

Goulburn North Public School Annual Report



2018



2055

Introduction

The Annual Report for **2018** is provided to the community of Goulburn North 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.

The quality teaching and learning programs that successfully support our students are underpinned by three key elements:

- A highly dedicated and skilled staff who work collaboratively to provide an inclusive environment where all students are cared for and encouraged to achieve their best.
- Passionate and energetic students who are keen to participate in the range of educational experiences offered to them.
- Supportive parents and local community.

Leonie Pearson

Principal

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School background

School vision statement

At Goulburn North Public School our moral purpose is to work beside our community to provide all students with learning experiences that produce students who have a strong sense of their own wellbeing whereby they are socially and emotionally regulated, have high expectations, and have the resilience to engage in 21st Century learning.

School context

Goulburn North Public School (GNPS) is committed to providing high quality learning experiences in a safe and supportive school environment.

Established in 1877, the school has a long and proud history of providing quality education to students in the local community. Students come from diverse backgrounds including farms, small villages and Goulburn city, and bring with them a wide range of experiences.

Student enrolment has been steadily growing at a rate of 3.4%. Students at GNPS generally enjoy coming to school and the attendance rate is 94%. There are Aboriginal students (6%) and students whose language background is not English (LBOTE students (6%)) attending GNPS.

GNPS benefits from an active community and supportive parent group who participate in all aspects of school life.

Our Positive Behaviour for Learning program provides a common language and framework for behavioural expectations so that respectful relationships are developed and a positive culture provides a framework where all can learn.

Our teachers are committed to continually improving their teaching practice and use their expertise to create learning programs tailored to the needs of their students. Students have the opportunity to participate in Choir, Sport and specialist instrumental tuition given by teachers from the Goulburn Regional Conservatorium. Ethics classes commenced in 2017 for students in Stage 3 who don't attend scripture classes.

Students in Stage 3 are given opportunities to have leadership roles through a very active Student Representative Council and Peer Support program.

Students and teachers are supported by a cohesive Learning and Support Team that differentiates and individualises learning programs for all students.

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 23/10/2018 our school will participate in external validation. In preparation for this meeting, the required body of evidence has been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

The results of this process indicated that in the School Excellence Framework domain of Learning:

The results of this validation process indicate that in the SEF domain of Learning, Goulburn North Public School is Delivering. The focus has been on building a school culture that strongly focuses on learning. There is a strategic and planned approach to wellbeing to support students so they can connect, succeed, thrive and learn and the development of a culture of collaboration that will support future growth. There is evidence that in many areas of Learning we have teachers who are highly skilled and enable us to provide great modelling and guidance to other staff, in particular, beginning teachers.

Throughout 2018 and 2019 professional learning will address areas of assessment, reporting and quality feedback. These areas are developing as school-wide practices continue to be formulated and made consistent throughout the school.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The results of this validation process indicate that in the SEF domain of Teaching, Goulburn North Public School is Delivering. School based professional learning strongly supports our school's priorities and strategic directions in the delivery of ever improving quality teaching. Teachers collaborate on developing teaching and learning programs and have opportunities to share information and ideas which is important for sustained professional learning to be embedded in teaching practice.

The leadership team is modelling and referring to the teaching standards during professional learning sessions so that the transition for some to the accreditation process is easier to follow and maintain.

School-wide assessment data is developing as we work towards having consistent data and developing processes for collecting and storing that data. There is a growing sense that data is everyone's concern which is a shift in culture and enables us to continue to develop. Staff have embraced opportunities to participate and for some, lead professional development. There is a cultural change that is facilitating continued growth.

The results of this process indicated that in the School Excellence Framework domain of Leading:

The results of this validation process indicate that in the SEF domain of Leading, Goulburn North Public School is Sustaining and Growing. There has been considerable effort to refine processes and procedures within the school in the recent past. Instructional leadership is in evidence and there is strong support of a culture of high expectations and community engagement. The school plan is at the core of continuous improvement.

Systems and procedures are continually reviewed to ensure ongoing school improvement and the professional effectiveness of all school members.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Teaching and Learning

Purpose

To promote quality learning environments where teaching is personalised and precise. To enable students to become successful 21st century learners in an authentic, rich learning environment ensuring they are literate and numerate and able to think deeply and logically. To enable students to take an active role in their own learning, be able to work co-operatively to communicate their ideas, and to demonstrate their learning.

To further develop the profession skills of teachers so that teaching engages students in meaningful learning through individual and collaborative experiences that promote the ability to make sense of mathematical ideas, to reason mathematically and be literate. To develop an understanding of the impact that instructional efforts have on students' learning.

Overall summary of progress

The introduction of learning intentions and success criteria is one important factor in effective teaching as it makes the learning clear to the student. It also requires the teacher to know what it is they are teaching. It also allows the teacher and student to determine whether or not they have learned what was intended. Some teachers are incorporating learning intentions into their routine instruction in all KLAs, but at the very least in English and Mathematics. It is hoped that by the end of 2018 all teachers will be using them to make their learning intentions clear for students.

Success criteria or 'exit tickets' are beginning to be used by teachers as a way of giving students the opportunity to reflect on their own learning and help them understand where they need to go next in their learning continuum. This process incorporates formative assessment practices allowing intervention to occur at the point of need rather than waiting for the semester tests to determine which students need intervention.

Pre and post testing is becoming more common as teachers become more aware of the need to differentiate mathematics instruction to cater for all levels of learners.

A K–6 mathematics scope and sequence has been developed and the Stepping Stones Maths program has been introduced as a resource.

Numeracy assessment data analysed from 2017 NAPLAN indicated that the Year 5 and Year 7 trend is upwards but Year 3 data is not. In Year 5, 47.8% of students had growth equal to or higher than expected growth. Tracking GNPS students to Year 7 shows a 30% increase in that growth, 77.8% of matched Year 7 students achieved greater than or equal to expected growth. This is indicating that there are positive things happening in classrooms from Year 3 to Year 6 which is benefiting our students and impacting on their achievement.

Teachers are beginning to use Hattie's impact formula to determine their impact on student learning. Although not widespread throughout the school, it is a start. Stage meetings allow teachers to share their ideas and reflect on their teaching practice. This is having a positive impact, building a culture of collegiality as professional discussions take place around teaching strategies.

Professional learning has included Newman's Error Analysis, using learning intentions and success criteria in mathematics, collaborative learning (co-operative learning groups), assessment for learning, and accountable talk (explicitly teaching students how to engage in discussions).

The six super comprehension strategies have been presented to teachers and they are being implemented explicitly in classrooms to some extent. Educational dialogue is a common occurrence and often relates to teaching strategies.

There is a growing understanding that there is a variation among teachers in their impact on student learning and achievement. This is a significant shift in teachers and necessary to enable reflection on teaching practice. There is a high value placed on having major positive effects on all students and there is a strong belief that expertise and a positive learning culture effects student achievement.

Our professional development program works to enhance teachers' deeper understanding of how students learn, in particular gain literacy skills.

New teaching strategies that we know work best in the teaching of literacy and numeracy skills (such as learning intentions and success criteria) are starting to be used in classes.

Student growth in reading as measured in the 2017 NAPLAN assessments indicates that 60% of our students have greater than or equal to expected growth from Year 3 to Year 5. We are working towards maximising that growth.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students make at least one year's growth in their learning for each year they spend at school.	0.4 Learning and Support Teacher – Low level adjustment for disability Resources to support teaching and learning \$5000	Assessment strategies are improving so that student progress can be monitored. Professional learning has provided teachers with the tools to better monitor individual student progress.
Attitudes to learning are positive as measured by the Tell Them From Me Survey.	Focus on Reading Program implemented – \$1200 Teacher professional learning \$3500	Students have responded in the TTFM survey that they have positive relationships at school and that they generally value school. These positive attitudes are important for our students to continually engage in their learning.
Students are engaged in their learning and instances of inappropriate behaviour within classrooms is significantly reduced as measured by data from LMBR behaviour records.	Professional learning time. Professional reading materials \$1000 Hattie conference \$1200 PBL professional learning	Monitoring of student behaviour has meant that individual students can be identified and helped to reduce their inattention. Interventions target those students who disengage so that school remains a positive place for all students.
Aboriginal students are making the same gains or better than their non-Aboriginal peers.	Professional learning time. Mentoring from expert teachers.	Aboriginal students and their parents and teachers develop individual learning plans that aim to address areas of weakness, further develop areas of strength and find out important cultural information about the individual student.

Next Steps

In 2019 it is our intention to consolidate the aspects of professional learning we have undertaken in 2018 by putting it into practice.

By the end of 2019 the following should be evident:

- The six comprehension strategies will be explicitly taught in all classrooms.
- All teachers will introduce lessons with learning intentions to ensure new learning is made visible to students.
- All teachers will be using success criteria to a greater extent in mathematics and English (at the very least).
- Teachers will understand Hattie's impact formula and have a go at determining their own impact.
- Teachers will use formative assessment more regularly as a tool to determine what needs to be taught next.
- Pre and post assessments will become common place as teachers begin to design learning experiences that are differentiated and address a student need.
- Classroom organisation will incorporate cooperative learning groupings and strategies to facilitate differentiated learning tasks and supporting students learning from students.
- Teachers will be aware of the power of feedback and use it effectively to improve student learning and understand of topics.

Throughout 2019 teachers will participate in a range of professional learning sessions in the areas of:

- Feedback
- Planning for literacy differentiation
- Student Led Conferences
- Formative assessment as regular classroom practice used to inform programming.
- Literacy programming for explicit instruction.
- Planning for explicit and systematic teaching of comprehension.
- Planning for modelled, guided and independent literacy sessions.
- Planning for classroom 'talk' so that it is collaborative and accountable

Strategic Direction 2

Wellbeing

Purpose

To ensure there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Ensuring that our school's expectations of being respectful, responsible and co-operative are explicitly taught, modelled and achieved for all. This will enable students to manage emotional, mental, spiritual and physical wellbeing, and become confident, resilient citizens who have a positive connection to their community.

Overall summary of progress

Analysing individual students' behaviour has allowed individual support programs for those students who are in the 5% group who are extremely difficult to change the behaviour of. Although this group may never change, we have had some success in reducing the frequency of negative behaviours, which gives us the opportunity to be positive with the child.

Over a short period of time, due to the need to analyse behaviour rather than the child, teachers have moved from being generally reactive to proactive. Teacher's language of correction is constructive which helps conserve the relationship between the student and the teacher which is vital for the student.

GNPS Discipline Policy and Anti-Bullying Policy have been re-written to reflect the changes in our school expectations. The policies are constantly under scrutiny as we progress through our journey to establishing a truly positive school where all students and their learning is at the centre of all we do and every child is known, cared for and valued.

A whole school social skills program has been developed. Teachers have linked it to the peer support program so that our senior students teach younger students targeted social skills which has developed a very positive school culture. Teachers are expected to constantly re-teach the social skills that are the focus for the fortnight so that students are constantly reminded of what is expected of them. The focus skill is decided on after our PBL data has been evaluated so that it meets a present need.

Students are aware of the behavioural expectations in all areas of the playground. The classroom expectations are currently in the process of being finalised.

The committee has identified areas for further staff development and learning. As the program moves into the classroom, teacher skill and knowledge of the essential management skills is becoming more important for the continued success of PBL implementation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students indicate high levels of engagement, belonging and positivity as measured by the Tell Them from Me survey.	PBL training for internal and external coaches. \$3 760 PBL training for those teachers new to GNPS. \$1410	Although slightly behind the state mean for students feeling a sense of belonging at school, students at GNPS feel they have positive relationships which is higher than the state mean as measured by the TTFM survey.
Student tracking data shows decreases in negative behaviours and increases in teacher nominated positive behaviours and achievements.	Professional Learning time PBL training for internal and external coach \$3760	Students demonstrate a higher level of understanding respectful, responsible and co-operative behaviour.
Parent surveys show high levels of positivity and high degrees of confidence in the school.	TTFM survey	Parents indicate a high level of satisfaction and believe the school works hard to support their children.
Teachers demonstrate high levels of efficacy as evidenced by the Tell Them from Me survey.	TTFM survey	Teachers indicate that they have a fairly high sense of efficacy. The areas that need to be strengthened include providing more opportunities for teachers to have professional dialogue and share with each

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers demonstrate high levels of efficacy as evidenced by the Tell Them from Me survey.		other in a more formal way rather than ad hoc.

Next Steps

As we are moving into the classroom with PBL teachers need behaviour management skills and guidance in formulating appropriate consequences. The introduction of Tier 2 resources such as the Buddy Referral System, Classroom Monitoring Cards and teacher development in effective classroom management practice will be our future focus.

Further investigation of mindfulness programs and review of current strategies will continue so that teachers will have a toolkit of resources to work with their classes on.

Strategic Direction 3

Community Engagement

Purpose

To connect with parents so that they are engaged in their child's learning in the 21st Century. To develop a sense of belonging within the school community so that positive relationships between home and school exist to support students and build on our positive school culture.

Overall summary of progress

Several media platforms have been introduced so that communication between home and school can be improved. Class Dojo was introduced to every classroom and we subscribe to Skoolbag. The newsletter is distributed through Skoolbag as well as a hard copy distributed to each family. Class Dojo allows teachers and parents to directly communicate with each other. It was introduced primarily to share good news stories with parents, about their children.

'Shout Out' letters were introduced to share good news with parents of children who consistently adhere to school expectations and for those who have shown significant improvement.

The number of parents and community members who view the various social media platforms is continuing to increase. Class DoJo allows parents to comment back to their child's teacher making it a very efficient means of communication.

The take up rate of our multi-media networks suggests that the provision of multiple opportunities for all families and teachers to discuss students' social and academic progress has been well received. Teachers and school leaders regularly contact families with positive news as well as concerns about their children. Families have an easy way to communicate with teachers on a regular basis.

Evidence gathered from Tell Them From Me surveys and analysis of the take up of our multi-media options suggest that we are achieving more effective two-way communication between our families and the school. There has been a greater number of families signing up for on-line communication options. More parents have access to the newsletter, receive event notices straight away and report satisfaction with our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School community surveys report high levels of satisfaction with school teaching and learning programs.	Skoolbag subscription \$750 Class Dojo App Newsletter \$8000	Through the provision of a variety of communication mediums we are able to promote the activities of the school, tell good news stories and inform parents of what goes on at school in a positive way. Parents have indicated a high level of satisfaction with what the school is doing.
Parental attendance is at 90% for parent teacher interviews and school events.	Teacher time	Attendance at parent teacher interviews is at approximately 95% overall, however some classes have reported 100% attendance.
Students report high levels of satisfaction as measured by the Tell Them From Me Survey and overall attendance improves to 95%.	TTFM survey	Students indicate that they are happy with the relationships they have formed between their friends and with their teachers. Their recommendations for what would make the school a better place generally referred to improving facilities.

Next Steps

It is expected that during 2019 teachers will become more familiar with Class Dojo as a tool and the rate of use significantly increase. The Class Dojo program will allow us to distribute the newsletter as well as other school notices to those families who have signed up for it.

'Shout Out' letters were introduced in 2018 however the take up rate from teachers has been poor. It is our aim to have all teachers participate in sending the letters home so that communication between home and school can continue to be positive.

During 2019 we aim to encourage parental participation in school projects such as playground improvements and information sessions. the take up rate is relatively poor for parental involvement in these types of activities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	5 Week Aboriginal Cultural program – \$5600.00 SLSO and LaST \$10000	<p>All students participated in cultural program. Survey of students' attitudes and knowledge of the content of course showed high levels of enjoyment and development of understanding.</p> <p>At the end of 2017 a Goulburn Aboriginal Education Consultative Group (AECG) was formed. From the beginning of 2018 the AECG have been meeting twice a term (Week 2 and Week 8). GNPS principal and four other staff are financial members of the Goulburn AECG and always have a representative at the AECG meetings.</p>
Low level adjustment for disability	Additional LaST and SLSO \$45000 • Low level adjustment for disability (\$160 000.00)	1.2 Learning Support Teacher works with those students who need additional help in literacy and mathematics, as well as social skills. An additional teacher and SLSO were employed to work with students in Years 3 to 6.
Quality Teaching, Successful Students (QTSS)	Executive and teacher release time \$20 000 • Quality Teaching, Successful Students (QTSS) (\$50 000.00)	Executive and teacher release has enabled teachers, in particular beginning teachers, to develop quality teaching strategies. Teachers incorporate the elements of quality teaching into their teaching practice. Teachers expertise and confidence is developing as they feel more competent.
Socio-economic background	Teacher and executive release \$20 000 Additional SLSO \$40 000 Additional teacher \$50 000 Kindergarten Orientation \$9400	<p>Teachers and executive participated in professional learning throughout the year which included: Visible Learning, HOW2Learn, Focus on Reading, Berry St Program, Instructional Rounds, Co-operative Learning Groups. We are working at embedding strategies and practices into everyday teaching and learning programs.</p> <p>PBL is incorporated into the Buddy Support program to further embed the school's expectations by having the student leaders teach the expectations.</p> <p>Additional teacher time and SLSO time provided one on one and small group direct instruction and learning support for students from Kindergarten to Year 6.</p> <p>Classroom teachers were supported with help from expert teachers throughout the year. This enabled the help to be at the individual teacher's point of need.</p> <p>Pre-schoolers have the option of attending a five week program where they attend school for two days each week. A classroom teacher and SLSO provide a program that aims to expose the children to general routines of primary school and familiarise them with the school environment.</p>
Support for beginning teachers	Teacher release time Mentoring release time	Beginning teachers were given additional release time that they were able to use for planning, meeting with other teachers or following up on specific classroom activities

<p>Support for beginning teachers</p>	<p>Teacher release time Mentoring release time</p>	<p>they were involved in. Mentors were available to meet with teachers at a regular time. Opportunities were made available to beginning teachers to have demonstration lessons or to visit other classes. Beginning teachers were given opportunities to visit other schools and engage in professional learning specific to their needs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	173	175	177	159
Girls	138	131	138	141

Attendance has remained steady throughout the year. Compared to previous years there has been no significant difference.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.6	94.6	95.2	91.7
1	94.4	94.5	93.2	93.5
2	94.6	94	94.4	93.6
3	94.1	94.8	93.8	93.7
4	95.1	93.7	94.5	93.8
5	92.9	93.9	92.2	93
6	95.5	93.2	92	91.6
All Years	94.4	94.1	93.7	93
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

It is acknowledged that parents have the responsibility to ensure their children attend school every day. In the event of unsatisfactory attendance parents are contacted promptly in order to resolve the issue.

One or more of the following strategies may be required in order to restore the child's attendance:

1. Student and parent interviews
2. Reviewing the appropriateness of the student's

- educational program
3. Referral to the school counsellor or outside agency
4. Support from school-based personnel

In the event that these intervention strategies fail, support may be requested by referring individual cases of unsatisfactory attendance to the regional Home School Liaison Program and/or the Family and Community Services.

In instances where student attendance is unsatisfactory intervention has been successful resulting in an improvement in attendance for those individual students.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration and Support Staff	2.87

*Full Time Equivalent

One full time teacher identifies as Aboriginal at Goulburn North Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	12.5

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Goulburn North Public School staff in 2018. Professional learning is a valued component of our school plan and supports the professional growth of our teachers, directly contributing to student achievement. All staff participated in professional learning that is directly linked to the school plan and individual professional development plans.

Professional learning was conducted during Staff Development Days, after school meetings and out of school inservices.

Professional development in 2018 included: Compliance Training (CPR, Asthma, Anaphylaxis, Child Protection, WHS), Career Development (Merit Selection, Teacher Accreditation), Visible Literacy, Visible Mathematics, Focus on Reading, Behaviour Management: Dealing with Difficult Behaviour, Principal and Executive Teacher Network meetings.

All permanent teachers are accredited.

Teachers were also involved as mentors of pre-service teachers on their practicums.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	297,265
Revenue	2,854,860
Appropriation	2,769,559
Sale of Goods and Services	1,490
Grants and Contributions	82,526
Gain and Loss	0
Other Revenue	0
Investment Income	1,286
Expenses	-2,770,484
Recurrent Expenses	-2,770,484
Employee Related	-2,490,488
Operating Expenses	-279,996
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	84,376
Balance Carried Forward	381,641

The introduction of LMBR will facilitate more accurate planning of the school budget. The school's budget supported all key focus areas of the School Plan, and enabled quality educational activities to be occur. A greater than expected balance carried forward is partly due to the unavailability of casual staff to participate in

planned programs. This money will be used to continue programs that have proven to be important and have great impact in 2019.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	2,147,730
Base Per Capita	60,911
Base Location	2,457
Other Base	2,084,362
Equity Total	402,552
Equity Aboriginal	15,812
Equity Socio economic	221,526
Equity Language	3,607
Equity Disability	161,607
Targeted Total	19,355
Other Total	93,345
Grand Total	2,662,982

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

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.

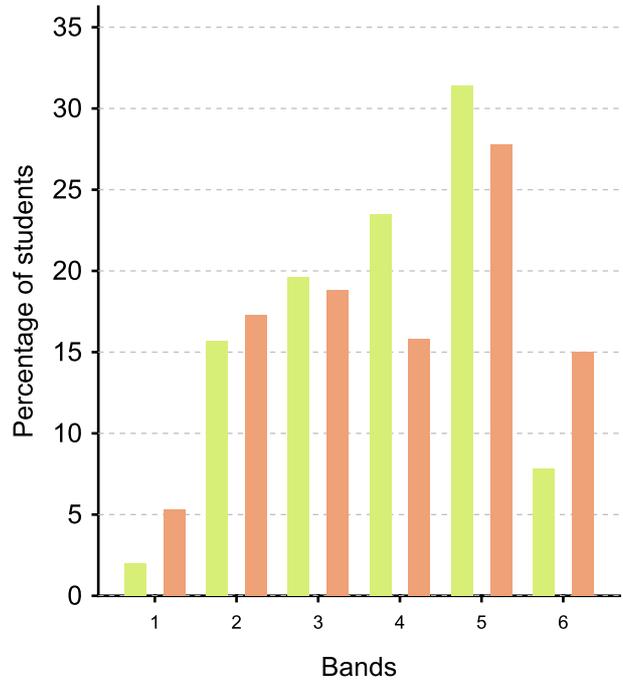
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should

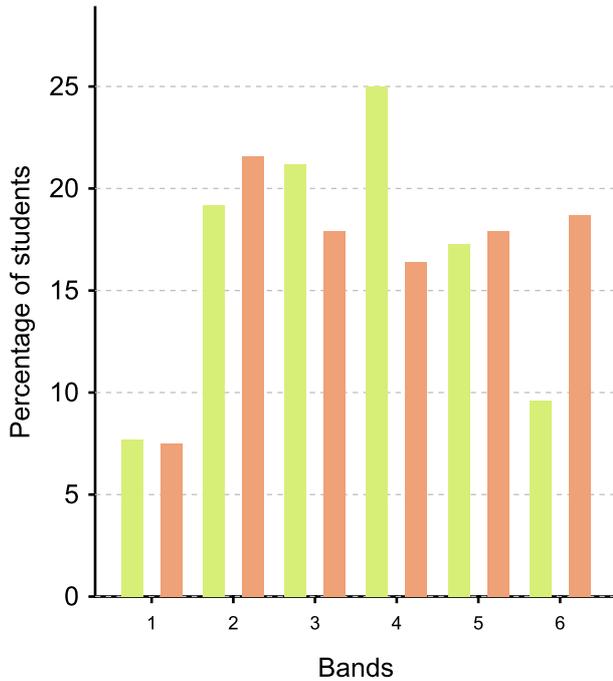
take into consideration the different test formats and are discouraged during these transition years.

Analysis of NAPLAN results from previous years informed our decision to work on the teaching of comprehension skills as it affects both literacy and numeracy. Year 3 reading results show steady, although slight, improvements from year to year. The growth between Years 3 and 5 is an area we are addressing with the Focus on Reading program.

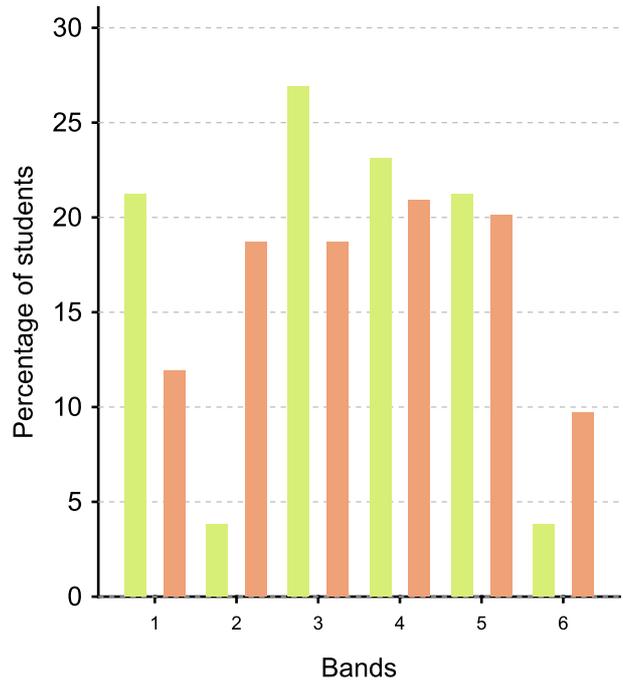
Percentage in bands:
Year 3 Reading



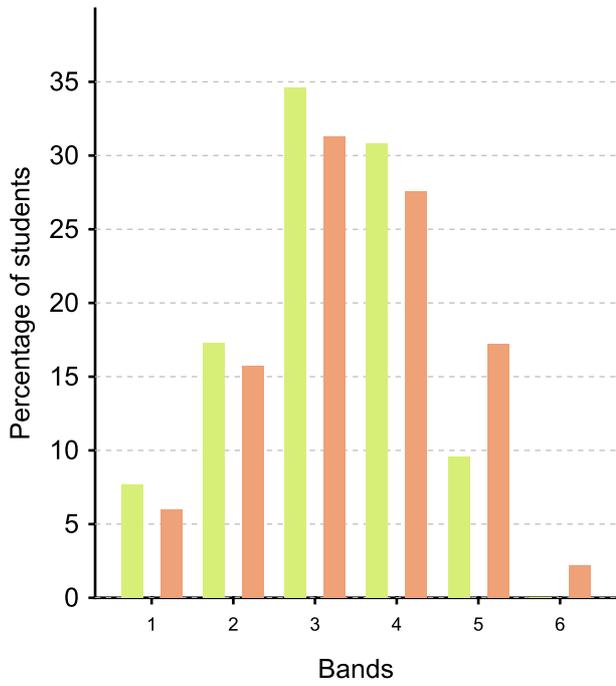
Percentage in bands:
Year 3 Grammar & Punctuation



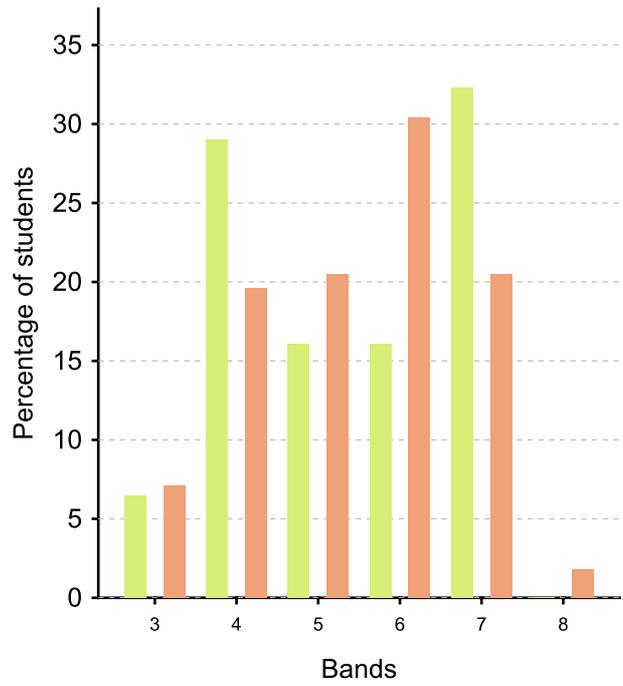
Percentage in bands:
Year 3 Spelling



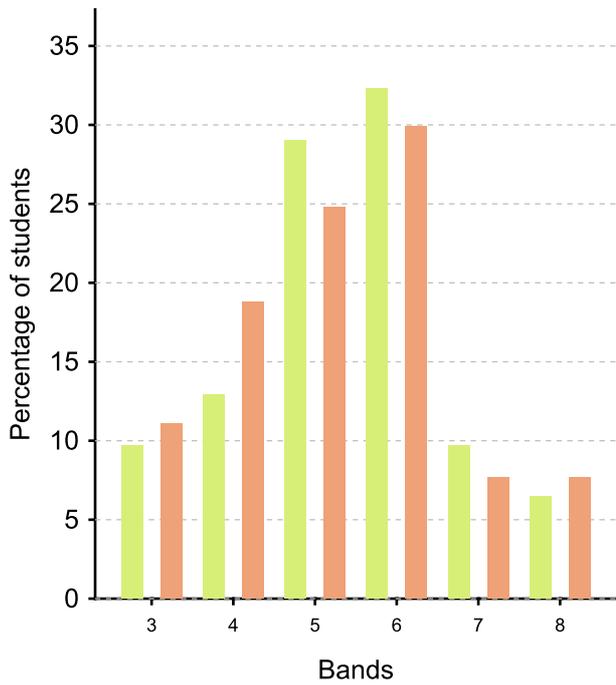
Percentage in bands:
Year 3 Writing



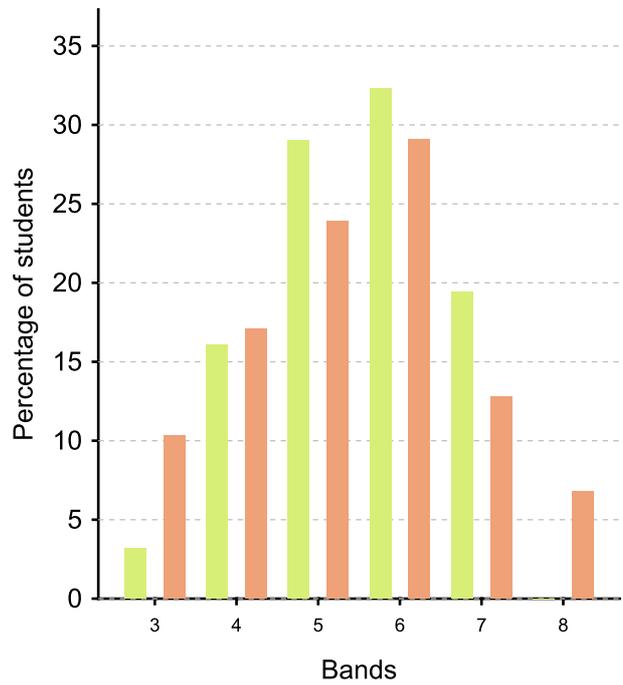
Percentage in bands:
Year 5 Reading



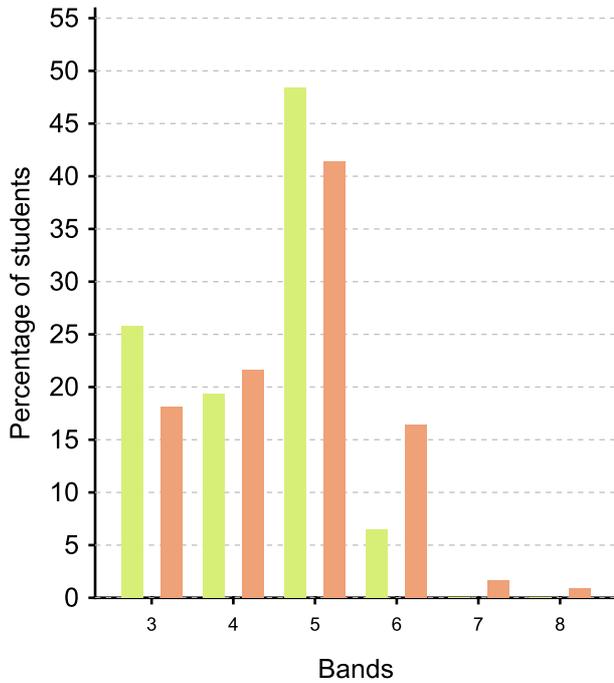
Percentage in bands:
Year 5 Grammar & Punctuation



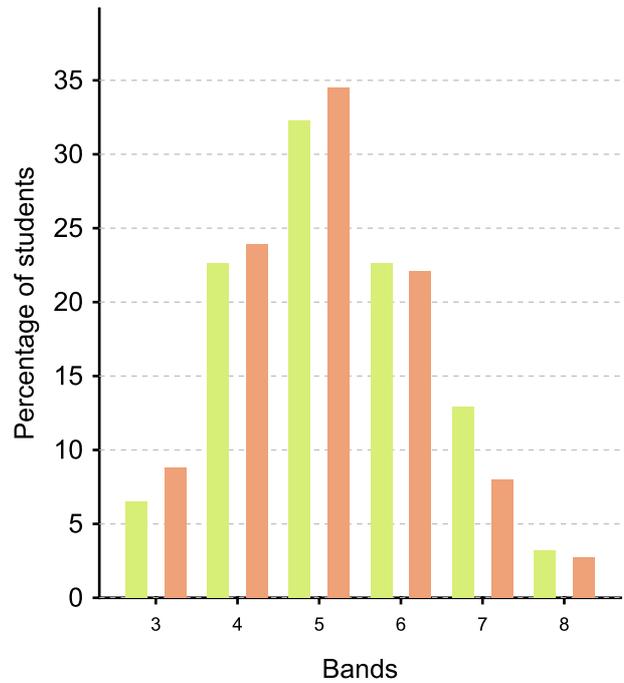
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy

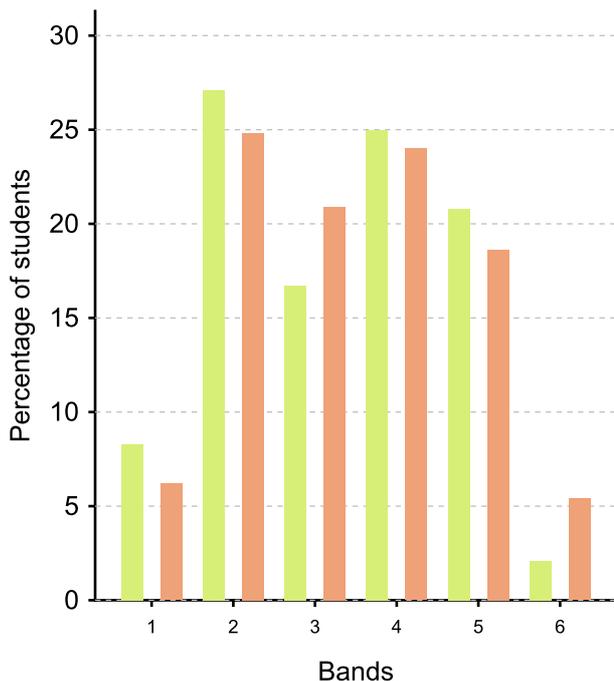


At GNPS comprehension has been a focus area for professional development. Analysis of previous years data indicates that students are finding problem solving difficult because they are unable to comprehend what is being asked of them. Professional learning also has focused on making mathematics learning visible to students through developing learning intentions and success criteria.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

At Goulburn North Public School we endeavour to meet the Premier's Priorities of increasing the number of students in the top 2 bands. Year 3 are showing growth in Mathematics over the past 3 years.

Percentage in bands:
Year 3 Numeracy



It is not possible to report on the second Premier's Priority related to an increase in the percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019 owing to the very small number of Aboriginal students doing NAPLAN each year.

Parent/caregiver, student, teacher satisfaction

Parents, students and teachers participated in the Tell Them From Me survey during 2018. Parents generally indicated that they feel welcome at school, are informed about what happens at school and have opportunity to talk with their child's teacher.

Although only half of teachers responded to the survey teachers generally indicated that they work in collaboration with others, but that they would like more direct support by supervisors.

Students responses showed an improvement in the number who felt they belonged, although that number still needs improvement. A high percentage of students indicated that teachers cared for them and that teachers were supporting their learning.

Policy requirements

Aboriginal education

At the end of 2017 a Goulburn Aboriginal Education Consultative Group (AECG) was formed. From the beginning of 2018 the AECG have been meeting twice a term (Week 2 and Week 8). GNPS principal and four other staff are financial members of the Goulburn AECG and always have a representative at the AECG meetings. Before each meeting the Aboriginal families are contacted personally to invite them to the AECG meeting.

An Aboriginal program, which has been developed over a number of years, has been reviewed so that it is a continuum of learning. As a student passes through grades from Kindergarten to Year 6, their knowledge and understanding of culture and history grows as it relates back to previous learning.

Data collection and analysis of student growth has enabled a more targeted approach to intervention so that all students make progress and if not, we have additional strategies we can put in place to make sure there is continual improvement.

Students in Stages 2 and 3 have participated in the NAIDOC public speaking workshops and competed in a regional public speaking competition. Both teams (all teams must have Aboriginal representation) have progressed to the regional final, which is a testament to the literacy ability of each child. All Aboriginal students have been identified and are being tracked.

Multicultural and anti-racism education

Multicultural education is actively promoted throughout the school. Tolerance and difference is celebrated through sharing of cultural values. Our school took part in the Multicultural Public Speaking Competition and the Harmony Day Poster Competition. Multicultural perspectives are included in classroom programs.