Our school at a glance

Principal's message

This report is designed to inform parents and community members of the achievements and performance of Goulburn South School in 2008. It represents a statement of accountability for the trust placed in us by enrolling at this school.

Our school provides a caring, happy and safe educational environment where children can learn and develop as individuals. Our school fosters a culture that encourages students, parents, staff and the wider community to work together as a team, to enhance the learning experience of all students, through effective teaching and learning, a positive climate, good discipline and community participation.

Our school willingly provides a venue for community needs in our spare classrooms and hall.

Fundraising and student welfare are an important aspect of our school. An active parent body supports our school in this respect.

Our school has a focus on numeracy and literacy in the morning session with an emphasis on individual learning programs. Effective and extensive support programs are developed for children identified with special needs. These programs are monitored by the Learning Support Team.

Our school has enrolled children from refugee camps from West Africa and Burma (India) with pleasing outcomes for the new arrivals and our established community children.

Quality teaching programs are supported with informative reporting and parent / teacher interviews.

I certify that 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.

Graham Johnson

P&C message

I’d like to start my report by thanking the canteen volunteers. We could not keep the canteen providing children with healthy inexpensive food without them.

I’d also like to thank the parents who have assisted at sporting events and outings, those that have donated items for our raffles and the selling of raffle tickets who helped on our mother’s/father’s Day and Christmas stalls, our disco’s each term and the people who donated food, through cakes, biscuits, fruit and vegies and eggs to our canteen for our children and for the days when we have done catering. We would also like to thank Mr Russell Mortimer for his countless hours that he has spent on the Gardens, and especially the environmental centre. Above and beyond what he is paid as a worker of the school, he is a parent here too. He has saved our P&C countless working bees to keep our school yards looking so good.

As a committee, one of our rewarding jobs is sponsoring a child. In January 2008 our sponsorship of Miret via World vision finished. We
are now sponsoring Saly through Christian Children’s Fund. She is from Senegal in Africa. By the generosity of our children who have been putting their small change in the tin at the canteen, we have been able to send Saly and her family money each month.

Russell and Vicki Medway have been a part of our P&C for the last 12 years at Goulburn South. They will be greatly missed by our P&C committee but we wish them and the rest of our year 6 students and parents all the best on their new adventures at high school.

We are very lucky at our school not to be burdened by huge school fees – however this is why we do a lot of fundraising to provide our children with more opportunities at our school.

Throughout this year we have done many fundraising activities to help raise these funds for our school. So far this year we have raised just over $15,000. This figure isn’t reachable without everyone’s help. These activities include; Domino pizza nights and token collecting, Easter raffle, Disco and the sale of glow products / show bags, wood raffles, mother’s day / father’s day stalls, walkathon, election day BBQ, cake stalls, voucher raffle, spellathon, Christmas calendars, Christmas raffle, Christmas stall, mobile phone recycling and catering for education groups using our school as a venue for professional development.

Our students have also been raising money for our local community by way of a Mufty day. This money went to the Relay for Life event.

The money which we have raised has gone towards; Over $7000 to our computer lab, honour boards, canteen wages, crazy catch nets, book vouchers for award night, citizenship watches, staff name badges, reading resources and bus hire for educational excursions.

If you have any ideas, please bring these ideas along to our P&C meetings. We would love some new faces and ideas and of course many hands make light work. Please don’t think you have to attend every meeting or be involved with everything that we organise, just be involved when and where you can.

I think that one of the most satisfying things about being involved in P&C is having your say in what happens and of course how our hard earned money is spent.

Peter Davey

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Student representative’s message

Our student representative council was made up of our School captains, Vice-captains and two students from each class who were elected by their classmates.

Each month a class meeting was held to discuss issues the children thought were important. The councillors then met and each representative reported on their class meeting. Suggested initiatives were then discussed with Mr Johnson, often resulting in playground and equipment improvements and fundraising activities. World vision sponsorship of a child in Africa was one of these initiatives.

Jessica Ralph and Tyler Keller

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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></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>91</td>
<td>95</td>
<td>93</td>
<td>99</td>
<td>81</td>
</tr>
<tr>
<td>Female</td>
<td>69</td>
<td>71</td>
<td>86</td>
<td>90</td>
<td>94</td>
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</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.2</td>
<td>92.6</td>
<td>92.9</td>
<td>95.0</td>
</tr>
<tr>
<td>Region</td>
<td>93.7</td>
<td>93.7</td>
<td>93.5</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>
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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>GROUP C</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>GROUP F</td>
<td>4</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>GROUP H</td>
<td>3</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>GROUP H</td>
<td>2</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>GROUP LM</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>GROUP M</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>GROUP MC</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>GROUP S</td>
<td>1</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>GROUP S</td>
<td>K</td>
<td>15</td>
<td>19</td>
</tr>
</tbody>
</table>

Staff information

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>2</td>
</tr>
<tr>
<td>Classroom teachers</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Support Teacher Behaviour</td>
<td>1</td>
</tr>
<tr>
<td>District Guidance Officer</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.2</td>
</tr>
<tr>
<td>Home School Liaison Officer</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Officer</td>
<td>0.6</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>17.4</td>
</tr>
</tbody>
</table>

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.9.

School performance 2008

Achievements

Arts

Our achievements in art include prizes from the C.W.A. competitions, public concerts and combined school projects. Our school provides a venue for private tutors in music and dance. Our school choir performed at school and music festival concerts. A musical group performed at the combined schools concert and the Regional Conservatorium’s Music Week.

Sport and Fitness

Our school caters for a wide range of sporting abilities. We endeavour to develop each child to their potential and offer an extensive range of sporting experiences.

Our swimming carnival provided opportunities for all children to participate, bringing about achievement from District representation to water confidence. Our participation in learn to swim program helps develop children towards their personal best.

A daily fitness program for primary children focused on dance, games, skills and endurance. This year our athletics program again saw a high number of children representing the Goulburn District at a regional level.
Significant programs and initiatives

Technology In Learning and Teaching (T.I.L.T.)

Our staff continues to upgrade their computer skills through a weekly professional learning program. A computer teacher is engaged each week to work with each teacher individually, in small groups and with their class for half hour sessions.

Use of the computer lab. and use of technology in teaching has increased as a result of this program.

Teachers’ skills and confidence in using new technology continue to improve.

Our computer co-ordinator attended several courses to plan for and keep attuned to, the ever changing and growing technology industry.

Independent Learning Centres (I.L.C.)

Throughout the year children identified by their teachers as being gifted or talented (G.&T.) have attended the I.L.C. program, participating in several activities, challenges and competitions.

Children attending the program completed all activities with pleasing success. They worked independently, taking control of their education.

Increased enrolments have put pressure on the way our school approaches education for gifted and talented leading to a trial G.&T. day per week in term 4. This proved to be successful and we plan to run the program again in terms 2 and 3 in 2009.

Learning Support

Our Learning Support Team meets each month to monitor the progress of pupils and provide support for the Support Teacher for Learning Assistance (S.T.L.A.), parents and teachers.

The team includes: Principal, Assistant Principals, School Counsellor, Support Teacher Behaviour, S.T.L.A., and may include class teachers and other support personnel as needed.

The team focus on the needs of any children placed in bands 1 and 2 of the NAPLAN Test, as well as any new enrolments, working with teachers to develop and implement programs.

The programs developed for children with learning difficulties are monitored and adjusted to allow individual success.

Being placed on P.S.P enabled the school the purchase considerable reading resources.

Reading Tutors Program

Our S.T.L.A. runs a reading program for children identified with reading difficulties which utilises reading tutors from older children, parents and the wider community.

Aboriginal education

Our school provided programs to support Aboriginal students and to educate all students about aboriginal culture. This has been achieved through:

- Individual learning plans for Aboriginal students
- Lessons in Human Society In its Environment (H.S.I.E.)
- Visiting Aboriginal performers.
Multicultural education

In 2008, our school focused on implementing programs through lessons in H.S.I.E. to develop the knowledge, skills and attitudes required in a culturally diverse society. Recent enrolments from West Africa and Burma, with children from a refugee background have exposed all children to other cultures. A highlight was when the Chin community held a celebration for the Chin National Day in our school hall, with people being invited to participate from across the Goulburn District.

Students also participated in the C.W.A. program, highlighting Mexico.

Respect and responsibility

We promoted respect and responsibility through:

- Our P.B.S. program which promotes safety, respect and responsibility through the three major school rules; "Be Safe, Be Responsible and Be Respectful"
- Our peer support program
- Participating in the ANZAC Day march
- “how to behave” lessons being taught in all classrooms.

Student achievement in 2008

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 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)

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.

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

Our students performed at a similar level to the national average. We had a higher percentage of students in bands 5 & 6 than the national average. Overall 47% were placed in the top three bands. The stronger areas were writing and spelling.
Percentage of students in bands:
Year 3 reading

Percentage of students in bands:
Year 3 spelling

Percentage of students in bands:
Year 3 writing

Percentage of students in bands:
Year 3 grammar and punctuation

Numeracy – NAPLAN Year 3
49% of the Year 5 pupils scored above the national average in numeracy with 39% in the top two bands. Their strength was in the area of numeration and geometry, with subtraction and multiplication being weaker areas.

4% of Year 5 pupils were placed in the top bands. Overall our school was not significantly different from the national average, with the exception of writing, where they scored above the national average.

<table>
<thead>
<tr>
<th>Literacy – NAPLAN Year 5</th>
</tr>
</thead>
</table>

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

32% of our pupils scored above the national average. Most of our pupils were placed in the middle band. Pupils showed strengths in space, geometry, data, geometry and whole numbers. They were weaker in fractions and decimals.
Financial summary

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

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>1 740.86</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>1 740.86</td>
</tr>
<tr>
<td>Excursions</td>
<td>3 118.07</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>10 950.74</td>
</tr>
<tr>
<td>Library</td>
<td>2 541.42</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 359.77</td>
</tr>
<tr>
<td>Tied funds</td>
<td>149 063.61</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>22 688.04</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>48 408.24</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>35 915.81</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6 381.98</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>18 040.58</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>300 209.12</td>
</tr>
</tbody>
</table>

Balance carried forward 101 713.63

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Progress on 2008 targets.

2008 has been the final year of the school’s three year plan.

Target 1. To develop an improved culture in the school, reducing suspension and detention rates by 10%.

Five members of our staff attended the Positive Behaviour Strategies Course (P.B.S.) in Shell harbour and continue to meet regularly to assess our student behaviour.

Lessons teaching good behaviour have been developed and are taught regularly by all class teachers.
The whole school (parents, teachers and children) decided on three behavioural mantras to guide our culture:

Be Safe, Be Respectful and Be Responsible. These are the basis of the behaviour lessons

Signs have been erected around the school and children are rewarded for living up to the guiding statements.

The number of children being put on detention and or behaviour cards has reduced by more than 10%. However the number of detentions has remained static, with a core body of children being repeatedly placed on detention.

**Target 2. To plan and use a whole school approach to pupil progression.**

Children are being regularly assessed with the reporting program “Easy School Reports”. We encountered and overcame some technical problems with the programs, with children being consistently and regularly assessed.

Staff have had professional meetings after school and worked as a team to produce reports to parents twice each year. This is coupled with parent teacher interviews.

In a response to a parent survey 55% of respondents agreed that “The school regularly measures the success of programs” with 45% mostly agreeing. No respondent disagreed.

45% agreed that “the educational needs of the children are being met by the school”, with 54% mostly agreeing. Only one respondent disagreed.

**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 2008 our school carried out evaluations of the evacuation procedure and Maths.

**Educational and management practice**

**Procedures for Evacuation and Lockdown**

**Background**

It is a requirement that all schools practice evacuation procedures and lockout/lockdown procedures. After these practices staff evaluate what happened to determine if we can improve the procedure.

**Findings and conclusions**

The staff and children followed evacuation procedures correctly.

Visitors in our school were not detected in the procedure with canteen volunteers left wondering what was happening.

It was pointed out that while all permanent staff understood procedure, visiting casual teachers may not.

The principal and office staff should be responsible for ensuring all visitors to the school are evacuated safely.

A school list of pupils is to be contained in the principals office.

**Future directions**

A booklet clearly stating procedures should be displayed in each “people area” so that casual teachers and visitors can follow safe evacuation.

These practices should continue in the future with ongoing evaluation.

**Curriculum**
**Maths**

**Background**
Maths has been an area of ongoing evaluation. After making significant changes to the way Maths has been taught over the last two years, it was decided to evaluate the effectiveness of the use of textbooks.

**Findings and conclusions**
Textbooks have been used for the last four years to ensure that teaching all strands of maths was occurring. Some staff felt that their teaching has been stifled and lacking in variety. All staff felt that with a new scope and sequence, they would be able to teach more effectively using a range of resources and texts. This has been implemented during 2008 and has been universally accepted by staff. To support this, we will introduce Maths groups in 2009.

**Future directions**
Shared programming will continue. New resources will be purchased to ensure the hands-on teaching of maths is a focus whilst using the new scope and sequence. Maths groups, according to ability levels, will be trialled across the stage 3 in 2009.

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**Parent, student, and teacher satisfaction**
In 2008 the school sought the opinions of parents, students (from years 3 to 6) and teachers about the school.

Their responses are presented below, where;

Column A = agree  
Column B = mostly agree  
Column C = mostly disagree  
Column D = Disagree

*The school is always looking to improve its performance.*

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents:</td>
<td>71%</td>
<td>29%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Staff:</td>
<td>91%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Students:</td>
<td>60%</td>
<td>30%</td>
<td>9%</td>
<td>1%</td>
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</tbody>
</table>

*Minor changes occur to improve school performance.*

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<th>D</th>
</tr>
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<tbody>
<tr>
<td>Parents:</td>
<td>53%</td>
<td>47%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Staff:</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Students:</td>
<td>54%</td>
<td>34%</td>
<td>14%</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Major changes occur to improve school performance.*

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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents:</td>
<td>59%</td>
<td>30%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Staff:</td>
<td>82%</td>
<td>18%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Students:</td>
<td>39%</td>
<td>32%</td>
<td>16%</td>
<td>13%</td>
</tr>
</tbody>
</table>

*The school regularly measures the success of programs.*

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<th>A</th>
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<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents:</td>
<td>77%</td>
<td>33%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Staff:</td>
<td>91%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Students:</td>
<td>60%</td>
<td>32%</td>
<td>3%</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Educational needs of all students are met by the school.*

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<thead>
<tr>
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<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents:</td>
<td>47%</td>
<td>47%</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>Staff:</td>
<td>91%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Students: 84% 15% 1% 0%

The school cares about the students and the discipline is fair.

Parents: 47% 47% 6% 0%
Staff: 91% 9% 0% 0%
Students: 63% 25% 6% 6%

The staff at the school are valued and supported.

Parents: 73% 27% 0% 0%
Staff: 73% 27% 0% 0%
Students: 73% 25% 1% 1%

Teachers undertake extra training for improved performance.

Parents: 69% 31% 0% 0%
Staff: 82% 18% 0% 0%
Students: 69% 25% 5% 1%

The school is well organised.

Parents: 56% 38% 6% 0%
Staff: 55% 45% 0% 0%
Students: 69% 25% 5% 1%

The allocation of money and other resources are managed effectively.

Parents: 67% 27% 6% 0%
Staff: 45% 55% 0% 0%
Students: 56% 40% 3% 1%

The school communicates effectively with students and parents.

Parents: 58% 36% 6% 0%
Staff: 82% 18% 0% 0%
Students: 79% 16% 5% 0%

During 2008, all teaching staff participated in professional learning activities during school development days in Terms 1, 2 and 3 as well as individually offered workshops. These activities included those which were designated as mandatory by the DET and those which teachers undertook as part of their own identified professional learning plans. All staff attended workshops in Emergency Care, CPR, Child Protection, Anaphylaxis and Asthma Awareness. In Term 3, staff attended the School development Day with all members of the Goulburn Community of Public Schools. A total of $3573.00 was expended from Teacher Professional Learning (TPL) funds and a further $3695.00 from other sources. The average expenditure per teacher was $605.00.

Activities and workshops attended by teachers included:
- principal leadership;
- executive development;
- beginning teachers;
- students with special needs including autism;
- strategic directions;
- assessment and reporting;
- maths and literacy;
- P.B.S. training and meetings;
- “Best Start” reading and writing strategies for Kindergarten
- Staff shared their experiences with colleagues on their return.

Professional learning
School development 2009 – 2011

This is the first year of the 2009 – 2011 school plan from which these targets are derived.

Target 1

Improved student understanding and applied knowledge of the various strands of maths, focusing on number, patterns and algebra.

Strategies to achieve this target include:
- evaluation of current levels of resources in maths;
- purchase of additional equipment to supplement existing resources;
- implementation of efficient storage and borrowing systems for resources;
- revision and evaluation of the Goulburn South Public School K-6 maths policy and scope and continuum based on current NSW syllabus and supporting documents;
- provision of Professional Learning for staff on quality teaching of the measurement strand using the current syllabus and supporting documents, including working mathematically and the use of appropriate resources;
- development and implementation of consistent assessment and record keeping systems in maths; and
- provision of workshops for parents and other interested community members about current teaching of maths in our schools.

Our success will be measured by:
- in-school assessment and work samples reflecting notable improvement in measurement using assessment tasks; and
- improvement in student performance in the number component of NAPLAN in 2009 by 15% (currently 49% in Year 3 in bands 4, 5 & 6 and 32% in Year 5 in bands 6, 7 & 8).

Target 2

Improve students’ capacity to write effectively for a range of purposes

Strategies to achieve this target include:
- evaluating existing school writing policies and scope and sequence;
- evaluating current classroom practice in the teaching of writing;
- evaluating current assessment and record keeping in writing;
- evaluating existing resources available to support the teaching of reading in school;
- the provision of professional learning for staff in the assessment of student writing samples;
- Full implementation of PEG spelling program K-6. Training in online PEG program;
- the development of consistent whole school assessment and record keeping system in writing;
- the establishment of processes to support teachers in the use of assessment data to design and implement class spelling programs;
- the purchasing of additional resources as identified in the initial school evaluation; and
- The provision of workshops for parents and other interested parties about current teaching of writing.

Our success will be measured by:
- in-school assessment indicating improved reading recovery levels;
- work samples reflecting notable improvement in writing using assessment tasks; and
- improvement in student performance in the writing component of the NAPLAN assessment in 2009 by 10% (currently 60% in Year 3 in bands 4, 5 & 6 and 79% in Year 5 in bands 6, 7 & 8).

Target 3

Improved student capacity to read and interpret meaning from a range of texts K-6.

Strategies to achieve this target include:
- evaluating updated school reading policies, scope and continuums and classroom practice in the teaching and assessment of reading;
- evaluating the updated K-6 home reading system;
- the provision of Professional Learning for staff in Accelerated Literacy, syllabus outcomes for reading, use of running record assessment data to assist classroom organization and programming and teaching comprehension skills, strategies and modelled guided reading;
the implementation of an effective whole school assessment and record keeping system in reading; and
provision of workshops for parents and other interested parties about current teaching of reading.

Our success will be measured by:
• in-school assessment indicating improved reading recovery levels;
• work samples reflecting notable improvement in reading using assessment tasks; and
• improvement in student performance in the reading component of the NAPLAN assessment in 2009 by 15% (currently 47% in year 3 in bands 4, 5 & 6 and 54% in year 5 in bands 6, 7 & 8).

Target 4
All students will meet the expected computer competencies for their stage.
Strategies to achieve this target include:
• using COGS to ensure ICT is embedded in the teaching program;
• team teaching where requested;
• all classes timetabled into the computer lab weekly;
• provision of a bank of laptops for use in class;
• purchase of Interactive whiteboards (IWBs) for all classrooms; and
• the provision of training in all areas of ICT, particularly in the use of IWBs.
• the management and maintenance of all computer and ICT equipment to ensure all classes have regular access.

Our success will be measured by:
• work samples and completed tasks reflecting students’ ability to utilise computer technology; and
• all students working towards achieving 75% of computer competencies for their stage.

Target 5
Improved attendance and appropriate student behaviour in all settings, both within and outside the school.
Strategies to achieve this target include:
• the implementing the Peer Support program including training of student leaders;
• maintaining consistent playground and classroom processes relating to behaviour and other aspects of the student welfare policy;
• timetabling to allow consistent application of Removal and Restitution (R and R); and
• refining the process of contacting parents regarding students regularly late or absent from school to ensure parents are aware of the importance of regular attendance.

Our success will be measured by:
• a reduction of 50% in Student Removal and Restitution statistics;
• positive feedback (of at least 90%) in surveys of student satisfaction; and
• an increase in the student attendance rate to 95% (currently 94%).
**Target 6**

To improve reading outcomes for Aboriginal students to ensure all students are engaged in learning and are supported by success in reading.

Strategies to achieve this target include:
- the development and implementation of an intensive language and reading program for Aboriginal students based on STLA and Reading Recovery strategies;
- ongoing monitoring of participating student reading and language progress through program assessment, in-class literacy assessment and as appropriate, external testing data;
- follow-up support of program by class teacher and as appropriate, STLA teacher;
- the provision of information about the program to parents of participating students; and
- the provision of simple strategies for parents and carers of participating students to use at home to further reinforce the program of learning being undertaken.

Our success will be measured by:
- Reading Recovery reading levels indicating an improvement in each child’s language and reading skill level;
- in-class assessment and observations of students indicating improved levels of achievement in all literacy strands; and
- NAPLAN data reflecting that Aboriginal students are achieving state reading average or better by 2009.

**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: