Goulburn North Public School
Annual School Report
2013
School context

Goulburn North Public School (GNPS) is committed to serving the local community and to providing high quality learning experiences for its students. 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.

Currently the school retains 11 mainstream classes. The school has a staff who have a wide range of experience and skills. The school is well-resourced and is creating an attractive learning environment. The motto, “Life Is For Learning”, reflects the belief that we are preparing students for a lifelong learning journey, which is why we aim to provide a rich educational program that will equip them to be good citizens beyond school.

Achievement in the core subjects of literacy and numeracy is our focus but we have a strong recognition of the importance of developing the students’ skill in the arts, personal development and sport. Teaching and learning programs were supported by the National Partnerships Program in 2013.

Principal’s message

Goulburn North Public School enjoyed a positive and productive 2013. Our students have enjoyed a wide range of activities and learning experiences. 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, as well as the members of the wider Goulburn North School community for their support of our school. We value the partnership we share with you and look forward to working with you again throughout 2014.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Michael Hooker
Principal

P & C message

I would like to thank everyone who has helped on the committee over the last twelve months. I also wish to thank the volunteers, who have helped either weekly or monthly in the Canteen, Uniform shop and with our one and only fundraiser of the year, our annual fireworks which is getting bigger and better year on year. Our fireworks for 2013 raised $19,199.00. This money has been put back into the school for various projects.

Don’t forget to put 3rd May, 2014 for this year’s Fireworks into your diaries. I am looking forward to seeing you all there this year.

To Michael Hooker, the staff and office staff without any of your support there would not be a P & C that is as successful as this one is. So I thank you all.

To my executive who are the most helpful volunteers that I could ask for, thank you too.

As for the community of Goulburn North Public School, thank you for the support you have given to the P&C especially the Fireworks, over the last twelve months.

Louise Hill
P & C President 2013

Student representative’s message

SRC stand 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. This year the SRC raised around $900 in support of:

- Harmony Day
- Stewart House
- Cancer Council
- Shepherd Centre
- Legacy

Additionally we organised the following fundraising events for our school:

- Book Character Day
- Loud Shirt Day
• Movie Day
• Mother’s Day presents
• Father’s Day presents
• Ice Cream Day

In total we raised close to $1500 to purchase the school a new sports tent and in support of the Year 6 Farewell.

With all of our fundraisers we raised a grand total of close to $2400 for our school (about $600 more than in 2012).

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 2013.

Morgan Farrell
SRC President

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

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

Student enrolment profile
Our student numbers have been stable between 250 and 270 students over the past five years. There has been a decrease in the number of females in that time and conversely an increase in the number of males.

The graph below shows our enrolment numbers for the last 7 years.

Student attendance profile
Student attendance remains strong and has been better than or equal to attendance rates in our region over the past five years.

There is a direct link between student attendance and student achievement. With the support of the Home School Liaison Officer, our positive attendance rates were sustained throughout the year. We thank the students and the parents for their tremendous support in this area.

The graph below shows our student attendance profile for the last 6 years.

Management of non-attendance
Students who have poor attendance records will statistically not perform as well as 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.
Post-school destinations

Most students from our school primarily attend Mulwaree High School and Goulburn High School. Some of our students choose to attend Catholic secondary schools.

Workforce information

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

Mrs Melinda Winslet was appointed as new Assistant Principal and classroom teacher for 2013.

Mr Allan Green joined our staff as one of our two GAs in 2013.

Workforce composition

<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 Teacher(s)</td>
<td>8</td>
</tr>
<tr>
<td>Part Time Allocation</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.572</td>
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<tr>
<td>Total</td>
<td>16.672</td>
</tr>
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</table>

The Australian Education Regulation, 2013 requires schools to report on the Aboriginal composition of their workforce. There were two Indigenous members of staff at Goulburn North Public School in 2013.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>12.5</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

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<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
<td>139,852.84</td>
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<td>Tied funds</td>
<td>91,885.93</td>
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<td>School &amp; community sources</td>
<td>61,386.46</td>
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<td>Interest</td>
<td>4,610.62</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
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<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>27,367.14</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>346,117.62</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>144,071.03</td>
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A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

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 2013 Goulburn Community of Public Schools (GCOPS) Choral Concert in the choir and supplying the accompanist;
- our school’s senior dance group performing at the GCOPS Choral Concert;
- senior students’ participation in the Rostrum Public Speaking competition with Sophie Welch representing our school at the next level;
- artistic displays in Centro Mall for Education Week;
- student participation in a Photography course with assistance from Secondary art teachers;
- student attendance on an excursion to a workshop at the National Gallery;
- students creating artworks for Harmony Day and the Goulburn Show;
- Country Women’s Association project – with many students being recognized for their excellent work, with seven students receiving awards for their entries;
- Primary students competing in the Multicultural Public Speaking Competition with Temperance Thomas, Morgan Farrell and Sophie Welch going on to represent our school at the next level;
- Infants students singing at three nursing homes: Waminda, Masonic Village and Chatsbury Gardens;
- hand prints on 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 2013. With our choirs performing in June and the Speech & Drama section conducted in September. Ms Hedges has been instrumental in our school’s participation supported by parents, students and teachers.

Our success included:

- Drama – 1/2K, 3/4A, 1st Place
- Infants Choir – 3rd Place
- Infants Sacred Singing – 1st Place
- Primary Sacred Singing – 3rd Place
- Primary Choir – 3rd Place
- Primary Choir Overall – Champion Choir
- Primary Choral Verse – 5/6H, 1st Place
- Primary Choral Verse – 3/4T, 2nd Place
- Infants Choral Verse – 2M, 2nd Place
- Infants Choral Verse – KH, 3rd Place
- Infants Choral Verse – 1B, Highly Commended
- Infants Choral Verse – K/1N, Highly Commended
- Public Speaking – Abbey Emmerton, 2nd Place
- Public Speaking – Temperance Thomas, Highly Commended
- Public Speaking – Chloe Croker, Highly Commended
- Public Speaking – Morgan Farrell, Highly Commended
- Individual Verse Recital – six 1st Places, five 2nd Places, three 3rd Places and nine Highly Commended

Goulburn North Public School had over three hundred and fifty entries in the Goulburn Eisteddfod, a truly wonderful achievement providing great opportunities for our students.
Sport

It has been a wonderful year of sport at Goulburn North. The children were given many opportunities to participate in school sport, gala days, knockout competitions and sporting trials.

School Carnivals

The school carnivals have been fantastic events this year. The weather was ideal for each occasion and the participation and effort levels were high from all students. Thank you to the teachers, canteen staff and GA staff for helping organise and run these events.

Swimming

28 children represented the school at the district level and 8 went on to represent the district at the regional carnival in Dapto.

Jayde Howard and Abbey Emmerton were District Age Champions for their respective age groups.

The swimming champion house was Abercrombie.

Athletics

50 children represented our school at the district carnival and 5 students went on to represent the district at the regional carnival at the AIS in Canberra.

Jacob Peterson was District Age Champion.

The athletics champion house was Abercrombie.

Cross Country

48 children represented the school at the district carnival and 6 went on to represent the district at the regional carnival in Kambawarra. Aidyn Williams was the District Age Champion for his age group and also represented the region at the state carnival at Eastern Creek.

The cross country champion house was Mulwaree.

Overall House Champion

The top houses were only separated by 5 points. Thanks to Mrs Wendy Green for her excellent record keeping for the year; She does a fantastic job and makes it look so easy.

The overall champion house was Abercrombie.

Rugby League Knockout Team

The Goulburn North Rugby League team had a very successful run in the competition. Mr O’Keefe picked and led a very strong group of boys to two victories and one loss. Mr O’Keefe made mention of the spirit and determination of our Year Four boys who stepped up to the bigger and older competition.

Goulburn North Soccer Knockout Team

The soccer knockout team had a tough day, with Mr O’Keefe organising a rugby league game on the same day. Our team was left with no substitutes, so the boys had to play every minute of their games with no rests. Well done to the boys. Thank you to Miss Hogan for organising this.

State Carnival Representatives

Aidyn Williams represented the South Coast Region at the State Cross Country Carnival at Eastern Creek this year. He came 40th out of 72 and helped his team came in second place overall.

School Sport

School sport has been action packed this year with the children participating in Tennis, tri-sports, gymnastics, dance to be fit, walking and a number of school sporting activities. Thank you to Miss Hogan and Mrs Acunzo for organising this sport.

Our school attended Gala days for Rugby League, Rugby Union, Touch Football and Cricket.

Finally, I’d like to thank our parents and past teachers who have supported us, transported us and coached our teams this year. Without your support we would not be able to provide the children with the number of sporting opportunities they have had this year.

Thank you for another wonderful year. I look forward to what next year has in store for our school.

Mr Andrew Mewburn

Sport Coordinator
Other
Community Endeavour

Goulburn North Public School arranged a float for Goulburn’s 150th Anniversary Parade. We received positive community feedback from this event.

We enjoyed a successful Goulburn Show. The Gardening Club, led by Mrs Hamilton, put our school display together with the help of Mr Stevenson.

A group of Year 6 girls attended Mulwaree High School for a robotics seminar and competition. They had a fantastic day and represented our school well.

Our school student leaders participated in the 150th Year Police March.

All classes participated in Clean Up Australia Day, each class cleaning up one area of the school.

Seven of our student leaders attended the Grip Leadership day, held in Canberra in 2013.

Academic achievements
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing level of skill and understanding demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Literacy – NAPLAN Year 3

Thirty seven of our Year 3 students sat the Literacy component of the NAPLAN in 2013.

Overall, our results for 2013 were a little lower compared with those from 2012.

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

This graph shows the following key information when compared to the data from 2013:

- an increase in the percentage of students Below Minimum Standard (Band 1) from 6.9% in 2012 to 8.3% in 2013;
- a decrease in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 93.1% in 2012 to 91.7% in 2013; and
- a decrease in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 37.9% in 2012 to 19.4% in 2013.

Writing – NAPLAN Year 3

This graph shows the following key information when compared to the data from 2013:

- an increase in the percentage of students Below Minimum Standard (Band 1) from 3.2% in 2012 to 8.3% in 2013;
- a decrease in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 96.8% in 2012 to 91.7% in 2013; and
- a decrease in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 35.5% in 2012 to 19.4% in 2013.
This graph shows the following key information when compared to the data from 2013:

- a decrease in the percentage of students Below Minimum Standard (Band 1) from 16.1% in 2012 to 13.9% in 2013;
- an increase in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 83.9% in 2012 to 86.1% in 2013; and
- a decrease in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 35.5% in 2012 to 22.2% in 2013.

This graph shows the following key information when compared to the data from 2013:

- a decrease in the percentage of students Below Minimum Standard (Band 1) from 19.4% in 2012 to 5.6% in 2013;
- an increase in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 80.6% in 2012 to 95.4% in 2013; and
- a decrease in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 48.4% in 2012 to 44.4% in 2013.
Numeracy – NAPLAN Year 3

Thirty six of our Year 3 students sat the Numeracy component of the NAPLAN in 2013.

Overall, our results for 2013 were down on previous years, however, a greater number of students achieved in Bands 5 and 6.

This graph shows the following key information when compared to the data from 2013:

- an increase in the percentage of students Below Minimum Standard (Band 1) from 0% in 2012 to 2.9% in 2013;
- a decrease in the percentage of students At and Above National Minimum Standard (Bands 2-6) from 100% in 2012 to 97.1% in 2013; and
- an increase in the percentage of students achieving at the Proficiency Standard (Bands 5 and 6) from 17.3% in 2012 to 20% in 2013.

This chart shows all information for Year 3 NAPLAN Numeracy 2013 organised according to the skill bands.

Literacy – NAPLAN Year 5

Twenty seven students sat the Literacy component of the NAPLAN in 2013.

Overall, our results for 2013 were lower when compared with those from 2012. However, improvement from Year 3 to 5 was greater than in past years and we had increases in the Bands 7 and 8 in all aspects of Literacy.

The following graphs 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 2013:

- a decrease in the percentage of students Below Minimum Standard (Band 3) from 8.7% in 2012 to 3.7% in 2013;
- an increase in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 91.3% in 2012 to 96.3% in 2013; and
- an increase in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 15.2% in 2012 to 18.5% in 2013.

Writing – NAPLAN Year 5

This graph shows the following key information when compared to the data from 2013:

- an increase in the percentage of students Below Minimum Standard (Band 3) from 12.8% in 2012 to 14.8% in 2013;
- a decrease in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 87.2% in 2012 to 85.2% in 2013; and
- an increase in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 4.3% in 2012 to 14.8% in 2013.
Spelling – NAPLAN Year 5

This graph shows the following key information when compared to the data from 2013:

- an increase in the percentage of students Below Minimum Standard (Band 3) from 6.4% in 2012 to 14.8% in 2013;
- a decrease in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 93.6% in 2012 to 85.2% in 2013; and
- an increase in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 17% in 2012 to 22.2% in 2013.

Grammar & Punctuation – NAPLAN Year 5

This graph shows the following key information when compared to the data from 2013:

- an increase in the percentage of students Below Minimum Standard (Band 3) from 6.4% in 2012 to 7.4% in 2013;
- a decrease in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 93.6% in 2012 to 92.6% in 2013; and
- an increase in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 8.5% in 2012 to 25.9% in 2013.
Numeracy – NAPLAN Year 5

Twenty seven of our Year 5 students sat the Numeracy component of the NAPLAN in 2013.

Overall, our results for 2013 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 2012:

- an increase in the percentage of students Below Minimum Standard (Band 3) from 0% in 2012 to 3.7% in 2013;
- a decrease in the percentage of students At and Above National Minimum Standard (Bands 4-8) from 100% in 2012 to 96.3% in 2013; and
- a decrease in the percentage of students achieving at the Proficiency Standard (Bands 7 and 8) from 6.8% in 2012 to 3.7% in 2013.

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 92.2% 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 87.9% of Year 5 students are meeting minimum standards at Goulburn North Public School. It reveals that writing remains 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 2013, our level of progress was much improved compared with previous years.

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>61.3</td>
<td>51.9</td>
<td>77.1</td>
<td>93.1</td>
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<tr>
<td>SSG</td>
<td>79.7</td>
<td>72.5</td>
<td>78.6</td>
<td>87.9</td>
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<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
<td>85.7</td>
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</table>

Progress in Spelling

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

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<thead>
<tr>
<th>Average progress in Spelling between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
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<tr>
<td>School</td>
<td>94.4</td>
<td>65.6</td>
<td>90.6</td>
<td>98.4</td>
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<tr>
<td>SSG</td>
<td>83.3</td>
<td>77.1</td>
<td>95.8</td>
<td>83.4</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
<td>95.4</td>
<td>84.9</td>
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</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.

<table>
<thead>
<tr>
<th>Average progress in Grammar &amp; Punctuation between Year 3 and 5*</th>
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<th>2010-2012</th>
<th>2011-2013</th>
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<tr>
<td>School</td>
<td>94.6</td>
<td>56.7</td>
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<tr>
<td>SSG</td>
<td>94.7</td>
<td>81.6</td>
<td>78.6</td>
<td>79.6</td>
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<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
<td>81.3</td>
<td>79.4</td>
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</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 improved over the last year but were lower than those of the State average and like schools.

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
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<th>2010-2012</th>
<th>2011-2013</th>
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<td>66.1</td>
<td>69.4</td>
<td>71.9</td>
</tr>
<tr>
<td>SSG</td>
<td>83.7</td>
<td>92.1</td>
<td>93.1</td>
<td>84.9</td>
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<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
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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 2013 included:

- Kindergarten to Year 2 enjoyed an excursion to Canberra to see Possum Magic, attended the SpacExpo and an excursion to Garroorigang and St Clair;
- Year 3 and Year 4 experienced an overnight excursion to Sydney and the Port Hacking River 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 the snow.

The school will continue to offer a range of excursions for our students throughout 2014.

Respect and Responsibility

Goulburn North Public School takes significant steps to ensure that the values of Public Education are promoted throughout the school. In 2013 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 Canberra;
- 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;
- three students were acknowledged with Gold Certificates of Conduct, Ben Jones, Joshua Kalodzi and Temperance Thomas;
- 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 2014.

Aboriginal education

In 2013 the No Gap, No Excuse program was no longer mandatory. We decided that this remained a valuable program and continued to work through the training modules that accompany this program.

Through completing the final training modules we found out and deepened our understanding of the following:

- that at Goulburn North Public School and throughout the Department, Aboriginal education and training are part of the core business of all staff members;
- that decision making and service delivery needs to be undertaken with consideration of relationships and engagement within an inclusive environment of ongoing learning;
- that there is much that will benefit all students through being aware of and making adjustments for the cultural needs of all students;
- that learning behaviours need to be explicitly explained and demonstrated in ways that are meaningful; teachers should not assume these have been taught or learned for any child prior to starting school.
In 2014 and beyond Aboriginal Education will continue to be a priority at Goulburn North Public School through:

- staff continuing to apply and implement things learned through the No Gap, No Excuse course, using materials from the course to support their practice.
- increased cultural awareness and competency of staff through training received.
- clearer incorporation of Aboriginal perspectives in teacher programs.
- continued leadership opportunities available to and accessed by our Aboriginal students.

Notably, all Aboriginal students at Goulburn North have Personalised Learning Plans and have high rates of attendance.

**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. We also had the great privilege of having the Musica Viva group Mara World Music come and perform and in parts of the performance teach some songs from other cultures.

In 2013 we continued our Indonesian lessons for students from Kindergarten to Year 6; in 2014 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**

2013 marked the final year that Goulburn North participated in the National Partnerships program. A brief summary of the evaluation of some of the programs we have been able to undertake as a result of this funding boost follows. Importantly we also report here on which programs we are able to sustain albeit in a very flexible and adjusted manner.

**Extended Kindergarten Orientation**

The school has extended the process of Kindergarten Orientation through this program. It has allowed teachers to have deep knowledge ahead of the Kindergarten year of the new students coming to Goulburn North.

Students attend Goulburn North 2 days a week for all of Term 4. They participate in activities and lessons that prepare them for their Kindergarten year.

Transition to school aims to guide parents in understanding how to assist their children and how children learn. This occurs through modelling play experiences and providing information about play and skills learnt through play. This has aided parents in understanding the importance of play in young children’s learning so they can repeat these activities at home and enhance their child’s learning.

This program has provided opportunities for our school to work together with families, children and the community to ensure a more successful transition to school for these children and to identify students who need support and extension.

**Fast ForWord**

The school has run the Fast ForWord program. This is a program that targeted students attend daily for 1 Semester. They complete repetitive tasks which automatically adjust to the performance of the student. Tasks reinforce neural pathways that have been identified as necessary for the processing of language and for reading.
It is a program based on neurological research into neuroplasticity. In addition to academic benefits we have also seen behavioural and attitudinal changes in participating students.

As a result of this program, over 90% of participants have improved in their ability to concentrate in class and focus on set tasks. School based data supports improvements in literacy skills, and observation in the classroom supports improved self-confidence and attitude towards school in general.

**Targeted Literacy and Numeracy Groups** - The school has created targeted groups of 3 or 4 students to assist them with areas of need identified in SMART Data.

These groups have proven very successful with the participating students achieving measurable gains in their NAPLAN results for 2013. The results for participating students exceeded expectations and demonstrated a greater degree of improvement than the average for the school.

**Mathletics**

Mathletics has been successfully implemented throughout the school to provide tailored learning for our students, Kindergarten to Year 6.

Teachers have received specific training in using the program effectively to cater for individual differences.

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 increasing skill development of our students.

Over time teachers have become increasingly competent and confident in their use of the range of resources available in Mathletics. Subject matter can be more explicitly taught and pen and paper resources for use with individuals, groups and whole classes are being accessed.

**Programs that will continue**

**Fast ForWord**

we will utilise our LAST position, classroom teachers and executive to ensure that we can continue to deliver Fast ForWord in our computer lab and in some classrooms.

**Extended Kindergarten Orientation**

We will utilise our LAST position and the expertise of our staff to continue to deliver this program that has been so beneficial in preparing students for school.

**Breakfast Program**

We will develop existing community partnerships and establish new ones with volunteer community groups to keep delivering this program at Goulburn North.

**Mathletics**

We will use the resources in Mathletics that teachers have received training in for our students to benefit from the full scope of the program.

**Multi-Lit**

We will utilise external tutors (parents and members of the community) who have been trained to assist in delivering this literacy program.
School planning and evaluation 2013—2015

School evaluation processes

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

- Parent, Teacher and Student surveys;
- regular staff meetings and stage meetings where teaching and learning strategies are discussed;
- collection of student data in Literacy and Numeracy independently of NAPLAN twice a year;
- collection of feedback provided by parents, students and teachers throughout the year; and
- liaison with the P & C each month.

School planning 2013—2015: progress in 2013

School priority 1 - Literacy

Outcomes from 2013–2015

- School-based data will show all students progressing towards the achievement of appropriate stage outcomes for Literacy. Students performing in the middle achievement bands will be moved toward the top achievement bands.
- 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 through individual student intervention for the improvement of individual student outcomes in literacy.

Evidence of progress towards outcomes in 2013:

- an increase in the proportion of students in Year 5 achieving the expected minimum growth in Spelling from 42% (in 2012) to 56% (in 2013), with 6% of students performing better than planned
- a reduction in the proportion of students at or below the national minimum standard in Year 5 Grammar and Punctuation from 40% (in 2012) to 26% (in 2013), with 4% of students performing better than planned
- a decrease in the proportion of students at the state proficiency standard in Year 3 Writing from 35% (in 2012) to 19% (in 2013), which was below expectations
- an increase in the proportion of students at the state proficiency standard in Year 5 Writing from 4% (in 2012) to 15% (in 2013), with 5% of students better than planned
- an increase in the proportion of students in Year 5 achieving the expected minimum growth in Spelling from 42% (in 2012) to 56% (in 2013), with 6% of students better than planned.

Strategies to achieve these outcomes in 2014:

- In support of Literacy the school will continue with Fast ForWord, an Intensive Literacy Class in 2014 and Teacher Professional Learning will look more closely at the Literacy Continuum.
- In implementing the new syllabus we will refresh and renew classroom practice in the teaching of Reading. We will introduce Reading Eggs across the school, integrating ICT in this area.
- 2013 NAPLAN results in Literacy were analysed using SMART data and follow-up teaching strategies will be implemented.
- There will be collaboration between the LaST, Stage Supervisors and Classroom Teachers to provide programs which support students with identified needs.

School priority 2 - Numeracy

Outcomes from 2013–2015

- School-based data will show all students progressing towards the achievement of appropriate stage outcomes for Numeracy. Students performing in the middle achievement bands will be moved toward the top achievement bands.
- 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 through individual student intervention for the improvement of individual student outcomes in Numeracy.

Evidence of progress towards outcomes in 2013:
• a reduction in the proportion of students at or below the national minimum standard in Year 5 Numeracy from 37% (in 2012) to 26% (in 2013), with 3% of students better than planned
• an increase in the proportion of students at and below the national minimum standard in Year 3 Numeracy from 3% (in 2012) to 17% (in 2013), which was below expectations
• an increase in the proportion of students achieving the state proficiency standard in Year 3 Numeracy from 17% (in 2012) to 20% (in 2013), in line with our expectations
• an increase in the number of students achieving the expected minimum growth in Numeracy from 18% (in 2012) to 52% (in 2013), which is 26% of students better than planned
• utilisation of Mathletics as one of a number of tools has been excellent with improvements in student engagement across the school.

Strategies to achieve these outcomes in 2014:
• whole school analysis of NAPLAN using SMART data to analyse strengths and weaknesses in Numeracy with alignment to syllabus outcomes
• in preparing to implement the new syllabus we will refresh and renew classroom practice in the teaching of Mathematics through professional learning
• implementation of programs that provide engaging and meaningful support in numeracy
• utilisation of a homework matrix and enrichment activities across all classes
• utilisation of resources for teachers from within Mathletics and focused and explicit teaching of numeracy.

School priority 3 – Aboriginal Education

Outcomes from 2013–2015
• Data will demonstrate no difference between the literacy and numeracy achievement levels for Aboriginal and non-Aboriginal students.
• Leadership opportunities will continue to be available and accepted by Aboriginal students.
• Staff will be fully trained in the Regional Aboriginal Cultural Package.

Evidence of progress towards outcomes in 2013:
• All staff will be culturally aware and demonstrate greater cultural competencies.
• 100% of Aboriginal students have a PLP that has been developed in conjunction with the child’s family.
• Attendance rates for Aboriginal students are beyond that of State and Regional averages.
• All staff received training in the Regional Aboriginal Cultural Package.

Strategies to achieve these outcomes in 2014:
• ongoing professional learning for staff in the area of Aboriginal issues and cultural competencies
• ongoing positive communication between Goulburn North Public School and the school community
• continued implementation of the successful strategies developed to address student attendance, including certificates, timely parental contact and awareness raising
• working with the local high school to develop transition literacy and numeracy plans to assist in the move from Primary to High School with other schools from the Goulburn Community of Schools being involved in the development of these units
• all Aboriginal students will have a quality Personalised Learning Plan.
Professional learning

It is quality teaching that makes the difference to student achievement. Throughout 2013 quality professional learning was supported by the final year of the National Partnerships Program.

Professional learning has focused on the familiarization and implementation of the Australian National Curriculum. Teaching staff have attended workshops and training in this area throughout the year. They have attended training sessions during school time and after school.

All staff attended Disability Standards Act, First Aid and No Gap, No Excuse training and development.

Our school hosted a leadership masterclass for the Goulburn Community of Public Schools Principals and Executive presented by Dr Neil Carrington.

The total expenditure on teacher professional learning in 2013 was $9,033.27.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

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.

Their responses are presented in the following graph.

On the whole parents were more positive than teachers, and students were less so.

The school community was also surveyed about the culture of the school. They were asked to respond to statements related to:

- how well the school knows its community;
- how well the school praises and rewards successful students;
- if students are the school’s main concern;
- whether parents support what is happening at GNPS;
- whether parents are proud of the school;
- the leadership of the school;
- how well the school caters to the learning needs of all students;
- the focus of the school on learning; and
- how the school manages change.
The responses for 2013 and the preceding year 2012 are shown in the following tables.

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<thead>
<tr>
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<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
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</thead>
<tbody>
<tr>
<td>Overall 2013</td>
<td>80%</td>
<td>18%</td>
<td>1%</td>
<td>0%</td>
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<tr>
<td>Community Engagement</td>
<td>53%</td>
<td>41%</td>
<td>6%</td>
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<tr>
<td>Leadership</td>
<td>69%</td>
<td>31%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Learning</td>
<td>91%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Managing Change</td>
<td>81%</td>
<td>16%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>70%</td>
<td>27%</td>
<td>3%</td>
<td>0%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall 2012</td>
<td>71%</td>
<td>26%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>35%</td>
<td>56%</td>
<td>9%</td>
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</tr>
<tr>
<td>Leadership</td>
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<td>33%</td>
<td>4%</td>
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</tr>
<tr>
<td>Learning</td>
<td>83%</td>
<td>17%</td>
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</tr>
<tr>
<td>Managing Change</td>
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<td>30%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>55%</td>
<td>40%</td>
<td>6%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The responses to both surveys show the ongoing confidence parents, students and teachers have in the culture, teaching and leadership of GNPS.

An important observation made by one respondent was that they would like a newer more contemporary set of surveys which have questions that address some of the changes seen in education in recent years, particularly in relation to the use of technology. Up until now we have used the School Map derived surveys which have enabled consistency and comparison across years. We will endeavour to adjust our surveys in such a way that we can make valid comparisons with those of previous years. All feedback is gratefully received and duly noted.

One final indicator of school community satisfaction is the utilisation of our website as a means of communication. Our website data shows a 10% increase in website visitors for 2013. We expect this upward trend to continue in 2014 as more school services go online.

**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
Jonathan Taylor Assistant Principal
Maureen Nixon Assistant Principal
Melinda Winslet Assistant Principal
Margaret Acunzo Classroom Teacher
Wendy Green Classroom Teacher
Andrew Mewburn 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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: