Our school at a glance

Goulburn North Public School was established in 1877. The school is set on a flat site that features a mix of historic buildings, as well as those dating to the 1960’s. In 2010 our school received a new library, as well as classroom refurbishments and a canteen upgrade. There are well established gardens and trees and the playground is well equipped. Our sporting grounds also received a $50,000.00 upgrade in 2010.

The school serves the community of North Goulburn and is the focal point for a number of community events. The major event is the Goulburn North Public School P&C Annual Fete and Fireworks.

The students at Goulburn North Public School make progress in a safe, inclusive and nurturing environment. There are strong, supportive student welfare policies that recognize the individual and provide opportunities for leadership development whilst fostering the development of respect, responsibility and understanding. It is the school’s expectation that each of our students can achieve and that they will make measurable progress.

There were 267 students enrolled at the school in 2010.

Students

Goulburn North Public School serves the community and students of Goulburn North. Our students come from a variety of cultural and economic backgrounds and bring a wide range of experiences to school. There are students at the school with special needs and mobility issues and students who excel in areas academic, sporting and creative. Our aim is to provide a full and rich Primary School experience in a safe, supportive and encouraging environment.

Staff

In 2010 Goulburn North Public School had ten full time class teachers, moving to eleven in term 4 due to increased enrolments. We have an RFF teacher who works across the school taking classes as teachers have their release time.

We also had a teacher librarian who teaches Indonesian throughout the school. Additionally, we had a Support Teacher Learning Assistance who was at the school five days a week. In addition to the School Administration Manager, there were two people who filled the School Administration Officers positions, two people who filled the General Assistants role and there were a number of people who worked to fill the School Learning Support Officers’ role.

All teaching staff at Goulburn North Public School meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Some of the significant programs and initiatives undertaken in 2010 included:

- Goulburn North Public School entering the National Partnerships Agreement
- An Extended Kindergarten Orientation Program was implemented
- Student attendance was targeted
- An afternoon activities group was initiated
- A school Based Intensive Reading Class was established
- ‘Capturing Kids’ Hearts’ program was implemented; and
- BER works were completed at Goulburn North Public School

This report contains many more of the programs and initiatives that our school embarked upon in 2010.

Student achievement in 2010

While NAPLAN is only one diagnostic test on one day of the year for grades three and five, our school was disappointed with the results that were achieved in 2010. It is worth noting that the areas that were targeted were the areas in which our school performed best. Analysis of the data has provided the school with areas that are in need of further development. Our targets for 2011 will appear throughout this report.
Messages

Principal’s message

It is with great pride that I present the Annual School Report for 2010. Our school has had a wonderful year and we are pleased to report on the achievements and successes that we have shared throughout the year.

I wish to thank the wonderful children that we have at our school who have worked hard, accepted challenges and who have pushed themselves to do their very best in so many areas throughout the year. The results that our school has enjoyed in 2009 are a reflection of their development and progress.

I thank our school community, the parents and carers of our students, our past parents, members of the ‘North Network’, the Goulburn North Ladies Auxiliary and the general wider community who continue to support our school and our students in so many ways. Our P&C continue to strive to support the learning opportunities for all students and we are always thankful for their efforts.

Finally, I wish to acknowledge the support, professionalism and hard work of the staff at Goulburn North Public School. We can indeed be proud of the opportunities and successes the children of our school have enjoyed. We look forward to an exciting 2011 and the many more improvements and challenges that we will face.

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.

Michael Hooker

P & C and/or School Council message

Firstly, I would like to thank everyone who helped the P C last year. If this was, by helping the canteen ladies, helping with uniforms or by attending meetings, you helped the students of Goulburn North Public School. If you volunteered in any one of the various events we have staged last year well I thank you. I also would like to thank all of the staff of Goulburn North for their support of the P&C and their help at the fireworks.

We raised $13,845.10 last year from our Fireworks. We donated $500.00 a term to the Library for more books. This is an on-going donation. We were also able to donate $50.00 to each student who represented the School in regional sports.

The fireworks were held on May 1st, 2010 and again we were blessed with great weather and lots of crowds. The Fireworks is already in full swing with everything organised to be held on May 7th, 2011. We need to organize a roster of people willing to assist with this. It would be wonderful to see all of our parents in attendance at this event assisting in some way. The more people we have to volunteer the lighter the load will be for each individual.

On a personal note, without the support and encouragement of the executive committee members of the P&C, the teachers and Michael Hooker this would not have been as successful as it was in 2009 so I thank you all.

Also I would like to thank the Canteen ladies and Uniform ladies for their efforts. Hopefully this year will be more successful than last year.

Louise Hill
President

Student representative’s message

The Student Representative Council (SRC) meets every second Thursday during lunch. Two elected students from each class attend the meetings to present ideas discussed in their classrooms to the committee. The SRC raises money for our school and for different charities. Some of the charities that we have raised money for during the year included:

- The Shepherd Centre, Giving deaf children a voice – Loud Shirt Day.
- Stewart House
- Legacy – sale of badges and wristbands.

In total the SRC raised $558.60 for the different charities.
We also organised and ran the following fundraisers where the monies raised stayed in our school to help purchase or repair things chosen by the SRC committee:

- Easter Egg Raffle
- Disco – Infants and Primary held during lunch in the school hall
- Jellybean guessing competition; and
- An Ice Cream Day

In total the SRC raised $1283.60.

The SRC would like to thank all the teachers who support our efforts; we thank the canteen ladies and a special thank you to Mrs. Bensley. We thank the class representatives who gave up their time for the SRC. We wish next year’s SRC all the very best for 2011.

President: James Mahoney
Vice President: Taylor Lees
Secretary: Kiara Beard
Treasurer: Tayla Whittaker
Executive Assistant: Michael Rumph

School context

Student information

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

Student enrolment profile

At the beginning of 2010 261 students were enrolled at Goulburn North Public School. The graph below shows our enrolment numbers for the last 5 years.

As the graph below shows, Goulburn North Public School has been experiencing fluctuating student numbers since 2006. There were more boys than girls enrolled at the school in 2010.

While the change in zoning areas has had a measurable impact on our student numbers, we are seeing increasing interest in enrolling students from families who live outside our drawing area.

The following table shows actual student numbers at the time of the data collection.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td>Male</td>
<td>128</td>
<td>141</td>
<td>133</td>
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<tr>
<td>Female</td>
<td>139</td>
<td>137</td>
<td>136</td>
<td>129</td>
<td>121</td>
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Student attendance profile

Student Attendance remained a key area of focus throughout 2010. There is a direct link between student attendance and student achievement. With the support of the Home School Liaison Officer and the Goulburn North Public School Ladies Auxiliary, great results were achieved. As is evident in the graph below, our students’ attendance rates were superior to that of State and Regional averages.
The table below is supplied to the school by the Department of Education and Training and gives a much more detailed account of our attendance rates.

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<td>K</td>
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<td>6</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.1</td>
<td>95.0</td>
<td>95.6</td>
<td>95.8</td>
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<tr>
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<table>
<thead>
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<th>State</th>
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<th>2010</th>
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<tr>
<td>DET K</td>
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<tr>
<td>6</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
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</table>

### Management of non-attendance

Parents of children who have poor rates of attendance are contacted by phone in the first instance. A formal letter is issued should attendance continue to be of concern. The Home School Liaison Officer may become involved in the matter if poor attendance continues. Legal action may also be taken should the Department of Education deem it appropriate. To ensure consistency of management, an Assistant Principal at the school has been assigned this area of responsibility.

### Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3B</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>K/1H</td>
<td>1</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2D</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2/3T</td>
<td>2</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>2/3T</td>
<td>3</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5F</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>4/5/6 G</td>
<td>4</td>
<td>9</td>
<td>28</td>
</tr>
<tr>
<td>4/5/6 G</td>
<td>5</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>4/5/6 G</td>
<td>6</td>
<td>8</td>
<td>28</td>
</tr>
</tbody>
</table>

### Structure of classes

At Goulburn North Public School we organize classes with a focus on having as many single grade classes as we can, while trying to stay within Department of Education and Training guidelines. We also have established a school based Enrichment Class for children from years 4, 5 and 6.
Staff information

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

Mrs. Sue Matthews filled the relieving principal’s position at Tallong Public School throughout 2010. Mrs. Maureen Nixon filled the relieving assistant principal’s role at Goulburn North Public School and Miss Carmel Day was employed to fill the vacant classroom teacher’s position.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Part-Time Classroom Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Itinerant Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher RFF</td>
<td>0.462</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.552</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17.014</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There was one Indigenous member of staff at Goulburn North Public School during 2010.

Staff retention

In 2010 Mrs. Wendy Frey announced her retirement, as did Mrs. Heather West. Both teachers were long time members of the Goulburn North Public School and their contributions to our school will be missed. Miss Sally Hogan was appointed as a permanent teacher after a merit selection process.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

The staff are highly professional and are motivated to provide quality learning experiences for the students of Goulburn North Public School.

Qualifications

<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>15%</td>
</tr>
</tbody>
</table>

Two members of staff are currently undertaking further formal tertiary study.

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>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>141003.83</td>
</tr>
<tr>
<td>Global funds</td>
<td>123685.80</td>
</tr>
<tr>
<td>Tied funds</td>
<td>365465.11</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>66188.45</td>
</tr>
<tr>
<td>Interest</td>
<td>10596.91</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12203.55</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>719143.65</strong></td>
</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>26417.64</td>
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<tr>
<td>Excursions</td>
<td>21149.91</td>
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<tr>
<td>Extracurricular dissections</td>
<td>20774.09</td>
</tr>
<tr>
<td>Library</td>
<td>7947.83</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>242375.20</td>
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<tr>
<td>Casual relief teachers</td>
<td>30238.82</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>34240.62</td>
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<tr>
<td>Maintenance</td>
<td>11805.42</td>
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<tr>
<td>Trust accounts</td>
<td>18945.41</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>474194.19</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>244949.46</strong></td>
</tr>
</tbody>
</table>

Goulburn North Public School prides itself on being financially responsible.

A full copy of the school’s 2010 financial statement is tabled at the Annual General Meetings of the school P&C, and is available from the school office on request. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Goulburn North Public School strives to provide students with many opportunities to represent their school and develop their skills in both the arts and in sport. We have a strong focus on academic progress and student well-being. In 2010 we enjoyed many successes. The whole school community can be proud of what was achieved and we thank them for their support.

Achievements

Arts

Providing opportunities for students to extend themselves in Creative and Practical Arts is an important aspect of Primary Schooling at Goulburn North Public School. The Creative and Practical Arts are viewed by the school as an integral part of the curriculum and the primary school experience. Exposure to, and participation in the arts fosters fun, enjoyment and the development of skills. It serves to enhance self-esteem, contributes to the development of the whole child and stimulates the learning process.

Examples of our success included:

- Our school participated in the 2010 Goulburn Schools’ Choral Concert in the choir as well as a few students in the dance group;
- Senior students participated in the Rostrum Public Speaking competition;
- Artistic work was displayed in Centro Mall for Education Week;
- Our students participated in the Country Women’s Association project;
- One of our students won the Patrick White writing competition;
- Primary students competed in the Arts Unit Multicultural Public Speaking Competition;
- Infants students sang at three Nursing Homes;
- A few students represented the school at the Regional Dance Festival
- Students performed the ‘Hip Hop’ dances that they had learnt in the Friday sports group activity
- Infants’ students entertained their Grandparents in a special assembly
- Infants’ students performed a play for their end of year presentation afternoon.

We were very well represented and very successful at the Goulburn Eisteddfod in 2010, examples of our success included:

- Infants Choirs earned a 2nd place in the Choral section and a 3rd place in Hymn Singing
- Primary Choir was awarded 2nd place in Hymn Singing and a 3rd place in the Choral section
- Junior Vocal Ensemble was awarded 1st place
- In Class Verse Speaking our Infants classes came 1st, 2nd and Highly Commended
- In Class verse speaking our Primary class was awarded 1st place.
- We had a very large number of children enter individually in Public Speaking, Rehearsed Speech and Poetry sections. In some categories, students from our school were awarded 1st, 2nd and 3rd places.

Goulburn North Public School is very active in our support of the Goulburn Eisteddfod and will continue to do so in 2011.

Goulburn North Public School places great value on the importance of the Creative and Performing Arts and we will continue to seek new ways of broadening the range of opportunities we offer to our students in this area.

Sport

At Goulburn North Public School we aim to provide our students with a range of sporting opportunities that promote both enjoyment and skill development.

Our students enjoyed the skills development clinics that were run in Cricket, Rugby League, Rugby Union and the Ballet workshops. Sport Gala Days in Rugby League, Rugby Union, Soccer and Touch Football allow our students to experience some friendly competition and were well attended.
The school’s swimming carnival, athletics and cross country carnivals were all very successful with all eligible children being given the opportunity to take part. We had a number of students from our school move through District selection and onto Regional Selection.

- Three children represented our school at the Regional Swimming Carnival. One of our students was the age champion for the District.

- Three students represented our school at the Regional Cross Country Carnival. One of our students was the age champion for the District.

- Ten students represented our school at the Regional Athletics Carnival. One of our students was the age champion for the District. The high level of representation is on a par with last year’s performances.

The school participated in the PSSA State Knockout Competitions. These competitions provide an opportunity for students to show and develop their talents and skills in a competitive setting. Sports included: Boys and girls Touch Football and Soccer. The Soccer made it to the semi-final for our region.

Our school enjoyed representation in the PSSA Sporting trials. With four of our students representing our school in the South Coast Sports team. The sports were: Boys Hockey, Girls Basketball and Boys Soccer. One child represented the school at state level in Boys Hockey.

Friday sport consisted of a variety of activities designed to promote and encourage our focus on a healthy and active lifestyle, whilst letting students experience a number of different sports.

- School Sport, focusing on major games and skills.

- Tennis with a qualified instructor.

- Tae Kwon Do with a qualified instructor.

- Indoor Sports: Soccer, Cricket, Netball and Volleyball.

- Dancing, individual and partnered dance.

- Environmental fitness walking and Fitness Activities: Skipping, running, balance etc.

- The children from Kindergarten to Year Two were continually engaged in their gross motor skills development program that enjoyed great support from parent helpers.

Students also participated in the Sport and Cultural Expo, where over twenty schools took part in a range of cultural and sporting activities over two days.

Goulburn North Public School is thankful to the parents and carers who gave their time and effort in so many ways to support our sporting programs and PSSA Trials.

Other

Two visiting groups to Goulburn North Public School provided wonderful experiences for our students. The Fort Street High School Show Band made a very welcomed visit, as did the Australian Ballet Company. The Ballet workshops and performance were very well received by the students and teachers.

Academic

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.

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

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

Literacy – NAPLAN Year 3

Forty two students sat the Literacy component of the NAPLAN in 2010, which is 95.5% of our Year 3 students. One ESL student did not participate and another was absent on medical grounds.

Overall, our results for 2010 were lower than those from 2009. In particular, fewer students achieved in Bands 5 and 6.

The following graphs show our performance for Year 3 in reading, writing, spelling and grammar and punctuation.
This graph shows the following key information when compared to the data from 2008.

- Increase in the percentage of students Below Minimum Standard (Band 1) from 0% in 2009 to 4.5% in 2010;
- Decrease in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 100% in 2009 to 95.5% in 2010; and
- Decrease in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 56% in 2009 to 16.7% in 2010.

This graph shows the following key information when compared to the data from 2008.

- Decrease in the percentage of students Below Minimum Standard (Band 1) from 3% in 2009 to 0% in 2010;
- Increase in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 97% in 2009 to 100% in 2010; and
- Decrease in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 67% in 2009 to 35.7% in 2010.
This graph shows the following key information when compared to the data from 2008.

- Decrease in the percentage of students Below Minimum Standard (Band 1) from 3% in 2009 to 2.4% in 2010;
- Increase in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 97% in 2009 to 97.6% in 2010; and
- Decrease in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 56% in 2009 to 19% in 2010.

- Increase in the percentage of students Below Minimum Standard (Band 1) from 0% in 2009 to 9.5% in 2010;
- Decrease in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 100% in 2009 to 90.5% in 2010; and
- Decrease in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 64% in 2009 to 19% in 2010.
Numeracy – NAPLAN Year 3
Forty two students sat the Numeracy component of the NAPLAN in 2010, which is 95.5% of our Year 3 students. One ESL student did not participate and another was absent on medical grounds.

Overall, our results for 2010 were much lower than those from 2009. In particular fewer students achieved in Bands 5 and 6.

This graph shows the following key information when compared to the data from 2008.

- Decrease in the percentage of students Below Minimum Standard (Band 1) from 4% in 2009 to 0% in 2010;
- Increase in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 96% in 2009 to 100% in 2010; and
- Decrease in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 53% in 2009 to 11.9% in 2010.

Literacy – NAPLAN Year 5
Forty students sat the Literacy component of the NAPLAN in 2010, which is 100% of our Year 5 students.

Overall, our results for 2010 were much lower than those from 2009. With the exception of grammar and punctuation fewer students achieved in Bands 7 and 8.

The following graphs show our performance for Year 5 in reading, writing, spelling and grammar and punctuation.

This graph shows the following key information when compared to the data from 2008.

- Increase in the percentage of students Below Minimum Standard (Band 3) from 10% in 2009 to 22.5% in 2010;
- Decrease in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 90% in 2009 to 77.5% in 2010; and
- Decrease in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 25% in 2009 to 20% in 2010.
This graph shows the following key information when compared to the data from 2009.

- Increase in the percentage of students Below Minimum Standard (Band 3) from 10% in 2009 to 15% in 2010;
- Decrease in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 90% in 2009 to 85% in 2010; and
- Decrease in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 25% in 2009 to 17.5% in 2010.

This graph shows the following key information when compared to the data from 2008.

- Increase in the percentage of students Below Minimum Standard (Band 3) from 13% in 2009 to 15% in 2010;
- Decrease in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 87% in 2009 to 85% in 2010; and
- Increase in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 15% in 2009 to 20% in 2010.
This graph shows the following key information when compared to the data from 2008.

- No change in the percentage of students Below Minimum Standard (Band 3) from 10% in 2009 to 10% in 2010;
- No change in the percentage of students At and Above National Minimum Standard (Bands 4–8) from 90% in 2009 to 90% in 2010; and
- Decrease in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 40% in 2009 to 27.5% in 2010.

**Numeracy – NAPLAN Year 5**

Forty students sat the Numeracy component of the NAPLAN in 2010, which is 100% of our Year 5 students. One ESL student did not participate and another was absent on medical grounds.

Overall, our results for 2010 were much lower than those from 2009. In particular fewer students achieved in Bands 7 and 8.

**Progress from Year 3 to Year 5**

Progress refers to the improvement children have made between Year 3 and Year 5. The School score refers to the average rate of improvement our students demonstrated. SSG is the average scored by schools that are similar to Goulburn North Public School, while State refers to the whole state average.
Progress in reading

The graph and table below shows how our level of progress has changed since 2008. In 2010, our level of progress was below the State Average rate of improvement and was lower than that of our like school group.

<table>
<thead>
<tr>
<th>Year Range</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 - 2008</td>
<td>84.4</td>
<td>N/A</td>
<td>87.5</td>
</tr>
<tr>
<td>2007 - 2009</td>
<td>87.0</td>
<td>N/A</td>
<td>88.4</td>
</tr>
<tr>
<td>2008 - 2010</td>
<td>61.3</td>
<td>79.6</td>
<td>83.4</td>
</tr>
</tbody>
</table>

Progress in writing

The graph and table below indicate that our school performed above the state average growth rates for writing. The improvement in our growth rate over the past year is a positive and reflects that the school made writing an area for focus through 2009-10.

<table>
<thead>
<tr>
<th>Year Range</th>
<th>School</th>
<th>SSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 - 2008</td>
<td>68.7</td>
<td>N/A</td>
<td>69.3</td>
</tr>
<tr>
<td>2007 - 2009</td>
<td>58.2</td>
<td>N/A</td>
<td>57.7</td>
</tr>
<tr>
<td>2008 - 2010</td>
<td>85.4</td>
<td>65.1</td>
<td>66.8</td>
</tr>
</tbody>
</table>
Progress in spelling

The graph and table below indicate that our school performed above the state average and like school growth rates for spelling.

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.4</td>
</tr>
<tr>
<td>SSG</td>
<td>83.5</td>
</tr>
<tr>
<td>State</td>
<td>84.5</td>
</tr>
</tbody>
</table>

Progress in grammar & punctuation

The graph and table below indicate that our school performed fractionally below the state average and like school growth rates for grammar and punctuation.

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.6</td>
</tr>
<tr>
<td>SSG</td>
<td>94.8</td>
</tr>
<tr>
<td>State</td>
<td>95.7</td>
</tr>
</tbody>
</table>
Progress in numeracy

The graph and table below indicate the growth that has occurred for our students in the area of numeracy. Our growth rates in this area are below that of both the Like School Group and the State.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>64.2</td>
<td>114.1</td>
<td>70.8</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>83.5</td>
</tr>
<tr>
<td>State</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>

In 2010 the school developed Personalised Learning Plans for all Aboriginal students. The measurable improvements that were made gave testament to the success of the Personalised Learning Plans.

Three students from Goulburn North Public School were recognized with Regional Aboriginal Education Awards in 2010. The school was also very pleased with the results achieved by our Aboriginal students in the Patrick White Writing Competition which saw our students awarded with two encouragement awards and a first place winner in the Junior Short Story section.

Multicultural education

Goulburn North Public School recognises its responsibility to help prepare students for a multicultural Australia. We actively promote tolerance, the appreciation of differences and the sharing of cultural values.

In 2010 we continued our Indonesian lessons for students from Kindergarten to Year 6 and we will continue with this program in 2011.

Multicultural perspectives will continue to be included in classroom programs. The school will employ a variety of strategies to promote cultural awareness, including important community events such as Harmony Day.

Respect and responsibility

Goulburn North Public School takes significant steps to ensure that the values of Public Education are promoted throughout the school. In 2010 our students were actively involved in a range of activities to promote this goal. These included:

- Members of our student leadership group attended the Young Leaders Conference in Sydney;
- Peer Support continued in our school providing leadership opportunities for our Senior students;
- Students participated in Clean Up Australia Campaign;

Significant programs and initiatives

Aboriginal education

In 2010, a small number of Aboriginal students were enrolled at Goulburn North Public School which made up less than 5% of the total school population.

Goulburn North Public School works hard to ensure that Aboriginal Perspectives are present throughout the curriculum. The Acknowledgement of Country continued to be a regular feature of both school and community events hosted by Goulburn North Public School.

While the Aboriginal students at Goulburn North Public School achieve results that are equivalent to the results achieved by non-Aboriginal students, we will continue to work to extend the achievement levels of all students at our school.
The SRC provided leadership opportunities across the school for children of all ages;

Students visited nursing homes around the immediate Goulburn area to entertain residents at the end of the year;

Students and staff took part in Goulburn’s ANZAC Day Celebrations in addition to school based activities, and

Students took part in a variety of activities raising funds for other charities.

Goulburn North Public School will continue to explore new ways of promoting the concepts of respect and responsibility throughout the school during 2011.

National partnership programs

Goulburn North Public School is pleased to be part of the National Partnerships Program. In 2010 the school implemented a number of initiatives under this program.

Community Engagement Program.

As this is a key element of the National Partnerships and an identified area of need, the school used a number of strategies to enhance community engagement, particularly focusing on communication. With improved readability of the school newsletter, greater use of the school website and more direct contact with the school’s families, our success in this area was rated highly by the parent body. Successful elements of this program will continue to be utilized throughout 2011.

Personalised Learning Plan Focus.

Our school gave specific focus to the development of Personalised Learning Plans and Individual Learning Plans for identified students. All teachers were trained in plan development and support was given for the implementation of the plans. This program was rated positively by the parents on the surveys conducted. Personalised Learning Plans and Individual Educational Plans will continue to be developed by the teachers in 2011, but without the high level of support provided in 2010.

School Leadership Focus.

This area rated the least successful in the surveys conducted amongst staff. The rating among the parents surveyed was higher, but overall we were disappointed with the results. This area will continue to be a focus in 2011.

Extended Kindergarten Orientation Program.

This program involved each new 2011 kindergarten student coming to the school two days a week for each week in term four. The students were involved in a number of orientation activities and were assessed for specific needs. Parental surveys indicated high levels of satisfaction with this program and teacher feedback was also very positive. This is a program that the school would be keen to run again in the future.

Capturing Kids Hearts Program.

This is a program designed to improve student engagement. This program saw all teachers and the school’s School Administration Manager attend a three day training course and then implement the program back at school. While all classes did not implement the program, students did report improved levels of engagement. Student behaviour was improved with the number of days lost to suspension decreasing as were the number of children on detention. The school will revisit elements of this program throughout 2011.

Connected learning

Over the past two years Goulburn North Public School has placed considerable emphasis on improving technology for teaching and learning within the school. Key features include:

- Installation of five interactive whiteboards and one connected classroom;
- Transfer of the computer lab’s old Mac computers for new PC format computers;
- Trial of Mathletics

In 2011, there will be a specific focus on connected learning with a teacher designated to this area to provide training and development for
teachers and enhanced learning opportunities for students.

Other programs

Goulburn North Public School Excursion Program.

The Excursion Program offered by our school is worthy of note. Providing valuable learning experiences beyond the classroom setting is an important aspect of a well rounded and comprehensive Primary Education. Excursion highlights in 2010 included;

- Kindergarten to Year 2 enjoyed an excursion to Canberra with parent helpers and staff;
- Year 3 and Year 4 experienced an overnight excursion to Wollongong and the surrounding area engaging in a wide range of learning experiences;
- Year 5 attended a camp at Woogelmai Environmental Education Centre; and
- Year 6 attended a three day excursion at the Department of Sport and Recreation Camp at Berry.

The school will continue to offer a range of excursions for our students throughout 2011.

Progress on 2010 targets

In our 2009 Annual School Report, three major target areas were identified that would help improve student performance. We now report on our success in meeting these targets.

Target 1

To improve communication between the school and home and to enhance school / community engagement.

Overall, analysis of the data collected in relation to this target indicates that we were successful in reaching this target.

Strategies to achieve this target included:

- Increasing the effectiveness of the school newsletter as a communication tool by greater promotion on the school website and through improved layout;
- Increasing the modes of communication used by the school with greater utilisation of our website, more targeted information sessions with parents and better use of our street facing notice board;
- Increasing the use of the strategy where we directly contact families to seek feedback on school performance; and,
- Evaluating and enhancing existing school communication methods.

Our achievements include:

- Increasing our approval rating from 85% in 2009 to 89% in 2010 in the parent survey on communication and community engagement responding either always or usually;
- Maintaining a 0% representation in the lowest ranking on the 2010 parent survey on communication and community engagement;
- Increasing parental attendance at school events over 2010, including but not limited to information evenings, parent teacher interviews and special assemblies; and
- Having more material on our website for download and keeping accurate records of its use (as demonstrated below).

Goulburn North Public School Web Traffic 2010

<table>
<thead>
<tr>
<th>Row Labels</th>
<th>Sum of Views</th>
<th>Sum of Visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>February</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>March</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>April</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>May</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>June</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>July</td>
<td>38</td>
<td>13</td>
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<tr>
<td>August</td>
<td>541</td>
<td>143</td>
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<tr>
<td>September</td>
<td>677</td>
<td>153</td>
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<tr>
<td>October</td>
<td>626</td>
<td>100</td>
</tr>
<tr>
<td>November</td>
<td>669</td>
<td>125</td>
</tr>
<tr>
<td>December</td>
<td>380</td>
<td>86</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2931</td>
<td>620</td>
</tr>
</tbody>
</table>
Target 2

*Increase the performance of students in spelling from Kindergarten to Year 6.*

We have had mixed success with respect to this target. We are still working towards having greater numbers of students achieve at the Proficiency Standard. Spelling improvement continues to be a long term plan for Goulburn North Public School and our improvement rates show that we are continuing to progress.

Strategies to achieve this target included:

- A focus on spelling has been evident in Individual Learning Plans and Personalised Learning Plans;
- Professional learning time has been directed towards the teaching and learning of spelling; and,
- Explicit teaching of the four forms of spelling has been evident in all teaching and learning programs.

Our achievements include:

- A decrease in the number of students performing below the minimum standard in Year 3;
- Year 5 students achieving an increase in the percentage of students performing at the Proficiency Standard (Bands 7 and 8) from 15% in 2009 to 20% in 2010; and,
- Significantly outperforming the State and like schools in the average progress in spelling between Year 3 and Year 5 in the 2010 NAPLAN spelling test as shown in the graph below.

Target 3

*To improve the effectiveness of the school Leadership Team and enhance their effectiveness in positively influencing school culture.*

This is an area that we were less successful in throughout 2010. In 2011 we will continue to work to improve the effectiveness of the school leadership team.

Strategies used to achieve this target included:

- All members of the school leadership team participated in leadership training and learned from various professional readings;
- All members of the leadership team were given direct areas of responsibility within the school and were evaluated on their performance; and,
- Members of the leadership team were given the opportunity to relieve in the Principal’s position to expand on leadership experience.

Our achievements include:

- An increased level of community satisfaction with school leadership from 48% in 2009 to 59% in 2010 in the parent survey, just 1% short of the stated aim in the 2009 Annual School Report;
- Staff feedback indicated mixed levels of satisfaction with the leadership team, but clearly indicated the need for further work to be done; and,
• There was a significant increase in the number of staff members willing to be involved in leadership positions than in previous years.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of School Culture and Reading.

**Educational and management practice**

An evaluation of School Culture was carried out as part of the National Partnerships Situational Analysis Report in 2009 and again in 2010.

**Background**

The same questions as used in the 2009 survey were again used in 2010. In 2010 14% more surveys were collected than in 2009. The data from the two surveys is now able to be compared.

**Findings and conclusions**

The findings from this survey, and the survey of teachers and students, helps to inform the plans that were developed and will be refined under the National Partnership Program.

With less than 40% of responses in 2009 indicating that we perform well in the area of Community engagement, this survey data informed Target 1. Pleasingly the percentage of “always” or “usually” responses has increased but there is more work to do to motivate parents to respond “always”.

The graph below relates to the school leadership team led by the Principal. The data indicated in 2009 that less than 50% of the parents surveyed felt that the leadership within the school had a positive influence on school culture.

This is an important area for any successful school and informed the setting of target 3 for 2010. Pleasingly this area has increased to 59% in the most recent survey.
The following graph shows continued high levels of satisfaction with the school work in teaching and learning. Questions asked in this area included:

- The school caters for the learning needs of all students
- The school encourages students to achieve their best
- The school encourages everyone to learn.

As a school, we were pleased with the parental responses in this area in 2009 and are equally pleased with the high level of satisfaction in this area in 2010.

**Future directions**

Analysis of the data gathered indicates the progress that we as a school are making. The school’s self-evaluation team was pleased to see this progress being recognized by the school community.

**Curriculum**

The school evaluates an area of the curriculum each year as part of a cyclical process. In 2010 the school chose to evaluate the key area of reading. Analysis of the data gathered from 2010 shows that in this important area the school underperformed during the school year.

**Background**

A detailed analysis of reading was undertaken. Staff examined a range of data that was gathered around the teaching and learning of reading. NAPLAN data, feedback from regional consultancy, school data and feedback from students and teachers informed the decision and planning around this area.

**Findings and conclusions**

The analysis of data and feedback led the evaluation team to the following conclusions:
• Parents are still seeking assistance in how to help their children at home with reading;
• Students would benefit in a number of curriculum areas if their reading ability was enhanced;
• NAPLAN results showed significant need in Reading for both Year 3 and Year 5.

These findings are consistent with teacher feedback and class results.

**Future directions**

In 2011, the school will focus on improving the teaching and learning of reading, see Target 1.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers specifically about teaching and learning. Responses regarding broader questions of satisfaction are presented in the section on Educational and Management Practices.

Responses from the surveys about teaching and learning are presented below.

In a survey about teaching and learning parents, teachers and students were asked to respond to statements like:

- What I am asked to learn is important.
- My teachers plan class activities that are interesting and help me learn.
- My teachers tell me what I am learning and why.
- The way my teachers manage the class help me learn.
- My teachers know what I can do and what I need to learn.
- My teachers keep records and samples of my work to include in my school report or portfolio.
- I understand how my learning will be assessed.
- School reports and parent interviews provide information about my learning.

The overall response to this survey shows the confidence that parents and teachers have in the teaching and learning happening at our school and the challenge to better engage with the students who responded with sometimes and rarely to the statements presented.

85% of parents and teachers responded with ‘always’ or ‘usually’ to the statements presented and students had the highest number of respondents answering always.

In a further set of questionnaires reflecting on our school culture as part of National Partnerships Evaluation there was broad approval and support for the Capturing Kids Hearts program with parents, students and teachers identifying ways in which this had a positive effect on the whole school community. In contrast to the majority of respondents some felt that prior to Capturing Kids Hearts teachers had already developed a culture of care.

**Professional learning**

It is quality teaching that makes student achievement possible; this is why Goulburn North Public School believes it is of great importance that staff are involved in professional learning. It helps ensure that staff are able to meet the needs of the students who attend Goulburn North Public School. In 2010, staff participated in a range of professional learning activities.
In 2010 the Teacher Professional Learning funds were not completely expended. Of the $11495.18 available 12% of the budget was unspent, the following expenditure occurred:

- TPL for ICT 31%
- TPL for Literacy and Numeracy 17%
- TPL for Quality Teaching 5%
- TPL for Syllabus implementation 25%
- TPL for Career Development 10%
- TPL for Welfare and Equity 0%

The approximate average expenditure per teacher on professional learning was $720.00. This money pays course fees and the hire of casual teaching staff when necessary. It is important to note that due to the National Partnerships, staff received significant training and development through that funding area.

School development 2009 – 2011

The school has developed a three year plan which is available on the school website or upon request from the school office. Due to the school’s involvement in the National Partnership Program, this plan is more extensive and contains more information than in previous years.

Targets for 2011

Due to Goulburn North Public School’s involvement with the National Partnerships, our school will receive significant funding to assist in providing improved student outcomes for our students for the next three years. As a result of this program, our targets for 2011 have been formed and align with our National Partnership Plans.

Target 1

*Increase the performance of students in reading from Kindergarten to Year 6*

Strategies to achieve this target include:

- A focus on reading will be evident in all teaching programs and Personalised Learning Plans;
- The school will implement a specialised program called Fast ForWord for targeted students throughout 2011 in conjunction with a school based intensive literacy class; and
- The school will assist parents in being able to support the reading development of their child through training and the introduction of a parent / carer school library section.

Our success will be measured by:

- Achieving an increase of students performing at the proficiency standard in NAPLAN in reading from 16.7% to 22% in Year 3, and from 20% to 22% in Year 5. This is consistent with our Literacy target of achieving an increase of students performing at the proficiency standard in NAPLAN in Literacy from 23% to 27% in Year 3, and from 23% to 28% in Year 5;
- School based assessments will demonstrate an increase in the number of children performing beyond their chronological age in selected reading tests across the school to 30%;
- School based tracking will show a measureable improvement in reading ability and reading skill development for the students involved in the intervention programs Fast ForWord and the school intensive literacy class; and
- Parents will report improved support from the school in helping their child with their reading.

Target 2

*To increase the performance of students in Numeracy from Kindergarten to Year 6*

Strategies to achieve this target include:

- A deliberate focus on improving the quality and organisation of appropriate teaching resources for numeracy within the school;
- A focus on the explicit teaching of numeracy, specifically measurement, will be evident in teaching and learning programs; and
- Updated classroom resources for the teaching of measurement will be purchased.

Our success will be measured by:
• Achieving an increase of students performing at the proficiency standard in NAPLAN in Numeracy from 12% to 17% in Year 3, and from 13% to 18% in Year 5;
• A measured increase from the beginning of 2011 through to its end in the use of Mathletics; and
• Teacher Professional Learning at regular staff meetings in the effective use of Mathletics and other numeracy resources.

Target 3

To increase the use of ICT to improve student learning by catering for individual student differences.

Strategies to achieve this target include:

• Provide teacher training in the effective use of available ICT as a tool for meeting individual needs;
• Opportunities for students to use a small computer room for individualised learning activities;
• Computer resources allocated to support the intensive literacy class; and
• Specific activities and targets set by classroom teachers within the Mathletics program specific to the needs of students.

Our success will be measured by:

• An increase in the number of students who have made measurable gains as a result of being assisted to meet individual learning needs through the use of ICT;
• Teachers will report greater confidence in the use of ICT as a tool in meeting individual student needs; and
• Parents and students will report an increase in the use of ICT in the support of student learning.

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.

Michael Hooker, Principal
Louise Hill, P&C President
Terry Condylios, Assistant Principal
Dot Keegan, School Admin Manager
Jonathan Taylor, Assistant Principal

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School Code: 2055

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


About this report