School context

Goolmangar Public School has 27 students as of the end of 2013. It has 21st century learning facilities whilst incorporating an open plan playground promoting an active environment for learning and play. We provided a creative curriculum consistently during 2013, supporting all students to reach beyond their potential. Specialist teachers in technology and arts have successfully extended students in these areas. The students travel from north of Nimbin to Lismore and surrounding areas of Koonorigan and Keerong.

Enrolments in Kindergarten were above average for 2013. The students were taught in a K-2 class and a 3-6 class meeting the needs of the students’ best, especially in numeracy and literacy.

The School Community maintained strong support for the school by contributing to implementation of policies and maintenance of an effective, innovative P&C. The school had a change of leadership at the end of Term 3, due to Mr Don Sams retiring and Rachel Bertuzzi was appointed as the current principal. His efforts, along with those of the staff and community throughout the year have ensured that the students at Goolmangar Public School have been provided with every opportunity to achieve and excel.

Principal’s message

2013 has been another remarkable year filled with opportunities for students to reach high academically, socially, culturally and physically through the creative curriculum presented by highly qualified teachers.

Focus on values such as equity, caring, respecting individuality and understanding responsibility has been overwhelmingly positive in the manner in which students interact with staff and their peers in a variety of situations.

We have had students represent us in the Big Scrub Public Speaking competition and in writing an article called “Is Creative Arts needed in Schools?” for Newspapers in Education program. In both these events we had some students excel receiving awards at high levels.

All students eagerly participated in the Premiers Sporting Challenge with the school achieving a Gold award.

In the arts our students have excelled producing many professional performances at different festivals and venues. Our students’ love of drama and commitment to rehearsals for extended performances resulted in polished, professional entertainment consistently.

I would like to take this opportunity to thank the school community for supporting the school in 2013 and I look forward to providing innovative experiences whilst maintaining the quality programs Goolmangar Public School continue to offer throughout 2014.

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.

Rachel Bertuzzi- Principal

P & C message

Goolmangar Public School P&C had a very busy year in 2013. We had a school camp to Woody Head with parents helping with transport and food preparation, even though it rained some of the time everyone had a great time.

We had two very successful fundraising bar-be-ques at Bunnings in February and October raising money for the P&C. The money raised was used for things like transport, books, musical instruments, seedlings for the vegetable garden etc.

We had a shared lunch at the school involving a bar-be-que and a concert performed by all the children at the end of each term.

At the end of the school year we had a concert and the children received a book voucher and the Year Six children were given a pen as well from the P&C.

The P&C funded a bus trip for the end of the year. The trip involved a visit to Caroona Aged Care Facility, Goonellabah, to sing for the residents. Then we had a picnic at Victoria Park Alstonville, afterwards we went to Ballina Waterslide for a swim. It was a fun day that included a focus on citizenship.
I would like to thank all the parents and teachers for all the help at fundraisers and support throughout the year.

Kathleen Maguire, P&C Representative.

Student representative’s message

The SRC worked very hard but had lots of fun raising money for Third World countries. We had a Character Day where all students came dressed as a character or brought a prop.

We also had a Cake Day and students brought along cake to sell. Through the year we sold ice blocks each week.

It was fun raising money for children in other countries that need help.

Conor Maguire, SRC Representative.

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>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>16</td>
<td>19</td>
<td>17</td>
<td>16</td>
<td>9</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>1</td>
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<td>20</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td>18</td>
</tr>
</tbody>
</table>

Management of non-attendance

Through monitoring of class rolls students with significant absences are sent a note requesting explanation of absences if not already supplied. Discussions with parents often follows significant lapse in attendance.

Workforce information

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

Staffing is based on a PP5 school of 27 students as of December, 2013. The support staffs employed were for their wealth of experience in
creative arts and technology. The SASS position was shared by two SAMS for 5 days a fortnight.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.252</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher 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 figures for the above table were taken from Actual Staff Entitlement Report for 2013.

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

There are no Aboriginal staff members at Goolmangar PS.

Teacher qualifications

All teaching staff meets 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>
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<tr>
<td>Postgraduate</td>
<td>33</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</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>
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<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
<td>60674.25</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>6957.95</td>
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<tr>
<td>Excursions</td>
<td>19678.56</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>763.60</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>418.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>16616.32</td>
</tr>
</tbody>
</table>

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.

School performance 2013

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)

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 -

In 2013, there were no students enrolled in Year Three therefore there is no data available to report on for this year group.

NAPLAN Year 5 –

In 2013, there was only a small cohort of less than ten students who attempted the NAPLAN. The ASR reporting guidelines states information on results should not be reported in a manner which enables the results of individual students to be identified. Accordingly, ‘percentage in
bands/level’ and ‘school average’ information is not to be reported. Hence, the information on NAPLAN results in this ASR includes no graphs but a general overview of the excellent achievement all students in the Year Five cohort attained.

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

In all literacy components, students achieved band 5 or higher, with a fairly even spread through to band 8. The average school score of all literacy components was above the state average score.

**NAPLAN Year 5 - Numeracy**

In numeracy, students achieved band 6 or higher. The average school score was above the state average score.

In both Literacy and Numeracy, Goolmangar Public School NAPLAN results were of exceptional calibre.

**Other school based assessments**

**PLAN** (Planning for Literacy and Numeracy) software was used to map student achievement K-6 using the literacy and numeracy continuums throughout the year. Data was used to guide best teaching practice and inform parents through parent interviews and written reports about student progress. Data shows a high percentage of students working at their appropriate level and areas to extend and excel learning in 2014 will be writing, comprehension and mental strategies using all operations.

**Other achievements**

Students at Goolmangar PS participated in a variety of international competitions and assessments for schools produced by Educational Assessment Australia- UNSW.

Some students in Years 4-6 scored a close average with either just higher or just below the state average in spelling, writing and science.

Those students in Years 4-6 who participated in the English assessment scored a higher average score than the overall state average for NSW and ACT.

Those students in Years 4-6 who participated in the Mathematics assessment scored almost the same average as the state with two students scoring a credit.

These results are exceptional due to the highly talented students choosing to participate.

**Significant programs and initiatives**

Community input and involvement, student attitudes and staff enthusiasm have been the key ingredients of the range of programs and initiatives offered at the school throughout 2013.

- **PLAN** (Planning for Literacy and Numeracy) and **TEN** (Targeted Early Numeracy) continues to provide an objective framework for assessing and supporting the individual learning needs of all students in K-6. This year the PLAN software was extended from K-2 all the way through to Year 6 providing guidance to target specific learning needs.

- **Technology** at Goolmangar PS this year involved small groups learning to touch type efficiently from K-6, navigating and research skills using the internet to produce a variety of work samples such as animated Power Points and brochures linking their learning to classroom topics. The early subscription to Mathletics and Reading Eggs websites provided students with an introduction to the software and teachers opportunity to explore the many ways the programs will be linked to the individual grouping in 2014. Future plans for technology include creating a wireless school, purchasing of iPads, setting up a class blog as an electronic suggestion box and exploring some 21st century tools such as Glogsters and Prezi to present work.

- **Sporting Opportunities** were varied to accommodate for individual improvements and team work. The school provided extra swimming lessons in term one and combined gymnastics and circus skills later in the year with a specialist gymnastics coach. Both these programs were effective in students achieving personal goals set. We also had success in Athletics, Cross Country, Swimming (Runner-up 11 yrs Girls Champion) and PSSA soccer teams. The Premiers Sporting Challenge resulted in many students receiving silver and gold awards and the school achieving a total gold award.
• **Safe Surfing- Introduction to level 1.** Year 6 joined with small schools in the area for a day at the beach learning basic surf lifesaving skills, body boarding and surf board riding. The day was such a success for students to meet with other students their own age and more importantly learn about surf safety; such an important life skill. The day has already been planned for 2014.

• **Water Watch** involved the Year 4-6 students in checking the turbidity, testing the temperature of the water and salinity of local creek water in comparison to the school bore water. All students found using the specific equipment for this type of testing to be engaging and the results were informative. We look forward to its continuation in 2014 with links to local Indigenous education.

• **Solar Energy** was installed as a result of a successful grant in 2012. The solar panels are collecting more than enough energy and students are more environmentally aware of energy usage in the school.

• **Land Care Tree Planting** involved students planting saplings with the support of the local Landcare group and parents. Students are actively learning by contributing meaningfully about the importance of regenerating our land. This will continue in 2014 with the establishment of propagating koala food trees for the community group, “Friends of the Koala”.

• **Student Herb and Vegetable Garden** This continues to be a success and students often harvest their hard work during break times. Plans for 2014 are to upgrade the vegetable garden by using an irrigation system set up with a timer using bore water.

• **Student Representative Council** has continued to be active in 2013 taking responsibility for assisting their peers in day to day occurrences in the school. They had planned and implemented mufti days and ran a regular fruit ice block shop to raise money for special community groups. Students supported local festivals such as the Lantern Parade and the year was wrapped up with a musical concert at an aged care facility to reinforce the values of care and compassion for our older citizens some of which grew up in our area. Plans for next year are already underway with a Crazy Hair day in term one to raise money for the Leukaemia Foundation and for Years 5-6 to attend the GRIP workshop for future leaders.

• **Adventurous Learning** This year the annual K-6 school camp was at Woody Head and surrounding areas. There were many engaging tasks and physical activities including bushwalks, exploring rock platforms, water testing of local creeks. The school had liaised with Dorroughby Environment Education Centre. Later in the year Years 4-6 students explored the wonders of city life in Brisbane and surrounding areas. They visited Queensland Art Gallery, Science Centre and Museum, Underwater World, Australia’s Zoo, Maritime Museum and Dreamworld. Students and staff commented the camp was most exciting incorporating many quality learning experiences.

• **Arts Program** The school supported the subject creative and practical arts in
many ways at Goolmangar PS during 2013 by providing a passionate teacher to produce enriching programs including choir, percussion, recorder and guitar lessons.

- Big Scrub Public Speaking Competition
  All students were successful at a school level in presenting a short speech. Two students were selected to progress through to the next level. Both students spoke with clarity and were very entertaining. One student who then progressed to the final level won the stage 3 finalist award at a district level performing at the City Hall in front of a large audience. In the future the school will investigate other public speaking experiences such as the Multicultural Perspective Speaking competition and the Premiers Debating Challenge.

- Movie Creation
  Students in Years 4-6 wrote, acted and edited a movie which was screened at the annual “Lucinda Awards”. The students also produced an animated film using “Stop Motion” software based on different Lego creations.

- Drama and Musical Experiences
  this year were enriched by brilliant performances on stage at Curtain Call, In Harmony Choral Festival, Performing Arts Festival, Lismore Show and the end of year performance of an hour long retelling of “The Hobbit”. All performances were dramatically engaging with fantastic music, lighting and costuming. Feedback indicated that high standards were once again achieved. Students at Goolmangar excel in the Creative Arts in so many ways.

Aboriginal Education

At Goolmangar Public School we have two families of Aboriginal heritage; the staff understands that all students need culturally appropriate and relevant activities to provide positive perspectives in Aboriginal Education.

Goolmangar PS has been implementing the Aboriginal Education and Training Policy and will continue to revisit this policy in 2014. Effective strategies and approaches have enabled students to develop respectful opinions of the Aboriginal culture and content crosses most subjects.

Throughout the year students at Goolmangar have addressed the implementation of the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 by encompassing engagement and connections through involvement with NAIDOC day celebrations, exploring traditional Aboriginal sites along the Gummigurra Walking Track at Yuraygir National Park and producing art based on Aboriginal storytelling. Artworks displayed for North Coast National Show won ‘Highly Commended for Beautiful Bark Paintings with stories’.

Attendance of our Aboriginal students is regular.

Multicultural Education

Multicultural education is an across curriculum perspective. Through classroom teaching and learning programs, particularly in English and Human Society and Its Environment our students have come to understand the culturally diverse nature of Australian society and will continue this learning journey. Goolmangar Public School students participated in celebrating Harmony Day, focusing on Indonesia. Students shared Indonesian food, dressed in traditional cultural costumes and participated in well-known crafts from Indonesia.

School planning and evaluation 2013—2015

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Survey for parents (print &/or email) & verbal feedback at P&C meetings.
Monitoring of student progress using PLAN and analyses of NAPLAN.

TARS - Professional Learning Plan and general staff discussions contributing to school planning.

School planning 2013—2015: progress in 2013

School priority 1

Improving student learning in all Key Learning Areas/Review of National Curriculum/Aboriginal Education.

Outcomes from 2013–2015

All students will achieve outcomes that reflect the highest possible standards and are appropriate for each individual. The students learning programs will over the next 3 years incorporate the new curriculum in both content and teaching strategies. Students learning will improve in all Key Learning Areas.

Evidence of progress towards outcomes in 2013:

- The Home Reading Program has been operating for four years. It has been successful in maintaining reading at home. Evidence shows growth due to the amount of points students have been scoring on a checklist but has only maintained substantial growth with those students who usually read at home. Staff feel it is time to perhaps continue home reading by encouraging reading for enjoyment or knowledge, not for a financial reward therefore internalizing the love of reading and using sharing sessions in the classroom, such as a book club as an alternative with possible links via VC with other schools. This is an area the SRC may take on as project.

- Staff have begun to attend meaningful workshops on the English K-10 syllabus and are planning to implement lesson experiences according to students needs including higher order thinking tasks as of 2014. This will be monitored through staff meetings and TARS.

- Two staff members attended VC conferences on planning to implement the English K-10 syllabus with the view of extending learning experiences through

to higher order thinking tasks and programming using a big idea to meaningfully link Key Learning Areas.

- Teaching Learning Programs, individual school reports and PLAN data suggest students are improving in most areas.

Strategies to achieve these outcomes in 2014

- Aboriginal Education to be planned and implemented in conjunction with local Aboriginals and an Aboriginal family within our school throughout the year.

- Continued participation in enrichment programs and events for Creative Arts and special interests.

- Monitoring of implementation of new English syllabus in class programs and lesson deliveries.

- Technology used in class lessons to enhance student engagement in higher order learning tasks through the subscription to Mathletics and Reading Eggs and the use of wireless classrooms and access to i-pads or Microsoft Surface tablets.

- Principal to become familiar with understanding the research of a Creative Curriculum and begin to implement components of it into the classroom whilst liaising with other Principals from the Big Scrub Learning Community.

School priority 2

To provide purposeful high quality leadership, teaching and learning in relation to maintaining the quality teaching framework and linking to the Professional Teaching Standards.

Outcomes from 2013–2015

The Principal and staff will continue to examine their professional practice with the goal of delivering high quality instruction to the students.

Evidence of progress towards outcomes in 2013:

- The development of Goolmangar PS Professional Learning, Planning and Supervision Policy was activated in term four during TARS. This document assisted
teachers to revisit the Professional Teaching Standards in relation to their own teaching practice and begin to consider their needs for professional learning in 2014.

Strategies to achieve these outcomes in 2014:

- Evaluate the implementation of the policy and its effectiveness.
- Authentic Professional Learning Plans for classroom teachers and DEC Principal Performance and Professional Development Plan (PPPDP) are developed by the end of term one.
- Reflect on the teaching and learning cycle for both students and teachers in relation to their learning needs whilst implementing differentiated learning experiences.
- Maintenance of PLAN data to guide teaching using generated learning plans specifically in literacy for writing and comprehension and in numeracy focusing on mental strategies in all operations.
- Students will develop ownership of their learning specifically in literacy and numeracy. This will be illustrated through the use of data walls for some aspects on the learning continuums and explicit learning focus provided so students know what the teacher is looking for.

School priority 3
Home School Partnership

Outcomes from 2013–2015
The whole School Community maintains good clear communication for the benefit of the students that are all aligned for the common purpose of furthering the students’ education.

Evidence of progress towards outcomes in 2013:

- Verbal and written feedback indicates parents are very happy with the detailed newsletters. Many families are now having their newsletter emailed to them. This has been a successful process for students who live in more than one household. Feedback is regularly requested and utilized to improve programs, initiatives and events for the future.
- Attendance at P&C meetings rose towards the end of the year. This may be because the meeting was more central to those parents who work in Lismore
- Informal conversations regularly with parents indicate their support for the school and this is illustrated by attendance at fundraising events such as Bunnings Barbeques, willingness to distribute school information brochures and participation in a shared lunch and cricket game on the last day of school.

Strategies to achieve these outcomes in 2014:

- Update and maintain the school’s website
- Update the Information for Parents Booklet
- Display of student work on the website or in the newsletter
- Explore the possibility of students who live on the Koonorigan Ridge to include a written piece regularly in the local Koonorigan Kronicle about Goolmangar’s school events and happenings
- Plan and implement a Playgroup for toddlers on school site

Professional learning
The courses or training some staff participated in during 2013 are:

- Child Protection, CPR, Code of Conduct, e-Emergency care and ASCIA anaphylaxis e-training and Asthma training
- SASS staff undergoing LMBR and SALM training through another school
- Teaching for the new curriculum
- Your school and the K-10 English syllabus for the Australian Curriculum
- Backward design and the English K-10 Syllabus
- Higher Order Thinking and the English K-10 Syllabus
- Best Start Literacy and Numeracy Leaders Module 1- Leadership Phase 1 & 2
- Learning Community combined professional learning days ranging from
Super Six comprehension strategies to coaching skills for difficult situations

- Planning day based on the Creative Curriculum philosophy.

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.

What has impressed you most about the school?

“I think all student inclusiveness is important at Goolmangar PS, the sense of confidence and belonging. The community has a say in school programming and focus at P&C meetings and other outlets. Environment, Arts and Academic Programs are all excellent. The playground is a great natural environment.”

“Demonstration of strong environmental values and the vegie patch. An excellent harmonious P&C. The whole school inclusiveness is also wonderful.”

Why would you recommend this school to other parents?

“Small schools such as Goolmangar PS, foster confident, well rounded community minded individuals. They receive individual attention and strong support if required - access to a wide variety of excellent programs taught by professionals and local community, arts and other excursions (school camps where all families can come along are excellent fun).

“NAPLAN results - above state averages frequently.”

“The school is supporting 21st century learning.”

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.