**Messages**

**Principal’s message**

Goonellabah Public School is a modern, well resourced school with excellent facilities. The purpose of Goonellabah Public School is to foster in every child a sense of worth and dignity as a person, by providing a quality education through active participation.

There are a variety of programs offered at Goonellabah Public School that effectively engage and support our diverse student population of 223 students. Resources and programs include; our Opportunity Class (OC), where gifted and talented students are challenged to extend their minds. There are culturally significant Aboriginal programs, sporting and creative and performing arts programs that cater for the needs and aspirations of many students.

The Goonellabah School community takes shared responsibility for ensuring our school is a safe and fair place in which to teach and learn. Our ‘Positive Behaviour for Learning’ (PBL) program helps to create a school climate that is welcoming and inclusive. The program reinforces our school rules; be Safe, be Respectful, be Responsible.

Teachers continue to focus on teaching and learning strategies to improve outcomes for all students. Staff were engaged in a number of professional learning activities in 2010 targeting areas for development, building their capacity to support the students.

In 2010 we were part of the National Partnership program supporting Low SES School communities. We also received funding from the Priority School Program and Priority Action School program. This level of funding allows us to further address the needs of the students of Goonellabah Public School.

Throughout this report you will read about the many areas of success enjoyed by the Goonellabah students.

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.

Mark Spencer

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**P & C message**

During 2010, a dedicated core of people continued the work of the Goonellabah Public School P&C. We aimed to work closely with the Principal and staff of our school to help provide the best environment for our children to grow and achieve – academically and socially.

The School Canteen continued its wonderful service of providing healthy food throughout the school day for our children, in line with the “Healthy School Canteen” program. We continued to keep the prices reasonable and provide this as a service rather than a fundraiser in what was an economically difficult year for many. Thanks to our wonderful canteen Manager, Alison Knight and the volunteers that helped her.

Our uniform shop volunteers, Judy Coghlan & Michelle Butcher were able to retire due to the kind offer of Maria Fraser to take over the running of this vital service provided by the P&C. We would like to thank Judy & Michelle for their dedication over the years. The P&C approved a small change to the school uniform this year with the decision to phase out the maroon jumpers in favour of navy jumpers.

The P&C after discussion provided submissions on current educational topics that we felt were important for the educational of all children - the “Have Your Say” campaign for funding arrangements of public & private schools and supporting the trial of an ethics-based complement to scripture.

The end of the year brought much disruption in the school environs due to the BER building works. The schools’ annual “Carols by Candlelight” had to be cancelled at the last minute which was a great disappointment for all the school community as it is an eagerly awaited and thoroughly enjoyable evening as well as being a fundraising event for the P&C.

Fund-raising this year included our very popular Mother’s & Father’s Day stalls which provided well-priced, practical and thoughtful gifts,
Bunning’s BBQs and Pie and Hot Cross Bun Drives. The aim for our fund-raising this year was to contribute to the purchase of playground exercise equipment.

Thanks to everyone who contributed to and supported the P&C in 2010 – those who volunteered with the canteen or uniform shop, participated in fund-raising events or attended meetings - with a special thanks to the hard-working executive. Thanks also from the school community to the wonderful staff of our school for their dedication and enthusiasm to the education of our children.


Student representative’s message

Goonellabah Public School has had another successful year with excursions, sport and music events and academic achievement.

The choral group went to the Opera house in August which was a great experience. Some students went to Creative Arts camp at Lake Ainsworth and put on a concert at the end of their week. There are many opportunities for students at Goonellabah Public to learn musical instruments and the school band performed at Dreamworld.

Students also participated in the Far North Coast Dance Festival and our Deadly Dancers again represented us proudly in the community.

We had fun at the swimming, athletics and cross country carnivals.

Students also excelled in the various academic competitions. We also had many sporting teams compete with students representing us at regional and state levels.

We said goodbye to Mrs Wallace and Mrs Johnston. They will be missed a lot.

The students at Goonellabah Public School voted on ‘Student Parliament’ and congratulations to those who were picked to represent the school in 2011. Being on parliament was a great way to be involved in making the school a great place.

2010 saw the commencement, but not completion of the B.E.R works. It will be an even better school when it is finished.

I will miss Goonellabah Public and all the wonderful teachers and students with their smiling faces.

Mikaela Cooper, Student Parliament

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

Enrolment at 17 March 2010 was 223 students of which 36% were of Aboriginal and Torres Strait Islander background. There were 113 male students and 110 female students.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>129</td>
<td>117</td>
<td>125</td>
<td>110</td>
<td>113</td>
</tr>
<tr>
<td>Female</td>
<td>130</td>
<td>131</td>
<td>129</td>
<td>120</td>
<td>110</td>
</tr>
</tbody>
</table>

![Enrolments Chart]
Student attendance profile

The attendance data for the school is showing consistent improvement from 2008 (87.0%) to 2010 (90.4%).

Management of non-attendance

Regular attendance is a priority at Goonellabah Public School. Our Community Liaison Officers (CLOs) work closely with teachers to monitor attendance rates and the school works with families to ascertain the type of support needed.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The preceding table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Structure of classes

The class structure of the school is based on stages and all classes except one is composite.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Release from Face to Face</td>
<td>0.42</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Itinerant Primary Teachers</td>
<td>2.8</td>
</tr>
<tr>
<td>Staffing Supplement</td>
<td>0.3</td>
</tr>
<tr>
<td>Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Primary AP Learning Difficulties</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.522</td>
</tr>
<tr>
<td>Total</td>
<td>22.682</td>
</tr>
</tbody>
</table>

In 2010 Goonellabah Public School employed a number of Indigenous people to support our students in a variety of ways. The table below indicates their role(s) within the school.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Community Liaison Officer</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Tutors</td>
<td>4</td>
</tr>
<tr>
<td>Aboriginal Artist</td>
<td>1</td>
</tr>
<tr>
<td>Cultural Program Co-ordinators</td>
<td>4</td>
</tr>
</tbody>
</table>

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>86%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>14%</td>
</tr>
</tbody>
</table>
Financial summary

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

Date of financial summary: 30/11/2010

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>262 911.32</td>
</tr>
<tr>
<td>Global funds</td>
<td>167 896.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>678 563.37</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>89 826.75</td>
</tr>
<tr>
<td>Interest</td>
<td>16 595.10</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>8 102.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1 223 895.61</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>28 552.14</td>
</tr>
<tr>
<td>Excursions</td>
<td>44 166.55</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>29 222.48</td>
</tr>
<tr>
<td>Library</td>
<td>3 847.98</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>539 707.13</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>48 205.28</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>43 771.21</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>40 708.96</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6 219.86</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6 094.98</td>
</tr>
<tr>
<td>Capital programs</td>
<td>6 315.45</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>796 802.02</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>427 093.59</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 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 2010

Achievements

Arts
Goonellabah Public School is well-recognised for the comprehensive Arts program offered to students at the school. The quality of the dance, choral and instrumental programs is highly regarded in the school and the wider community. Approximately eighty students utilised our in-school music tuition program, working with three tutors. Performance opportunities were held at school and various local venues and district concerts. The School Band played at the Lismore Performing Arts Festival and Dreamworld and eight students were offered places in the Lismore DET Extension Band.

Our Senior Dance Group performed in the Far North Coast Dance Festival in June and our Stage 2 Dance was a highlight at the Lismore Performing Arts Festival.

Children from Years 3 to 6 formed our school choir. The Choral Group (Years 5 and 6) performed frequently at school, local venues, District and State events. Once again they were invited to sing at the opening of the Salvation Army’s Wishing Tree at Lismore Square.

Comments about this performance by Square staff and shoppers were highly supportive.

Twenty of the group were selected to perform in the Primary Choral Festival in August at the Sydney Opera House.

Sport
Throughout 2010 Goonellabah Public School represented in many sporting events. We had teams involved in Soccer, Netball, Rugby League and Cricket State Knockout Competitions.

We have already registered school teams in the 2011 State Knockout Championships with a focus on Netball, Soccer, Touch and Cricket for the Girls and Rugby League, Soccer, Touch and Cricket for the boys. Our teachers are keen to start developing and training squads early in the year for these competitions.

One of our greatest all round achievements this year was at the Rugby League Gala Day competition in Casino where we entered a 9/10 and 11/12 team. The team efforts and coaching excellence lead to our junior team winning their category and the senior team becoming runners up.

We participated in the Jump Rope for Heart Fundraiser this year and were successful in raising $650 for the National Heart Foundation.
Our three school carnivals were run with great success and we sent teams to the zone carnivals. Congratulations to the winning houses of each carnival in 2010:

Swimming: Banksia
Athletics: Banksia
Cross Country: Wattle

Some fantastic individual performances this year include:
- Glen Rhodes representing at Zone Rugby League and being short listed in the top twenty players to represent at regional level.
- Roy and Jacob Findlay’s representation at Zone Hockey.
- Meg Harding being selected to attend the Regional Cross Country in Coffs Harbour.

Our standout Sports Star for 2010 goes to Jenna Hughes who represented at number of levels in a variety of events including the school soccer, netball and cricket teams. The school and zone athletics teams plus the North Coast PSSA Hockey team.

Other

**Gifted and Talented**

The Opportunity Class continues to attract students from district schools. The differentiated curriculum allows gifted children to engage in a wide variety of activities that challenge them. The class provides opportunities for children to work with like-minded classmates to develop philosophical, critical and creative thinking skills.

The school was invited to participate in the Kindergarten Gifted and Talented (KGT) Project 2 in trialing open ended assessment tasks and determining their value as an appropriate tool to allow children in Kindergarten to demonstrate their gifts. As school communities have a responsibility to identify their GT students the development of appropriate assessment tools is vital. Participating in the KGT project was a valuable exercise.

**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)

There were 34 Year 3 students and 39 Year 5 students from Goonellabah Public School complete the tasks. The students’ skills in Reading, Writing, Spelling, Grammar, Punctuation and Numeracy were assessed and their performance reported in skill bands.

**Literacy – NAPLAN Year 3**

In 2010, Year 3 Goonellabah Public School students were placed in the highest bands, band 5 and 6, in the following percentages; reading 14.7%, writing 14.7%, spelling 20.8% and 17.6% in grammar and punctuation and in the lowest bands, band 1 and 2, in the following percentages; reading 58.4%, writing 44.2%, spelling 58.9% and 58.8% in grammar and punctuation. At a school level there has been an increase in the percentage of students performing in bands 1 and 2.

<table>
<thead>
<tr>
<th>Percentage of students in bands : Year 3 Literacy</th>
<th>Goonellabah Public School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1</td>
</tr>
<tr>
<td>Reading</td>
<td>29.4</td>
</tr>
<tr>
<td>Writing</td>
<td>26.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>26.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>44.1</td>
</tr>
</tbody>
</table>

The table below shows results for statistically similar schools.

<table>
<thead>
<tr>
<th>Percentage of students in bands : Year 3 Literacy</th>
<th>Statistically Similar Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1</td>
</tr>
<tr>
<td>Reading</td>
<td>11.0</td>
</tr>
<tr>
<td>Writing</td>
<td>8.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>13.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>18.9</td>
</tr>
</tbody>
</table>
Numeracy – NAPLAN Year 3

In 2010, twelve percent of Year 3 students were placed in the highest bands, band 5 and 6, compared with the state average of 35%. Forty seven percent of students were placed in the lowest bands, band 1 and 2, compared with the state average of 18%. In number, patterns and algebra fifteen percent of students were placed in the highest bands, band 5 and 6. In measurement, data, space and geometry fifteen percent of students were also placed in the highest bands.

<table>
<thead>
<tr>
<th>Percentage of students in bands : Year 3 Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Literacy – NAPLAN Year 5

In 2010, Year 5 Goonellabah Public School students were placed in the highest bands, band 7 and 8, in the following percentages; reading 25.6%, writing 15.4%, spelling 28.3% and 28.2% in grammar and punctuation; and in the lowest bands, band 3 and 4, in the following percentages; reading 56.4%, writing 41%, spelling 41.1% and 53.8% in grammar and punctuation. At a school level there has been a slight increase in students scoring bands 3 and 4 and similar results in bands 7 and 8 when compared with 2009.

<table>
<thead>
<tr>
<th>Percentage of students in bands : Year 5 Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
</tbody>
</table>

The table below shows results for statistically similar schools.

<table>
<thead>
<tr>
<th>Percentage of students in bands : Year 5 Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Goonellabah Public school</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DET</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 5

In 2010, twenty eight percent of Year 5 students were placed in the highest bands, band 7 and 8, compared with the state average of 29%. Forty one percent of students were placed in the lowest bands, band 3 and 4, compared with the state average of 19%. In number, patterns and algebra thirty three percent of students were placed in the highest bands.

<table>
<thead>
<tr>
<th>Percentage of students in bands : Year 5 Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Progress in literacy

Average progress in reading for matched students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>99.4</td>
<td>139.2</td>
<td>105.1</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>78.3</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

- outstanding growth for students above state and similar school group growth.

Average progress in writing for matched students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>82.6</td>
<td>57.8</td>
<td>67.2</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>62.9</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

- on par with state growth and slightly above similar school group growth

Average progress in grammar and punctuation for matched students

<table>
<thead>
<tr>
<th>School</th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>90.1</td>
</tr>
<tr>
<td>SSG</td>
<td>90.1</td>
</tr>
<tr>
<td>State DET</td>
<td>95.7</td>
</tr>
</tbody>
</table>

- slightly below state growth but on par with similar school group growth
Average progress in spelling for matched students

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>77.3</td>
</tr>
<tr>
<td>SSG</td>
<td>82.4</td>
</tr>
<tr>
<td>State DET</td>
<td>84.5</td>
</tr>
</tbody>
</table>

- below state growth and similar school group growth

Progress in numeracy

Average progress in numeracy for matched students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>100.7</td>
<td>94.5</td>
<td>119.0</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>82.4</td>
</tr>
<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>

- outstanding growth for students above state and similar school group growth.

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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>71</td>
</tr>
<tr>
<td>Writing</td>
<td>74</td>
</tr>
<tr>
<td>Spelling</td>
<td>74</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>56</td>
</tr>
<tr>
<td>Numeracy</td>
<td>76</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students achieving at or above the minimum standard in 2010**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>74</td>
</tr>
<tr>
<td>Writing</td>
<td>85</td>
</tr>
<tr>
<td>Spelling</td>
<td>82</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>67</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

All Aboriginal programs form part of the Whole School plan.

Every class attended Bundjalung Language lessons for thirty minutes per week. Funding for this project was provided by the Aboriginal Education and training Directorate.

Norta Norta tuition was provided for twenty six students. Four tutors were employed of which three were Aboriginal. Two of these were parents of children attending our school.

As part of NAIDOC the school recognised the academic achievements of male and female Aboriginal students in each stage. The Koori Mail and Southern Cross University sponsored the awards. Two students in each stage received an award of $50.00 each which was presented at the NAIDOC assembly.

Our stage 2 classes were invited by the Bundjalung Elders Council to participate in the ‘Return of Bundjalung Remains’ ceremony at Victoria Park. This ceremony holds great significance with Bundjalung people. Students sang songs in Bundjalung and the Deadly Dancers performed.

The Aboriginal Education Team met twice a term to provide strategic direction for the schools Aboriginal Education Programs. The current focus of this group is to develop strategies for the implementation of the Aboriginal Education Policy and engaging Aboriginal parents/carers to become part of the Aboriginal Education Team.
A Year 6 Aboriginal student, Glen Rhodes, was awarded the Quota award for commendable attitude towards all aspects of school at the end of year school assembly.

Developing and implementing ‘Personalised Learning Plans’ (PLPs) for all Aboriginal students was a priority this year. A teacher was released from class each day to develop and monitor a whole school approach for the implementation of PLP’s. This has resulted in 100% of Aboriginal students having PLP’s.

The school was also involved in a ‘School Collegial Snapshot’ conducted by the ‘Dare to Lead’ organisation. The snapshot provided information on indigenous education in the school. Recommendations will be used to assist in improving outcomes for Indigenous students.

**Multicultural education**

Students have studied various cultures from across the world as part of their programs in English, Human Society and its Environment (HSIE), Current Affairs and Technology. These studies have been supplemented by the use of the school and local libraries, the internet and email.

**Respect and responsibility (PBL)**

The Positive Behaviour for Learning Program (PBL) continued in 2010 with great success with students and classes achieving in excess of the expected 80% success rate of focus rules and areas in the classroom and playground.

All staff, including support personnel and office staff engaged in professional learning using the PBL language to immerse students and gain more than 80% of the staff providing continuity with the language of PBL.

Individual students were rewarded at each whole school PBL assembly for being respectful and responsible. We also took the opportunity to deliver the PBL focus area for the week.

The PBL team meet twice a term to discuss future planning and areas for improvement in the classroom and the playground. The team discussed the latest ‘North Coast Region Newsletters’ and during terms 3 and 4 were provided with some valuable direction from Susan Hancock, one of the PBL district coordinators.

Goonellabah will continue with the school action plan and yearly overview with an emphasis on PBL in the classroom. Teachers will be required to program regular lesson in PBL after students and teachers identify areas of need. Teachers have undertaken professional learning over the past twelve months in using PBL in the classroom, with major emphasis on using pre-corrects.

**Other programs**

**Priority Schools Program (PSP), Priority Action School (PAS) and Low SES School Communities National Partnerships.**

In 2010 Goonellabah Public School received extra funding which was utilised to provide programs strategies and resources to improve the learning outcomes of all students.

An Assistant Principal supported the implementation of the School Management Plan, specifically, Student Engagement; and supporting the implementation of the Connected Classroom Strategy aimed at the three target areas.

The Assistant Principal worked closely with the Principal and other members of the leadership team to ensure trends were communicated accurately and in a timely way. This information was then used in the evaluation and planning cycles.

Learning tutors and an extra teacher were employed to support Literacy and Numeracy classes.

Professional Learning time was allocated to each stage group to improve the planning and delivery of literacy and numeracy sessions with teacher surveys and classroom observations indicating classroom practice improved.

The intervention program, ‘QuickSmart’, was implemented with all students involved achieving growth.

A speech pathologist was engaged to support students and train staff in the delivery of an oral
language program. Teachers have indicated an improved level of engagement for the students involved in the program.

A number of Aboriginal workers were employed to support the delivery of programs within the school leading to enhanced partnership with the community.

**Connected learning**

All students have regular access to technology with each home class having an interactive whiteboard to assist in the delivery of teaching and learning programs. In 2010 the school used the North Coast Scope and Continuum to deliver numeracy.

There is a computer lab which is accessed regularly for whole class lessons to develop computer skills and improve knowledge of computer hardware and software.

Two staff received training in anticipation of the connected classroom being installed in 2011. Each stage was also involved in professional learning activities to support the use of technology in their classrooms.

**Learning Support and Student Welfare**

In 2010 the Learning Support Team worked actively to provide ongoing assistance to improve student outcomes in academic and social situations.

Through clear and concise communication the LST provided support and direction for teachers, students, carers and interagency groups.

The team meets weekly and consists of key support personal, executive and representatives from across each learning stage.

This year staff from the YWCA Mentoring Program joined our team and a two day program was established that offered mentoring services to both individuals and groups. A referral process was developed to help prioritise student need. After school and holiday programs enhanced the in school support. In 2011 this program will extend to family referrals with counselling available.

In Semester 2, a Speech Therapist was employed by the school to assess the language development of identified students. Programs were then devised for teachers to use in the classroom. In 2011 the Child and Family Health Centre will extend this support by providing an additional day through the Speech Pathology In-school Support Program.

The Seasons for Growth Program continued in 2010 with stage groups accessing the program throughout the year. Trained staff were able to deliver sequenced lessons that develop emotional resilience in students who are suffering from separation and grief.

Individual Learning Programs, Health Care Plans, Personal Learning Plans and Risk Assessments were monitored by the Learning Support Team in consultation with classroom teachers, specialist staff and District Office support.

Team members were trained in the new on line applications for Integration Support Funding which began in Term 4 2010.

**Language Learning and Literacy (L3)**

Goonellabah Public School was invited to take part in the initial Regional implementation of L3 which commenced at the start of term 2. L3 is an early literacy intervention program for Kindergarten students. It aimed to improve student outcomes in literacy.

Two Kindergarten teachers attended eleven training sessions and had four one on one trainer visits. They introduced the L3 model into their Literacy sessions. Data was collected and analysed in the areas of text reading and writing.

At the end of 2010, 83% of students were reading at or above an instructional level nine text as opposed to 4% at the end of 2009. 55% of students could write 40 or more words independently.

In 2011 stage one teachers will be involved in training sessions to help students consolidate skills developed in 2010 with the L3 trainer to help bridge the gap for students from kindergarten to year 1. They will also be supported by the Best Start Literacy/Numeracy leader to ensure that students involved in L3 2010 continue to further develop their literacy skills. Kindergarten teachers will attend training
to ensure the ongoing implementation of the program.

Progress on 2010 targets

Target 1

**Improved literacy outcomes.**

Our achievements include:

- Student growth from year 3 to year 5 in reading was 105.1 compared to state average growth of 83.4 and SSG average growth of 78.3. Growth in writing was 67.2 compared to state average growth of 66.8 and SSG growth of 66.9
- Students identified and supported in literacy sessions.
- All teachers participated in professional learning to improve the planning and teaching of the literacy session.
- Additional staff allocated to support each stage
- 100% of teachers embed quality teaching elements in class programs.
- Teachers worked in collegial groups on aspects relating to their students’ stages of learning.

Target 2

**Improved numeracy outcomes.**

Our achievements include:

- Growth from year 3 to year 5 was 119.0 points compared to the state average of 89.3 and SSG average of 82.4 points.
- All staff using the North Coast scope and continuum.
- Staff developed a deeper understanding of how to use Count Me in Too strategies.
- All teachers participated in professional learning to improve the planning and teaching of the numeracy session.
- All students involved in the QuickSmart program improved their numeracy results.

Target 3

**Increased engagement levels of students.**

Our achievements include:

- All teachers trained in PBL in the classroom. Strategies implemented across the school.
- An increase in the number of students receiving silver and gold awards.
- Suspension rates reduced by 35%.
- A small number of students accessed the after school homework centre.
- School attendance rates were closely monitored with an increased in the attendance rate by 1.5%.
- Student well being needs were being addressed and families supported and linked to relevant community services.

Key evaluations

It is a requirement for all NSW public schools to conduct annual evaluations. In 2010 our school carried out a situational analysis. Findings and conclusions and future directions for literacy and numeracy are below.

**Literacy and Numeracy**

**Findings and Conclusions**

- A number of literacy and numeracy outcomes were identified in the NAPLAN data as being problematic. We need to continue to increase growth for these students to narrow the gap between school, region and state NAPLAN levels of achievement.
- There are a high percentage of students performing at and below national minimum standards in Year 3 and Year 5 in most aspects of Literacy and Numeracy. Year 5 perform better than Year 3.
- Average growth is above in all areas but two for the cohort from Year 3 to 5 in Literacy when compared to State, North Coast, SEG and SSG. There is an identified need to increase the number of students achieving greater than or equal to expected growth in Literacy.
- Sixty percent of students achieve greater than or equal to expected growth Year 3 to 5 in Numeracy.
- Build teachers’ capacity to identify and address students’ literacy and numeracy
needs through professional learning opportunities.

- NAPLAN data indicates that a number of Aboriginal students are performing in the bottom two bands. We need to increase growth for these students to narrow the gap between school, region and state NAPLAN levels of achievement.

**Future Directions**

- To increase the percentage of students achieving greater than or equal to expected growth Year 3 to 5 in Numeracy by 10% from 60% to 70%.
- Professional learning utilizing BEST START, NAPLAN and SMART 2 packages.
- Provide School Learning Support Officer (SLSO) support in literacy and numeracy groups to targeted students and Individual programs developed for particular students including Aboriginal students, groups of high achieving students and students experiencing difficulty.
- Provide resources that extend and enrich the quality of learning.
- Professional learning opportunities made available for staff to assist in the delivery of lessons using technology.
- Targeted support for individual learning needs determined by analysis of NAPLAN and school based data – supported by the STLA.

**Educational and management practice**

**Culture**

Each year, the school completes an evaluation of educational practice in one of the following: learning, teaching, planning, management, leadership and culture. In 2010 the school sought the opinions of the school community relating to school culture. A high response rate from parents was pleasing. Most aspects were rated highly.

**Findings and conclusions**

- The school knows about the families and community in which it serves.
- The students are the school’s main concern.
- Parents are proud of their child’s school and support what is happening in the school.

- 96% of parents believe that the school almost always or usually encourages new students and their families to be involved in school activities.
- Over 90% of parents, staff and students believe that Goonellabah Public School is continually finding new ways to improve what it does.

**Future directions**

- To continue to cater for the needs of all our students.
- To continue to find ways to improve what our school does and respond to emerging needs by making appropriate changes and or modifications to existing programs and practises.
- Encourage new and existing staff members to contribute to the positive culture of Goonellabah Public School.
- To foster communication and active exchange of ideas between school and community. This is an area that always requires monitoring to ensure effective communication and a supportive relationship.
- To continue to provide opportunities for the school community to become involved in school activities.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- 95% of parents indicated that they were satisfied with their child’s schooling.
- 100% of parents surveyed felt the school and teachers were approachable.
- 89% of students see their work as good preparation for the future.
- Over 90% of the students see themselves as successful learners. 83% of students see their work as good preparation for the future.
- 90% feel they can keep up.
87% of the Year 3 and Year 4 students believe the teacher expects high standards whilst only 70% of the Year 5 and Year 6 students believe this.

Teachers reflected on a number of programs and structures within the school. Their responses are presented below.

- Teachers were involved in collaborative planning, team teaching opportunities, lesson observations, reflection and discussion on teaching practice. They found this to be beneficial.
- 100% indicated they would like to be involved in professional learning activities to improve their teaching of literacy and numeracy skills.
- Consultancy support was accessed to assisted staff with the delivery of quality literacy and numeracy programs in the classroom. They have indicated a need to further develop their skills in Accelerated Literacy and L3.
- Staff have indicated a need for more support and training in the area technology. IWBs play an integral part in the delivery of the North Coast Mathematics Scope and continuum.
- Some staff continue to indicate their concern about their ability to engage all members of the school community.
- Staff raised concerns about the number of students at school with conductive hearing loss and the impact that has on their learning.

Professional learning

All staff were involved in professional learning during 2010. Areas covered included PBL in the classroom, You can Do It, child protection, accelerated literacy, reading recovery, effective literacy teaching, language learning and literacy, risk assessments, behaviour plans, new scheme teacher induction, quicksmart numeracy, forensic analysis of NAPLAN data, aboriginal education, PLPs, effective numeracy teaching, using ICT for teaching and learning and leadership and career development.

School development 2009 – 2011

After analysis of school and system data we have continued setting targets in the following areas: Literacy; Numeracy and Student Engagement.

Targets for 2011

Target 1

To increase literacy outcomes

Strategies to achieve this target include:

- Student progress tracked and monitored through regular assessment against the stage outcomes.
- Assessment data placed on a school data base.
- Professional learning utilizing BEST START, NAPLAN and SMART 2 packages.
- Provide School Learning Support Officer (SLSO) support in literacy groups to targeted students.
- Individual programs developed for particular students including Aboriginal students, groups of high achieving students and students experiencing difficulty. Provide resources that extend and enrich the quality of learning. Involvement in the Kindergarten G&T program.
- Employ a Speech Pathologist to assess and support students and provide PL for staff in the delivery of an Oral Language program. Teaching and learning programs to be developed, in collaboration with teachers, for individual students and classes. Speech Pathologist to provide parents of students with identified needs a plan to assist children at home.
- Provide professional learning in Accelerated Literacy for Stage 2 and Stage 3 teachers, L3 and Best Start for Early Stage 1 and Stage 1.
- Staff to work in collegial groups on aspects relating to their students’ stages of learning. Targeted support for individual learning needs determined by analysis of NAPLAN and school based data – supported by the STLA.
- Whole school ‘Reading for Enjoyment’ program promoted, encouraging home reading.
Our success will be measured by:

- All students show growth from benchmark level – Term 1, Term 2 and Term 4.
- Increase the percentage of students achieving levels at or above age / stage expectations in literacy from 69% to 75% based on BEST START data, NAPLAN data, school based assessments and student reports.
- The percentage of Year 3 students performing in Bands 1 and 2 reduced by 10% and the percentage of students performing in Bands 5 and 6 increased by 10% in all aspects of NAPLAN literacy assessment.
- The percentage of Year 5 students performing in Bands 3 and 4 reduced by 10% and the percentage of students performing in Bands 7 and 8 increased by 10% in all aspects of NAPLAN literacy assessment.
- Increase the percentage of students achieving greater than or equal to expected growth by 10% in all aspects of literacy in NAPLAN growth Year 3 to Year 5.

Target 2

To increase numeracy outcomes

Strategies to achieve this target include:

- Student progress tracked and monitored through regular assessment against the stage outcomes.
- Professional learning utilizing BEST START, NAPLAN and SMART 2 packages.
- Provide School Learning Support Officer (SLSO) support in numeracy groups to targeted students.
- Individual programs developed for particular students including Aboriginal students, groups of high achieving students and students experiencing difficulty.
- Whole school implementation of the North Coast Mathematics Scope and Continuum utilizing interactive technologies - incorporating Count Me In, Count Me in Too, Counting On and NAPLAN strategies.
- Provide maths resources that extend and enrich the quality of learning experiences in mathematics.
- Best Start assessment of all Kindergarten students at the beginning of the school year. Analysis of class and group data to inform teaching.
- Implementing the Intervention program Quicksmart – Numeracy.
- Utilize ‘Mathletics’ to improve numeracy skills.
- Staff to work in collegial groups on aspects relating to their students’ stages of learning. Provide Professional Learning opportunities to improve the planning and delivery of the Numeracy Session
- Purchase Netbooks to improve access to electronic based learning activities.
- Participate in a maths enrichment day in partnership with the local University.

Our success will be measured by:

- All students show growth from benchmark level – Term 1, Term 2 and Term 4.
- Increase the percentage of students achieving levels at or above age / stage expectations in literacy from 63% to 78% based on BEST START data, NAPLAN data, school based assessments and student reports. Results to be placed on an electronic data base.
- The percentage of Year 3 students performing in Bands 1 and 2 reduced by 10% and the percentage of students performing in Bands 5 and 6 increased by 10% in all aspects of NAPLAN numeracy assessment.
- The percentage of Year 5 students performing in Bands 3 and 4 reduced by 10% and the percentage of students performing in Bands 7 and 8 increased by 10% in all aspects of NAPLAN numeracy assessment.
- Increase the percentage of students achieving greater than or equal to expected growth by 10% in all aspects of numeracy in NAPLAN growth Year 3 to Year 5.

Target 3

To raise expectations and overall engagement levels of students.

Strategies to achieve this target include:
• Monitor and evaluate the PBL program. Staff provided with PBL training.
• Engage with local schools to facilitate sharing of expertise, resources and programs.
• Develop, enhance and promote programs for students transitioning into Kindergarten and High School.
• Professional Learning to increase the understanding of the work of the Learning Support Team.
• Monitor and evaluate the ‘You Can Do It’ program.
• Staff provided with ‘You Can Do It’ training.
• School Attendance Plan implemented with attendance rates closely monitored. Weekly home contact is made for students who have been absent for 2 or more days per week.
• Employ an Aboriginal Education Resource Teacher and an Aboriginal Education Officer to work with staff supporting Aboriginal students and the PLP process.
• Provide opportunities for all students, staff and the wider community to acquire knowledge and develop a deeper understanding of Aboriginal culture and experiences.
• Participate in the ‘Communities for Children’ program in partnership with the YWCA.
• Employ a Community Liaison Officer (CLO) and an Aboriginal Community Liaison Officer (ACLO) to work with the community and gain regular feedback on programs running in the school. Information sessions organised to encourage engagement.
• Implement behavior education programs for students. SLSOs employed to support students.
• Provide students with the opportunity of being involved in ‘Seasons for Growth’.

Our success will be measured by:
• Increased parent involvement and understanding of learning programs through involvement in PLPs and ILPs.
• 10% reduction in the number of RISC entries for playground incidents and classroom referrals.
• 10% reduction of Suspension Rates’
• Improved overall attendance rate from 88.5% to 90%. Improved attendance rate for Indigenous students from 84.3% to 85.5%.
• 100% of school rules/expectations explicitly taught.
• Student and parent engagement and satisfaction are increased as evidenced by surveys including Quality of School Life.
• 2011 PBL priorities identified and annual action plan implemented by all staff.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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