Goulburn North Public School
Annual School Report

Since 1877, a proud history, a bright future.
Our school at a glance

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 variety of experiences to the school.

Staff

The staff at Goulburn North Public School brings a range of experience and personal areas of expertise to our school.

In 2011 Goulburn North Public School had ten full time class teachers, moving to eleven in term 4 due to increased enrolments.

We 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. This position allowed us to offer an intensive reading program for a number of children on a term basis as well as facilitating a variety of other individualised learning programs.

As well as the School Administration Manager, there were two people who filled the School Administration Officers’ positions, two people filled the General Assistants’ role and there were a number of people who worked to fill the School Learning Support Officer’s role.

All teaching staff at Goulburn North Public School meet the professional requirements for teaching in NSW public schools. All staff at Goulburn North Public School are committed to providing a learning environment that is happy, safe and challenging for the students we serve.

Significant programs and initiatives

Some of the significant programs and initiatives undertaken in 2011 included:

- the continuation of the National Partnerships Agreement at Goulburn North Public School;
- an Extended Kindergarten Orientation Program which was successfully implemented again;
- the targeting student attendance which was a priority;
- a school-based Intensive Reading Class catered for students identified with reading difficulties;
- the individually targeted literacy program Fast ForWord which was implemented; and
- Mathletics which was implemented across the school, giving all students access to an individualised Mathematics program.

This report contains many more of the programs and initiatives that our school embarked upon in 2011.

Student achievement in 2011

NAPLAN is a key indicator of school success. Analysis of the data from the NAPLAN tests helps our school identify target areas for future attention. In addition to NAPLAN results, the school uses a range of school based data to inform planning and evaluate programs.

For our Year 3 students, overall literacy and numeracy results for 2011 showed improvement when compared with those from 2010. In particular, more students achieved in Bands 5 and 6. Results achieved in reading, grammar & punctuation and numeracy were pleasing. The area of spelling shows a need for further improvement.
For our Year 5 students, overall literacy and numeracy results for 2011 showed improvement when compared with those from 2010. In particular more students achieved in Bands 7 and 8. Improvement rates between achievement in year 3 and 5 were lower than in 2010. Results achieved in reading, spelling and numeracy were pleasing. In grammar and punctuation more students were below Minimum Standard compared to 2010 but pleasingly, a greater number of students achieved the Proficiency Standard (Bands 7 and 8) compared to 2010.

Overall, our school was pleased with the results that we achieved throughout 2011. In the NAPLAN results, our school made gains in all areas tested for both Year 3 and Year 5. Our school results showed pleasing progress, particularly in the key areas of Mathematics and Reading.

Careful analysis of the data collected has provided the school with areas that are in need of further development. Our targets for 2012 appear throughout this report.

Messages

Principal’s message

Goulburn North Public School has enjoyed a positive 2011. Our students’ results have shown improvement in all key areas. Our school continues to develop positive relationships with our community and is maintaining a focus on offering a comprehensive and enriched primary school experience for the children we serve.

I thank the parents and careers for their support of our school. We value the partnership we share with you and look forward to working with you throughout 2012.

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

Principal

P & C message

Goulburn North P & C, with the help of two Canteen Supervisors and volunteers, runs the school canteen, the uniform shop and raises funds—all with the main objective of providing benefits and services to our children and the school community.

2011 has been a busy but rewarding year for the P & C with members settling into their roles and ensuring the smooth running of the canteen and the school uniform shop.

The Parents and Citizen Association has an input into your child’s education. Participating in the P&C can give you valuable information about what is happening in the school through the monthly reports at meetings and provides an opportunity to have an input into various issues as they arise. We do try to advise major items in the North newsletter. Minutes of our monthly meetings and the Principal’s report to those meetings are also posted on the school website.

This year we held one major fundraising event. This was the Fireworks night held in May. We raised $16,000. Of these funds, $11,000 has been used to provide many benefits to our children. These include: the upgrade of the computer lab, shelving for the sports shed, performance uniforms for the Eisteddfod and printing of sports singlets.

I would like to take this opportunity to acknowledge my executive team in the P&C. These people have voluntarily worked tirelessly in their duties supporting and maintaining an association which supports our children’s school. Please feel free to contact me or any of the executive members for details of current matters or any concerns you may have. Our names and contact details are available in the office or on the school website if you require them.

Meetings of the P&C are held on the second Monday of every month in the Staff Room and I urge all parents to attend. Membership is $1.00 for the year and the rewards for both you, as a parent, and your child at the school are priceless. Please contact me or the school if you are interested in playing a larger role in the future of your child’s school.

Louise Hill

Goulburn North Public School

P&C President
Student representative’s message

What does the SRC stand for? It stands for Student Representative Council. The SRC finds things that can improve our school and it also raises money for our school and for different charities worldwide.

We have had an eventful year raising money for the following charities and organisations:

- Premier’s Queensland Flood Relief - with an odd sock/shoe day;
- The Shepherd Centre - giving deaf children a voice with our ‘Loud Shirt Day’;
- Legacy;
- Stewart House - we held a ‘Footy Fever Day’; and
- Relay For Life - we painted our handprints on a banner for a gold coin and then participated at the event.

In total we raised $1,184.95 in 2011.

We organised the following fundraising events for our school:

- Easter Egg Raffle;
- Jellybean Guessing Competition for the Fireworks night;
- Lunchtime Discos for both the Infants and the Primary; and
- an Ice-cream Day.

In total we raised $854.90 for our school.

With all of our fundraisers we raised a grand total of $2,039.85 for our school.

I would like to thank everyone for their support during the year, especially Mrs Bensley and my committee. I hope next year’s SRC have as much fun and success as we did throughout 2011.

Emma Adrain
SRC President

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 2011, 262 students were enrolled at Goulburn North Public School.

The graph below shows our enrolment numbers for the last 5 years. Goulburn North Public School has been experiencing a modest fluctuation in student numbers since 2007. Over the past three years there have been more boys than girls enrolled at the school.

As in 2010, the change in zoning areas has had a measurable impact on our student numbers. We continue to see 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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>141</td>
<td>133</td>
<td>132</td>
<td>145</td>
<td>139</td>
</tr>
<tr>
<td>Female</td>
<td>137</td>
<td>136</td>
<td>129</td>
<td>121</td>
<td>123</td>
</tr>
</tbody>
</table>
Student attendance profile
There is a direct link between student attendance and student achievement. Student attendance remained a key area of focus throughout 2011.

With the support of the Home School Liaison Officer and the Goulburn North Public School Ladies Auxiliary, successful positive attendance was sustained throughout the year.

As is evident in the graph below, Goulburn North Public School students’ attendance rates have consistently been in line with or superior to that of the State and Regional average. In 2011 attendance decreased by 1.9% but remained in line with attendance rates for the State. We thank the students and the parents for their tremendous support in this area.

Management of non-attendance
Students who have poor attendance records will statistically perform less well than students who have high rates of attendance. In addition to this fact, it is a legal requirement that children over the age of 6 attend school. With this in mind Goulburn North Public School has developed a number of strategies to manage non-attendance.

Parents of children who have poor rates of attendance will be contacted by phone in the first instance. A formal letter will be 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
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday, 21 March, 2011.

<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>K/1H</td>
<td>K</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1/2D</td>
<td>1</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>K/1H</td>
<td>1</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>1/2D</td>
<td>2</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>2/3T</td>
<td>2</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>2/3T</td>
<td>3</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>4/5/6G</td>
<td>4</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4/5/6G</td>
<td>5</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4/5/6G</td>
<td>6</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>6H</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

Structure of classes
As can be seen above, Goulburn North Public School is made up of a variety of straight and multi-age classes. Classes are composed in accordance with the Department of Education and Communities guidelines.

Where there are multi-aged classes, with the exception of an enrichment class (4/5/6G), no more than two grades are represented.

Post-school destinations
The majority of students from Goulburn North Public School graduating from Year 6 attend the local public High Schools, Goulburn and Mulwaree. A small proportion of our students move to other areas or attend other schooling options.
Staff information

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

We welcomed Ms Heather Hamilton to our staff as the temporary SLST.

Mrs. Maureen Nixon gained the position of assistant principal at Goulburn North Public School and Miss Carmel Day continued to be employed to fill a vacant classroom teacher’s position.

Two teachers gained permanent classroom teacher positions in 2011, they were Mr Andrew Mewburn and Mrs Margaret Acunzo.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Part Time Allocation</td>
<td>0.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>0.42</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>Total</td>
<td>16.172</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 in 2011.

Staff retention

Mrs Marilyn O’Connell retired from the teaching service at the end of 2011; We wish her all the best for the future.

Mrs Sue Matthews filled the Relieving Principal’s position at Tallong Public School throughout 2010 and subsequently gained that position on merit in 2011.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>244949.46</td>
</tr>
<tr>
<td>Global funds</td>
<td>132886.16</td>
</tr>
<tr>
<td>Tied funds</td>
<td>138822.83</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>81432.41</td>
</tr>
<tr>
<td>Interest</td>
<td>11057.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>9720.07</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>618868.13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning key learning areas</td>
<td>29703.78</td>
</tr>
<tr>
<td>Excursions</td>
<td>25378.14</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>18779.30</td>
</tr>
<tr>
<td>Library</td>
<td>9688.46</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>252816.76</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>25124.42</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>44284.14</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>40935.21</td>
</tr>
<tr>
<td>Maintenance</td>
<td>31530.47</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6413.67</td>
</tr>
<tr>
<td>Capital programs</td>
<td>20729.06</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>505383.41</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>113484.72</td>
</tr>
</tbody>
</table>

As Goulburn North Public School is a National Partnerships school, the school’s Training and Development needs were met through that funding, which is why the expenditure appears as zero on the table above.

A full copy of the school’s 2011 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 2011
Goulburn North Public School

Achievements

Arts
Goulburn North Public School provides opportunities for students to experience, develop skills in and extend themselves in Creative and Practical Arts. The Creative and Practical Arts are viewed by the school as an integral part of the curriculum and students not only enjoy quality learning in the classroom, but the school also works hard to provide opportunities for students to further develop these skills and show their talents beyond the school setting. Exposure to and participation in the arts fosters fun, enjoyment and the development of skills. Additionally it serves to enhance self-esteem and contributes to the development of the whole child.

Examples of our success included:

• our school’s participation in the 2011 Goulburn Schools’ Choral Concert in the choir as well an individual school vocal item, which was well received;
• senior students’ participation in the Rostrum Public Speaking competition;
• artistic displays in Centro Mall for Education Week;
• Country Women’s Association project – with many students being recognized for their excellent work;
• primary students competing in the Multicultural Public Speaking Competition;
• Infants students singing at three Nursing Homes;
• art works for a banner for Relay for Life;
• Infants students entertaining their grandparents in a special assembly; and
• Infants students performing class dance items for their end of year presentation afternoon.

We were very well represented and very successful at the Goulburn Eisteddfod in 2010. Our success included:

• Infants’ Choir – 1st Place
• Infants’ Sacred Singing – 1st Place
• Junior Vocal Ensemble – 2nd Place
• Primary Sacred Singing – 3rd Place
• Primary Choir – Highly Commended
• Verse Speaking – 1 / 2 D, 1st Place
• Verse Speaking – K / 1 H, 2nd Place
• Verse Speaking – KN, Highly Commended
• Verse Speaking – 3 / 4 B, 1st Place
• Verse Speaking – 2 / 3 T, 2nd Place
• Public Speaking – Maddie Dodson, 3rd Place
• Public Speaking – Molly Beard, 3rd Place
• Individual Verse Recital – three 1st Places, three 2nd Places, one 3rd Place, three Very Highly Commended and five Highly Commended.

Goulburn North Public School had two hundred and ninety nine entries in the Goulburn Eisteddfod, a truly wonderful achievement providing great opportunities for our students.

Sport
At Goulburn North Public School we aim to provide our students with a range of sporting opportunities, including both competitive competitions and fun participation activities. This is to promote sportsmanship, enjoyment and skill development and enjoyment.

Our students enjoyed skill development clinics that were run in Cricket, Rugby League and Rugby Union. They took part in Sport Gala Days in Rugby League, Rugby Union, Soccer and Touch Football. These allowed the children to learn about major games, develop skills and experience friendly competition in domestic sports. These days were well attended by the children in our school.

The school’s Swimming, Athletics and Cross Country carnivals were all very successful and enjoyed positive participation by all the eligible children in our school.
We had a number of children represent our school at the District carnivals and some who subsequently gained Regional selection.

- Seven children represented our school and the district at the Regional Swimming Carnival. Three of our students were the age champions for the District.
- Six students represented our school and the district at the Regional Athletics Carnival.
- Two students represented our school and the district at the Regional Cross Country Carnival.

The high level of representation is just below last year’s performances.

The school participated in the Boys’ Soccer and Boys’ and Girls’ Touch Football Knockout Competitions. These competitions allow our children to play with their school peers against other schools from the region in a structured competitive environment. This helps them to develop their teamwork, sportsmanship and technical skills. Thank you to the parents who assisted in coaching a Knockout team in 2011.

Our school enjoyed a high representation in the PSSA Sporting trials for the various sports. Nineteen students represented the district in a variety of different sports and one child went on to represent our school in the South Coast Soccer team.

Friday sport consisted of a variety of activities designed to promote and encourage a healthy and active lifestyle. Students participated in the following sports and activities:

- In-school sport that focused on the major sports;
- Tennis with a qualified instructor;
- Gymnastics with qualified instructors;
- Indoor sports: Soccer, Netball, Cricket, Volleyball and Dodge Ball;
- Zumba, that provided a fun and engaging fitness aerobic activity with a qualified instructor;
- Dancing, both individual and partnered dance;
- Environmental fitness walking and fitness activities: skipping, running, balance etc; and
- The children from Kindergarten to Year two were continually engaged in the development of their gross motor skills through the Infants sport program. The great support from parent helpers continued to make it a success.

Students from Kindergarten to Year Six participated in the Sport and Cultural Expo, where many 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 Competitions and Trials.

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.

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

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

Literacy – NAPLAN Year 3

Twenty five of our Year 3 students sat the Literacy component of the NAPLAN in 2011.

Overall, our results for 2011 showed improvement when compared with those from 2010. In particular, more students achieved in Bands 5 and 6.

The following graphs show our performance for Year 3 in reading, writing, spelling and grammar and punctuation.
Year 3 Reading

This graph shows the following key information when compared to the data from 2010.

- a decrease in the percentage of students Below Minimum Standard (Band 1) from 4.5% in 2010 to 4% in 2011;
- an increase in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 95.5% in 2010 to 96% in 2011; and
- an increase in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 16.7% in 2010 to 40% in 2011.

Year 3 Writing

This graph shows the following key information when compared to the data from 2010.

It was determined by the DEC that the new persuasive text type used in the NALPLAN test meant direct comparisons this year were not able to be made for writing from 2011 to previous years.

- The percentage of students Below Minimum Standard (Band 1) was 4% in 2010 and for 2011 it was 4%.
- The percentage of students At and Above National Minimum Standard (Bands 2-6) was 96% in 2010 and for 2011 it was 96%.
- The percentage of students achieving at the Proficiency Standard (Bands 5 and 6) was 40% in 2010 and for 2011 it was 40%.
Year 3 Spelling

This graph shows the following key information when compared to the data from 2010:

- an increase in the percentage of students Below Minimum Standard (Band 1) from 2.4% in 2010 to 12% in 2011;
- a decrease in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 97.6% in 2010 to 88% in 2011; and
- an increase in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 19% in 2010 to 32% in 2011.

Year 3 Grammar & Punctuation

This graph shows the following key information when compared to the data from 2010:

- a decrease in the percentage of students Below Minimum Standard (Band 1) from 9.5% in 2010 to 4% in 2011;
- an increase in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 90.5% in 2010 to 96% in 2011; and
- an increase in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 19% in 2010 to 32% in 2011.
Numeracy – NAPLAN Year 3

Twenty five of our Year 3 students sat the Numeracy component of the NAPLAN in 2011.

Overall, our results for 2011 showed improvement when compared with those from 2010. In particular more students achieved in Bands 5 and 6.

Year 3 Numeracy

This chart shows all information for Year 3 NAPLAN Numeracy 2011 organised according to the skill bands.

Literacy – NAPLAN Year 5

Forty one students sat the Literacy component of the NAPLAN in 2011, which is 100% of our Year 5 students.

Overall, our results for 2011 showed improvement when compared with those from 2010. In particular more students achieved in Bands 7 and 8.

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

This graph shows the following key information when compared to the data from 2010:

- a decrease in the percentage of students Below Minimum Standard (Band 3) from 22.5% in 2010 to 4.9% in 2011;
- an increase in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 77.5% in 2010 to 95.1% in 2011; and
- an increase in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 20% in 2010 to 31.7% in 2011.

Year 5 Writing

This graph shows the following key information when compared to the data from 2010.

It was determined by the DEC that the new persuasive text type used in the NALPLAN test meant direct comparisons were not able to be made for writing from 2011 to previous years.

- The percentage of students Below Minimum Standard (Band 3) was 15% in 2010 and for 2011 it was 7.5%.
- The percentage of students At and Above National Minimum Standard (Bands 4-8) was 85% in 2010 and for 2011 it was 92.5%.
- The percentage of students achieving at the Proficiency Standard (Bands 7 and 8) was 17.5% in 2010 and for 2011 it was 7.5%.
Year 5 Spelling

This graph shows the following key information when compared to the data from 2010:

- a decrease in the percentage of students Below Minimum Standard (Band 3) from 15% in 2010 to 7.5% in 2011;
- an increase in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 85% in 2010 to 92.5% in 2011; and
- an increase in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 20% in 2010 to 22.5% in 2011.

Year 5 Grammar & Punctuation

This graph shows the following key information when compared to the data from 2010:

- an increase in the percentage of students Below Minimum Standard (Band 3) from 10% in 2010 to 12.5% in 2011;
- a decrease in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 90% in 2010 to 87.5% in 2011; and
- an increase in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 27.5% in 2010 to 30% in 2011.
Numeracy – NAPLAN Year 5

Thirty seven of our Year 5 students sat the Numeracy component of the NAPLAN in 2011. Overall, our results for 2011 showed improvement when compared with those from 2010.

Year 5 Numeracy

This graph shows the following key information when compared to the data from 2010:

- a decrease in the percentage of students Below Minimum Standard (Band 3) from 10% in 2010 to 2.7% in 2011;
- an increase in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 90% in 2010 to 97.3% in 2011; and
- a modest decrease in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 27.5% in 2010 to 27% in 2011.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

This table shows that across the range of items assessed 95.2% of Year 3 students are meeting minimum standards at Goulburn North Public School. It reveals that spelling can be a focus for further improvement.

This table shows that across the range of items assessed 93% of Year 5 students are meeting minimum standards at Goulburn North Public School. It reveals that grammar & punctuation can be a focus for further improvement.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

This table shows that across the range of items assessed 95.2% of Year 3 students are meeting minimum standards at Goulburn North Public School. It reveals that spelling can be a focus for further improvement.

This table shows that across the range of items assessed 93% of Year 5 students are meeting minimum standards at Goulburn North Public School. It reveals that grammar & punctuation can be a focus for further improvement.
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 2010. In 2011, 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></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>61.3</td>
<td>51.9</td>
</tr>
<tr>
<td>SSG</td>
<td>79.7</td>
<td>72.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>

Progress in Spelling

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

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.4</td>
<td>65.6</td>
</tr>
<tr>
<td>SSG</td>
<td>83.3</td>
<td>77.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
</tr>
</tbody>
</table>

Progress in Grammar & Punctuation

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

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.6</td>
<td>56.7</td>
</tr>
<tr>
<td>SSG</td>
<td>94.7</td>
<td>81.6</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
</tr>
</tbody>
</table>

Progress in Writing

Average progress for Writing 2009-2011 is not displayed due to the change in the Writing scale from a Narrative to a Persuasive text.

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>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>70.8</td>
<td>66.1</td>
</tr>
<tr>
<td>SSG</td>
<td>83.7</td>
<td>92.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

In 2011, 8 Aboriginal students were enrolled which is approximately 3% 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.

In 2011 the school was able to access the Norta Norta program which allowed for targeted Aboriginal students to work in small groups, or one on one, with a teacher on specific targets for a period of time. The measurable improvements that were made gave testament to the success of the program.

Aboriginal students at Goulburn North Public School continue to have attendance rates that are beyond that of State and Regional averages.

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 2011 we continued our Indonesian lessons for students from Kindergarten to Year 6; in 2012 we will continue with this program.

Multicultural perspectives will continue to be included in classroom programs. The school will employ a variety of strategies to promote cultural awareness.

National partnership programs

The National Partnerships has made a measurable difference to outcomes achieved by the students at Goulburn North Public School.

Throughout 2011, a range of programs have been run as a result of the National Partnerships funding. Our full plans for the National Partnerships are available from the school office and on our school website.

In this report we are focusing on two of the programs implemented in 2011.

Partnerships with Parents (Reform 6)

The school has utilised a Community Contact Officer’s position to enhance communication and relationships between the school and parents.

- The school website has undergone a deliberate upgrade to include permission notes, and an up-to-date calendar.
- The school newsletter includes more photos of students and more information that is of use to parents.
- Permission notes are now sent in a uniform format that makes them easier to read.
- Parents with literacy issues are able to be contacted individually to obtain verbal permission so that their children may participate in activities that require permission.

Parents indicate that they feel proud of their school. We have significantly increased in the number of enrolment applications that we are receiving. A person dedicated to this position has made a significant, positive difference, to the school’s relationship with its community.
Change: Mathletics (Reform 4)
Mathletics has been successfully implemented throughout the school to provide tailored learning for our students, Kindergarten to Year 6.

- Staff have received specific training in using the program effectively to cater for individual differences.
- Students have received ongoing recognition of their achievement through the school newsletter, school website and at weekly assemblies;
- Parents have been informed about the program and its benefits through the Newsletter, parent / teacher interviews and direct contact through the School Community Contact Officer.
- Out of class time opportunities have been made for students to access the program. This has provided more opportunities for all children to gain greater benefit from the program.

Data collected shows a vast increase in the number of students accessing the program in out of school hours. Teachers are able to use the data collected to help inform teaching programs. School based testing is showing an increasing skill development in our students. These results will be evident in NAPLAN results over the next two years.

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 2011 included:

- Kindergarten to Year 2 enjoying an excursion to Canberra with parent helpers and staff;
- Year 3 and Year 4 experiencing an overnight excursion to Sydney where they engaged in a wide range of learning experiences;
- Year 5 attending a three day camp at Wooglemai Environmental Education Centre; and
- Year 6 attending a three day excursion taking in the Snowy Mountains and Canberra.

The school will continue to offer a range of excursions for our students throughout 2012.

Respect and Responsibility
Goulburn North Public School takes significant steps to ensure that the values of Public Education are promoted throughout the school. In 2011 our students were actively involved in a range of activities to promote this goal. These included:

- members of our student leadership group attending the Young Leaders Conference in Sydney;
- our Peer Support program which has continued in our school to provide leadership opportunities for our Senior students;
- students participated in Clean-Up Australia Campaign;
- our SRC, which provided leadership opportunities across the school for children of all ages;
- students visiting nursing homes around the immediate Goulburn area to entertain residents at the end of the year;
- students and staff taking part in Goulburn’s ANZAC Day Celebrations in addition to school based activities, and
- students taking part in Goulburn’s Relay for Life as well as 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 2012.
Progress on 2011 targets

In our 2010 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

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

Our achievements include:

- Reading, which was a focus, was evident as a target area in all teaching programs and Personalised Learning Plans;
- improvement in reading ability and reading skill development for the participating students in Fast ForWord and the school intensive literacy class;
- the support the school has provided to parents in being able to aid the reading development of their child through training and the introduction of a parent / carer school library section; and
- an increase in the percentage of students achieving at the Proficiency Standard, Year 3 students from 12% in 2010 to 36% in 2011 and a small decrease for Year 5 students from 27.5% in 2010 to 27% in 2011.

Target 2

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

Our achievements include:

- an improved organisation of appropriate teaching resources for numeracy within the school;
- explicit teaching of numeracy, specifically measurement, evident in teaching and learning programs;
- an increase in the percentage of students achieving at the Proficiency Standard, Year 3 students from 12% in 2010 to 36% in 2011 and a small decrease for Year 5 students from 27.5% in 2010 to 27% in 2011;
- a measured increase throughout 2011 in the use of Mathletics to support learning in Numeracy; and
- the Teacher Professional Learning that took place 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.*

Our achievements include:

- 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;
- reports from teachers showing greater confidence in the use of ICT as a tool in meeting individual student needs; and
- reports from parents and students showing an increase in the use of ICT in the support of student learning.
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 2011 our school carried out evaluations of School Culture and Learning.

Educational and management practice

An evaluation of School Culture was carried out as part of the National Partnerships Reporting requirements in 2009, 2010 and 2011. These evaluations are used to inform future directions.

Background

Questions have been consistent across the three years of collecting these surveys. This consistency now presents useful information to inform what is working and where further improvements can be made.

Findings and conclusions

Our revamped newsletter, regularly updated website, improved signage and opportunities for regular community involvement have been a part of the positive growth shown in the graph below.

In the area of Community Engagement, the survey data shows that the percentage of “always” or “usually” responses has continued to increase. It also shows that the number of responses “always” has begun to grow.

The following graph relates to the school leadership team led by the Principal. In 2009 the data indicated that less than 50% of the parents surveyed felt that the leadership within the school had a positive influence on school culture. Since then this aspect has shown an upward trend.

Team leadership is an important area for any successful school. Pleasingly, the response always has increased beyond 60% in the most recent survey, as can be seen above.
The following graph shows continued high levels of satisfaction with the school work in teaching and learning. Statements 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 from 2009 through to 2011.

**Background**

A detailed analysis of performance in grammar and punctuation was undertaken. Staff examined a range of data that was gathered around the teaching and learning of grammar and punctuation. NAPLAN results, 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:

- Students would benefit from a coordinated approach to the teaching of grammar and punctuation.
- Students would benefit in a number of curriculum areas if their understanding and use of grammar and punctuation was enhanced.
- NAPLAN results showed a real need in this area for both Year 3 and Year 5.

These findings are consistent with teacher feedback and class results.

**Future directions**

In 2012 there will be increased coordination in the teaching of grammar and punctuation.

- Class programs will include the ‘Sentence a Day’ program from Year 1 through to Year 6.
- Teachers will receive support and professional learning in grammar and punctuation.
- Students identified as requiring additional support will participate in lessons in small groups to help them improve in this curriculum area.
Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school, 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.

Parents, teachers and students were asked to respond to statements related to:

- the importance of what students are asked to learn;
- how well teachers plan class activities that are interesting and that help students learn;
- how well teachers communicate to students what they are learning and why;
- the way teachers manage classes to aid student learning;
- how much teachers know about what students can do and what they need to learn;
- how well teachers keep records and samples of student work to include in school reports or portfolios;
- student understanding of how their learning will be assessed; and
- how well school reports and parent interviews provide information about individual students’ 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.

This is an increase from 85% in 2010 to 88% in 2011 of parents and teachers responding “always” or “usually” to the statements presented and parents had the highest number of respondents answering “always”.

The responses to the statement, “What I am asked to learn is important” reveal the ongoing need for our school to communicate with our students about the value of the curriculum they are being taught.

Professional learning

It is quality teaching that makes the difference to student achievement. It is for this reason that Goulburn North Public School places such a great emphasis on staff being involved in professional learning activities.

Throughout 2011 the staff at Goulburn North Public School were able to support their professional learning through the National Partnerships Program, so in this report it appears that less money has been spent in this area than in 2010.

Money spent on teacher professional learning in 2011 totaled $5350.93.

- 12% was spent on Beginning Teachers.
- 20% was spent on ICT.
- 19% was spent on Quality Teaching.
- 30% was spent on Career Development.
- 19% was spent on Literacy and Numeracy.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 - Literacy

Outcome for 2012–2014

SMART Data will demonstrate increased numbers of students at or above the minimum standard and increasing numbers in the proficiency bands for both Year 3 and Year 5 Literacy.

An area identified for specific attention in 2012 is Grammar and Punctuation.

2012 Targets to achieve this outcome include:

- A reduction in the proportion of students at and below the national minimum standard in Year 3 Literacy from 16% (in 2011) to 15% (in 2012).
- A reduction in the proportion of students at and below the national minimum standard in Year 5 Literacy from 21% (in 2011) to 20% (in 2012).
- An increase in the proportion of students at the state proficiency standard in Year 3 Literacy from 36% (in 2011) to 37% (in 2012).
- An increase in the proportion of students at the state proficiency standard in Year 5 Literacy from 23% (in 2011) to 25% (in 2012).
- An increase in the number of students achieving the expected minimum growth in Literacy from 48.63% (in 2011) to 52% (in 2012).

Strategies to achieve these targets include:

- Whole school and individual student intervention for the improvement of individual student outcomes in literacy through the adoption of a range of strategies.
- Analysis of the 2011 NAPLAN results in Literacy analysed using SMART data and the implementation of follow-up teaching strategies.
- The consolidation of Best Start, a daily 2-hour literacy block K to 6, ability-based class reading groups K to 6 and the targeted use of the STLA.
- Programming by teachers to improve student learning outcomes focusing on alignment with the NSW Literacy Policy K-12 and An Introduction to Quality Literacy Teaching.
- The continuation by teachers to develop their professional knowledge and skills in literacy teaching and assessment through joint planning days.
- Embedding the Quality Teaching Framework in the programming, teaching and assessment of literacy tasks.
- The implementation of the Extended Kindergarten Orientation Program.
- Looking at the Best Start Assessment carried out in ES1 to inform teaching. ES1 and S1 teachers will access further professional learning in the use of the Early Literacy Continuum to track student achievement.
- The employment of paraprofessionals as needed to facilitate the professional learning of teachers and the School Learning Support Teacher in the area of Occupational Therapy and Speech Therapy.
• The development and implementation by teachers of Personalised Learning Plans for Aboriginal students and Individual Education Programs addressing both literacy and numeracy for students in the care of the minister and other targeted students.

• The implementation of the Fast ForWord program to address the literacy learning needs of students experiencing significant difficulties.

School priority 2 - Numeracy

Outcome for 2012–2014

SMART data will demonstrate increased numbers of students at or above the minimum standard and increasing numbers in the proficiency bands for both Year 3 and Year 5 in numeracy.

2012 Targets to achieve this outcome include:

• A reduction in the proportion of students at and below the national minimum standard in Year 3 Numeracy from 20% (in 2011) to 15% (in 2012).

• The maintenance of the proportion of students at and below the national minimum standard in Year 5 Numeracy to remain at 14%.

• An increase in the proportion of students at the state proficiency standard in Year 3 Numeracy from 36% (in 2011) to 38% (in 2012).

• An increase in the proportion of students at the state proficiency standard in Year 5 Numeracy from 27% (in 2011) to 30% (in 2012).

• An increase in the number of students achieving the expected minimum growth in Numeracy from 27.8% (in 2011) to 30% (in 2012).

Strategies to achieve these targets include:

• Whole school and individual student intervention for the improvement of individual student outcomes in numeracy through the adoption of a range of strategies.

• Whole school analysis of NAPLAN using SMART data to identify strengths and weaknesses in Numeracy with alignment to syllabus outcomes.

• The development of learning plans that are individual to each student to provide them with access to appropriate intervention strategies that will strengthen their achievement in numeracy.

• The development of a whole school scope and sequence plan for teaching Mathematics with a term overview version developed for parents.

• A whole school professional learning focus on pedagogy and the use of the QT Model as a reflection tool.

• The utilisation of expert personnel to provide positive direction to teachers in developing explicit and systematic methods of facilitation of the K-6 Syllabus.

• The regular and ongoing internal and external evaluation of numeracy achievement.

• The use of Mathletics as a teaching tool for all students K-6.

School priority 3 – ICT

Outcome for 2012–2014

Enhanced access to digital education resources for professional learning will occur at Goulburn North Public School. Student outcomes in literacy and numeracy will be improved through appropriate innovative technology usage.
**2012 Targets to achieve this outcome include:**

- improved student literacy outcomes through the use of ICT (see literacy targets);
- improved student numeracy outcomes through the use of ICT (see numeracy targets);
- professional learning in ICT for all teachers through team teaching sessions; and
- the reporting by teachers of an enhancement of their skills in ICT.

**Strategies to achieve these targets include:**

- work by the specialist ICT teacher with targeted students on specific programs to advance student literacy and numeracy skills;
- team teaching by the specialist ICT teacher with classroom teachers providing quality learning experiences for the students while developing the teachers’ skills;
- the training of the staff in the use of specific programs that utilise technology to assist students learning in literacy and numeracy, e.g. PM Readers, Fast ForWord and Mathletics;
- the availability of the specialist ICT teacher for training of other teachers within the Goulburn Community of Public Schools;
- the use of Mathletics as a teaching tool for all students K-6; and
- the addition and enhancement of resources, both software and hardware, for ICT.

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**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.

Michael Hooker, Principal
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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: