Our school at a glance

Students
Goulburn North Public School serves the community and students of Goulburn North. Established in 1877, the school has a long history in the local area.

Our students come from a variety of cultural backgrounds and bring with them a wide range of experiences.

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

In 2012 Goulburn North Public School had eleven full time class teachers. 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, reduced to four and a half days a week in Term 4. 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 2012 included:

- National Partnerships Agreement at Goulburn North Public School – continued and strengthened;
- Extended Kindergarten Orientation Program – successfully implemented again as part of National Partnerships;
- Effective targeting of student attendance – a priority in 2012;
- Intensive Reading Class – school-based and catering for students identified with reading difficulties;
- Fast ForWord – an individually targeted literacy program targeted to students who would most benefit; and
- Mathletics – implemented across the school, giving all students access to an individualised Mathematics program.

This report contains many more of the programs and initiatives which our school undertook in 2012.

Student achievement in 2012

NAPLAN is one 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 2012 were varied when compared with those from 2011. In particular, more students were above the national minimum standard in numeracy. Results achieved in reading, writing, spelling, grammar & punctuation and numeracy appear in greater detail later in this document.

For our Year 5 students, overall literacy and numeracy results for 2012 were not as elevated when compared with those from 2011. The improvement of student performance between Year 3 and Year 5 when compared with previous cohorts was pleasing. As with information about the performance of Year 3 students, results achieved in reading, writing, spelling, grammar & punctuation and numeracy appear in greater detail later in this document.

Careful analysis of the data collected has provided the school with areas that are in need of further development. Our targets for 2013 appear throughout this report.
**Messages**

**Principal’s message**

Goulburn North Public School has enjoyed a positive 2012. 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 carers for their support of our school. We value the partnership we share with you and look forward to working with you throughout 2013.

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**

It has been my pleasure to have held the President’s Position for 2012. I have enjoyed working alongside the school community to achieve great results. The rewards for our students, teachers and families are well worth the effort and I thank everybody for your support.

We have a brilliant team of hardworking dynamic P & C committee members and although we are small in number, we are large in heart and commitment. I would like to extend my eternal gratitude and say a big thank you to everyone who has supported and helped us in 2012.

As a result in 2012 we raised $23,000.00 at our hugely successful fete and fireworks evening. As well as being one of the most successful fireworks, we were nominated for Community Event of 2012. Unfortunately we did not win but it was nice to be recognised for the hard work, which Maureen Nixon and her group of volunteers put into it every year. Congratulations Maureen. I am looking forward to the 2013 fireworks night which is to be held on May 4th.

Without the collective efforts of all the staff, students and families of Goulburn North we would not be the great school we are. I am looking forward to seeing what 2013 brings.

Thank you

Louise Hill

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:
- The Shepherd Centre – giving deaf children a voice with our ‘Loud Shirt Day’;
- Legacy;
- Stewart House, and;
- Crazy Hair Day

In total we raised $632.30 in 2012.

We organised the following fundraising events for our school:
- Easter 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 $1,133.65 for our school.

With all of our fundraisers we raised a grand total of $1,765.95 for our school.

I would like to thank everyone for their support during the year, especially Miss Hogan and my committee. I hope next year’s SRC have as much fun and success as we did throughout 2012.

Maaike Schipper

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 2012, 266 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 2008. Over the past four years there have been more boys than girls enrolled at the school, this will be a continuing trend for some time to come.

As in 2011, 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>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>141</td>
<td>133</td>
<td>132</td>
<td>145</td>
<td>139</td>
<td>143</td>
</tr>
<tr>
<td>Female</td>
<td>137</td>
<td>136</td>
<td>129</td>
<td>121</td>
<td>123</td>
<td>124</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 2012.

With the support of the Home School Liaison Officer, our positive attendance rates were sustained throughout the year.

As is evident in the graph below, attendance rates at Goulburn North Public School have consistently been in line with or superior to those of the State and Regional average. In 2013 attendance increased by 0.3% but remained in line with attendance rates for the State. We thank the students and the parents for their tremendous support in this area.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.4</td>
<td>95.2</td>
<td>94.4</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.0</td>
<td>95.8</td>
<td>93.1</td>
<td>94.6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.3</td>
<td>95.4</td>
<td>94.8</td>
<td>92.3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>96.6</td>
<td>96.0</td>
<td>93.7</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.3</td>
<td>95.5</td>
<td>94.0</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.3</td>
<td>95.6</td>
<td>93.8</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.1</td>
<td>97.1</td>
<td>93.9</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.0</td>
<td>95.6</td>
<td>95.8</td>
<td>93.9</td>
<td>94.2</td>
</tr>
</tbody>
</table>

Management of non-attendance

Students who have positive attendance records will statistically perform better than students who have low 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.
**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 Mrs Janine Wheatley to our staff as a classroom teacher.

Mrs Melinda Winslet was successful in gaining the Assistant Principal position on merit in 2012 and we hope she enjoys her time as a part of the Goulburn North Public School community.

**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>8</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 of Reading Recovery</td>
<td>0</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 of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counselor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.572</td>
</tr>
<tr>
<td>Total</td>
<td>16.372</td>
</tr>
</tbody>
</table>

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

There were two Indigenous members of staff at Goulburn North Public School in 2012.

**Staff retention**

Mr Terry Condylios retired from the teaching service at the end of 2012; we wish him all the best for the future.

**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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>113484.72</td>
</tr>
<tr>
<td>Global funds</td>
<td>143917.35</td>
</tr>
<tr>
<td>Tied funds</td>
<td>185691.34</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>82098.71</td>
</tr>
<tr>
<td>Interest</td>
<td>6257.30</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12392.16</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>543841.58</td>
</tr>
</tbody>
</table>

**Expenditure**

| Teaching & learning                |            |
| Key learning areas                 | 23349.27   |
| Excursions                          | 18662.98   |
| Extracurricular dissections         | 17613.87   |
| Library                             | 6960.82    |
| Training & development              | 0.00       |
| Tied funds                          | 123493.15  |
| Casual relief teachers              | 31518.07   |
| Administration & office             | 35598.76   |
| School-operated canteen             | 0.00       |
| Utilities                           | 43870.75   |
| Maintenance                         | 48607.00   |
| Trust accounts                      | 10825.36   |
| Capital programs                    | 0.00       |
| Total expenditure                   | 360500.03  |

**Balance carried forward**

183341.55

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the school’s P & C. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

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 2012 Goulburn Community of Public Schools’ Choral Concert in the choir and supplying the accompanist;
- our school’s choirs singing at the official opening of Bunnings Goulburn with VIP Michael Klim in attendance;
- senior students’ participation in the Rostrum Public Speaking competition;
- artistic displays in Centro Mall for Education Week;
- students creating artworks for Harmony Day, with one student going to NSW Parliament House in Sydney to receive an award for her poster;
- 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: Waminda, Masonic Village and Chatsbury Gardens;
- 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 2012. Choirs performing in June and the Speech & Drama section conducted in September.

Our success included:

- Infants Choir – 2nd Place
- Infants Sacred Singing – 1st Place
- Primary Sacred Singing – 3rd Place
- Primary Choir – 1st Place
- Primary Choir Overall – Champion Choir
- School Percussion – 1A 1st Place
- Verse Speaking – 2M , 1st Place
- Verse Speaking – KH, 2nd Place
- Verse Speaking – 1A, 3rd Place
- Verse Speaking – KN, Very Highly Commended
- Verse Speaking – 6H, 1st Place
- Verse Speaking – 2 / 3 T, 2nd Place
- Public Speaking – Abbey Emmerton, 1st Place
- Public Speaking – Gabby Osborne, 2nd Place
- Public Speaking – Maddie Dodson, 3rd Place
- Public Speaking – Callum Emmerton, Highly Commended
- Individual Verse Recital – five 1st Places, three 2nd Places, three 3rd Places and seven Highly Commended.

Goulburn North Public School had over three hundred 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.
- One student was the Senior Boy Champion at the Goulburn/Crookwell District Swimming Carnival.
- Five students represented our school and the district at the Regional Athletics Carnival.
- Four students represented our school and the district at the Regional Cross Country Carnival, with one of those going on to the State Cross Country Carnival.

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. Thank you to the parents who assisted in coaching sporting teams in 2012.

Our school enjoyed a high representation in the PSSA sporting trials for the various sports. Many students represented the district in a variety of different sports and three went on to the South Coast Primary School Touch Football Carnival.

One student in their sporting endeavour outside school, aged only 11, came 1st in the under 13’s for the NSW Southern Division Road Cycling Championships.

Miss Sally Hogan received the Marmont Award from Goulburn Mulwaree Little Athletics, an award for dedication to athletics and the club.

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 (e.g. soccer and cricket);
- Tennis with a qualified instructor;
- Gymnastics with qualified instructors;
- Indoor sports: Soccer, Netball, Cricket, Volleyball and Dodge Ball;
- Rock Climbing at the PCYC 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.
Other

Goulburn North Public School’s Gardening Club entered a Scarecrow called ‘Bob’ in a competition run by Bunnings. ‘Bob’ received first prize and the school received a collection of garden supplies including a wheelbarrow and worm farm.

We enjoyed a successful Goulburn Show. The Gardening Club of Goulburn North Public School, led by Miss Hamilton, put our school display together with the help of Mr Campbell. We took first place in the schools’ entries section with photos of our farming children featuring heavily.

Seven of our students attended the National Young Leaders Day, held in Sydney in March.

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 nine of our Year 3 students sat the Literacy component of the NAPLAN in 2012.

Overall, our results for 2012 were about the same when compared with those from 2011.

The graphs over the following pages show our performance for Year 3 in reading, writing, spelling and grammar and punctuation.
Reading – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2008-2012</th>
<th>SSG % in Bands 2012</th>
<th>State DEC % in Bands 2012</th>
</tr>
</thead>
</table>

This graph shows the following key information when compared to the data from 2011:

- an increase in the percentage of students Below Minimum Standard (Band 1) from 4% in 2011 to 6.9% in 2012;
- a decrease in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 96% in 2011 to 93.1% in 2012; and
- a decrease in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 40% in 2011 to 37.9% in 2012.

Writing – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>SSG % in Bands 2012</th>
<th>State DEC % in Bands 2012</th>
</tr>
</thead>
</table>

This graph shows the following key information when compared to the data from 2011:

- a decrease in the percentage of students Below Minimum Standard (Band 1) from 4% in 2011 to 3.2% in 2012;
- an increase in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 96% in 2011 to 96.8% in 2012; and
- a decrease in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 40% in 2011 to 35.5% in 2012.
Spelling – NAPLAN Year 3

This graph shows the following key information when compared to the data from 2011:

- an increase in the percentage of students Below Minimum Standard (Band 1) from 12% in 2011 to 16.1% in 2012;
- a decrease in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 88% in 2011 to 83.9% in 2012; and
- an increase in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 32% in 2011 to 35.5% in 2012.

Grammar & Punctuation – NAPLAN Year 3

This graph shows the following key information when compared to the data from 2011:

- an increase in the percentage of students Below Minimum Standard (Band 1) from 4% in 2011 to 19.4% in 2012;
- a decrease in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 96% in 2011 to 80.6% in 2012; and
- an increase in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 32% in 2011 to 48.4% in 2012.
Numeracy – NAPLAN Year 3

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

Overall, our results for 2012 were down on previous years. In particular fewer students achieved in Bands 5 and 6.

The following chart shows all information for Year 3 NAPLAN Numeracy 2012 organised according to the skill bands.

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>13</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>3.5</td>
<td>34.5</td>
<td>44.8</td>
<td>3.5</td>
<td>13.8</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>1.8</td>
<td>7.8</td>
<td>28.9</td>
<td>33.1</td>
<td>19.3</td>
<td>9.0</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>5.9</td>
<td>13.3</td>
<td>25.6</td>
<td>29.0</td>
<td>16.4</td>
<td>9.8</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>4.8</td>
<td>10.6</td>
<td>21.1</td>
<td>26.9</td>
<td>19.9</td>
<td>16.6</td>
</tr>
</tbody>
</table>

This graph shows the following key information when compared to the data from 2011:

- an unchanged percentage of students Below Minimum Standard (Band 1) from 0% in 2011 to 0% in 2012;
- an unchanged percentage of students At and Above National Minimum Standard (Bands 2-6) from 100% in 2011 to 100% in 2012; and
- a decrease in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 36% in 2011 to 17.3% in 2012.

Literacy – NAPLAN Year 5

Forty six students sat the Literacy component of the NAPLAN tests in 2012.

Overall, our results for 2012 were lower when compared with those from 2011. However, improvement from Year 3 to 5 was greater than in past years.

The graphs over the following pages show our performance for Year 5 in reading, writing, spelling and grammar and punctuation.
Reading – NAPLAN Year 5

This graph shows the following key information when compared to the data from 2011:

- an increase in the percentage of students Below Minimum Standard (Band 3) from 4.9% in 2011 to 8.7% in 2012;
- a decrease in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 95.1% in 2011 to 91.3% in 2012; and
- a decrease in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 31.7% in 2011 to 15.2% in 2012.

Writing – NAPLAN Year 5

This graph shows the following key information when compared to the data from 2011:

- an increase in the percentage of students Below Minimum Standard (Band 3) from 7.5% in 2011 to 12.8% in 2012;
- a decrease in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 92.5% in 2011 to 87.2% in 2012; and
- a decrease in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 7.5% in 2011 to 4.3% in 2012.
Spelling – NAPLAN Year 5

This graph shows the following key information when compared to the data from 2011:

- a decrease in the percentage of students Below Minimum Standard (Band 3) from 7.5% in 2011 to 6.4% in 2012;
- an increase in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 92.5% in 2011 to 93.6% in 2012; and
- a decrease in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 22.5% in 2011 to 17% in 2012.

Grammar & Punctuation – NAPLAN Year 5

This graph shows the following key information when compared to the data from 2011:

- a decrease in the percentage of students Below Minimum Standard (Band 3) from 12.5% in 2011 to 6.4% in 2012;
- an increase in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 87.5% in 2011 to 93.6% in 2012; and
- a decrease in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 30% in 2011 to 8.5% in 2012.
Numeracy – NAPLAN Year 5

Forty six of our Year 5 students sat the Numeracy component of the NAPLAN in 2012.

Overall, our results for 2012 were down on previous years. In particular fewer students achieved in Bands 7 and 8.

This graph shows the following key information when compared to the data from 2011:

- a decrease in the percentage of students Below Minimum Standard (Band 3) from 2.7% in 2011 to 0% in 2012;
- an increase in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 97.3% in 2011 to 100% in 2012; and
- a decrease in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 27% in 2011 to 6.8% in 2012.

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 90.9% of Year 3 students are meeting minimum standards at Goulburn North Public School. It reveals that grammar & punctuation can be a focus for further improvement.

This table shows that across the range of items assessed 93.2% of Year 5 students are meeting minimum standards at Goulburn North Public School. It reveals that writing 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 2012, our level of progress was much improved compared with previous years.

<table>
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</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.

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<tr>
<td>State DEC</td>
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</tr>
</tbody>
</table>

Progress in Grammar & Punctuation

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

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<thead>
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<td>82.7</td>
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</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 have improved over the last year.

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>School</td>
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<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

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 2012 included:

- Kindergarten to Year 2 enjoying an excursion to Canberra with parent helpers and staff;
- Year 3 and Year 4 experienced an overnight excursion to Wollongong where they engaged in a wide range of learning experiences;
- Year 5 attended a three day camp at Wooglemai Environmental Education Centre; and
- Year 6 attended a three day excursion to Mogo, building on the Gold Unit completed in school.

The school will continue to offer a range of excursions for our students throughout 2013.

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, continued throughout the year;
- Students visited 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 ceremonies 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 into the future.

Aboriginal education

In 2012, 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.

In 2012 The Illawarra and South East Region introduced the No Gaps, No Excuses program. In line with this program we have begun to participate in the training modules that accompany this program.

After our first two training modules we found out the following:

- Goulburn North Public School is committed to quality learning outcomes for all students and is committed to the Regional Aboriginal Cultural Package.
- That the teaching staff of this school already acknowledge and represent Aboriginal perspectives in their teaching.
- That there is room for deeper acknowledgement and representation of Aboriginal perspectives into teaching and learning.
- Two of our staff members have been trained to be presenters of the Regional Aboriginal Cultural Package.
In 2013 and beyond Aboriginal Education will continue to be a priority at Goulburn North Public School through:

- Staff being fully trained in the Regional Aboriginal Cultural Package, increasing the cultural awareness and competency of staff through training received.
- Continued development and implementation of Personalised Learning Plans.
- Clearer incorporation of Aboriginal perspectives in teacher programs.
- Continued leadership opportunities available to and accessed by our Aboriginal students.

All Aboriginal students at Goulburn North have Personalised Learning Plans and continue to have rates of attendance 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.

Our school took part in the Multicultural Public Speaking Competition and the Harmony Day Poster Competition. A student from Goulburn North Public School won second place for the Region in the Poster Competition and was presented with her certificate at State Parliament.

In 2012 we continued our Indonesian lessons for students from Kindergarten to Year 6; in 2013 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**

2012 marked the third of four years Goulburn North will participate in the National Partnerships program. A brief summary of some of the activities we have been able to undertake as a direct result of this funding boost follows.

Targeted Literacy and Numeracy Groups were created. Groups of 3 or 4 students were assisted with areas of need identified in SMART Data. These groups proved successful with the participating students achieving measurable gains in their NAPLAN results for 2012.

A teacher skilled in the area of technology was employed in 2012 to provide ongoing training and support to teachers in using the available technology to enhance the quality of lesson delivery. Student outcomes were improved by catering for individual needs.

Staff reported enhanced skills in using the available technology. Teaching programs showed that more children received individualised programs through the use of technology, particularly in the areas of Literacy and Numeracy.

Again in 2012 the Fast ForWord program was run. In addition to academic benefits we have also seen behavioural and attitudinal changes in participating students.

Mathletics was successfully implemented throughout the school to provide tailored learning for our students, Kindergarten to Year 6. Teachers received specific training in using the program effectively to cater for individual differences.

There was a significant increase in the number of students accessing the program in out of school hours. Teachers have used data collected from the Mathletics about student achievement to help inform teaching programs.

The school participated in the Team Leadership for School Improvement program. The executive team, aspiring executive and the school administration manager all attended. As part of the program a comprehensive Quality Teaching for Literacy and Numeracy evaluation was undertaken and the feedback from that evaluation has significantly informed planning.

A community contact officer was employed to enhance communication and enhance relationships between the school and parents.
Progress on 2012 targets

Priority Area 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.

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).

Our achievements include:

- 39% of students were at the state proficiency standard in Year 3 Literacy in 2012, exceeding our target by 2%.
- School based testing shows improvement in spelling and reading.
- Data from Fast ForWord for targeted students demonstrates gains which have contributed to more children being at the state proficiency standard.
- Students who received targeted and small group support showed positive gains in both school based testing and NAPLAN.

Priority Area 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).

Our achievements include:

- Only 3% of students were at and below the national minimum standard in Year 3 Numeracy in 2012, exceeding our target by 12%.
- School based testing shows that the performance of our lowest students has improved.
- Data from Mathletics shows a greater use of ICT resources not just at school, but at home as well to reinforce numeracy learning and enhance student engagement in Numeracy.
- As with Literacy, students who received targeted and small group support showed positive gains in both school based testing and NAPLAN.
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;
- improved student numeracy outcomes through the use of ICT;
- professional learning in ICT for all teachers through team teaching sessions; and
- reporting by teachers of an enhancement of their skills in ICT.

Our achievements include:

- Increased utilisation of the connected classrooms established in the school. All classes bar one now have IWBs.
- Professional learning in ICT has occurred weekly for the majority of staff at GNPS.
- Teachers have reported gains in student understanding and work skills in both literacy and numeracy as a result of using ICT resources.
- Data from Mathletics showing growing rates of ICT use at school and home.

Educational and management practice

Evaluations into School Culture were undertaken in 2009, 2010, 2011 and 2012 as part of our National Partnerships reporting requirements. The evaluations are used to inform future directions.

Background

In 2012 we gathered data from additional sources to assist in the development of the School Plan. A detailed analysis of website traffic, receipt of and response to school newsletters, feedback from parents, student surveys, teacher input and Best Start Data informed the decision making and planning around this area.

Findings and conclusions

The analysis of all the information available led the evaluation team to the following conclusions:

- With two new members in the leadership team an opportunity exists for the team to participate in Professional Learning together to assist in strengthening and refining the learning culture at Goulburn North Public School.
- That student engagement is a key aspect of learning for our students.
- There has been a steady increase in the utilisation of our school’s website and that it will be increasingly important to keep it up to date.
- Many students and their families would benefit from a school based breakfast program, given the work and time pressures experienced by our community.

These findings have enabled the school to create and develop programs that can make a real difference moving forward.

The two tables over the page show the increase in web traffic year on year that our school web site has experienced.

Key School Evaluations

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Community Engagement and an area of Curriculum.
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Curriculum

The school evaluates an area of the curriculum each year as part of a cyclical process. In 2012 the school chose to evaluate the key area of Numeracy. Analysis of the data gathered during the evaluation shows that in this important area the school has room for improvement.

Background

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

Findings and conclusions

The analysis of all the information available led the evaluation team to the following conclusions:

- Students would benefit from improved coordination in the teaching of Numeracy.
- Students would have transferrable skills for other curriculum areas, such as Science and Technology, if their understanding and skill level for Numeracy was enhanced.
- NAPLAN results showed that we are doing well in helping students reach minimum standards.
- NAPLAN results also demonstrated the need for a movement from the middle to the top bands of achievement.

These findings are consistent with teacher feedback and class results.

Future Directions

In 2013 there will be increased coordination in the teaching of Numeracy.

- Class programs will include the components of Mathletics that are being accessed by students.
- Teachers will monitor the performance of students in Mathletics, scheduled tests and in class assessments.
- Teachers will receive support and professional learning in Mathematics.
• Students identified as requiring additional support to reach their potential will participate in lessons in small groups.

• A tool to align the NSW Numeracy Continuum to the new National Curriculum will be developed to be trialed in 2014.

Parent, student and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about their school. Their responses are presented below.

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 ongoing confidence that parents, students 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 88% in 2011 to 92% in 2012 of parents and teachers responding “always” or “usually” to the statements presented and parents had the highest number of respondents answering “always”. From a parent perspective the area requiring greatest attention is the explanations teachers give for what students are learning and why.

The responses to the statement, “What I am asked to learn is important” received had 94% of students surveyed responding “always” or “usually”. From a student perspective the two areas which require greatest attention are the interest level in lessons taught and the communication of how assessment will operate through the year.

Professional learning

It is quality teaching that makes the difference to student achievement. Throughout 2012 the staff at Goulburn North Public School were able to support their professional learning through the National Partnerships Program.

Money spent on teacher professional learning in 2012 totaled $12,787.10, more than $7,000 greater than in 2011.

• 4% was spent on Beginning Teachers.

• 13% was spent on ICT.

• 18% was spent on Quality Teaching.

• 28% was spent on Career Development.

• 35% was spent on Literacy and Numeracy.

• 2% was spent on Welfare and other priorities.
School planning 2013—2015

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 2013–2015

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.

GNPS will adopt a range of strategies as both a whole school and individual student intervention for the improvement of individual student outcomes in literacy.

2013 Targets to achieve this outcome include:

- A reduction in the proportion of students at or below the national minimum standard in Year 3 Grammar and Punctuation from 29% (in 2012) to 22% (in 2013), a change of ~3 students.
- A reduction in the proportion of students at and below the national minimum standard in Year 5 Grammar and Punctuation from 40% (in 2012) to 30% (in 2013), a change of ~4 students.
- An increase in the proportion of students at the state proficiency standard in Year 3 Writing from 35% (in 2012) to 37% (in 2013), a change of ~1 student.
- An increase in the proportion of students at the state proficiency standard in Year 5 Writing from 4% (in 2012) to 10% (in 2013), a change of ~3 students.
- An increase in the number of students in Year 5 achieving the expected minimum growth in Spelling from 42% (in 2012) to 50% (in 2013), a change of ~3 students.

Strategies to achieve these targets include:

- 2012 NAPLAN results in Literacy analysed using SMART data and follow-up teaching strategies implemented.
- A Learning Support Mentor to tailor programs for targeted students.
- A focus on training LAST and classroom teachers on the use of Fast ForWord for utilization in 2014, beyond the National Partnership.
- Additional resources to supplement the LAST position to support identified students in Years 2-6.
- Development and provision of enrichment and extension activities.
- Creation of a school wide homework matrix.
- Twice a term planning meetings for ES1/S1 and S2/S3. Teachers will continue to develop their professional knowledge and skills in literacy teaching and assessment through joint planning days, ensure, through thorough planning, that the Quality Teaching Framework is embedded in their programming and teaching.
- Implementation of the Extended Kindergarten Orientation Program.
- Best Start Assessment carried out in ES1 to inform teaching. ES1 and S1 teachers access further professional learning in the use of the Early Literacy Continuum to track student achievement and eventually to plan and program for literacy.
- Extended Professional Learning in the literacy continuum K-6 to help teachers target specific student need.
- Employ paraprofessionals as needed to facilitate the professional learning of Teachers and School Learning Support Teacher in the area of Speech Therapy.
- Teachers will develop and implement Personalised Learning Plans (PLPs) for Aboriginal students and Individual Education Programs (IEPs) for students in the care of the minister and other targeted students.
- Implementation of the Fast ForWord program to support the literacy learning needs of students that require remediation or extension.
School priority 2 - Numeracy

Outcome for 2013–2015

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.

GNPS will adopt a range of strategies as both a whole school and individual student intervention for the improvement of individual student outcomes in numeracy.

2013 Targets to achieve this outcome include:

- To maintain the proportion of students at and below the national minimum standard in Year 3 Numeracy at 3% (in 2012) to 3% (in 2013), maintaining all bar ~2 students.

- A reduction in the proportion of students at or below the national minimum standard in Year 5 Numeracy from 37% (in 2012) to 29% (in 2013), a change of ~3 students.

- Increase the proportion of students at the state proficiency standard in Year 3 Numeracy from 17% (in 2012) to 22% (in 2013), a change of ~5 students.

- Increase the proportion of students at the state proficiency standard in Year 5 Numeracy from 7% (in 2012) to 16% (in 2013), a change of ~4 students.

- An increase in the number of students achieving the expected minimum growth in Numeracy from 18% (in 2012) to 26% (in 2013), a change of ~3 students.

Strategies to achieve these targets include:

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

- A Learning Support Mentor to tailor programs for targeted students.

- Additional resources to supplement the LAST position to support identified students in Years 2-6.

- Provision of enrichment and extension activities.

- Creation of a school wide homework matrix.

- A dedicated uninterrupted numeracy session across the whole school K to 6.

- Whole school professional learning focus on pedagogy and use of the QT Model as a reflection tool.

- Further professional learning for S1 and S2 teachers in Count Me In Too strategies and implementation of these strategies in classrooms.

- Use of Best Start Assessment to inform teaching in ES1. Use of SENA 1 and 2 to track S1 students' numeracy growth. Investigation of the Early Numeracy Continuum by ES1 and S1 teachers.

- Regular and focused monitoring and support for the implementation of agreed teaching and learning strategies in numeracy.

- Alignment of teaching and learning programs with the school plan

- Allocation of time for staff to revisit Consistent Teacher Judgment with a focus on developing common assessment tasks with explicit criteria and providing explicit feedback.

- Develop and conduct workshops for parents in Stage 2 and Stage 3 to provide strategies to assist them in improving their children's numeracy skills at home including activities and sites online.

- Mathletics used as a teaching tool for all students K-6.
School priority 3 – Student and Community Engagement

Outcome for 2013–2015

Partnerships with parents and the local community will be strengthened.
Quality student welfare practices are evident across the school.

2013 Targets to achieve this outcome include:

- Average student attendance rates will be superior to the State and Regional average student attendance rates.
- School data will demonstrate a maintenance of or improvement upon, the low number of days lost to suspension (7 days in 2011 as at October).
- ICT integrated meaningfully across all KLAS to maximise student engagement.
- An increase in the use of the school website as a primary source of communication between home and school, from ~2300 visits (in 2012) to ~2800 (in 2013), a 25% gain.

Strategies to achieve these targets include:

- A Professional Learning session for Principal and Executive from Goulburn North Public School and for other schools in our area about creating learning culture, visionary leadership and research led schools.
- Staff receive professional learning in the area of student engagement.
- Employment of a Community Contact Officer 4 days per week to facilitate communication with the school community. This role will focus on school promotion post 2013 and involve:
  - Individual contact with families.
  - Updating the school website.
  - Updating all school communications and proformas to digital format.
  - Conducting surveys.
- Identify students causing attendance concerns and implement a Phone Intervention Program.
- Establish a breakfast program to support student attentiveness, engagement and readiness for learning. Students will learn about:
  - Having a healthy breakfast.
  - Establishing a daily routine.

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
Louise Hill, P & C President
Dot Keegan, School Admin Manager
Maureen Nixon, Assistant Principal
Melinda Winslet, Assistant Principal
Jonathan Taylor, Assistant Principal
Margaret Acunzo, Classroom Teacher

School contact information

Goulburn North Public School
Union Street, Goulburn North, 2580
Ph: 02 4821 3838
Fax: 02 4822 1357
Email: goulburnn-p.school@det.nsw.edu.au
Web: www.goulburnn-p.schools.nsw.edu.au
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: