

# Goulburn South Public School Annual Report



2016



2056

## Introduction

The Annual Report for 2016 is provided to the community of Goulburn South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ann Patchett

Principal

### School contact details

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### Message from the Principal

I am pleased to present the 2016 Goulburn South Public School Annual School Report. The Goulburn South Public School Community has enjoyed another successful and positive year. We have enjoyed participating in a number of worthwhile programs, special events and learning opportunities. We have a number of the excellent initiatives that run at Goulburn South Public School including the Early Action for Success program, our Early Learning Facilitators' initiative and our transition to school program. We are proud of the school's partnerships with many community groups including the Australian National University, the Teapot Ladies, Angels for the Forgotten, Red Cross and the Goulburn Regional Conservatorium of Music.

We have continued to build upon our teaching and learning initiatives with a focus on improved learning outcomes for our students. Some highlights of success include programs such as MultiLit, Reading Eggs, Spelladrome, Mathletics, Art classes and the Goulburn South Public School Ensemble.

I would like to take this opportunity to thank the staff, students and parents for their support and to say that I am very proud of all that we have achieved this year.

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.

Ann Patchett

Principal

## School background

### School vision statement

At Goulburn South Public School, we believe that all students have the right to learn within a safe and happy environment.

By fostering this nurturing learning space, we believe that all students are encouraged to reach their fullest potential and are able to become confident, creative individuals who are prepared to work within the wider school community today and in the future.

### School context

Goulburn South Public School is located in Goulburn with a large public housing estate and a small number of privately owned dwellings. The school has an average enrolment of 140 – 165 children with 6 mainstream classes, 5 of which are multigrade and 2 Autistic classes. Results in NAPLAN testing have shown the need to have a continued focus on Reading, Writing and Mathematics.

The school runs successful Positive Behaviours for Learning, Focus on Reading, Language, Literacy and Learning, Reading Recovery and Intensive Reading programs.

Over the next few years the staff will be involved in the implementation of the NSW Australian Curriculum documents. The school has a staff of 22 personnel comprising School Executive, Classroom Teachers, School Learning Support Officers, Office staff and a General Assistant.

Our school also has Department of Education and Communities personnel attached to the school. The staff of the school is experienced and knowledgeable, with a range of expertise in a number of areas. The school has 2 New Scheme Teachers in their first years of their teaching career. A successful attendance program has seen the school attendance rate of 94% which is higher than the state average of 93.9%.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

On 22nd September 2016 our school participated in external validation. In preparation for this meeting the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence presented to the External Validation Team.

The results of this process indicated that in the School Excellence Framework domain of Learning our judgement of Sustaining and Growing demonstrates our schools commitment to ongoing improvement of student learning outcomes across the school community.

As confirmed in all of our Evidence Sets learning culture is paramount in all of our school programs and underpins the values held by our staff and students. (Sustaining and Growing) The evidence presented to our External Validation Team indicated the school was operating at the Excelling stage.

In the future we will strive towards a shared understanding of our school learning culture through fostering positive and respectful relationships across the learning community.

Student wellbeing is a priority at Goulburn South Public School as detailed in Evidence Sets 1, 2, 4, 6 and 7. School expectations are visible and understood throughout the school and wider-community. These values provide the basis for our school positive behaviour reward system, which has provided opportunities for students to connect, succeed and thrive. (Sustaining and Growing)

In the future we will refine our existing policies into a comprehensive Wellbeing Policy linked to the NSW Department of Education Wellbeing Framework. This will be supported through our Positive Behaviour for Learning and Live Life Well programs to accurately measure and respond to the wellbeing needs of all students at our school.

Our judgement of Sustaining and Growing in the element of curriculum and learning is shown in our annotated Evidence Sets 1, 2, 4, 6 and 7. There is a whole school approach to the use of evidence-based teaching strategies in response to the regular collection and analysis of student performance data. Our school is innovative in the use of Early Learning Facilitators (ELFs) to drive the Early Action for Success (EAfS) initiative. (Sustaining and Growing) The evidence presented to our External validation team indicated the school is operating at the Excelling stage.

Goulburn South Public School will endeavour to build on the engagement of parents and carers to improve student learning outcomes. This will be achieved through the regular communication of student progression along the Literacy and Numeracy continuums with students, parents and stakeholders at points of student transition.

Evidence Sets 3 and 7 detail our school's commitment to assessment and reporting. The evidence sets present the explicit assessment and ongoing collaboration undertaken by staff to drive the teaching and learning cycle at our school. (Sustaining and Growing)

A future focus for our school will be improved communication about student progress through a refinement of our School Reports and providing parents with additional strategies to support the ongoing learning of their child in the areas of literacy and numeracy.

Evidence Sets 3 and 7 demonstrate how students at our school have shown steady growth using the Literacy and Numeracy continuums as internal data measures. This is also evident through student attainment of identified learning goals. We are committed to improve our external data measures through the distribution of Resource Allocation Model funding to implement evidence-based practices including Focus on Reading (FoR), MultiLit, Targeting Early Numeracy (TEN), and the Language, Learning and Literacy (L3) program.

Through analysis of our NAPLAN Writing data we have identified writing as a future area of need for our students. In response to this analysis we have flagged writing professional development as a priority for staff in 2017.

The results of this process indicated that in the School Excellence Framework domain of Teaching we are Sustaining and Growing.

In response to recent reforms and new initiatives, our teachers are committed to the use of innovative and evidence-based teaching strategies to improve student learning outcomes. As demonstrated in Evidence Sets 3, 4 and 7. (Sustaining and Growing)

We will strive for students to be active participants in monitoring and guiding their future learning.

There is a strong school-wide data collection cycle in place at our school as identified in the Evidence Sets 2, 4, 6 and 7. The data collected through our Positive Behaviour for Learning (PBL), Literacy, and Early Action for Success (EAfS) programs is used to inform the day-to-day, and future operation of our school. (Sustaining and Growing)

In the future we plan to develop a shared language across the school community to assist in the communication and celebration of school data. This improved communication will be instrumental in driving strategic school improvement through collaborative partnerships across the learning community.

Collaborative practices within our school are evident in Evidence Sets 1, 4, 5 and 7. Reciprocal relationships are a feature of our team approach at Goulburn South Public School. The collaboration between experienced, new scheme and specialist staff ensures shared knowledge and improved teaching practice, resulting in increased student achievement. School-based expertise is shared amongst the wider school community through inter-school networks. (Sustaining and Growing)

A future direction for our school is continuing to build on the foundation of our Performance and Development Cycle by developing an explicit system for staff collaboration at our school, with a focus on observation, feedback and student learning.

Evidence Sets 4, 5 and 7 demonstrates the quality teaching practice at our school. Goulburn South Public School is a proud leader in the Goulburn Community of Schools in the areas of Literacy, Visible Learning, and Teacher Accreditation.

The school would like to continue the use of our Resource Allocation Model (RAM) funding and expertise to see a significant shift in the number of students who are achieving at or above on standards on External Performance Measures.

A personal responsibility towards the Professional Standards is evident amongst staff as detailed in Evidence Set 4, 5

and 7. Evidence-based teaching strategies are being used widely across our school, with shared knowledge amongst staff delivering contemporary content in an innovative and inclusive way. All teaching staff at our school are committed to the Performance and Development Cycle. (Excelling)

In the future our executive staff will collaborate with teaching and non-teaching staff to develop an observational framework to improve practice and build capacity across the school.

The results of this process indicated that in the School Excellence Framework domain of Leading we are Sustaining and Growing.

Evidence Sets 1, 4, 5 and 7 show the school leadership team is engaged in ongoing reflection upon the relationship between school, students, and the broader school community to foster and strengthen the bonds which provide enhanced opportunities for our students. The school leadership team makes deliberate and strategic plans to enrich purposeful leadership roles based on professional expertise for now and in the future. (Sustaining and Growing)

In the future we will strive to inspire the school community to reciprocate a commitment to delivering our school vision.

The whole school staff contribute to and deliver the strategic directions of our school as identified through the analysis of Evidence Sets 2, 3, 6 and 7. We engage in ongoing monitoring of our milestones to inform our progress towards our school strategic directions. The school reports and seeks feedback regularly from the broader school community by telephone contacts, focus groups and surveys.

In the future we will encourage a shared commitment to support the future aspirations of students at our school. To build consultative relationships with key stakeholders we plan to review of the school Wellbeing Policy.

Evidence Sets 2, 4 and 7 reflect how resource allocation at our school is used to improve student learning outcomes through the employment of specialised school staff with a teaching staff to student ratio of 1:9. Physical learning spaces have been updated to reflect more flexible workspaces for students. Our school facilities are used regularly to deliver training by NSW Department of Education staff, external organisations and community groups.

In the future we will refine our staffing model to allocate funding to best support student learning outcomes and achieve our strategic directions and NSW Department of Education priorities.

Communication strategies are fluid and change to meet the needs of our diverse learning community. The range of strategies used by our school ensures that the community is informed, with the opportunity to provide constructive feedback about school practices and procedures.

In an effort to empower our community, we have strengthened our consultative practices and will continue to pursue the involvement of the school community. Our school will respond to the feedback provided to drive school improvement. Excellence in our management practices would acknowledge parent input throughout our school planning and reporting processes.

The self-assessment undertaken will be used to support future school planning as the Goulburn South Public School Community strive towards excellence.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Improving Student Outcomes

#### Purpose

To support all students to become competent and creative learners, so they become responsible and engaged citizens that make a positive contribution to the community. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning outcomes. This will maximise their learning in a supportive learning environment in each classroom.

#### Overall summary of progress

The school has been involved with the Early Action for Success Initiative enabling the employment of additional staff to facilitate differentiation and tailored learning in every classroom.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
* School based assessment data indicates that 95% of students K – 2 are achieving at or beyond expected stage standard in Numeracy and Literacy (Baseline 2015 – 75%)	Regular data meetings held PLAN updated every 5 weeks Assessment Schedule created	\$83,292.15
* Staff survey indicates 90% of staff have the understanding and confidence to personalise learning for every student in Literacy and Numeracy (underpinned by the Every Student Every School Key Reform , aligned with the NCCD requirements and in line with participation in the Early Action for Success, Numeracy strategy	Early Learning Facilitators in every room working with all students Regular stage meetinsHOW2Learn Modules 1–3 completed	\$25,000

#### Next Steps

Monitor, evaluate and ensure sustainability of Early Action for Success initiative

Continue employment of Instructional Leader

Support Premier's priorities

Increase parent engagement around literacy and numeracy

Continue Visible Learning pedagogy in the school

## Strategic Direction 2

Developing an inclusive and engaged community

### Purpose

To identify what the school can do to strengthen learning outcomes for students through developing effective partnerships between the school, its parents and the wider community. This will be achieved through developing a number of strategies that will encourage and focus on parent and community engagement as a key part of supporting student learning.

### Overall summary of progress

A number of new initiatives have been employed to encourage greater community engagement. We will continue the work we have begun this year next year.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To improve community and school identity through a focus on inclusion, resulting in a 20% increase in parent attendance at all events	Discussions around employing a Community Liaison Officer, 1 day a week in 2017 Continue using Facebook, Skoolbag apps to communicate with parents Participate in community events Spotlight on South Event	4,300
A 20% increase quality teaching practices throughout the school by drawing on the expertise and resources of the local community	Cultural Awareness Lessons delivered to all students MGoals used for all Aboriginal students Tell Them From Me Surveys completed by students	\$10,800
Our school is rated as "Sustaining and Growing" or above on all Learning Elements of the School Excellence Framework	Participated in External Validation	\$34,000

### Next Steps

Instill values of success through use on Department of Educations Wellbeing Framework

Strengthen partnerships with universities

Survey the community around school newsletter

Follow and support the implementation of the Sensory Garden project

Continue to develop Science, Technology, Engineering, Arts and Mathematics initiatives

## Strategic Direction 3

Encouraging healthy and active lifestyles

### Purpose

To encourage students to lead a healthy lifestyle that allows them to achieve and maintain mental, physical and social wellbeing. This will be achieved through raising community awareness of the importance of leading a healthy lifestyle, resulting in positive relationships, improved quality of life and less illness. This program forms the basis for students to adopt a responsible and productive role in society in the future.

### Overall summary of progress

Our aim of improving the health and wellbeing of our students is progressing nicely. We have many programs that encourage increased physical activity and healthy eating. We believe our children are more healthy because of these programs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent Survey shows that 85% of the respondents understands the values of the school	Parent surveys sent out in term 4, 2016  Discuss school progress towards plans during formal and informal meetings	SD1
100% of staff indicate an understanding in and confidence to implement the Positive Behaviours for Learning program	Mindfulness practised in 60% classrooms  Crunch and Sip programs in 85% classrooms  Tell Them From Me Surveys  Positive Behaviours for Success Team meetings held regularly  Code of Behaviour introduced and reinforced in PBL lessons	\$300

### Next Steps

Conduct a lunch box audit to promote package free lunches

Produce Live Life Well Recipe Book

Continue development outdoor Kitchen garden, using produce in Canteen and for Taste Test Tuesdays

PBL lessons developed to model positive behaviours across all school settings

Work with a PBL Coach

Use electronic tracking system for positive and negative behaviours

Update Student Wellbeing policy

Conduct booster PBL lessons for parents and staff

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Literacy and Numeracy lessons differentiated to reflect needs of Aboriginal and Torres Strait islander chn Families actively engaged in the writing of PLPs	\$1000
<b>English language proficiency</b>	EAL/D staff support teachers in development of teaching and learning resources and programs.  Work in classrooms with EAL/D students	\$769.87
<b>Low level adjustment for disability</b>	Regular LST Meetings  Learning Team transition programs for students moving to and from different settings  Diffreentiated numeracy and literacy activities in each classroom  COACH used  Train SLSos in MultiLit  NCCD data Colloection  Orientations for Kindergarten and Hugh school students	\$2239.50
<b>Socio–economic background</b>	Students show steady progress along the Lit and Num continuum	\$11,593.99

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	74	80	80	71
Girls	72	65	75	77

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

Our enrolment in 2015 was 155, 80 boys and 75 girls. Historically our school's enrolment

fluctuates between 140 and 162 throughout the year

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.4	95.9	93.3	92.1
1	93	92.7	93.1	96.4
2	95.3	94.4	92.2	93.4
3	96	94.9	95.3	92.8
4	95.7	95.3	92.9	93.4
5	94.5	94.4	94.4	94.4
6	93.4	91.4	94	96.5
All Years	94.6	94.2	93.7	94
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

94% of the students attended school on average each school day. This was a slight decrease on the 2015 school year where 94.8% of students attended school on average each school day. Our school participates in the Phone Intervention Program, where parents and

carers are phoned each day if their child is absent.

### Class sizes

Class	Total
GROUP KB	20
GROUP 1M	16
GROUP 2M	21
GROUP 3/4C	25
GROUP 4/5L	25
GROUP 5/6C	24

### Structure of classes

Primary class sizes are included in the annual school report in order to provide community members with as much information as possible. The table shows our class sizes as reported at the Class Size Audit conducted on Monday 21st March 2016.

This year our classes have been structured as follows, Kindergarten, Year 1, Year 2/3, Year 3/4., Year 4/5, Year 6 and 2 Autism Support classes, one K – 2 and one 3 – 6. Our Multi Categorical class is K – 6.

GROUP KM

K – 19

GROUP 1M

1 – 18

GROUP 6C

6 – 31

GROUP 2/3M

2 – 13

3 – 12

GROUP 3/4B

3 – 12

4 – 14

GROUP 4/5L

4 – 8

5 – 18

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	6.8
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration & Support Staff	3.79
Other Positions	2.17

\*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

An Indigenous staff member is working as an Early Learning Facilitator this year.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	65
Postgraduate degree	35

## Professional learning and teacher accreditation

Numeracy through the Targeting Early Numeracy program was our major focus for Professional Learning this year.

All teachers participated in training through staff development days, staff meetings and attendance at externally conducted T.P.L. activities.

The average expenditure per teacher on T.P.L. at a school level was \$523.44. The school's expenditure on T.P.L. was \$11,515.60

in 2016.

The school has revisited its School Plan and has been implementing it throughout the year.

## Financial information (for schools using OASIS for the whole year)

### Financial information

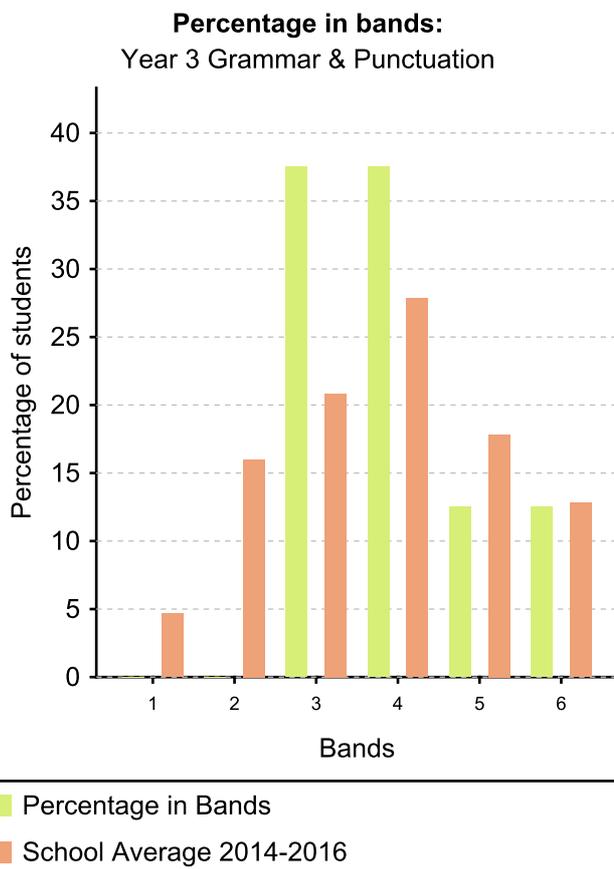
This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>201 175.10</b>
Global funds	142 673.48
Tied funds	312 776.04
School & community sources	31 070.99
Interest	3 596.38
Trust receipts	8 847.43
Canteen	0.00
<b>Total income</b>	<b>700 139.42</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	27 196.56
Excursions	3 909.35
Extracurricular dissections	16 665.72
Library	2 813.49
Training & development	13 029.89
Tied funds	342 951.34
Short term relief	36 645.38
Administration & office	47 564.18
School-operated canteen	0.00
Utilities	32 239.85
Maintenance	18 575.77
Trust accounts	10 806.81
Capital programs	0.00
<b>Total expenditure</b>	<b>552 398.34</b>
<b>Balance carried forward</b>	<b>147 741.08</b>

## School performance

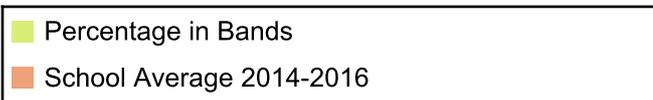
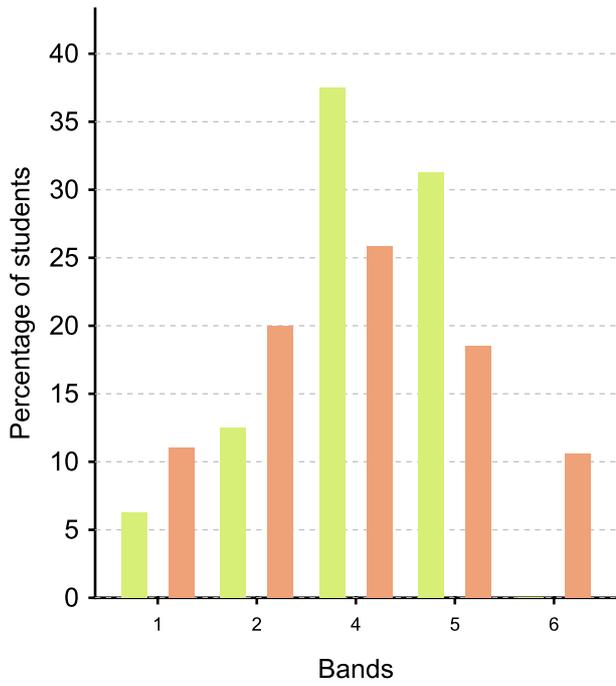
### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

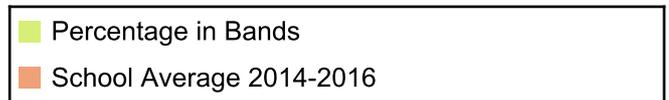
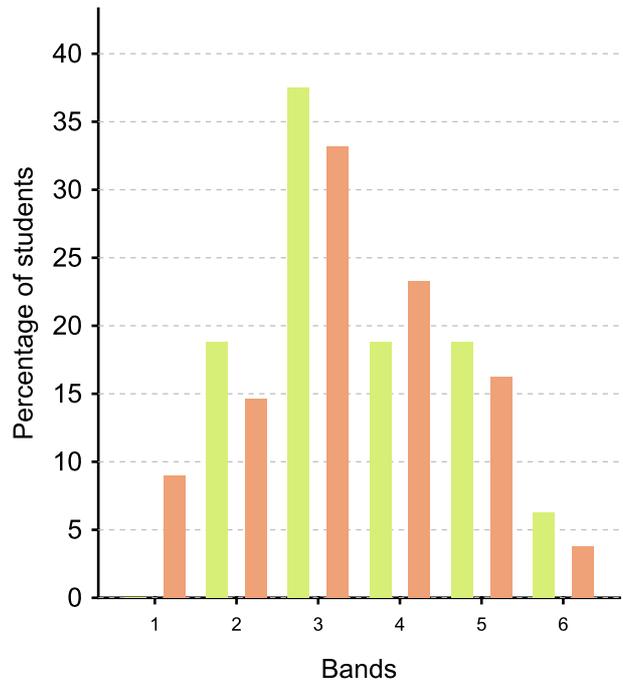


A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

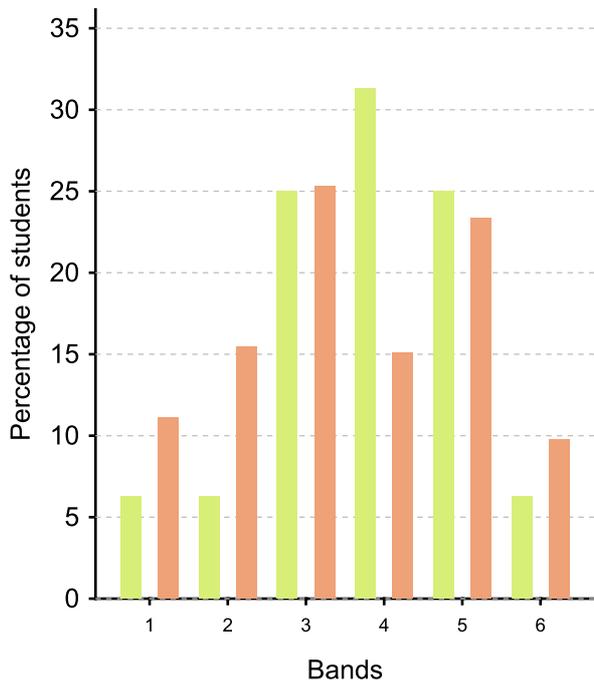
**Percentage in bands:**  
Year 3 Reading



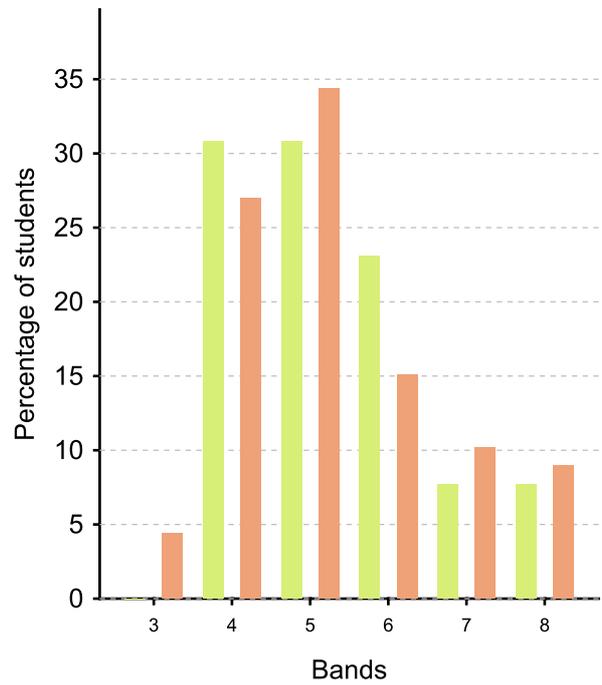
**Percentage in bands:**  
Year 3 Writing



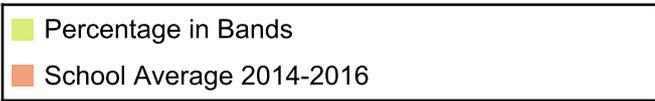
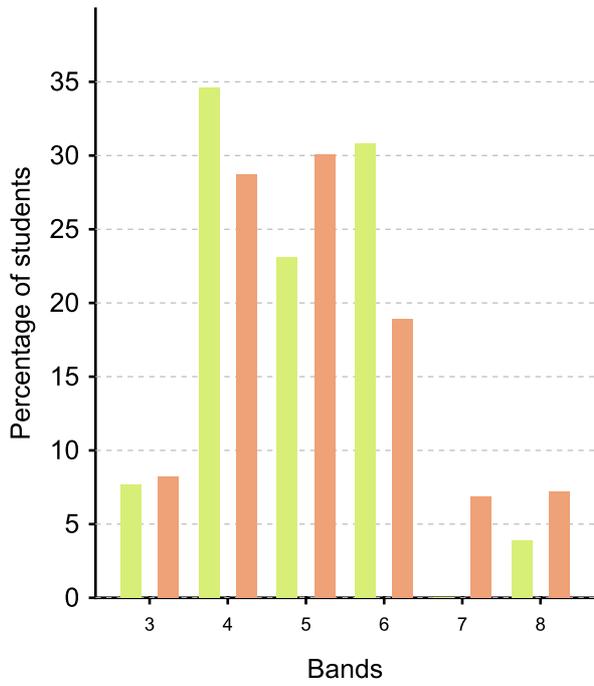
**Percentage in bands:**  
Year 3 Spelling



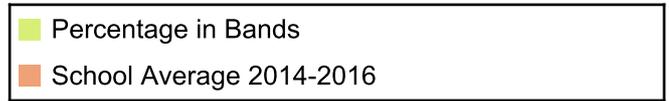
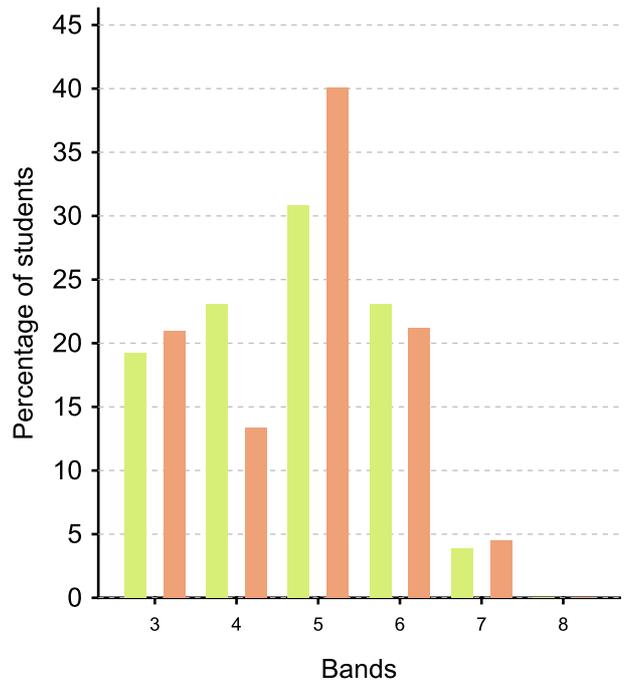
**Percentage in bands:**  
Year 5 Grammar & Punctuation



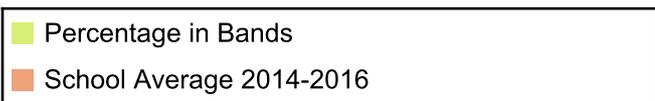
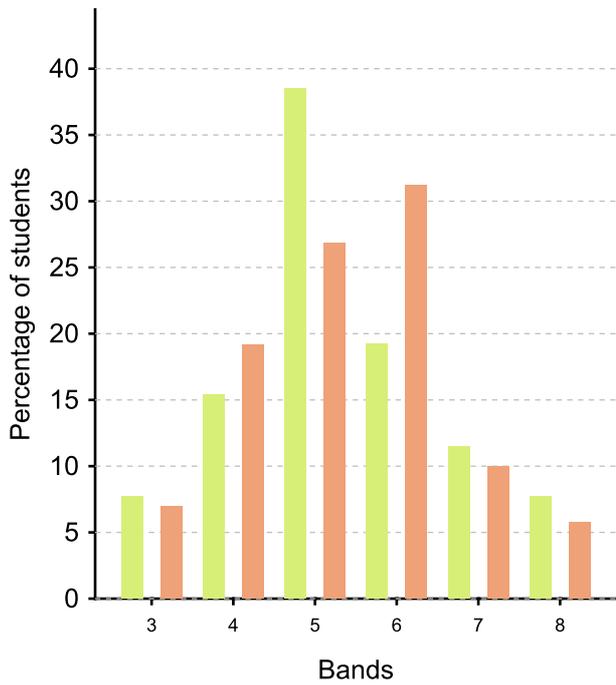
**Percentage in bands:**  
Year 5 Reading



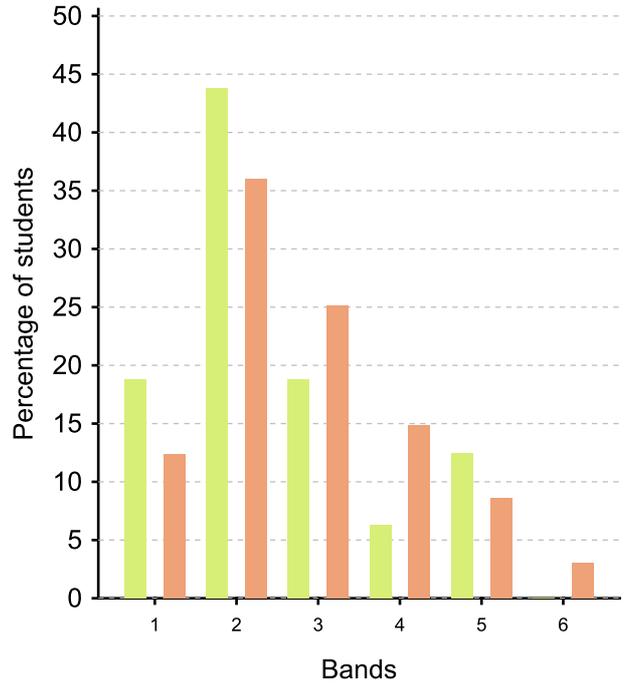
**Percentage in bands:**  
Year 5 Writing



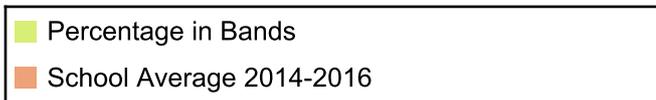
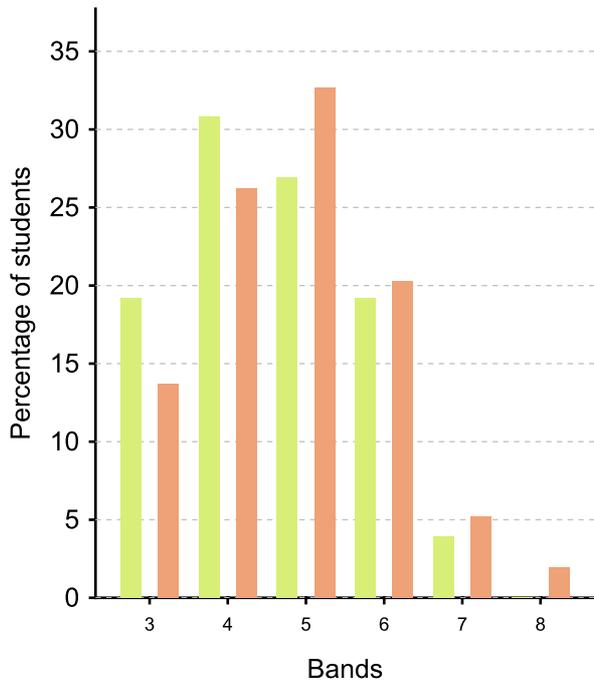
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

### Parents

All parents interviewed stated they were happy with the school. They knew the staff cared about the students and they appreciated the size of the school and classes.

The parents agreed that the school promoted a healthy lifestyle and believed that fair discipline exists within the school.

They believe the school promotes its uniform policy and offers a wide range of extra curricular activities.

A number of parents stated that they would like to see

more team sports played during weekly Sport lessons.

### Teachers

The teachers stated that they were able to deliver effective lessons because of the improvement in student behaviour.

Teachers believed that communication between the school and home had improved, sighting the school website, Facebook page and Skoolbag app as being important tools.

Teachers were happy with the support they received for students with individual learning needs.

### Students

All students enjoyed coming to school and felt safe and well supported while they were at school.

They appreciated the extra effort put in by the teachers. All students know and can articulate the school rules and values.

They understand the reward system and consequences for inappropriate behaviour.

The students liked the way the teachers told them how they were going in class.

## Policy requirements

### Aboriginal education

The school has an Aboriginal and Torres Strait Islander student population of 15 students.

- Parents were invited to attend meetings to discuss and have input into their child's PLPs. The implementation of PLPs has continued this year;
- Students participate in lessons as part of the Human Society and its Environment (H.S.I.E.) Syllabus. Resources have been purchased to support Aboriginal perspectives in the classroom;
- Every student in the school participated in a 5 week Aboriginal Cultural Awareness Program designed and implemented by an Aboriginal community member;
- Participation in community events such as Sorry Day commemorations and N.A.I.D.O.C. celebrations are a strong tradition in our school;
- Student Assistance funding has been used to ensure full participation in school excursions and activities.

### Multicultural and anti-racism education

The teachers are committed to ensuring that all students are aware of the diverse, multicultural nature of our society and that students show empathy and understanding towards others.

- Students with English as a Second Language (E.S.L.) are supported by an E.S.L. teacher who works in close collaboration with mainstream teachers;
- Multicultural perspectives are integral to programming in the areas of English and H.S.I.E. The school continues to promote a greater understanding and appreciation of cultural diversity amongst students;
- Our school helps community members to translate notes, fill out official documentation and translate interviews by encouraging the use of support people and using the Goulburn Multicultural Centre, when necessary;
- Our school participates in Harmony Day celebrations, where the students participate in a number of activities throughout the day that celebrate the cultural diversity of our school community;
- Goulburn Multicultural Centre hosts community Harmony Day activities that our school attends.

### Other school programs

#### *Connected Classrooms*

Goulburn South Public School has Interactive Whiteboards (IWBs) in every classroom and the Library.

Our Video Conferencing facilities in Block G are regularly used by staff and other Departmental personnel to attend meetings and Professional Development activities throughout the year. The staff utilise the IWBs as a teaching resource every day in their classrooms.

An interactive resource was developed for use in classrooms to help us teach our Positive Behaviours for Learning (PBL) lessons and combat bullying throughout the school.

#### *Positive Behaviours for Learning (PBL)*

The Positive Behaviours for Learning program has continued this year. Buzz Cards, Raffle Tickets and Class Awards are all proving to be effective in promoting good behaviour.

Each week, classes were involved in lessons that taught skills in an explicit and systematic way.

The "VIP Day" initiative was continued this year. Students who went up 2 levels were treated like royalty and eligible to attend special events such as movies, park visits, pizza days. This initiative was received very well by the whole school community and was a fantastic tool to encourage and sustain student engagement across the whole school. We have also introduced a weekly Movie Pass to further encourage excellent behaviour throughout the school.

#### *Respect and Responsibility*

The school recognises the importance of our core values and promotes these through our Student Welfare Policy. The core values are essential elements in the development of effective Australian citizens.

These values are reflected in our dealings and expectations with students on a daily basis.

- Students participate in many and varied activities which provide opportunities for the demonstration of respect, responsibility and politeness;
- Leadership opportunities, such as the SRC and

games squad roles, are offered to the students across a wide range of programs in the school;

- Consistent application of class rules; specific focus lessons per fortnight, using the school Newsletter, Facebook page, Skoolbag App and Website to keep parents and carers informed, enabling them to reinforce these values at home;
- The students are also encouraged to become involved with our School vegetable and native gardens and looking after our chooks;
- Students are involved in recycling, reusing and energy and water conservation activities in the classroom.
- Fund raising activities for Stewart House and World Vision are held regularly throughout the year.

### **Student Welfare and Learning Assistance Programs**

The highlights of these programs in 2016 were:

- Continuing our School Learning Support Teacher Program and our Early Learning Facilitator program;
- Crunch and Sip Program and a Breakfast Before School Club;
- Sun Safe program and our Live Life Well initiative;
- Supplying sunglasses to students at a reduced rate to encourage their use while outside the classroom. Sunglasses were provided to every Kindergarten student starting at our school in 2016. Next year we will be supplying every Kindergarten student with a school hat as well.

### **Safety Programs**

#### *Swim School*

Students in Years 2 through to Year 6 participated in the NSW Department of Education and School Swimming Scheme. This is an intensive learn to swim program which develops water confidence and provides

students with basic skills in water safety and survival.

#### *No Hat ... No Play*

To help protect students from over exposure to the sun the school has a 'No Hat...No Play' Policy. This rule will apply all year round and is in line with the School's SunSmart Policy. We also encourage students to wear sun glasses when outside the classrooms.

### **Environment Programs**

Environmental Education has continued to be an important focus in 2015

- Our Enviro Club encourages students to look after our vegetable garden, all of the produce is then offered to students and is used in the school canteen;
- Members of our school community take an interest in our Environmental Educational Area by regularly volunteering to help work in the gardens, teaching the children about plants and feeding our chickens during the school holidays;
- We recycle our school food scraps by feeding them to the chooks and our worm farm;
- The staff and students recycle paper and cardboard scraps each week from classrooms, the staff room and the canteen;
- We use our water tanks to water our vegetable garden;
- Students in Stage 2 and 3 have the opportunity to become "Animal Welfare Officers" with the responsibility of feeding the chooks our food scraps from the children's lunches, checking their water and collecting their eggs daily
- Students replant and maintain our native garden beds which attract native bird life.
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### **Arts Programs**

Creative and Performing Arts are a significant component of our students' experience at Goulburn South Public School.

Highlights in the area of Arts this year include:

- 20 children participated in Combined Schools' Concert in the Mass Choir and Recorder Ensemble;
- Children in Stages 1 through to 3 have participated in weekly Ensemble lessons;
- The School Choirs performed at several school events, GCOPS Concert and at Waminda Nursing Home and Pre Schools around Goulburn
- A school Dance Group was formed, they successfully participated at the GCOPS Concert;
- A number of children performed at the Goulburn Eisteddfod in several different categories.

### **Gifted and Talented Programs**

Children from stages 1, 2 and 3 were selected by their classroom teachers to participate in extension activities each week. Classroom teachers also identified the curriculum area most suited to the children involved.

Activities throughout the year included a Visual Arts work for Kindergarten students. Students successfully competed in the Rostrum Public Speaking Competition for Primary Schools.

## **Leadership**

### *School Leadership Team*

Leadership is a quality we value and promote at all levels from Kindergarten to Year 6. The School Leadership Team, Sports House Captains, Peer Support Leaders were some of the leadership roles that students were encouraged to access.

### *Peer Support*

Year 6 students participated in Peer Support Training. The day long course focused on the skills required to be a leader within the school. The Year 6 students had the opportunity to display and build on these leadership skills in Peer Support lessons that were conducted each week in Term 2 and 3 for students across the school. The Peer Support program builds strong connections throughout the entire student body.

## **Community Programs**

### *ANZAC Day*

The students and staff of Goulburn South Public School accepted the invitation from the Goulburn RSL Sub Branch to participate in the ANZAC Day march and ceremony.

ANZAC Day is Australia's most significant day of

national commemoration. April 25 is the day we pause to remember and honour the service and sacrifice of Australia's servicemen and women in wars, conflicts and peace operations. Our School Leaders laid a wreath and we conducted our own ceremony at school.

### *Goulburn Eisteddfod*

Eisteddfod in 2013. Each entrant had to memorise a poem and recite it in front of a live audience. Our school did extremely well, winning a number of prizes on the day.

We will be entering this competition again in 2017.

## **Social Programs**

### *Kindergarten Orientation*

The Kindergarten Orientation Program allowed the pre-school parents to discover and learn about classroom resources and the wider school environment. The students for next year were able to participate in literacy and numeracy activities and learn about classroom routines and procedures.

They began to develop friendships and stepped out of their comfort zone as they experienced the various pieces of playground equipment. The program proved invaluable in preparing children for a happy transition from home to school.

### *Transition to High School*

Throughout 2016 a very successful transition program was conducted by Goulburn and Mulwaree High Schools for our Year 6 students. The program assisted students to make a seamless transition from primary to secondary school by making them familiar and comfortable within the high school setting.

During Term 4 our Year 6 students participated in a series of activities to prepare them for high school. These included map reading, timetable interpretation and problem solving exercises.

### *Support Unit*

This year our school has had the privilege of hosting 3 highly structured settings dedicated to supporting students with a number of disabilities and learning disorders.

We have 14 children from Kindergarten to Year 6 in 2 Autism classes with a wide variety of needs and a class of 7 students with a number of disabilities. These students need a structured learning environment with specialist teachers and support staff.

The unit's focus is developing the student's language

and communication skills, social skills and self help and academic skills. An emphasis is placed on maintaining appropriate behaviour and

developing independent skills through the use of individualised learning programs.

## **Sporting Programs**

Our school encourages participation and sportsmanship. Goulburn South Public School had a very successful year in the sporting arena.

- Our House Competition continued this year, with students across the school gaining points in an attempt to win the House Cup at the end of the year;
- Classes across the school participated in the Premier's Sporting Challenge;
- Participation in Touch and Rugby League Gala Days in Goulburn and the Live, Life Well Program;
- Students also participated in the Gymnastics and AFL Clinics;
- The school participated in Goulburn's Annual SPACExpo, students being exposed to a number of new and exciting sports and activities;
- This year the school participated in swimming, athletics and cross country carnivals;
- A number of students represented the school at District, Zone and Regional levels;
- During "Move and Groove" the students have the opportunity to participate in daily activities that promote fair play and sportsmanship.

## **Academic Programs**

### *Best Start*

Kindergarten students participated in the Best Start literacy and numeracy assessment program. Research shows that early intervention gets the best results when it comes to improving literacy and numeracy skills. Teachers also looked at students' early numeracy skills in counting, number recognition and how they work with groups and patterns. The program allows teachers to assess and diagnose the starting point of a child's education and gives students the best start to their formal education by allowing teachers to plan their lessons to cater to each child's level of proficiency in literacy and numeracy.

### *Language, Learning and Literacy*

#### *Program (L3)*

Language, Learning and Literacy (L3) is a research-based, cost effective Kindergarten and Stage 1 classroom Intervention; targeting text reading and writing and based on Reading Recovery strategies.

It has been designed to complement the daily literacy program for students who do not bring a rich Literacy background to their first years of school.

Students receive explicit instruction in reading and writing strategies in small groups of three to four selected students. Students then rotate to independent individual or group tasks. This occurs in the daily Literacy session.

The program goal is to reduce the need for more intensive and resource demanding programs in future years, including Reading Recovery.

#### *MultiLit Program*

MultiLit is an initiative developed at Macquarie University which incorporates all 5 areas of reading instruction: Reading fluency and comprehension, building vocabulary, Phonemic Awareness and

Phonics. The selected students work with a teacher, reading tutor or School Learning Support Officer for 3 days a week for 2 terms.

#### *Focus on Reading*

Focus on Reading is a program that helps students to read and comprehend complex texts with the support of their teachers. Teachers' involvement with the program requires a commitment on their part to learning how to implement Focus on Reading. All students have been exposed to the Super 6 Comprehension Strategies through this program.

#### *Targeting Early Numeracy (TEN)*

The TENS intervention program fulfils a Government commitment to provide support for students experiencing difficulties in learning Numeracy in the early years of schooling. TEN is implemented within a normal daily lesson block, without withdrawal or an additional specialist teacher. It recognizes that a small percentage of students are at risk of numeracy failure, despite participation within a quality early numeracy program.

### *Early Action for Success*

Early Action for Success is the Department of Education's strategy for implementing the NSW government State Literacy and Numeracy Plan. It aims to improve students' literacy and numeracy skills through a targeted approach in early years of schooling.

### *Scholastic Book Club and Book Fair*

The school library conducts Scholastic Book Club at regular intervals throughout the year and an Annual Scholastic Book Fair during Education Week.

The activities help raise funds for the school library and provide a fantastic opportunity to extend each child's personal library of books. These events

promote reading as a fun and meaningful leisure time activity.

### *Home Reading Program*

This program operates daily in all classrooms across the school. It involves introducing new readers to children and listening to children read a book that they have taken home the previous day.

Parent volunteers run this program in Kindergarten through to Year 2 classes and is a great way for them to meet their children's friends and be involved in their child's education. Reading tutors can be any responsible adult from our school community, who relates positively with the children of the school. Our Learning and Support Teacher provides training and support throughout the year for our Reading

Tutors.

### *Premier's Reading Challenge*

Children are encouraged to register for this challenge which requires students to read, or have read to them, 20 to 30 books. The challenge exposes students to a wide variety of books and aims to develop a love of reading for leisure and pleasure. On completion of the challenge each child is presented with a certificate and their name will be published on the Honour Roll.

This year we had a record number of students participating in the Premier's Reading Challenge with 139 altogether receiving a Certificate.

### *Live Life Well @ School Program*

The Live Life Well @ School program commenced at Goulburn South Public School in Term 1, 2012.

The program has resulted in ongoing support of the following initiatives:

- A whole school resource folder has been compiled with a 2 year scope and sequence document including lesson plans, IWB resources and fundamental moving skills (FMS) teaching and assessment tools. All staff has been provided with education focussing on the use of the resource and the implementation of the program. All staff has been provided with a FMS lanyard.
- Every week a message promoting a healthy and active lifestyle and diet is included in our school newsletter;
- Every Tuesday during Morning Munchies a tasting platter of food is available for the students to sample. This exposes children to foods they may not have tried before;
- A Recipe book will be written including the recipes featured in Taste Test Tuesday;
- Actively making changes to our school canteen to ensure it meets the School Canteen Strategy requirements, new equipment was purchased through this program.
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