2010 Annual School Report
Goulburn West Public School

NSW Public Schools – Leading the way


Our school at a glance

Students

Goulburn West has a student population drawn from both rural and urban areas, offering learning opportunities to students from the surrounding township and from as far as Gunning and Collector. Students represent a diverse range of social and cultural backgrounds. In 2010 the school catered for 340 students in 14 classes structured around stages of learning. It also has a year 5/6 opportunity class (gifted and talented) which is accessed by students from Goulburn and its surrounds.

Student attendance is above both Region and State figures. Throughout 2010 enrolment numbers increased again and a 14th class was formed.

Goulburn West values the relationships with its school community.

Staff

Student learning is supported by 18 highly experienced and dedicated teaching staff (both full time and part time), the majority having more than 20 years experience. The Principal, together with three Assistant Principals, form the executive team. The teaching staff members are supported by a school learning support officer, a senior administrative manager, 2 administration officers and 2 general assistants.

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

Significant programs and initiatives

Goulburn West Public school supported its students in 2010 through a variety of programs.

These were:

Best Start Program – The school continues this state-wide program. Kindergarten students are assessed on their entry into Kindergarten to determine their level of skill development in Reading and Numeracy. From the information gained by teachers, teaching programs were developed that catered for the individual learning needs of students. Teachers where supported in this by a Regional Literacy/Numeracy Leader. This program was extended to years 1 and 2 in 2010.

Targeted Early Intervention Program (TEN) – This program is linked to the Best Start program. The K-2 staff’s participation in the program assists teachers to develop teaching strategies to cater for students experiencing difficulties in Numeracy.

Australian Governments Quality Teaching Program – First Year Of School Project: Building Literacy Leadership - Kindergarten teachers participated in this program which assisted them, under the guidance of a Regional Literacy Leader, to research and develop quality teaching strategies to improve student learning in reading and writing. 2011 will see a consolidation of the knowledge gained through TEN, Best Start and the above program.

School Learning Support Program – In 2010, the Illawarra/South East region was selected by the Department of Education to trial the School Learning Support Program. This program will continue in our region for 2011. The program was designed to place as many learning support services in the school as possible. Goulburn West received an increase in support teaching staff, and approximately the same level of funding as in previous years. Only those children with a significant level of disability are funded separately under the program. The school learning support team decided that the extra staff allocation in Terms 2-4 2010 was to be used to support the Multilit program for late Stage 1 and Stage 2 students with more than 2 years of reading delay. Early results show significant improvements in reading levels from this initiative.

Lighthouse

In 2010 Goulburn West was selected to be a “lighthouse” school. This recognised our excellence in literacy and numeracy growth in Years K-2. Julie Elliott (Assistant Principal K-2) accepted the challenge of sharing our teaching model with small schools and town schools in our area. This program was very well received. Julie will continue in a Literacy and Numeracy leadership role in 2011 for one day per week.

You Can Do It Program – The core value of the program is the development of the potential of all children by instilling the foundations of Confidence, Persistence, Organisation and Getting Along.

Welfare/Pastoral Care – in 2010 our existing strength in student welfare was supported by staff working together to enhance positive behaviour protocols in the school. A reviewed student welfare policy will underpin our work in 2011, with the school values of respect, safety, learning well and having fun at school.
providing a firm foundation in developing positive personal responsibility for our students.

Integration of Technology into Learning - A focus over the last few years has been the introduction of technology into learning programs. Students are utilizing the schools revamped computer network to expand their learning opportunities. The introduction of electronic whiteboards into all classrooms in 2010 has further enhanced this initiative. New classrooms built under the Building the Education Revolution funding will receive electronic whiteboards during 2011. The Goulburn West P and C and parents have actively supported this initiative with fundraising.

Choir – Our Junior Choir were selected for the annual Primary Proms Concert at the Sydney Town Hall and the Senior Choir were selected for the Choral Concert at the Sydney Opera House. A wonderful achievement.

Gifted and Talented – In addition to the Opportunity Class at Goulburn West, all staff members continue to receive development in the practice of differentiating curriculum. This development has now reached the stage where all classes are effectively providing programs, in conjunction with the Learning Support Team, to meet the needs of gifted and talented students.

Buddy Classes – These operated across the school with senior older students “buddied” with younger students. As well as promoting friendships throughout the school buddy classes allowed for peer tutoring in reading, fitness, games and computer skills.

Student achievement in 2010

Literacy – NAPLAN Year 3

The average marks achieved by the school in reading, writing, spelling and grammar were slightly below that of the State and that of the school’s Like School Group (LSG). A LSG is composed of schools of similar size with similar social and economic characteristics.

Numeracy – NAPLAN Year 3

The school average mark was slightly above the State average and above our LSG average.

Literacy – NAPLAN Year 5

Student performance in grammar and punctuation and spelling was well above the average results for the State and Goulburn West’s LSG. In reading our average was similar to our LSG and the National average but slightly below the State average. Year 5 students showed a level of growth in their learning, in writing between years 3 and 5, slightly below average growth state wide. Writing growth was slightly below that of students in the school’s LSG. Growth in reading was above our LSG, but below state average.

Our students’ growth in grammar and spelling was also well above the average growth for schools from the Goulburn Highlands School Education Group (SEG). Writing and reading growth fell below state average – a target for improvement in 2011.

Numeracy – NAPLAN Year 5

The school average mark was below the State average and above that of the school’s LSG. The learning growth of students in Numeracy was greater than the state wide average and the average growth of the school’s LSG. Our student’s growth was also above the average growth shown by schools in our SEG.

Messages

Principal’s message

In April 2010, Goulburn West farewelled Steve Harrison as our principal. We congratulate him on his dedication to public education for over 30 years and wish him well in retirement.

In July 2010, I was permanently appointed to the principalship of the school. I look forward to many years of staff, parents and community working together for the students of Goulburn West.

At Goulburn West Public School we are continually working to ensure that quality learning and teaching is the central focus of every classroom. Our long range plans are based upon providing students with the opportunity to build knowledge, understanding, skills and values for productive and rewarding lives.

Goulburn West is a school committed to the development of the whole child. The school aims to provide a well-rounded education that values and supports the intellectual, creative, physical, social and emotional development of each child. Our teaching programs are designed to ensure that students have appropriate information and communications technologies (ICT) skills to meet their educational and vocational needs.

As a public school we cater for students from all backgrounds and draw strength from the rich cultural diversity of our community. We are always determined and working to assist students to develop the foundations for, and commitment to, life-long learning and prepare them for further
education and the world of work in a safe, secure, disciplined and quality learning environment.

The school holds and maintains strong links and partnerships between students, teachers, parents and the broader community. Students are encouraged to strive for excellence academically, culturally and on the sporting field. The school offers a caring, inspirational environment to all its students.

Parents are encouraged to participate in their children’s education by becoming active members of the school community through direct assistance in learning programs, by becoming members of the school’s Parents and Citizens’ Association or by assisting children in sporting endeavours.

The school prides itself on its welfare and support programs designed to ensure that our students receive maximum benefit from their schooling at Goulburn West.

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.

Annette Broadbent

P&C message

The past year (2010) has been a good one for the P&C. We have raised enough funds to purchase another whiteboard for classes and to subsidise buses for excursions.

The canteen is doing well thanks to the canteen committee and all the volunteers. Thank you to Phil Russell, Kate Rice, Krissy Norton and Bronwyn Malone for all their support.

Penny Carr, the fundraising co-ordinator must be thanked for all the time she has spent on organising fundraising events. The committee raised approximately $12000 this year.

The number of members attending meetings has been very disappointing as decisions have been left to as few as five members. Hopefully 2010 will see an increase in members now that meetings have been moved back to Wednesday nights.

I would like to Annette for all her help this year.

Chris Webb P and C President

Chris Webb, Penny Carr and Kate Rice at a fun afternoon for parents to learn about the interactive whiteboards. A great way to say thank you to parents for their fundraising success.

The canteen volunteers generously provided two reading boxes for Stage 2. Krissy Norton and Melinda Hogan proudly display their donation to the school.

Student representative’s message

The Student Representative Council (SRC) organises fundraisers for important charities and other good causes. We also raised money on Jeans for Genes day, Red Nose day, Crazy Hair Day and many more. Some of fundraising ideas included casual clothes days and socials where students brought in a gold coin donation.

The SRC funded new backboards on the basketball courts, and new board games for the classrooms for use in wet weather.

Each class has an SRC representative and these, together with the yr 6 executive (captains, vice captains, treasurers, secretaries and publicity officers), discuss and vote on issues brought forward by the student population.

The SRC organised the handball competition, lunch time socials, casual clothes days and a talent quest during the year.

Ashleigh Cockburn & Ben Carr – Captains
Crazy Hair Day was a good chance to support children with Cystic Fibrosis.

**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**

In 2010 the school had 334 students as at the annual audit in March. This is an increase on the 2009 number of 321 students. In 2010 an increase in enrolments resulted in 340 students by year’s end.

**Student attendance profile**

Student attendance in 2010 was at an average of 95%. This is the average percentage of the number of students attending school on each of the teaching days in the year. Kindergarten (94.3%), year 3 (94.9%), year 4 (93.9%) and year 6 (94.4%) rates were below this average primarily because of a high level of sickness experienced in these grades in the winter months of terms 2 and 3. Years 1, 2 and 5 were well above the school average with an attendance rate of 95% or greater.

**Management of non-attendance**

The school employs measures to manage non-attendance.

The school is continually striving to ensure that students enjoy and value being at school by providing safe and stimulating environment that effectively engages the student in their learning.

Attendance is monitored on a daily basis by the school and also regularly by the Home School Liaison Officer (HSLO). Parents are contacted to seek information about the reasons for their child’s absence if they are unexplained or a pattern of non-attendance is evident. If a student’s attendance record is unsatisfactory (below 83%) appropriate individual improvement programs, designed to assist the students to regularly attend school, are developed by the Learning Support Team and class teacher in consultation with the parent/s. The programs may utilise intervention by the HSLO and other outside agencies.

**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.
The following table shows our class sizes as reported at the 2010 class size audit conducted in March.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6S</td>
<td>5</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>5-6S</td>
<td>6</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>5-6G</td>
<td>5</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>5-6G</td>
<td>6</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>5-6J</td>
<td>5</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>5-6J</td>
<td>6</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>3-4S</td>
<td>3</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>3-4S</td>
<td>4</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>3-4C</td>
<td>3</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>3-4C</td>
<td>4</td>
<td>16</td>
<td>29</td>
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<tr>
<td>3-4B</td>
<td>3</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>3-4B</td>
<td>4</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>2-3R</td>
<td>2</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>2-3R</td>
<td>3</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>2A</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1-2T</td>
<td>1</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>1-2T</td>
<td>2</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>1N</td>
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<td>23</td>
</tr>
<tr>
<td>0K-1E</td>
<td>K</td>
<td>12</td>
<td>22</td>
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<tr>
<td>0K-1E</td>
<td>1</td>
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<tr>
<td>0KC</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>0KB</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

In 2010 the school had a total of 25 staff. Many of the staff at Goulburn West have been employed at the school for quite a number of years. In 2010, we had three early career teachers at Goulburn West. We hope to increase that number as time goes by.

Staff establishment

The school’s staffing entitlement (or establishment) is determined by the number of students enrolled. The cost of employing these allocated staff is met by the Department of Education and training.

A number of staff members at the school are not employed on a full time basis. These staff members fill some of the fractional positions that make up the total staffing allocation. These include support learning and library. Our general assistant’s position is also a fractional position.

Three beginning teachers (from second year to fifth year) on staff are supported by 17 other highly experienced and dedicated teaching staff. The Principal, together with three Assistant Principals, form the executive team. Each assistant Principal is responsible for the oversight of each of the learning stages in the school, with Julie Elliott responsible for both Early Stage One and Stage One.

The teaching staff members are supported by a school learning support officer, a senior administrative manager, two office assistants and two general assistants.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher Release from Face to Face</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Learning Support officer</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>

The school has one Aboriginal staff member.

Teacher qualifications

All members of the 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>4%</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>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>33,936.60</td>
</tr>
<tr>
<td>Excursions</td>
<td>53,309.70</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>25,465.66</td>
</tr>
<tr>
<td>Library</td>
<td>2,941.54</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>8,332.18</td>
</tr>
<tr>
<td>Tied funds</td>
<td>78,075.70</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>54,148.53</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>40,622.99</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>45,091.12</td>
</tr>
<tr>
<td>Maintenance</td>
<td>14,288.25</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>38,148.35</td>
</tr>
<tr>
<td>Capital programs</td>
<td>20,736.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>415,096.62</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>126,796.34</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2010 financial statement is tabled at the annual general meeting the School’s P&C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

- Music tutors from the Goulburn Conservatorium of Music continued tuition with individual students as a component of the school’s performance program.
- The Junior Choir, for the 4th year running, successfully auditioned for a place at the NSW Primary Schools Prom Concert. Many parents and friends joined the students at Sydney Town hall for their wonderful performance.
- The Senior Choir successfully auditioned for the Choral Concert at the Sydney Opera House. This elite performance saw the Senior Choir perform as part of the massed choir.

Sport

- Goulburn West had 55 students represent the Goulburn/ Crookwell District in cricket, soccer, basketball, swimming, rugby union, rugby league, hockey, touch football, cross country, athletics and tennis.
- Seven children were selected in zone teams for tennis, rugby league, rugby union and cricket.
- Six children were selected in south coast regional teams – Ashleigh Cockburn (swimming); Francis McAllister, Lachlan Parrotte, Aliyesha Price (hockey) and Oscar Cunningham and Ray Malone (rugby Union). These children competed at the N.S.W State Championships for their respective events.
- The school entered teams in the state knockout competition for boys’ soccer, boys’ and girls’ touch football, boys’ cricket, girls’ basketball, and tennis.
- The school entered teams in Gala days for rugby union and rugby league. The school also entered a team in the Peter Lucas Cup for years 5 and 6 in rugby.
- Stage 2 conducted a regular whole stage fitness programs. They participated in weekly sessions in aerobics/ zoomba and Tai Chi. They also walked and skipped during weekly sessions.
- Children in years 5 and 6 were again offered a variety of Friday sports including tennis, golf, bike riding, netball and bushwalking.
- Students in years 5 and 6 participated in weekly Yoga lessons as part of their PE/PD/Health curriculum.
- Children in years 3 and 4 participated in a rotating skill development program for rugby union, soccer, T-ball, basketball and European Handball during sport time.
- Children in K - 2 continued a skill’s based program involving throwing, catching kicking, movement and dance.
- K-6 participated in the Premier’s Sporting Challenge, achieving a gold award.

Other

Premier's Reading Challenge
One hundred and forty students successfully completed the challenge in the allocated time. Quite an achievement!

**Premier’s Spelling Bee**

Students from classes 3-6 participated in this challenge. Jacob Bamford, Grace Devery, represented the school in the regional finals.

**Premiers Sporting Challenge**

The entire school of Goulburn West joined the PSC in 2010. The participation in fitness, sport and lunchtime games such as soccer, cricket and touch saw the school achieve a Gold Award in 2010.

**Leadership Training**

Eleven students from the SRC Executive attended the Young Leaders Conference held in Sydney as part of the school’s Leadership development program.

**Academic Performance**

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 the assessments.

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

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

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 3**
Numeracy – NAPLAN Year 5

The graphs below represent the data of growth in student outcomes between Year 3 and Year 5 in literacy and numeracy. Goulburn West student growth in reading and numeracy was well above state average. Our results in writing were not as strong and will warrant further analysis to define targets for student growth in writing in 2011.

Progress in literacy

Progress in numeracy
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.

### Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Punctuation and grammar</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal perspectives are integral to all Key Learning Areas and are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

The school has also begun the process of developing personal learning plans for all our Aboriginal students.

**Multicultural education**

Goulburn West Public School responds to multicultural education by providing activities and programs that assist in developing positive attitudes and values. Multicultural education is an integral part of the units of work from the COGS framework being taught in each stage.

The school’s trained Anti-Racism (ARCO) Contact Officer is Ross Copland.

**Respect and responsibility**

The school conducts a number of programs aimed at promoting and developing respect and responsibility within its students.

The school’s anti-bullying policy is supported by the You Can Do It program.

The K-2 classes have a grandparent’s day where grandparents are invited to spend the day participating in a number of class and whole school activities.

The SRC conducts fundraising activities to support a variety of charities. These activities are supported by visiting speakers at assemblies.

Students participate in Clean up Australia Day, the local ANZAC Day march and ceremony as well as observing senior citizens day. Classes and our choirs regularly visit and perform at a number of aged and medical institutions as well as community functions.
Leading the school in the town ANZAC parade

Other programs

Students with Disabilities

Goulburn West Public School is committed to the integration of students with special needs. A member of staff holds responsibility for the coordination of programs, resources and funding which support children with special needs. The Learning Support Team monitors and reviews the needs of and resource allocations to these students.

You Can Do It Program

This commenced in Semester 2 in 2006 and remains a core part of the school program K-2. Its main purpose is to provide all children with the foundations for achievement and social-emotional well-being in school, work and the world tomorrow. The value of the program is the development of the potential of all children by instilling the foundations of confidence, persistence, organisation and getting along.

Learning Support Team

The school’s learning support team continued to monitor and support the needs of individual students. Support for these students was identified with the assistance of the school counsellor.

Progress on 2010 targets

Targets for 2010

Target 1

45% of students achieving proficiency (bands 5 & 6) in yr 3 and 50% of students achieving proficiency (bands 7 & 8) in yr 5 and yr 7 (bands 9 and 10 in yr 7) in NAPLAN tests in Literacy and Numeracy.

Our achievements include:

- Strong growth in literacy and numeracy in Year 3 and for individual students in Year 5.
- 45% of Year 5 students achieved proficiency in numeracy

Target 2

100% of students utilising an individual (ILP) learning plan in Numeracy.

Our achievements include:

- A wider introduction of the “Mathletics” program 2-6.
- Continued implementation of the Best Start numeracy framework into stage 1 in 2010 and the associated development of K-2 staff. An expected DET publication of a Stage 2 literacy and numeracy continuum was postponed, with expected publication in 2011.
- Staff development in the design and implementation of personal learning plans.

Target 3

100% of Aboriginal students having a Personal Learning Plan (PLP).

Our achievements included:

- Greater staff awareness of Aboriginal cultural understandings.
- Staff and Aboriginal parents became more aware of the purpose and components of a PLP and the actions required to achieve its effective construction and implementation.
- An increase in attendance for Aboriginal students in the school.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of school culture and Mathematics teaching K-4.

Educational and management practice

Communication

The effectiveness of communication within a school, and within its community is one of the ‘building blocks’ for improvement in student outcomes, positive growth as a school community and a means of supporting parent and student attitude and engagement in school life.
Background

- Anecdotal notes from parent, staff, and visiting teachers/regional support staff and student interviews.
- Parent satisfaction survey.

Findings and conclusions

Parents who responded to the survey informed the school that:

The most effective means of communicating with the school was by telephone, personal contact or through reading the newsletter.

65% of parents noted in their comments that they were appreciative of the time the majority of staff at Goulburn West took the time to listen to queries.

Less than 50% of parents were able to attend P and C meetings, although 48% noted that they may attend more if the meetings were moved from their 2010 daytime slot.

3% of parents who responded would like to see more current detail on the website eg permission notes, school policies.

Future directions

The school will continue to work on the communication between teachers and parents as a very small minority of parents felt this could be improved further using electronic media.

A website rebuild will take place in 2011, along with the opportunity to receive newsletters by email.

Curriculum

Reading

Background

The method of teaching students to read effectively has been a focus of professional development, network meetings, resource upgrade and allocations under the School Learning Support Program in 2010 and for many years prior.

Our evaluation was conducted to find out student and parent attitudes to the model of reading lessons taught in the school.

Findings and conclusions

Parents, staff and students who were sampled in the survey informed the school that:

An overwhelming majority (98%) either agreed or strongly agreed that:

The school considers that being able to read fluently is an important goal for all students.

Parents are provided with useful verbal and written reports about progress in reading.

Students continue to make good progress in reading at GWPS.

Parents would like to know more about how children learn to read, and about the different types of reading strategies taught in the curriculum.

Future directions

Workshops on reading will be offered to parents during the year, including the opportunity to train in Multilit Reading Program (see the report on school initiatives).

A school database of student improvement in reading will be a focus of assessment strategies in 2011.

Book Week parade 2010 – fabulous costumes!

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Their responses to the following survey statements are presented below.

1. Goulburn West PS is an attractive and well resourced school.
2. The school is connected to the community and welcomes parental involvement.
3. Parents are encouraged to contact the school to discuss concerns relating to their child.
4. The school is a friendly school that is tolerant and accepting of all students.
5. The students are the school’s main concern.
6. The school has supportive welfare programs.
7. The school offers challenging programs to the students.
8. The school maintains a focus on literacy and numeracy.
9. The school teaches and promotes core values.
10. GWPS has competent teachers who set high standards of achievement.
11. The school has a wide range of extra-curricular programs.
12. There is good student access to computers and strong technology programs and resources.
13. The school promotes a healthy lifestyle.
14. Fair discipline exists within the school.
15. The school promotes its uniform policy.

All of the statements received a positive response from 99% of respondents with only 1% of respondents providing a negative response. Fifty six percent of respondents strongly agreed with all of the statements. The level of positive responses for all areas was above that of the same survey conducted in 2009. (when 68% of families responded to the survey). This survey indicates there has been a very positive shift in parent satisfaction with the school since the school culture self-evaluation survey conducted in 2004 and the first parent satisfaction survey conducted in 2007.

Anecdotal evidence, which includes the positive reputation the school has within and outside Goulburn, also supports the very positive outcome of the 2010 survey.

The school will continue to work on the communication between teachers and parents as 48% of parents felt this could be improved using electronic media. In 2011 BER construction work will be completed, enhancing the appearance of the school.

Professional learning

All teaching staff participated in professional learning activities throughout the year. The activities undertaken supported the initiatives outlined in the school plan. Teachers also undertook development activities designed to support their individual development needs. These development needs where determined through a consultation and analysis process during Teacher Assessment Review between teachers and their supervisors leading to the development of individual professional learning plans.

The cost of development activities was met by funds supplied by the DET specifically for professional development $ 6920 and as well as funds from the school’s global budget. The average spending for professional development, per teacher at a school level, was $750

Teachers undertook training in:-

- The Best Start program which involved training K-2 teachers in the administration of the Best Start Assessment tools and the development of teaching programs in literacy and numeracy with the assistance of a Regional Literacy/Numeracy Leader. Eight teachers participated in this activity.
- The L3 project which involved training Kindergarten teachers in a method to teach reading and writing through explicit teaching and structured group activities. Three teachers participated in this activity.
- TEN training in effective numeracy strategies for Kindergarten, Year One and Year Two teachers.
- Interactive whiteboard training. Four teachers participated in this training.
- Technology in Schools training, including training in the Adobe suite of software. Three teachers attended this training over two days.
- NAPALN data analysis training for persuasive writing. Four teachers participated in this training.
- Creative and Performing Arts training in choral performances. Two teachers attended this training over two days, with further rehearsals during the year.
- Our School Learning Support Teacher undertook mandatory training in Behaviour and Speech and Language
- One teacher trained in supervising students’ participation and safety during the Department of Education Swimming Scheme

School development days focused on:- child protection training; emergency care training; CPR training; anaphylaxis training; training in managing students with mental health issues (combined Goulburn Public Schools staff development day) ;
the development of quality teaching strategies in Literacy and Numeracy; and the development of quality teacher practices, including using positive behaviour strategies to support student engagement.

The average expenditure on support staff development was $500 per staff member.

School development 2009 – 2011

The achievement of the school’s long term strategic goals, as set in the 2009-2011 school plan, is supported by the setting of annual short term goals or targets as set out below. These targets are derived from the evaluations undertaken in 2008. This three year plan was evaluated and amended for 2011.

Targets for 2011

Target 1

10% more students in Years 3 and 5 will achieve proficiency in literacy and numeracy (Band 4 in Year 3 and Band 6 in Year 5)

Strategies to achieve this target include

Using quality teaching practices such as explicit teaching in the areas of

- Comprehension (finding key ideas in the text)
- Learning and applying basic spelling rules
- Identifying parts of speech eg adjectives in a sentence
- Problem solving and the concepts of space and measurement.
- These areas were chosen because both Year 3 and 5 students were not able to answer these questions correctly in NAPLAN, and in standardised class testing.

Our success will be measured by:

All school staff analysing data on student improvement from NAPLAN, standardised testing. Staff will use the data to plan, deliver and assess quality programs.

Continued student growth in literacy and numeracy outcomes (see Target 1 above)

Target 2

100% of staff developing and implementing personal learning plans that address individual teacher quality issues as part of the Teacher Assessment Review process

Strategies to achieve this target include:

- All staff involved in the co-operative development of quality teaching strategies as team members utilise the Quality Teaching Lesson Plan framework
- The school will provide opportunities for staff to reflect on and share teaching practices and promote dialogue about best practice in Stage meetings.
- The school will provide professional development opportunities for staff to experience quality teaching practices

Target 3

97% student attendance rate by at end 2011

Strategies to achieve this target include

Continued implementation of a strong and supportive transition programs for kindergarten and Year 6 students

Development of appropriate staff in the understanding and best practices required to ensure quality teaching and learning, especially at a Middle School level.

Monitor attendance on a daily basis by the school and also regularly by the Home School Liaison Officer (HSLO).

School and parents will work together to enhance attendance at school. Parents are contacted to seek information about the reasons for their child’s absence. Attendance programs may utilise intervention by the HSLO and other outside agencies.

Our success will be measured by:

A growing attendance rate from 95% in 2010 to 97% in 2011.

Student survey and anecdotal observations reveal greater engagement and happiness in school life.

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.

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