Our school at a glance

Students

Goulburn West has a student population drawn from both rural and urban areas. Students are drawn from a diverse range of social and cultural backgrounds. In 2012 the school catered for 360 students in 15 classes structured around stages of learning. It also has a Year 5/6 opportunity class which is selective and accessed by students from Goulburn and its surrounds.

Student attendance is slightly above both Region and State figures. Throughout 2012 enrolment numbers increased, with a stable student and staff population adding to the positive dynamics of the school.

Staff

Student learning is supported by 21 dedicated teaching staff. We are very pleased to have five early career teachers working in our school in part time and full time capacities.

The Principal, together with three Assistant Principals, form the executive team. The teaching staff members are supported by two part time school learning support officers, a school administrative manager, one fulltime and one part time school administrative officer and two part time general assistants.

In 2012, the school was accepted into the Federal Government Chaplaincy Project. David Marsden (T3) and Duncan McAulay (T4) have provided a valuable service to our school community as mentor, youth worker, and counsellor.

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

Significant programs and initiatives

- **L3/Best Start Program** – The school continued to make this program a focus for quality teaching in 2012, Training commenced for Year 1 and 2 teachers so that the entire K-2 team were able to implement the L3 program in their classes. Kindergarten students were 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 were supported in this by a Regional Literacy/Numeracy Leader.

- **Every School, Every Student**– This NSW 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 2012 (a one day a week teacher) was to be used to support the Multilit program for Stage 2 students with more than 2 years of reading delay. Results show significant improvements in reading levels from this initiative for those students with a positive working attitude.

- **Targeted Early Intervention Program (TENS)**

  This program is linked to the Best Start program. The K-2 staff participation in the program has assisted teachers to develop quality teaching strategies in Numeracy, especially in the area of working mathematically and the language of Maths.

- **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. This program has continued to be very effective in K-2 in 2012.

- **Welfare/Pastoral Care**

  Our Welfare program has underpinned by the concept of positive behaviour practices and clear rewards and consequences. We have an emphasis on the values of respect, responsibility and reliability.

- **Integration of Technology into learning**

  A focus over the last few years has been the focus on technology into learning programs. Students are utilizing the schools revamped computer network to
expand their learning opportunities. All classrooms have smartboards which has further enhanced this initiative. All classrooms now have interactive whiteboards. This initiative continues to be well supported by the hard working Goulburn West PS P and C.

In 2012 the school’s hardware, with the support of the regional technology team, was migrated to a web based server system. This has released funds for further upgrades not previously possible.

- **Creative and Performing Arts**
  
  Our senior and junior choirs were again proud to be selected for state level representation at the Primary Proms at Sydney Town Hall and Choral Concert at the Opera House. The school recorder group also was selected to perform for the first time at the Sydney Opera House. The school was well represented at the Goulburn Community of Schools Music Festival in individual items.

- **Gifted and Talented**
  
  All staff members have received 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. A selective Opportunity Class is also on site taking selected students from around the Goulburn area. This class is filled by the Selective Schools Unit of the DEC.

- **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 and minor games and computer skills. Individual peer tutors supported the Multilit Program and provided a valuable support service to their younger peers.

**Student achievement in 2012**

In 2012 Year 3 was at national average in NAPLAN numeracy. There were some excellent results in Year 5 with some growth exceeding the national average.

**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 at the State average and above our LSG average.

**Literacy – NAPLAN Year 5**

Student performance in literacy was below the average results for the State and Goulburn West’s LSG. In reading our average was slightly below the State average. Growth in literacy and numeracy will remain part of the whole school plan for improvement.

**Numeracy – NAPLAN Year 5**

Student performance in numeracy was below state average, with working mathematically the area of mathematics that fell below national average. This will continue to be targeted in our planning and will be one factor in guiding our reflection of teacher practice in this learning area.

**Best Start and L3**

Best Start results in literacy for Kindergarten were outstanding and recognised by the NSW DEC for the quality of the program and the teaching practice employed.
In summary, Goulburn West has had a very productive year. Teachers and students continue to work hard to meet quality standards by learning well, respecting others, and having some fun along the way.

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 (2012) has been a good one for the P&C. We have raised enough funds to purchase literacy resources, a large sandpit and goalposts for the oval. We have two main fundraisers each year, over Easter and at our Carols Night.

The P and C are committed to supporting literacy in the school. We have decided to donate $1000 per year to support the reading resources in the school. In 2012, this went to complementing the leveled resources in K-2 so that the L3 program was supported.

The canteen is doing well thanks to the hard working canteen committee and all the volunteers. We have opened three days per week in 2012. We will need more volunteers to keep it open in 2013.

Thank you to Phil Russell, Will Clissold, Kate Rice and Kristan Norton for all their support as the P and C executive. Our particular thanks go to the Russell family as their children all move onto high school.

Kristan Norton, the fundraising coordinator, must be thanked for all the time spent on organising fundraising events. The P and C raised approximately $16000 this year with raffles, canteen profits and a very successful Community Carols night on the 7th December. Thank you to all parents for their support.

The number of members attending meetings has been very disappointing as decisions have been left to as few as six members. Hopefully 2013 will see an increase in members with meetings held on the third Monday night of each month.
Student representative’s message
The SRC (student representative council) for Goulburn West Public School organizes fundraisers for important charities and other good causes. Some of our fundraising ideas are doing things such as socials and having special days where people wear casual clothes and bring in a gold coin donation. Some of the causes we have special days for are red nose day, loud shirt day, bandanna day, PSSA day and many more which have been successful.

Each class in the school Years 1-6 elects class representatives and those people as well as the captains, vice-captains, treasurers, secretaries and publicity officers {executive} vote on issues that arise from the student population.

The SRC have contributed towards many resources such as new board games for each classroom and sandpit equipment and organization.

The SRC executive was invited to attend the Governor General’s Christmas Party on the shores of Lake Burley Griffin in December. Their day at Yarralumla was very special indeed.

Shaylee Somerville and Sarah Gilson - Publicity Officers

Rowena and Kayla having a giant cup of tea at Yarralumla!

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>141</td>
<td>152</td>
<td>164</td>
<td>166</td>
<td>160</td>
</tr>
<tr>
<td>Female</td>
<td>166</td>
<td>158</td>
<td>157</td>
<td>171</td>
<td>175</td>
</tr>
</tbody>
</table>

Year 5 and 6 having a ball in the sandpit. You are never too old to have fun digging in the sand.
Student attendance profile

Management of non-attendance

All absences require a written explanation from parent or carer. Absences unexplained for over 7 days are reminded in a letter.

In 2013, we will establish a phone contact system (PIPS) where an unexplained absence of over two days will generate a call from the school

Referrals to the Home School Officer are made when absences fall below 84% and a pattern of non-attendance is developing. The HSLO works to support the Principal and the family in meeting attendance requirements for a successful school experience.

Staff information

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

Staff establishment

<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>12</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.425</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.25</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>3.4</td>
</tr>
<tr>
<td>Total</td>
<td>21.875</td>
</tr>
</tbody>
</table>

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

The school has two Aboriginal staff members.

Staff retention

In 2012 our staff was stable apart from maternity leave and other long term leave issues. We welcomed one new staff member on transfer from the Sydney region and a new Teacher/ Librarian through the merit selection process.

One class teacher was promoted to another school through the merit selection process for Principals.

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>18</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>1</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>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>118156.59</td>
</tr>
<tr>
<td>Global funds</td>
<td>183205.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>77123.49</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>86743.15</td>
</tr>
<tr>
<td>Interest</td>
<td>4628.70</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18621.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>488478.35</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 24675.68
- Excursions: 49934.55
- Extracurricular dissections: 40117.58
Library: 4554.10
Training & development: 8354.27
Tied funds: 85880.70
Casual relief teachers: 57856.34
Administration & office: 46576.44
School-operated canteen: 0.00
The school budget has been impacted by increase in short term relief and utilities. We continue to manage funds carefully, prioritizing and saving towards big ticket items over a number of years. In 2012, the school joined the Pay as You Print program recommended under procurement. This has resulted in a substantial increase in cost from previous years.

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts
- Music tutors from the Goulburn Conservatorium of Music continued tuition with individual students as a component of the school’s performance program.

- A trial ensemble of Year 5 and 6 students performed to great applause at Presentation Night.

- The Junior Choir, for the 6th 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 and the Instrumental Group successfully auditioned for the Choral Concert and Instrumental Festival at the Sydney Opera House. These elite performances saw Goulburn West students perform as part of a massed group.

- There was sound representation from Goulburn West at the Goulburn Community of Schools Music Festival with a Year 2 dance item and our recorder group.

- Goulburn West was awarded the honour of Runner up Senior Choir at the 2012 Goulburn Eisteddfod.

- Artist studies have become a feature of some classes in Stage 1 and Stage 2 with impressive growth in technique and knowledge of famous artists, their lives and techniques.

- Kindergarten Year 1, 2, 3 and 4 took part in a very successful Creative and Performing Arts group arrangement whereby the four strands of the CAPA syllabus were fully utilized resulting in excellent engagement and development of skill.

- Book Week was capped by a brilliant Book Week Parade in the afternoon (see front cover)

- Mr. Robinson and the ISER soccer team
**Sport**

- Goulburn West had 42 students represent the Goulburn/ Crookwell District in cricket, soccer, basketball, swimming, rugby union, rugby league, and hockey, touch football, cross country, athletics and tennis.
- 37 children were selected in zone teams for tennis, rugby league, rugby union and cricket.
- Two children were selected in south coast regional teams – Olivia Taylor for swimming and Jessica Rice for basketball. 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, girls’ basketball, and tennis.
- All students are offered a regular whole stage fitness programs. They participated in weekly sessions in aerobic fitness. Zoomba was a highlight. 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 and hockey.
- Children in years 3 and 4 participated in a rotating skill development program for ball sports and participated in expert dance sessions with a visiting tutor.
- Children in K - 2 continued a skill based program involving throwing, catching kicking, movement and dance.
- K-6 participated in the Premier’s Sporting Challenge, achieving a gold award.

**Premier’s Reading Challenge**

One hundred and forty students successfully completed the challenge in the allocated time. Quite an achievement!

**Academic**

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

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

**Reading – NAPLAN Year 3**

![Percentage in bands: Year 3 Reading](image)

Bands
- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011
Minimum Standards data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.9</td>
</tr>
<tr>
<td>Writing</td>
<td>98.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>94.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85.2</td>
</tr>
<tr>
<td>Writing</td>
<td>94.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>86.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88.7</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 continues to develop personal learning plans for all our Aboriginal students.

In 2012, the Goulburn and Crookwell Aboriginal Education Group was put into recess. We hope that the group will form again soon.

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 and positive behaviour strategies.

All classes have a grandparent’s day where grandparents are invited to spend the day participating in a number of class and whole school activities. This year, we were able to make a special day with our Book Parade and shared reading time between the generations a highlight.

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 and Remembrance Day... Classes and our choirs regularly visit and perform at as community functions.

In 2012, our school captains represented the school at the Mayor’s afternoon tea in recognition of student leaders in the community.

Captain Perina at La Perouse! Year 3 and 4 Excursion 2012
Other programs

Students with Disabilities

Goulburn West Public School is committed to the integration of students with special needs. Members of staff hold 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 regional support team.

Progress on 2012 targets

Target 1

Improved student literacy through growth in reading comprehension and spelling skills

2012 Targets to achieve this outcome include:

10% increase in Year 3 and 5 students achieving proficiency and above in reading comprehension (Year 3 31% to 41%; Year 5 28% to 38%)

5% increase in students achieving the expected literacy growth from Years 3 to 5 - from 47.9% to 52.9%

Our achievements include:

Literacy standards were just a small percentage away from making expected growth

The Focus on Reading Program in Years 3 and 4 was trialed with reading comprehension and engagement in reading improving. This was a result of quality teacher practice.

The L3 program in K-2 continued to gain strength in teacher practice, interactive writing levels and reading levels. Our school continues to gain recognition for K-2 teacher quality.

School priority 2

Outcome for 2012–2014

Improved student numeracy through growth in problem solving and working mathematically skills

2012 Targets to achieve this outcome include:

10% increase in Year 3 and 5 students achieving proficiency and above in problem solving and working mathematically (Year 4 2% to 52%: Year 5 11% to 21%)

5% increase in students achieving the expected numeracy growth from Years 3 to 5 - from 47.8% to 52.8%.

Our achievements include:

Achieving close to 5% growth in numeracy. Of concern was the significant increase in students achieving Band 5, and the reduction of students achieving proficiency in Year 5.

TENS and Envision Math were implemented K-4 to address the gap school wide in working mathematically and two step problem solving. (See comment above)

Counting On or similar problem solving strategy programs will need to be readdressed
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of spelling as part of the English Key Learning Area.

Background

Parent Surveys, staff e-surveys and NAPLAN data were used to gather information. The evaluation was performed in response to students gaining knowledge of spelling accurately, however many had difficulty applying that knowledge to their everyday writing.

Findings and conclusions

Most teachers at GWPS taught spelling explicitly using a balanced approach of standardized word lists, familiar words from text and word families based on phonemic strategies.

The ability to link spelling to known literature and to explicitly teach the meaning and structure of words is an expectation for all members of staff in 2013 and forms a key target in our management plan.

Parents that responded to the survey (41%) were aware of the need for spelling practice each night. A very small minority were also concerned that their child found spelling homework repetitive and boring, and in some circumstances questioned the relevance of the activities provided.

Future directions

A parent workshop will be offered after school to fully brief parents of initiatives in spelling K-4 through the L3 program and the spelling initiatives in Stage 2. This will comprise some fun hands-on activities and a practice lesson.

The ability to link spelling to known literature and to explicitly teach the meaning and structure of words is an expectation for all members of staff in 2013 and forms a key target in our management plan.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of spelling as part of the English Key Learning Area.

Findings and conclusions

Parents surveyed found that the team effort in Goulburn for students transitioning from preschool to Kindergarten and from Year 6 to Year 7 was very positive. Strategies include:

A 4 week orientation program for preschool to Kindergarten transition including parent workshops;

A comprehensive Year 6 to high school program with the opportunity at Goulburn High for further activities for vulnerable children;

High School preparation is positively planned by Stage 3 teachers in day to day activities including personal responsibility, leadership opportunities, a separate Year 6 camp to build confidence and opportunities for peer support.

The staff representative on the Middle School Group forum founded by the Goulburn Community of Schools was Ross Copland. Teachers were invited to observe Year 6 Maths lessons and to teach if the opportunity arose.

Future directions

A Year 2 to Year 3 orientation program initiative is planned for 2013.

All existing programs received very positive feedback, and will continue to be strengthened and supported.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their survey responses are presented below:
Goulburn West PS is an attractive and well-resourced school.

The school is connected to the community and welcomes parental involvement.

Parents are encouraged to contact the school to discuss concerns relating to their child.

The school is a friendly school that is tolerant and accepting of all students.

The students are the school’s main concern.

The school has supportive welfare programs.

The school offers challenging programs.

All of the statements received a positive response from 99% of respondents with only 1% of respondents providing a negative response. 75% 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 2011 (when 35% of families responded to the survey). Anecdotal evidence, which includes the positive reputation the school has within and outside Goulburn, also supports the very positive outcome of the 2012 survey.

**Professional learning**

In 2012 teachers and SASS staff had the opportunity to build their capability through professional learning. PL was funded through a government allocation and school funds.

Staff learnt about L3 practices (K-2), Focus on Reading comprehension strategies (3-4) and Numeracy strategies (5-6). The entire staff was trained in the cultural awareness program No Gap, No Excuse for indigenous education, CPR, Anaphylaxis, Asthma and Emergency Care.

Three executive members travelled to Batemans Bay to attend a three day leadership course on the principles designed by Stephen Covey.

The Performing Arts Unit ran workshops for our choir teachers and recorder teachers at the Sydney conservatorium in February.

Our curriculum coordinator attended conferences and workshops on collaboration when introducing the NSW Curriculum to our school which is scheduled for implementation in 2014. 2013 will be a familiarization and trial year.

SASS staff were trained in Adobe Connect, Publisher and OASIS library procedures.

An average of $675 per staff member was spent on professional learning in 2012. Special events such as three day conferences were met from school funds.

**School planning 2012—2014**

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

**School priority 1**

**Outcome for 2012–2014**

**Improved student literacy through growth in reading comprehension and spelling skills**

**2013 Targets to achieve this outcome include:**

- 10% increase Year 5 students achieving proficiency and above in reading comprehension (Year 3 37% to 47%; Year 5 from 30% to 40%)
- 5% increase in students achieving the expected growth in literacy – from 52.9% to 57.9%

**Strategies to achieve these targets include:**

- Explicit teaching of skills K-6;
- Professional development for all staff to build capacity to meet these targets;
- Interactive writing, reading and spelling linked to familiar text to build deeper understanding of concepts in text.

**School priority 2**

**Outcome for 2012–2014**

**Improved student ability to apply basic mathematical skills to problem solving and working mathematically.**
2013 Targets to achieve this outcome include:

10% increase in Year 5 student’s achieving proficiency and above in reading comprehension (Year 3 41% to 51%; Year 5 from 38% to 48%)

10% increase in Year 3 and 5 students achieving proficiency and above in problem solving and working mathematically (Year 3 52% to 62%; Yr. 5 21% to 31%)

5% increase in students achieving expected growth from 52.8% to 57.8%

Strategies to achieve these targets include:

- initiatives in TEN sustained and embedded in everyday practice and planning
- Envision Maths implemented 3-6.
- Collegial planning to be embedded in TEN, working mathematically and Envision Maths
- Resource needs met through proactive planning and budget priorities

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.

Ross Copland    Assistant Principal
Kate McKillop- Nye   R/Assistant Principal
Ruth Goldstein   Literacy/Num Leader
Cathy Lyttle           LST Co-ordinator
Chris Webb    P and C President
Annette Broadbent   Principal

School contact information

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106 Combermere St Goulburn 2580
Ph: 48211781
Fax: 48221460