engage young people in sport and physical activity and encourage them to lead healthy, active lifestyles.

Students were invited to take up the Challenge and take the path to a healthier life. It involved classes from Kindergarten to Year 6 participating in a 10 week sport and physical activity Challenge. Classes accumulate time spent in a broad range of sports and recreational pursuits during lunchtime, in school sport programs, class time, after school or in weekend physical activity. All Infants children received a Gold certificate and every child in the Primary received a Silver or certificate for their hard work.

Respect and Responsibility

Goulburn East students are involved in local community and school activities that promote these values. They participate in Anzac and Remembrance Day services, take part in Clean-Up Australia They grow in leadership through peer support programs. The main theme for peer support was Promoting Harmony.

Everyday values of Goulburn East Public School and the core rules of the Department of Education and Training are promoted through a focus on being safe, proud, tolerant and considerate. Our emphasis is on developing personal responsibility in our students.

Life Education

Life Education Van assist schools with their drug and health education programs by working in partnership with state education departments and primary school professionals and the general community.

- Enhances the school’s existing drug and health education programs by conducting student sessions and providing activities. all of which use best practice in drug education
- links to educational outcomes of key learning areas common to all state education curriculum documents
- Promotes school connectedness for both students and their families by facilitating school-based family forums in an open and supportive environment.
- The real life settings of learning experiences, complemented in the early years by the charismatic Healthy Harold provide and excellent model for teachers to follow up in this area, once the Life Educator has left 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 and enter the school name in the Find a school and select GO to access the school data.
Other achievements

Significant programs and initiatives – policy

Aboriginal education

All students identifying as having Aboriginal heritage have a Personalised Learning Plan devised in consultation with the student and his or her family. These Personalised Learning Plans are reviewed annually.

Goulburn East students were invited to sing at the opening ceremony of Reconciliation Week at Goulburn Mulwaree Council on Sorry Day. The teaching of Aboriginal histories and culture are incorporated through class teaching of HSIE units K-6.

The Principal and three student representatives participated in the inaugural signing of the Partnership Agreement 2010-2020 between the school, Department of Communities and the local AECG.

Multicultural education and anti-racism

School staff are dedicated to creating and maintaining an inclusive and tolerant learning and working environment free from discrimination in any form. Our Anti-Racist Complaints Officer (ARCO) is trained to provide support if required. With the introduction of the NSW Australian Curriculum comes a future focus on the inclusion of Asian Studies and a continued focus on Aboriginal perspectives across the Key Learning Areas.

Significant programs and initiatives – equity funding

Socio-economic background

As a school, we recognize that our students come from a range of socio-economic backgrounds and work with commitment towards ensuring equity in the programs and activities offered to all students. We work closely with outside and government agencies to support families. Some financial assistance is also available to families requiring support, ensuring all children have the opportunity to experience a broad range of learning experiences.
English language proficiency

10 students in 2014 identified as having another language other than English spoken at home. 3 of these students were new arrivals and therefore programs and support were put in place to maximize student learning and to ensure these students were able to access the curriculum at an age appropriate level. Our Learning Support Teacher provided individual, group and class support to

Learning and Support

A School Learning Support Teacher was employed two days a week to support students primarily in literacy and numeracy across K-6. Her role involved liaising with the Counsellor and Principal to prioritise support and identify required intervention, training and programming with staff and working in classrooms with groups and individuals to support the achievement of learning goals. Her timetable remained flexible to ensure students’ changing needs were addressed.

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:

- School surveys
- Student Data
- Professional Learning and Program implementation and feedback

School planning 2012-2014:

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

Students will achieve individual growth targets in writing, spelling and reading as measured by school based assessment data.

Students will achieve individual growth targets in space, measurement and number as measured by school based assessment data.

Evidence of achievement of outcomes in 2014:

- Year 5 NAPLAN results show school average growth matching the state average growth in Reading, Grammar and Punctuation and Numeracy.
- Year 5 NAPLAN results show above the school average growth in Spelling to be above the state average by 19.8%.
- Year 5 NAPLAN results show school average growth in Writing to be below the state average growth by 19.3% with no students in the Proficient bands (Bands 7 and 8) in the past two years.
- Year 3 NAPLAN results indicate 40% of students in Bands 4, 5 and 6 in Writing; 73.3% of students in Bands 4, 5 and 6 in Spelling; 66.7% of students in Bands 4, 5 and 6 in Grammar and Punctuation and 93.3% of students in Bands 4, 5 and 6 in Reading.
- Year 3 NAPLAN results in Numeracy indicate 33% of students achieving in the Proficient Bands (Bands 5 and 6) compared to no students achieving at this level in 2013.

Strategies to achieve these outcomes in 2015:

- A continued focus on implementing PLAN software consistently across the school. Teachers will use the literacy and numeracy continuum to track student achievement and growth and to determine where to next for each child. A data wall K-6 will be developed.
- Consistent Teacher Judgement processes will form the basis of collaborative assessment
- Planned, thorough and sequenced professional learning opportunities with knowledge subsequently shared amongst staff in both formal and informal situations.
- Team teaching and classroom observation as part of Professional Framework to share ideas and practices.

School priority 2

Curriculum and Assessment

Outcomes from 2012–2014

Staff familiar with Australian curriculum documents
Facilitate the smooth transition from NSW syllabus documents to Australian Curriculum

Consistent assessment practices developed K-6

Quality Teaching evident in all teachers’ programs and lessons

Evidence of achievement of outcomes in 2014:

- Staff have participated in ongoing professional development in the curriculum and quality teaching practice
- Authentic assessment is being used to inform student progress
- Professional discussion regarding curriculum implementation is built into staff meetings and Staff Development days.
- Full implementation of English and Maths syllabus is evident in programming.

Strategies to achieve these outcomes in 2015:

- Administration staff meeting on Friday mornings will leave the longer Wednesday staff meeting free to focus on curriculum implementation, professional learning and the embedding of reforms into school practice.
- Science syllabus implemented in all programs.
- History syllabus investigated ready for full implementation in 2016 as mandated.

School priority 3

Leadership, Management and Quality Teaching

Outcomes from 2012–2014

Strengthened small schools professional networks and associations

Staff engage in peer teaching, planning and assessing

Staff familiar with Great Teaching, Inspired Learning document, Australian Institute for Teaching and School Leadership framework and the National Accreditation process

Evidence of achievement of outcomes in 2014:

- Teachers plan teaching assessment consistently across stages
- Several teachers attend the Teaching and Learning Group professional network each term, sharing expertise amongst our network of schools

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about teaching and learning. All families and staff received a survey to complete and students from Years 2-6.

Their responses are presented below.

Learning - Findings

Parents

97% of parents felt that high expectations were communicated clearly to the students.

85% of parents felt that usually or almost always their child’s classroom was an interesting place to learn with access to good equipment to help them learn. They felt that there were a balance of independent and group learning activities in the class learning.

28% of parents thought that their child only sometimes looked at previous work samples to see how they had improved.

20% of parents were unable to answer the question about teachers upgrading their professional knowledge and what professional learning a teacher might undertake.

Students

92% of students felt their school almost always expected them to do their best.

84% of students felt that they almost always or usually had access to good equipment to support their learning.
62% of students felt that they sometimes used previous samples of their work to monitor their improvement.

**Teachers**

50% of teachers thought that students sometimes reflected on their learning and engaged in self-assessment.

100% of teachers considered that they continually upgrade their skills through professional learning and development.

**Teaching – Findings**

**Parents**

All questions except two scored over 94% with parents.

19% of parents surveyed thought that their child sometimes spoke to their teacher regarding what they were learning and why.

19% of parents felt that students and parents sometimes understood how their learning would be assessed.

100% of parents felt that the school provided clear information about student achievement through the school’s reporting process almost always or usually.

**Students**

16% of students indicated that they sometimes knew how their learning would be assessed. The remaining students believed that they almost always or usually knew this information.

96% of students felt that their teacher knew what they could do and what they needed to learn almost always or usually.

**Teachers**

100% of teachers felt that their assessment strategies were usually or sometimes understood by parents and students.

**Conclusions from surveys**

Overall analysis of the various responses was very positive from parents, staff and students. A number of directions have been identified for consideration and have been included in the School Plan 2015-2017.

- Timely and informative feedback regarding student learning and progress in discussions and through work samples.
- Communication with parents regarding teacher professional learning and current pedagogy to build parent understanding.
- Clear communication of assessment strategies to parents and 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.

3 Strategic Directions will support the School’s Plan:

1. **Quality teaching and learning.** The purpose of this strategic direction is to create learning environments and programs which reflect current research and pedagogy and engage our students as 21st century learners through quality curriculum delivery, personalised learning and innovative teaching practice.

2. **Quality Professional Practice.** The purpose of this strategic direction is to ensure that every child has the benefit of a quality teaching team guiding their learning and who are actively involved and supported in furthering their own professional knowledge and leadership.

3. **Connected Community.** The purpose of this strategic direction is to build genuine and purposeful connectedness amongst stakeholders in our students’ education, with clear communication, shared understandings and genuine collaboration.
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.

Charmian Cribb – Principal
Bronwyn Robinson – Acting Assistant Principal
Sue Peden – School Administrative Manager

School contact information
Goulburn East Public School
41 Eleanor St, Goulburn
Ph: 02 4821 4007
Fax: 02 4822 1381
Email: goulburne-p.school@det.nsw.edu.au
Web: www.goulburne-p.schools.nsw.edu.au
School Code: 2054

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: