Goulburn East Public School (2054)

Annual School Report

2011

A small school striving for big success
**Our school at a glance**

**Success through participation**

**Students**

In 2011 Goulburn East Public School had 87 students enrolled. The students come from a mixture of backgrounds, socio-economic situations and family structures. The students are happy and cooperative and work hard to achieve success.

**Staff**

Like our student population, our staff is also varied. We have four permanent classroom teachers, a number of Student Learning Support Officers, a permanent School Administrative Manager, a relieving 0.2 School Administrative officer, a 0.2 General Assistant and a Teaching Principal who fulfills the RFF/PPT and Library staffing allocations.

![2011 Staff](image)

**Significant programs and initiatives**

As our school is classified a Primary Principal Level 5, Mr Darcey has a teaching load to his role as Principal. This year there was a change in the Principal’s teaching responsibilities. Mr Darcey now teaches across the school completing the Release From Face to Face (RFF), Primary Part-Time Teacher (PPT), Library and School Learning Support roles. This has allowed the Principal to work across the school and get to know all students K-6 and have a far greater understanding of the students at GEPS. We believe this new arrangement has been beneficial to the students and staff as it allows for greater consistency, routine and structure at the school.

As per the Illawarra South East Regions participation in the School Learning Support Trial, we have been granted additional Learning Support Teacher time. Mr Darcey has worked across the school in the morning sessions 4 mornings a week assisting the teachers and those students identified as requiring additional support in terms of learning and behaviour.

**Messages**

**Principal’s message**

Once again this year, we have continued to provide outstanding quality education to the students enrolled at our school. We have continued in our endeavor to provide our students with a ‘well-rounded’ education: as you will read in this annual report, we have provided our students with quality academic programs, sporting, cultural and creative pursuits. This year we have focused heavily on promoting our schools core values and morals of being **Proud**, being **Considerate**, being **Tolerant** and being **Safe**. Additionally, the staff and I have strived hard to instill a sense of ethics, standard, and expectations into our school and have implemented efficient structures so that our school continues to run smoothly.

I have greatly appreciated the input from our very dedicated and hard working P&C Association; this team of committed parents have again helped and supported our school.

Our SASS and Support staff all fulfilled their roles with diligence and competence. This year we have welcomed some new people into this team. I thank the entire team for their efforts in supporting the teachers and students at Goulburn East PS.

Our teaching staff have continued to work together as a unified team of professionals in providing the best educational provision possible for the students in their classes. I thank the teaching staff for their professionalism and dedication to their students and the teaching profession as a whole. So very much appreciated is their encouragement and support for me.
Thank you all for the opportunity and privilege of leading this wonderful school each and every day. I am so very proud to be the principal of Goulburn East and feel very lucky to be leading such a wonderful educational setting.

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.

Bede Darcey

In Term 3 the P&C started a fundraiser where all of the students would bring in their families 5c coins and place in a jar in their classroom and we would see which class raised the most money. We have raised a total of $508.65 just with 5c coins. K/1 raised $179.40, 1/2 raised $84.10, 2/3/4 raised $124.80 and 4/5/6 raised $120.35. Therefore the class that raised the most 5c coins was K/1. Thank you to everyone who supported this initiative.

In conclusion, can I on behalf of the P&C Association, thank the teachers, staff and Mr Darcey for all the work and effort they put into our school. I think we have a great school and look forward to our school P&C association growing further in 2012.

John Delessert, P&C President

P & C message
Once again this year our school P&C Association has worked hard to support our school. We have again completed a number of different fundraising activities that have allowed us to purchase items for the school. This year we have been working hard to raise enough funds to purchase another interactive whiteboard. We have purchased a number of things for our school this year, but in particular because of our great working bees that we have held this year, we have been able to buy plants, mulch and other gardening equipment to help landscape our school environment. Can I thank Mr Darcey and the parents and kids who have come along and supported the working bees this year - the grounds of our school are looking terrific and its only with the hard work and dedication of Mr Darcey and those parents that we have got the grounds looking so great.
Student representative’s message

On behalf of the graduating Year 6 class of 2011, we would like to thank the teachers, staff and Mr Darcey for providing us all with a great education and making our final year of primary school so special. We have a sense of family at Goulburn East which is always encouraged by our teachers and staff. Our teachers strive for excellence and this encourages us to aim to be the best we can.

We are all very sad to be leaving such a wonderful school but know that Goulburn East PS has prepared us well to take on high school and the future.

We wish the 2012 school leadership team all the best for next year.

Courtney Puckett & Liam Jones
School Captains

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

Student attendance profile

Management of non-attendance

Attendance is monitored at our school by daily roll checks and as we are a small school, personal contact with parents when attendance is failing. In cases where a resolution cannot be reached, the Home School Liaison Officer is called upon for support.
Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>K/1</td>
<td>K</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>1/2</td>
<td>2</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>2/3/4</td>
<td>2</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>2/3/4</td>
<td>3</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>2/3/4</td>
<td>4</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>8</td>
<td>25</td>
</tr>
</tbody>
</table>

Structure of classes

K/1- Mrs Lorraine McLaren
1/2- Mrs Christine Bentley
2/3/4- Mrs Jennifer Anderson
4/5/6- Mrs Bronwyn Robinson

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number / Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4</td>
</tr>
<tr>
<td>School Learning Support</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative Staff</td>
<td>1.2</td>
</tr>
<tr>
<td>School Learning Support Staff (SLSO)</td>
<td>3</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
</tbody>
</table>

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

There are no Indigenous persons employed at Goulburn East Public School.

Staff retention

In 2011 Mr Bede Darcey relieved as Principal throughout semester 1. Mr Darcey was successfully selected through a merit selection process as the substantive Principal early in Term 3.

Our School Administrative Officer Megan Johnston relieved as School Administrative Manager at another school throughout terms 2-4. Mrs Nicole Downey replaced Megan throughout this time.

Mr Neville Robinson took extended leave throughout term 2-4. Mr John Broadbent replaced Neville throughout this time.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualification</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

Our school participated in the Reading 4 Australia project
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>56,266.87</td>
</tr>
<tr>
<td>Global funds</td>
<td>82,273.44</td>
</tr>
<tr>
<td>Tied funds</td>
<td>57,990.81</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>18,829.15</td>
</tr>
<tr>
<td>Interest</td>
<td>2,711.28</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>19,264.34</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total Income</td>
<td>181,069.02</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>4,653.23</td>
</tr>
<tr>
<td>Excursions</td>
<td>2,014.45</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>8,910.59</td>
</tr>
<tr>
<td>Library</td>
<td>2,182.15</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>725.46</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>86,833.80</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4,021.54</td>
</tr>
<tr>
<td>Administration &amp; Office</td>
<td>36,272.20</td>
</tr>
<tr>
<td>School operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>20,100.33</td>
</tr>
<tr>
<td>Maintenance</td>
<td>4,320.18</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>19,236.55</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>189,725.48</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>47,610.41</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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.

School performance 2011

Arts

Our students were once again involved in many creative and performing arts activities throughout 2011. All students K-2 and the Primary Choir performed at the Goulburn Community of Public Schools (GCOPS) Concert in Education Week. The K-2 students performed an item titled ‘Puff the Magic Dragon’ and the 3-6 choir participated in the GCOPS mass choir. Mr Darcey worked as executive producer of the concerts and Mrs Bentley conducted the mass choir. Additionally, during Education Week, students in K/1 performed at the Centro Mall to the delight of the audience present. Art works by many of our students were on display at the mall.

We had two performances by Musica Viva. The first being a percussion group, B’tutta and the second was an acapella group, The Humming Birds. Leading up to these performances, the students were involved in pre-visit activities.

In Term 2, all students took part in a nationwide event, Music Count Us In, in which they learnt a song and performed it with thousands of other students across Australia via our video conferencing facilities.

Students in K/1 and 1/2 visited two nursing homes in Term 4 and entertained the residents with a selection of songs learnt through the year.

Several choirs were formed this year [Junior Choir, Senior Choir and the East Singers]. They have participated in a variety of performances.

Throughout the year students have presented items (dancing, music instrument pieces, drama, readers theatre) at our assemblies that we hold each fortnight.

In Term 2 all teaching staff attended an Operation Art Professional Learning to learn a variety of new visual arts techniques. Students were then able to benefit from the teachers’ new found expertise.

Some students from 1/2 with their sock puppets
In Term 4 all students took part in our school end of year performance, ‘A Night at the Art Gallery’. Our production was enhanced by artworks completed by the students during the term. Each class performed an item on the theme. The production was lead by our lead actors (the security guards). Our production involved our whole school K-6 and was greatly received by the parents and Goulburn East community.

Mrs McLaren and Mrs Bentley

Mrs Anderson and students play at our strings ensemble

Ben and Dylan experiment in art class

Sport

Our school has provided a range of sporting activities to enhance student participation and to improve student learning outcomes in the PD/Health/PE curriculum. Our belief is that making healthy lifestyle choices are significant factors in the development of all children.

Highlights for 2011 include the Fitness Program, the special swimming school classes run by the Department of Education and Training as well as participation in specialist lessons for Gross Motor in Term 1, Rugby League skills, Jump Rope for Heart in Term 2 and Tennis coaching in Term 4.

There was full participation of students in our school swimming, athletics and cross country carnivals.

GEPS students were exposed to many different sporting activities throughout 2011;

Cricket skills and fitness activities for K-4 students, Gross Motor and stretching activities by a specialist, Rugby league skills, Skipping skills, Tennis skills improved hand and eye coordination as well as improving fitness levels. Participating in the SPACExpo K-6, Touch Football gala day for 3-6 students, Netball Gala day, Soccer Gala Day. GEPS had teams in PSSA Knockouts in Boys Soccer, Girls and Boys Touch Football, Girls Netball and Hockey. GEPS entered three teams in the Boorowa Touch and Netball carnival. Marulan Fun Day which was team game based, 30 students participated in the special swimming scheme at the start of Term 4 with many achieving the standard needed to be proficient swimmers.

Sporting successes in 2011

24 children qualified to represent GEPS at district in Swimming, 24 children qualified to represent GEPS at district in Athletics, 4 children qualified to represent GEPS at district in Cross Country, 4 children qualified to represent Goulburn at Regional Swimming (Regan Handley, Elise Downey, Lachlan Gilbert and Lachlan Handley), 3 children qualified to represent Goulburn at Regional Athletics (Jacob Waters, Bree Smith and Lachlan Turner), 2 children represented GEPS in PSSA Soccer (Liam Jones & Daniel Waters), 1 child represented Goulburn in Southern Tablelands Soccer (Liam Jones) and 1 child represented Goulburn in PSSA Cricket (Liam Jones).

Well done to everyone on their sportsmanship and enthusiasm in all sporting activities in 2011.

Mrs Robinson
Our senior class participate in Backyard League

Our district swimming team

Jump Rope for Heart

Charity support
This year GEPS parents and students have again shown their concern for others by enthusiastically supporting our fundraising activities. This year we have contributed to Stewart House, Bandage Bear Day, Jeans for Genes and a Pink morning tea for breast cancer. A huge effort from our little school!

Mrs Anderson

The staff room set up for Pink Ribbon Day

Morning Tea

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

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

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

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

Literacy – NAPLAN Year 3

![Percentage in bands: Year 3 Reading](chart.png)
Note: School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.
Note: School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.
Numeracy – NAPLAN Year 5

Progress in literacy

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Year 3

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Year 5

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

All Key Learning Areas and curriculum acknowledge Aboriginal history and culture where appropriate.

All Aboriginal students at Goulburn East Public School have an individualized learning plan arranged in consultation with the individual student and parents. The ILP’s are reviewed annually.

Multicultural education

All school community members work towards ensuring an inclusive school community and a racism-free learning and working environment.

Goulburn East PS has two nominated and trained Anti-Racism Contact Officers.

Other programs

Respect and Responsibility

Goulburn East students are heavily involved in local community and school activities that promote Respect and Responsibility. They participate in Anzac and Remembrance Day services, take part in Clean-Up Australia and they grow in leadership through peer support programs.

Everyday values of Goulburn East Public School and the core rules of the Department of Education and Communities are promoted through a focus on respect, good sportsmanship and reliability. Our emphasis is on developing personal responsibility in our students.

Our school has 4 schools rules;
1. Be Tolerant
2. Be Proud
3. Be Considerate
4. Be Safe

These 4 whole school rules are promoted K-6 and form the foundation to our whole school welfare policy.

Our school participates in Clean-up Australia

BugWatch at the Eastgrove nature reserve

University of New South Wales Competitions
Goulburn East had 7 children participate in the following UNSW competitions in 2011.

English – 2 Credit, 4 participants
Writing – 1 Distinction, 1 participant
Spelling – 1 credit, 3 participants
Mathematics – 2 credits 5 participants
Science – 3 Participants and 3 Credits
Computer Studies – 6 participants.

Our school received an overall of 5 credits and 1 distinction.
Progress on 2011 targets

Target 1
Increase the number of Year 3 students in the higher skill bands (5 & 6) in writing from 43% in 2010, to 50% in 2011
Our achievements include:
- 75% of Year 3 students achieving in higher skill bands (5&6)

Target 2
Increase the number of Year 5 students in the higher skill bands (7&8) in writing from 0% in 2010 to 33% in 2011
Our achievements include:
- 20% of Year 5 students achieved in higher skill bands (7&8)
- 73% of Year 5 achieved in the middle skill bands (5&6)

Target 3
Continue to achieve 0% of Year 3 students in bands 1 and 2 for Grammar and Punctuation in 2011
Our achievements include:
- No student in Year 3 scored in bands 1 or 2 again this year in Grammar and Punctuation

Target 4
Decrease the number of Year 5 students in lower skill bands (3&4) in Grammar and Punctuation by 72% in 2010 to 40% in 2011
Our achievements include:
- 20% of Year 5 students achieved in higher skill bands (7&8)
- 80% of Year 5 students achieved in middle skill bands; nil in lower skill bands

Target 5
Increase the number of Year 3 students in higher skill bands (5&6) in Numeracy from 28% in 2010, to 40% in 2011
Our achievements include:
- 25% of Year 3 students achieved in higher skill bands (5&6)
- 75% of Year 3 students achieved middle skill bands (3&4)

Target 6
Increase the number of year 5 students in higher skill bands (7&8) in Numeracy from 14% in 2010, to 35% in 2011
Our achievements include:
- 27% of Year 5 students achieved higher skill bands (7&8)
- 53% of Year 5 students achieved in middle skill bands (5&6)

Target 7
All Aboriginal students attain stage appropriate outcomes in all Key Learning Areas and Individual Learning Plans entirely implemented.
Our achievements include:
- 100% of Aboriginal students are achieving stage appropriate outcomes as identified by teacher assessment
- All Aboriginal students engaging with ILP’s and parental input ongoing

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 2011 our school carried out evaluations of School Leadership and the KLA area of Creative and Practical Arts as well as our overall school satisfaction.

Educational and management practice

Background
This year our school evaluated School Leadership, including Principal, staff and student leadership levels at the school.

With a new Principal and new leadership style, it was important that leadership was evaluated to ensure staff and parents had an opportunity to share what was working and what needed further attention.

Findings and conclusions
- 100% of respondents reported that they felt the Principal indicates clear expectations to students and parents.
100% of respondents reported that the Principal consistently enforces rules for positive student behavior.

100% of respondents reported that student leadership positions are valued at our school.

“Happy with the leadership of teachers and staff”
“Everyone is supportive of the children, at all levels- Kindy to Year 6”.

Future directions

30% of respondents reported that they were unsure about the process of student elections. In future, the Principal will need to ensure through additions in newsletters and P&C meetings that all parents, not just those with children in Years 5 or 6 receive our student leaders’ roles and responsibilities form so that the election process is made clearer to all.

Curriculum

Background

The arts are an area where all students can shine in their own way. The school wanted to evaluate the experiences we are offering and address if there are other avenues we can explore to ensure CAPA continues to be an integral part of our school culture.

Findings and conclusions

100% of respondents indicated that Creative Arts are an important Key Learning Area.

81% of respondents indicated that their child/student enjoys the CAPA experiences currently offered.

62% of respondents indicated that the school provides adequate experiences in CAPA.

50% of parental respondents indicated that they did not have an understanding of the Creative and Practical Arts syllabus.

Future directions

68% of respondents indicated that they would like to see more CAPA activities introduced at the school. In 2012 the school will be investigating our involvement in the Illawarra South East regional performance, schools spectacular and opera house choir. We will continue with our involvement in the GCOPS concert and look to further our involvement here.

81% of respondents indicated that a school concert held biannually would be beneficial. The school will investigate this in 2012.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below;

- 100% of respondents indicated that our school has a supportive whole school welfare policy
- 100% of respondents indicated that our school provides challenging programs for students
- 100% of respondents indicated that our teachers promote high standards of achievement
- 100% of respondents indicated that when concerns/issues are addressed with teachers and/or principal, adequate follow up always takes place

“Our family is very happy at Goulburn East”
“The school looks amazing with all of the changes”
“My son has only been at GEPS for one term and it’s amazing how happy and settled he is”

Professional learning

This year teaching staff accessed Teacher Professional Learning (TPL) funds. All teachers attended Seven Super Sentences and were given time to investigate BlogEd with a technology consultant. Two teachers attended a DanceFever workshop and another two attended two Musica Viva training workshops. One teacher attended two Assistant Principal conferences. The Principal attended the Regional conference and the Queanbeyan PPA conference. The School Admin manager attended the SASSSPA conference this year.

Four staff members attended differing activities provided through the NSW Teachers Federation. Activities covered included the Women’s Contact conference, Federation Principals’ conference and numerous Federation consulting activities as small schools representative and delegate.
**School planning 2012—2014**

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

**School priority 1- Literacy & Numeracy**

**Outcome for 2012–2014**

- Students will achieve individual growth targets in writing, spelling and reading as measured by school based assessment data.
- Students will achieve individual growth targets in Space, Measurement and Number as measured by school based assessment data.

**2012 Targets to achieve this outcome include:**

- K-2 students are given a strong foundation in the areas of writing, spelling, reading; space measurement and number.
- 3-6 students show growth in achieving individual growth targets in writing, spelling, reading; space, measurement and number.
- Quality teaching framework evident in all classroom programming and practices.

**Strategies to achieve these targets include:**

- Best start entry to school assessment data is used to improve literacy achievement of students in Kindergarten.
- Teacher Professional Learning opportunities given to staff regarding SMART Data Package.
- Teachers access and select appropriate teaching strategies linked to NAPLAN.
- Teacher dialogue around NAPLAN teaching strategies during staff meetings.
- SMART Data used to inform teaching and learning programs.
- Benchmarking all students K-6 using PM Benchmarking and CBM Assessment once a Semester.
- Students under age reading level to be referred to the SLST.
- Implement daily literacy groups that focus on reading and comprehension.
- Spelling, grammar and punctuation taught explicitly in all classes.
- Explicit teaching of writing, with writing samples published in school newsletter and website.
- Staff investigate 3L’s program.
- Purchase additional PM Writing program resources.
- Involve parents in literacy programs run at school.
- In-service parents and community on how they can help their children learn at home.
- Home reading program monitored, encouraged and rewarded K-6.
- Explicitly inform parents on ways to support learning at home.
- Use CMIT strategies to teach the Number strand and especially Place Value in K-4.
- One hour, 15min balanced numeracy block every day for all students with modelled, guided and independent activities.
- Space, measurement, and Number taught explicitly K-6.
- Numeracy learning at home supported through information afternoon.
- Appropriate mathematics material given for homework and parents informed through regular numeracy updates in the school newsletter.
- Provide parent work shop on Numeracy skills.

**School priority 2- Curriculum & Assessment**

**Outcome for 2012–2014**

- Staff familiar with Australian Curriculum documents.
- Facilitate the smooth transition from NSW Syllabus documents to Australian Curriculum.
- Consistent assessment practices developed and implemented K-6.
- Quality Teaching evident in all teachers programmes and lessons.

**2012 Targets to achieve this outcome include:**

- Australian Curriculum taught in all classrooms successfully as per Board of Studies time line.
- All staff developed and engaging with a professional learning plan.
- Consistent assessment practice developed and implemented K-6.
Strategies to achieve these targets include:
- Staff familiar with documents through sessions in staff meetings and staff development days
- Staff have access to Draft documents
- Use new documents to practise programming and see how the Australian Curriculum fits with current classroom practices
- Review and update teaching and learning Scope and Sequence plans for all areas of the Australian Curriculum
- Provide support for curriculum sharing practices between small schools group (East, Marulan, Taralga) Staff to attend PL activities in the area of National Curriculum planning

School priority 3- Leadership & Management

Outcome for 2012–2014

- “Whole school leadership” developed by identifying staff strengths and interests
- Professional learning and mentoring provided to develop leadership and management skills
- Strengthened small schools professional networks and associations

2012 Targets to achieve this outcome include:
- All staff and students take on leadership roles across the school
- All staff engage in professional learning to develop leadership and management skills

Strategies to achieve these targets include:
- Staff given opportunities to team teach and/or mentor across the school
- Opportunities for Combined Planning sessions with small schools network
- Staff to present Teacher Professional Learning sessions at staff meetings and at Staff Development Days
- All Professional Learning Plans are reviewed annually
- Provide professional learning to develop leadership and management skills
- Complete Peer Support Training and run Peer Support throughout the year
- Conduct Student Leader meetings with Principal once a term
- House captains given more responsibility

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.

John Delessert- P&C President
Linda Murray- School Administrative Manager
Jennifer Anderson- Teacher
Christine Bentley- Teacher
Lorraine McLaren- Teacher
Bronwyn Robinson- Teacher
Bede Darcey- Principal

School contact information
Goulburn East Public School
Eleanor Street, Goulburn
NSW 2580
Po Box 469
Ph: 02 4821 4007
Fax: 02 4822 1381
Email: goulburne-p.school@det.nsw.edu
Web: www.goulburne-p.schools.nsw.edu.au
School Code: 2580

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: