GOONENGERRY PUBLIC SCHOOL
Annual Report

2015
Introduction
The Annual Report for 2015 is provided to the community of Goonengerry 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-assessments 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.

Tracey Barnes
Principal

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School background

School vision statement

At Goonengerry we support our students, staff, parents and wider community:

By providing diverse, engaging and challenging learning, in a caring, safe and sustainable environment; and

We endeavour to have all children achieve their individual best and take responsibility for their own success and happiness by becoming lifelong responsible learners.

Our Valley of Small Schools (VOSS) are committed to empowering our students to grow holistically as “learners for life” through creativity, critical thinking skills, communication, collaboration and compassion. VOSS schools are vibrant and creative and feature strong leadership of staff and students within a diverse, environmentally aware and active community of schools.

School context

Goonengerry Public School is one of several small schools. Perched on the ridge overlooking the coastal region of Byron Bay, we serve a vibrant community committed to a nurturing and stimulating learning environment. Students are drawn from Goonengerry and surrounding areas. Our school population is supportive and choose Goonengerry for its supportive and physical environment.

Students come from a culturally diverse range of backgrounds including those from rural backgrounds, single parent families, low socio economic families and families from overseas. Our local communities are diverse and rich in intellectual, creative and cultural expertise and are very supportive of the need for collaboration across all the small schools.
Our small school provides our students and staff with a variety of VOSS learning opportunities, along with a strong literacy and numeracy focus. These are combined with an extensive range of enrichment programs which include gardening, cooking, sustainability and environmental programs, art, music, guitar, drama and dance.

Our core values underpin everything we do; along with our open door policy which creates a unique and special relationship between staff, students and our community.

A foundation of mutual respect, valuing cultural diversity and supporting all learning styles underpins our teaching and learning. We provide our students with values and thinking tools to ensure their success and confidence as lifelong learners in the 21st century. Our goal is to continue to strengthen the collaborative learning within our school and across our small schools.

**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 staff at Goonengerry Public School have discussed the School Excellence Framework (SEF) and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at our staff meetings, both at school and with VoSS (Valley of Small Schools). Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, learning culture, wellbeing, and curriculum and learning have been focus areas. Staff have prioritised and demonstrated our commitment to student engagement and learning through the implementation of visible learning (participation in Professional Learning and implementation in the school) as well as our continued commitment to Taking off With Numeracy (TOWN) and Language, Learning and Literacy (L3). As a result of Visible Learning (VL), attention to individual learning needs has been highlighted. Students with learning needs are being targeted more effectively and parents are becoming increasingly involved in supporting and planning intervention strategies. A reboot of Positive Behaviour for Learning (PBL) throughout the school has ensured that we are continuing to explicitly teach expectations of behaviour to students in all school settings. This has ensured that the ongoing culture of trust and respect is maintained. We have continued to plan learning experiences between the Community of Schools (COS) to enhance opportunities for students at our school.

Visible learning has ensured that staff is able to provide explicit and specific feedback to students to improve their learning. Teachers regularly monitor student progress and participate in quality feedback sessions with students. Professional dialogue between staff to evaluate, consolidate and ensure ongoing effective classroom practice occurs on a weekly basis. Staff in our COS group have ensured ongoing development of professional standards by participating in targeted PL that reflect the school plan and School Excellence Framework (SEF). Another significant focus is in the domain of Teaching has been the collaboration between school and across stages of staff within the COS group. Teachers have engaged in planning and sharing through lesson observation, reflection and feedback and constant monitoring and development of skills to ensure consistent teacher judgement in writing.

Our priorities in the Leadership domain have been to progress leadership and school planning, implementing and reporting. Staff and students have been able to engage community and staff from the COS group in leadership roles to consolidate links that support the school’s programs, and foster and promote a culture of distributed leadership within the school. Strategically timetabled meetings to engage community in the development of our school vision and planning and implementation of learning programs within the school have taken place and ensured that our planning for student improvement is driven by analyse of data and a responsiveness to changing student needs.

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.
Strategic Direction 1

Learn – Curriculum and Learning

Purpose

To foster the delivery of a high standard curriculum that inspires all students to achieve, grow and be successful in an innovative learning environment.

Overall summary of progress

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus in 2015 to achieve this strategic direction, based on the research of Professor John Hattie. The implementation of Visible Learning (VL) at our school has been a valuable tool towards the achievement of this. Staff are using learning intentions (LI) and success criteria (SC) when giving feedback to students with a focus on writing. It was obvious that the implementation of VL strategies across more than one KLA was too ambitious and our school targets needed modification.

All teachers have been trained in VL and important literacy and numeracy initiatives – TOWN, L3 and Seven Steps to Writing Success. These initiatives are having a significant impact on student learning particularly for equity groups in the early years of schooling. Teachers participated in PL to support the implementation of VL across our school and information meetings with parents and community were conducted.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds expended</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff will create and implement a common assessment plan for literacy and numeracy K-6.</td>
<td>At the end of 2015 a common assessment plan for literacy has been drafted and meetings were conducted throughout term 4 to plan for numeracy in 2016. Student assessment profiles set up to monitor and track student progress.</td>
<td>$14354 TPL (funds carried previous year)</td>
</tr>
<tr>
<td>At the end of the year all classes will be using learning intentions and success criteria in all literacy and numeracy sessions. 75% students will fully understand what these mean and feedback to students will be based around these.</td>
<td>Staff participation in extensive PL to enhance knowledge and skill in the use of LI and success criteria. LI and SC were emerging as a teaching strategy in literacy but need further development to effectively implement across numeracy. Explicit teaching for students in use of SC and LI needed to be undertaken with students and the goal of 75 percent of students was unrealistic.</td>
<td>$2794 Community Consultation</td>
</tr>
<tr>
<td>75% students will be able to define what a good learner is.</td>
<td>Students are developing an understanding of learner qualities. Students articulate learner behaviours and need further explicit teaching of learner qualities.</td>
<td></td>
</tr>
<tr>
<td>By the end of the year, all students will show 12 months growth as a minimum on the numeracy and literacy continuum in Years 1-6.</td>
<td>At the end of 2015 all students are showing growth on continuums in the areas of Writing. All class teachers reported to parents using the continuum at Term 1. Class discussions as planned. TOWN training commenced however implementation delayed due to external issues with trainer, L3 training for Stage 1 and ongoing PL for VL conducted. Based on school based data students showed growth in spelling and strategies continue to be reviewed.</td>
<td></td>
</tr>
</tbody>
</table>
Strategic Direction 1

Next steps

- Engage staff in further PL for data collection and tracking to enable better planning for student learning.
- Establish futures learning spaces in classroom to facilitate VL strategies in the classroom including use of data walls.
- Focus on explicit teaching of learner qualities to students and scheduled meetings with parents to share this information.
- Establish a more formalised system of classroom walkthrough to allow for quality teacher feedback related to PDP.
- Investigate and establish assessment plans, SC and LI, and data collection for numeracy.
**Strategic Direction 2**

**Connect – Working Together**

**Purpose**

Provide all staff with an opportunity to identify, understand and implement the most effective teaching methods focusing on evidence based teaching. Through VOSS collaboration and team planning, teachers will have the opportunity to use student assessment data to identify student achievement, future progress to inform and develop across stage learning and assessment activities that will be measured against the outcomes of the curriculum. This is linked to the Teaching Domain, collaborative practice element within the School Excellence Framework.

**Overall summary of progress**

Staff members across the Valley of Small Schools continue to start to deepen their understanding of what quality writing is and to value the importance of working together on joint units of work.

Feedback indicates that all staff enjoyed the opportunity to collaborate and share knowledge and ideas around best practices.

Ensuring that all schools attend the planned meetings is crucial for the success of our learning community. Evaluation feedback from staff indicates that regular attendance by all schools at meetings is important, and that there needs to be designated stage leaders chairing the meetings to ensure that the professional learning needs of the group are being catered for.

As a result some of the activities that were set down were not achieved. The plan has been re-evaluated at our Valley of Small Schools principals Review Meeting with adjustments made so that we remain on track for 2016.

<table>
<thead>
<tr>
<th>Progress towards achieving improvement measures</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Improvement measure</strong>&lt;br&gt;(to be achieved over 3 years)</td>
<td><strong>Progress achieved this year</strong>&lt;br&gt;A Combined stage assessment task was set. Along with Term 2 unit planning.&lt;br&gt;SDD – professional learning on continuum and markers. Staff analysed VOSS writing samples and plotted students on writing continuum.</td>
</tr>
<tr>
<td>All school plot student achievement using the writing continuums to establish VOSS baseline data.</td>
<td>Stages created writing rubrics for Term 1 and 2. Staff reported difficulty using writing rubrics across stages within single classroom and VoSS principals have met to discuss this issue and find solutions for all schools across different contexts.</td>
</tr>
</tbody>
</table>
Next steps

What are the next steps required for 2016 to ensure Strategic Direction 2 is successfully implemented?

- We have included clear expectations around the role of each school and leader as well as the chairing of the professional development meetings.
- Chair leaders will be linked with a Principal as a mentor.
- Clear communication will ensure all staff receive information.
- Writing will continue to be a focus with additional professional learning for analysing and plotting writing samples on the continuum, Consistent Teacher Judgement (CTJ) of writing samples, Plotting students on the continuum, how to move students forward, opportunities for professional dialogue and sharing as well as for classroom visits.
Strategic Direction 3

Lead – Building Leaders

Purpose

Building leadership capacity across the four strategic areas of literacy, numeracy, teacher standards and visible learning will enable leaders to deliver quality essential learning to all teachers and students in schools within the learning community.

Overall summary of progress

Staff members continue to deepen their understanding of new literacy and numeracy initiatives – 7 Steps to Writing, Taking off With Numeracy and L3, as well as Visible Learning. Staff members from within the school and across our learning community are leading and supporting others through an effective implementation strategy of professional learning sessions, school visits and professional dialogue. These initiatives are having an impact on student learning across our schools.

The implementation of the new Performance Development Framework and Learning for Staff, has led to staff engaging in a reflective process that is guiding their own development.

Growth coaching and training for staff members has led to a more focused approach for guiding professional learning.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishment of an effective and sustainable framework for tracking the delivery and evaluation of the 4 VOSS project portfolios.</td>
<td>Co-ordinate a calendar of events for various professional learning sessions within the Valley of Small Schools.</td>
<td>$1600 VOSS Meetings</td>
</tr>
<tr>
<td></td>
<td>Sharing of projects at each VOSS Meeting.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regular communication.</td>
<td></td>
</tr>
<tr>
<td>Project leaders will identify and deliver at least one end desired product and practice as part of an action plan.</td>
<td>TOWN action plan.</td>
<td>$1000 TOWN</td>
</tr>
<tr>
<td></td>
<td>7 Steps to Writing Plan – 2 workshops with follow ups in 2016.</td>
<td>$1700 TPL</td>
</tr>
<tr>
<td></td>
<td>Visible Learning Plan – 6 meetings, 12 planning meetings and 2 day school tour. Sharing of resources, knowledge and growth.</td>
<td>$1200 Principal &amp; SAM</td>
</tr>
<tr>
<td></td>
<td>Professional Growth Coaching (7 Habits of Highly Effective People).</td>
<td>$1140 MET</td>
</tr>
<tr>
<td></td>
<td>SDD was organised, Mentoring for Effective teachers and an introduction to AISTL standards.</td>
<td></td>
</tr>
</tbody>
</table>
Next steps

A co-ordinated and structured approach in ensuring team leaders meet their expectations as per plan.

Innovative Practices Group – will include The Pocket, along with Newrybar PS who will work together on a Combined Writing project as part of Visible Learning. Google Docs workshops will also be organised across the VOSS. School visits to Sydney have also been set down in Term 1.

7 Steps Training – will continue with follow up workshops in 2016. Sharing of resources, rubrics and strategies will be done through Google Docs.
### Key initiatives and other school focus areas

This section includes:
- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>All students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums. Aboriginal students are demonstrating higher average levels of progress than non-Aboriginal students. Cultural significance is included in all ILPs.</td>
<td>$1106 RAM Aboriginal B/G</td>
</tr>
<tr>
<td><strong>Socio-economic funding</strong></td>
<td>Employment of additional SLSO. Continued classroom support.</td>
<td>$2688 RAM Socio-Economic B/G</td>
</tr>
<tr>
<td><strong>Low level adjustment for disability funding</strong></td>
<td>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies.</td>
<td>$2436 RAM Low Adjust</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other school focus areas</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PBL – School Reboot</strong></td>
<td>Principal led meetings in whole staff review of existing structures and strategies. Whole school commitment to implementation of PBL following community consultation.</td>
<td>$1600 Principals Relief Staff Meetings</td>
</tr>
<tr>
<td><strong>Music Program</strong></td>
<td>Specialised individual guitar tuition, class music and drama program.</td>
<td>$7968 P&amp;C Funded</td>
</tr>
</tbody>
</table>
**Mandatory 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**

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>29</td>
<td>31</td>
<td>21</td>
<td>13</td>
<td>15</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td>27</td>
<td>21</td>
<td>16</td>
<td>24</td>
<td>22</td>
<td>19</td>
</tr>
</tbody>
</table>

**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>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolments</td>
<td>80</td>
<td>70</td>
<td>60</td>
<td>50</td>
<td>40</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Students</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
</tbody>
</table>

**Workforce information**

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>1.252</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.1</td>
</tr>
<tr>
<td>Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>Total</td>
<td>3.332</td>
</tr>
</tbody>
</table>

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

Goonengerry Public School has no staff that identify as being Aboriginal or Torres Strait Islander.

**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>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

As part of our affiliation with VoSS, staff participated in a series of combined SDD as well as regularly scheduled combined staff meetings and Adobe connect sessions throughout the year.

Stage 2 of L3 training continues in the K-2 room and has been a valuable inclusion to our teaching learning cycle.

In preparation for the introduction of LMBR, executive and office management have participated in a series of Financial Management training sessions.

Visible Learning has been identified as a priority for our school in 2015 and staff have undertaken training to implement this program into our school. School visits have occurred in New Zealand and Sydney.

In addition staff completed compulsory departmental training in CPR and emergency care, asthma, anaphylaxis training and child protection.
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

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>32626.48</td>
</tr>
<tr>
<td>Global funds</td>
<td>51278.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>60755.28</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>33939.54</td>
</tr>
<tr>
<td>Interest</td>
<td>819.17</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><strong>179418.59</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning

- Key learning areas: 17163.44
- Excursions: 11131.82
- Extracurricular dissections: 7206.47
- Library: 0.00

Training & development: 1150.63

Tied funds: 55369.67

Casual relief teachers: 4194.74

Administration & office: 26866.15

School-operated canteen: 0.00

Utilities: 6429.63

Maintenance: 5254.98

Trust accounts: 305.38

Capital programs: 0.00

**Total expenditure** 135072.91

**Balance carried forward** 44345.68

Parent/caregiver, student, teacher satisfaction

Participation of parents and students in the Tell Them From Me Survey – report on Student Outcomes and School Climate across NSW Primary Schools during 2015. Not enough data was submitted to form measurable outcomes.

Data shows in our school:
- 92% of students have a high sense of belonging.
- 92% of students try hard to succeed in their learning.
- 83% of students were interested and motivated in their learning.

Majority of parents agree:
- Our Facebook page is a valuable communication tool.
- positive relationships exist between school and community.
- GPS is a happy and safe place for their children.
- It is a well-resourced school.

Our Year 6 students participated in the NSW Child Development Study: The Middle Childhood Survey 2015. This survey collected a snapshot of child mental health and wellbeing of Year 6 students across NSW.

Policy requirements

Aboriginal education

Five percent of our students identify as being Indigenous Australians. Aboriginal perspectives as aligned with the Aboriginal Education policy are taught across all key learning areas throughout the year. Principal also participated in ARCO training. Combined NAIDOC Celebrations were held with local schools and the local preschool.

We were selected to participate in the first Dorrroughby Environmental Education Centre (DEEC) Garrima Bundjalung Aboriginal Education Program. Investigating historical, social, environmental and cultural aspects of connection to place.

Multicultural Education and Anti-racism

Languages other than English spoken at home for twenty-eight percent of students include: Cantonese, French, German, Irish, Papua New Guinean, Pidgin and Spanish.

Students participated in Harmony Day celebrations which further acknowledged and highlighted the huge variety of ethnic backgrounds.

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.
Other school programs

Environmental education and sustainability

In line with healthy eating and lifestyles, we have looked at the rubbish within our school and within our lunch boxes. We aim to continue this program of promoting nude foods within our school. All children are encouraged to be responsible for their own waste and take it home with them.

Our kitchen garden continues to sustain student based cooking and canteen program.

We undertook a "trip to the tip" to further study "where our rubbish ends up" and what we can do to effect positive change in our school and broader community. Students designed and printed environmentally friendly bags as part of the "fantastic no plastic" campaign for Science Week. This display and initiative won several prizes at the Art V Science Fair.

A visit by DEEC energy trailer highlighted our energy usage and led to joint partnerships with DEEC staff. We conducted an energy audit of our energy usage across the school, resulting in various student driven initiatives to reduce our energy usage.

Arts

Our strong commitment to the Arts ensures that every student has the opportunity to perform.

Not only are students given performance opportunities but we actively seek opportunities for students to see live performance. Again this year the whole school attended a NORPA performance.

Our famous end of year performance did not disappoint with ‘Monkey Magic’ once again highlighting the exceptional talent of both staff and students.

ArtSmart Stage 3 and Art Enrichment were coordinated by the VoSS this year and were well received by Goonengerry students. Not only were students exposed to high quality instruction but had opportunity to build relationships with students from other schools within the VoSS.

All students from Years 4 to 6 had access to specialised guitar tuition again this year. It is a unique opportunity provided to our students by dedicated staff.