



# Goulburn North Public School



## School Plan 2009 - 2011

including

## **National Partnership Low SES**

# Goulburn North Public School

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## School Plan for 2009-2011

### 1. School context 2010

Goulburn North Public School is located in the established and historical Goulburn suburb of Goulburn North. The school is situated on an expansive, flat school site bordered by Sydney Road and Union Street. As a member of the Goulburn Community of Public Schools, Goulburn North Public School adheres to the local public schools' zoning policy and draws its students from within the immediate area surrounding the school. The school caters for a student population which is currently sitting at 247 students spread across 10 classes. It is anticipated that the school will remain at 10 classes for 2010. The school prides itself on providing an inclusive learning environment for both mainstream students and students with disabilities.

The majority of Goulburn North students are of Anglo – Australian descent, there is a small number of both Aboriginal and students of non-English speaking background.

Current academic focuses are in the areas of Literacy, particularly spelling, and Numeracy, with a focus on Number.

Parents value education and support the schools Student Welfare and Discipline Policy. The school's emphasis on student leadership and development is valued and supported by the wider school community.

Goulburn North Public School is actively seeking ways to improve the learning outcomes for the children we serve.

### 2. School purpose

**Pursuing excellence through care and commitment in a pleasant, purposeful learning environment.**

**Our vision is reflected in our school motto, "Life is for Learning." We hope to inspire students to achieve their personal best whilst fostering individual self esteem, independence and goal setting in a learning environment where students are given opportunities to develop leadership and communication skills that will enable them to continually develop academically and socially throughout life.**

### 3. Long-term school strategic directions (3 year horizon)

The consistent achievement of high quality student literacy outcomes K-6, particularly in the area of Spelling

The consistent achievement of high quality student numeracy outcomes K-6, particularly in the area of Number, Pattern and Algebra

The consistent achievement of high quality student outcomes for all students with particular reference to Aboriginal students

Quality teaching, with a focus on engagement and developing deep understanding

Student Welfare and student leadership will continue as a focus area.

Improving student attendance rates to beyond that of the State and Regional averages.

#### 4. Shorter-term school strategic goals (1 year horizon 2010)

- Improvement in spelling outcomes for all students with a focus on Year 5 (Moving NAPLAN performance from 16% in the top two bands 2009 to 25% in 2010).
- Improvement in writing outcomes for all students with a focus on Year 5 (Moving yr 5 NAPLAN performance from 25% in the top two bands 2009 to 30% in 2010).
- Improvement in student attendance rates in 2010 that are beyond Regional and State averages and are a further improvement upon rates achieved in 2009.
- 100% of teaching staff to be using strategies that ensure student engagement in line with the Quality Teaching Framework.
- 100% of Aboriginal students and students who are in the care of the Minister, screened academically with PLP's / IEPs implemented. Aboriginal students to be achieving student outcomes at or beyond non-Aboriginal students, supported by school based assessment and Non-school based assessment.

5. School budget, all sources

\$175,000.00

6. National Partnerships Budget

\$241,000.00

The plan has been endorsed and approved by:

<b>Principal:</b>	<b>Mr Michael Hooker</b>	<b>Date:</b>	<b>30/11/2009</b>	<b>School Education Director:</b>	<b>Mr Peter Browne</b>	<b>Date:</b>	<b>30/11/2009</b>
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Principal's initials: \_\_\_\_\_

#### NATIONAL PARTNERSHIP

The National Partnership funding will allow Goulburn North Public School to address key areas that will enable us to raise levels of student achievement, Student engagement and community engagement. The plans devised as a result of the National Partnership funding will directly improve school performance.

#### TARGETS:

- 40 PLP / IEPs in place in 2010. Resulting in; improved attendance for the students targeted, achievement in literacy and numeracy that is beyond that of their cohort.
- Increased community support for Goulburn North Public School. Survey results and the collection of data will verify this target.
- Increased engagement in the classroom. A reduction in days lost to suspension, a reduction in bullying related incidents reported, a reduction in the number of detentions issued.
- Improved school leadership. All executive to complete the Covey Course, all executive to be able to report on projects that they have seen through to completion, improved levels of accountability.
- 2011 Kindergarten class will outperform previous classes on data collected through Best Start, AEDI and other school based assessments.

## Goulburn North Public School Plan 2009 - 2011

School priority area	DET Priority	Expected outcomes and targets	Strategies	Timeframe			Responsibility	Indicators	Funding & Source	Reform Area NP
				Y1	Y2	Y3				
Improved Spelling outcomes for all students K-6	LITERACY	<p>To increase the % of students operating in Bands 4, 5 and 6 in the Year 3 NAPLAN from 50% in 2009 to 60% in 2010</p> <p>To increase the % of students operating in Bands 7 and 8 in Year 5 NAPLAN from 26% in 2008 to 35% in 2009</p> <p>To decrease the % of students operating in Bands 1 and 2 in the Year 3 NAPLAN from 30% in 2008 to 20% in 2009</p> <p>Targets Year 3: 2009 – 10% improvement 2010 – 10% improvement 2011 – 5% improvement</p> <p>Targets Year 5: 2009 – 10% improvement 2010 – 10% improvement 2011 – 5%</p>	<p>Development of a scope and sequence for Spelling across the school.</p> <p>School being successful in its application to be a project school with Spelling as a target</p> <p><b>Implement individual education programs / PLP for targeted students . Appendix 1</b></p> <p>Train parents in being able to support Spelling at home</p> <p>Focus explicit teaching on the area of spelling.</p> <p>Monitor class programs to ensure spelling is being emphasised</p> <p>Continued promotion of spelling through the Spelling Bee and other external competitions</p> <p>Significant allocation of professional learning time allocated to the teaching of Spelling</p>	✓			<p>Led by AP</p> <p>AP</p> <p>Learning Support Team</p> <p>STLA</p> <p>Classroom Teachers With support from DET consultants</p> <p>Assistant Principals</p> <p>Class teacher, Principal</p> <p>Principal and APs</p>	<p>2009 NAPLAN results improve by 10% in Bands 4, 5 and 6 Spelling for Year 3</p> <p>2009 NAPLAN results improve by 10% in Bands 7 and 8 in the area of Spelling Year 5</p> <p>2009 NAPLAN results improve by 10% in regard to the number of Year 3 students in Band 2 (decrease from 30% to 20%)</p> <p>In school assessment data / work samples reflect a significant improvement in spelling.</p> <p>Explicit teaching of spelling evident resulting in improvement in learning outcomes.</p> <p>Evidence of spelling being focused upon in programs.</p> <p>Improvement in Spelling outcomes for all students</p>	<p>TPL Funds \$600</p> <p>Quality Teaching \$1170</p> <p><b>National Partnerships \$120,000.00</b></p> <p>TPL \$1200</p>	4
Improved Writing outcomes for all students K - 6										

Principal's initials: \_\_\_\_\_

School priority area	DET Priority	Expected outcomes/targets	Strategies	Timeframe			Responsibility	Indicators	Funding & Source	Reform Area
				Y1 '09	Y2 '10	Y3 '11				
Improved number, patterns and algebra outcomes for all students K-6	NUMERACY	<p>To increase the % of students operating in the top two bands in this area in Year 5 NAPLAN from 51% to 60% by 2011</p> <p>To increase the % of students operating in the top two bands in this area in the Year 3 NAPLAN from 58% to 60% by 2011</p> <p>Targets Year 3: 2009 – 5% improvement 2010 – 10% improvement 2011 –10% improvement</p> <p>Targets Year 5 2009 – 5% improvement 2010 – 10% improvement 2011 – 10% improvement</p> <p>Quality teaching practices used for every student with particular attention to personalised learning.</p>	<p>Provision of in-service opportunities for staff:</p> <ul style="list-style-type: none"> <li>▪ Quality Teaching On</li> <li>▪ Counting On</li> </ul> <p>Review methods of teaching numeracy using the quality teaching model with special emphasis on engagement</p> <p>Parent information evenings and parent training in numeracy strategies</p> <p>GNPS Scope and Sequence revised, implemented and monitored via exec supervision of class programs.</p> <p>Purchase new resources</p> <p><b>Implement intensive individual learning programs for targeted students. Appendix 1</b></p>	✓	✓		<p>Consultants</p> <p>Consultants and staff teachers working in Stage groups</p> <p>Teachers led by STLA, learning Support Team and exec.</p> <p>STLA and staff</p> <p>Exec and teachers</p> <p>Maths committee</p> <p>Learning Support Team</p>	<p>2009 NAPLAN results improve beyond Regional average</p> <p>In-school assessment data and work samples reflecting improvements in numeracy</p> <p>Evidence of individual programs implemented using voluntary tutors, teachers aides and class teachers.</p> <p>Parent information sessions convened with good parent representation</p> <p>New resources distributed, located in classrooms and being used regularly.</p>	<p>Global budget \$2000</p> <p>2010 TPL budget for maths: QT \$2170</p> <p>Counting On \$800</p> <p>Maths committee budget \$2000</p> <p>Already allocated from National Partnerships</p>	



## Goulburn North Public School Plan 2009 - 2011

School priority area	DET Priority	Expected outcomes and targets	Strategies	Timeframe			Responsibility	Indicators	Allocation \$	Funding source
				Y1 '09	Y2 '10	Y3 '11				
Student Attendance	Student Engagement and Retention	100% of staff aware of the importance of accurate role marking.	All staff to be trained in the importance of accurate role marking	✓	✓	✓	Principal and HSLO	Accurate roles will be evident with consistency across the school.	Student Welfare \$300	
		All students and parents will be informed of the DET Attendance Policy and told of the importance of regular attendance.	DET Attendance Policy will be explained to students with reminders issued through school assemblies. Parents and careers informed through the newsletter.	✓	✓	✓	Principal and APs	Attendance added as an issue to be addressed on the School Assembly calendar.		
		Student attendance rates to be above that of Regional Average.	Encouragement of <b>all</b> students' attendance. Referrals to HSLO as deemed necessary.	✓	✓	✓	Principal and all classroom teachers	Data will support improved attendance rates.		
		Student attendance rates to be above that of State average.	School's attendance rates communicated to parents through the newsletter and ASR		✓	✓	Principal and all classroom teachers			
		Learning Support Team to monitor students whose attendance is causing concern.	Teachers reporting students whose attendance is causing concern				Learning Support Team	Reduction in the number of HSLO referrals.		
		Increased number of students being awarded with 100% attendance certificates at the end of the year.	Regular reminders of 100% Attendance certificates with semester 1 encouragement certificates awarded	✓	✓	✓		Measurable increase in the number of 100% Attendance Certificates presented.		

Principal's initials: \_\_

## Goulburn North Public School Plan 2009 - 2011

School priority area	DET Priority	Expected outcomes and targets	Strategies	Timeframe			Responsibility	Indicators	Funding & Source	Reform Area
				Y1 '09	Y2 '10	Y3 '11				
Equity	Aboriginal Education and Training	Encourage greater sensitivity to and awareness of Aboriginal culture across the school community	School visits by Aboriginal performance and cultural enrichment groups	✓	✓	✓	ARCO Performance Coordinator	School programs that reflect equity of outcomes for all students including Aboriginal students	\$500 Global Funds	
			Committee to ensure the implementation of the new Aboriginal Education and Training Policy	✓	✓	✓	Aboriginal Policy Implementation Group			
		Meaningful implementation of the DET's Aboriginal Education Policy	Purchase of resource materials to support Aboriginal education through all KLA's	✓	✓	✓	Librarian / ARCO			
			Monitor to ensure Aboriginal Education is integrated through all key learning areas	✓	✓	✓	Executive staff			
		Aboriginal students will attain stage appropriate outcomes in all key learning areas and will perform at or above National averages in NAPLAN.	Screening of Aboriginal students to ensure that all Aboriginal students are performing at Stage appropriate levels in all key learning areas	✓	✓	✓	STLA Executive staff	All Aboriginal students performing at stage appropriate levels	\$460 Global Funds	
			PLPs created for all Aboriginal students.	✓	✓	✓	STLA and teachers			

Principal's initials: \_\_\_\_\_



**Goulburn North Public School Plan 2009 – 2011**

School priority area	DET Priority	Expected outcomes and targets	Strategies	Timeframe			Responsibility	Indicators	Funding & Source	Reform Area
				Y1 '09	Y2 '10	Y3 '11				
Leadership	TEACHER QUALITY	Enhanced school leadership capacity for school improvement and greater accountability	<b>School Leadership Development Program. Appendix 3</b>		✓		Principal	Parents will report higher levels of satisfaction with School Leadership in the 2010 survey.  Teachers will report on improved school leadership in the 2010 survey.	<b>\$26,000.00 National Partnerships</b>	2 and 3
Literacy and Numeracy	Literacy and Numeracy	Increased levels of Literacy and Numeracy achievement	<b>Extended Kindergarten Orientation Program. Appendix 4</b>		✓		AP Infants plus Infants teachers	Best Start data will demonstrate greater school readiness in 2010 from 2009.  Teachers will report greater levels of school readiness in 2011 from 2010.	<b>\$40,000.00 National Partnerships</b>	3 and 4
Community Engagement	Student Engagement and Retention	Increased parental engagement in supporting their child's learning	<b>Community Engagement Strategy. Appendix 5</b>		✓	✓	School Admin Manager and Principal	Parents will report an improvement in the school's communication procedures.  Greater parental involvement in the school's decision making processes and school activities.	<b>\$18,500.00 National Partnerships</b>	2

**Principals Initials** \_\_\_\_\_



Planned Program: Driving Change Through IEP /PLP Time Frame: Terms 2 and 3

Reform Areas: 3 and 4

Executive Member of staff responsible for planning, implementation, evaluation and reporting:  
Principal.

Organisation:

Initial Training on IEP and PLPs \_\_, consumables organized \_\_, parent survey developed \_\_, suitable teachers for the program \_\_ Teachers' skills audit developed \_\_, generic format developed for both IEP and PLP \_\_, introductory letter to parents explaining process \_\_, suitable School Learning Support Officers,

Rationale:

IEPs and PLPs have proven to be highly effective tools in ensuring students make planned, specific progress in a number of targeted areas.

PLPs are specifically designed for Aboriginal students while IEPs can be utilized more broadly.

Teachers who have the skills and experience in developing, implementing, monitoring and evaluating PLPs / IEPs are more effective in developing programs that maximize benefits for the students they teach. GNPS has a large number of students who will greatly benefit from having PLP / IEP, and teachers who have high skill levels in utilizing them.

Our target is to have 35 to 40 children with either an IEP or PLP, resulting in improved student outcomes that will be measurable through both school based and non-school based assessment tasks.

Outcomes:

- Students who have a PLP / IEP will have made measurable progress against school based and external assessments, particularly in Numeracy and Literacy;
- Teachers will develop their own personal professional learning plans, identifying areas of personal need through analysis of their ability to meet student needs;
- Teachers will be highly skilled in PLP / IEP development, and;
- Parents will report having a better understanding of their child's learning.

**Process:**

All teachers will be trained in PLP / IEP development.

All teachers will be trained using SMART data and data analysis to inform planning. All teachers will select three students for PLP /IEPs, with preference given to Aboriginal Students and Students who are in the care of the Minister. PLP / IEP will be developed collaboratively with the teacher, student and parent.

Each teacher will be given an additional 2 hours release a week for two terms to implement, monitor, update and evaluate the PLP / IEP. Further support will be given as two teachers aides will be employed to work across the school to support the implementation of this program.

**Timetable:**

- Term 1. Teachers will receive training in developing, monitoring and evaluating IEPs and PLPs.
- Term 2. School develops a proforma for IEPs and PLPs
- Term 2. Children selected for IEPs and PLPs are assessed
- Term 2. Parents of selected children are invited to be part of the process in developing Programs
- Term 2 and Term 3. IEPs and PLPs are implemented, monitored and adjusted weekly
- Term 2 and Term 3. Teacher professional plans are submitted and addressed in weeks 6 7 and 8 of each term.
- Term 3. Program evaluations are completed.

Parental involvement in this program is essential. Teacher will be released for the parent teacher conferences to take place.

**Evaluation:**

- Surveys will conducted with 100% of parents whose children are involved in the program
- Student assessments gathered at the end of Term 3
- Analysis from student data from school based and non school based assessments to show student improvement
- Analysis of teacher professional learning requests
- Collection and monitoring of both IEPs and PLPs

The results of the evaluations will be reported to the wider school community through the school Newsletter, P&C Meeting and the Annual School Report.

**Budget:**

National Partnership Funding.

Initial Training and additional identified training = \$20,000.00

Additional release time = \$50,000.00 (including on costs)

Teachers aides = \$30,000.00

Additional Costs (including Professional Learning = \$20,000.00

TOTAL = \$120,000.00

## Appendix 2

### Goulburn North Public School National Partnerships



Planned Program: Student Engagement Program  
Reform Area: 3

Time Frame: From term 2

Executive Member of staff responsible for planning, implementation, evaluation and reporting:  
Assistant Principal, Upper Primary

#### Organisation:

Presenter booked \_\_\_\_, venue booked \_\_\_\_, staff have background material \_\_\_\_, catering organised \_\_\_\_, parents informed of training \_\_\_\_, casual staff booked \_\_\_\_, data from 2009 collated for 2010 comparison \_\_\_\_, surveys for stakeholders to gauge effectiveness \_\_\_\_,

#### Rationale:

Analysis of data from students and teachers indicated that students felt there was too much bullying taking place in the school. Teachers felt that many children were being disadvantaged in the classroom from the amount of time teachers were spending managing inappropriate student behaviour. Teachers felt that student results were being impacted upon by negative classroom conduct.

We believe that by implementing the Capturing Kids Hearts program consistently across the school that we can positively impact on the culture and social climate that is at Goulburn North Public School.

#### Outcomes:

- There will be a measurable decrease in the number of bullying incidents in the playground
- There will be a reduction in the number of school days lost due to suspensions
- There will be a reduction in the number of detentions and suspensions due to classroom behaviour issues.
- There will be an improvement in student attendance rates.
- Teachers will report improved performance as a result of enhanced classroom management skills.
- Surveys conducted among the parents, students and teachers at Goulburn North Public School will demonstrate an improvement in class and school culture and social climate.

**Process:**

The school will source the Capturing Kids' Hearts program. The program is endorsed by the NSW Institute of Teachers. This Program is based on student engagement, classroom management and anti-bullying. The program will be clearly communicated to the parents and all staff will receive training in the program's implementation. This program will impact on all children, Kindergarten to Year 6. It is anticipated that all classroom teachers will attend the training, including RFF teacher, librarian, Principal, School Admin Manger and the school's part time teacher.

**Timetable:**

- Parents will be informed of the programs content through the school Newsletter and through the P&C.
- The training will take place for three days at the beginning of Term 2. Implementation will begin immediately after the training.
- Evaluations will be carried out at the end of Term 3.

The funding provided through the National Partnerships will allow for all teachers and targeted staff members to attend this course. By all staff being trained there will be a consistency of program delivery throughout the school.

A parent information session will also be conducted after the training is completed so that there is higher levels of transparency and accountability to the programs success.

**Evaluation:**

- All staff involved in the training and implementation of the program will be surveyed in relation to the program's effectiveness;
- Randomly selected students from all classes will be surveyed to gauge the impact of the program across the school;
- Randomly selected parents will be interviewed to gauge the program's effectiveness from their perspective, and;
- The school's self evaluation committee will examine data concerning bullying, suspensions, attendance and student behaviour

The results and findings from the evaluation process will be reported to the parents through the school Newsletter, the P&C and Annual School Report.

**Budget:**

National Partnership Funding.

Program attendance costs: \$10800.00

Replacing staff during training: \$7300.00

Additional costs: \$1900.00 (venue catering)

Total = \$20,000.00

## Appendix 3

### Goulburn North Public Sch National Partnerships



Planned Program: School Leadership Development Program Time Frame: Term 1, 2, 3 and 4  
Reform Areas: 1 and 2

Executive Member of staff responsible for planning, implementation, evaluation and reporting:  
Principal.

Organisation:

Leadership Team Established \_\_ , acting Principal list formed \_\_, parent survey developed (for the end of the program) \_\_, Appropriate Professional Learning activities identified \_\_,

#### Rationale:

Effective leadership impacts directly upon school and student performance. A parent survey conducted in 2009 indicated the school leadership could be improved. By enhancing the leadership skills of existing executive and aspiring leaders we will increase the school's capacity in this area and in the area of school improvement. Our school has had significant changes in the make up of the leadership team and it is important to our effectiveness that our leadership learning and development occurs in a coordinated manner.

#### Outcomes:

- Improved student outcomes as a result of increased effectiveness of school leadership team;
- Enhanced leadership capacity within the school;
- Improved staff supervision, and;
- Greater levels of accountability will be evident at Goulburn North Public School.

#### Process:

- The Principal, Assistant Principals, School Admin Manager and any teachers aspiring to leadership positions will be given the opportunity to commit to being a part of the School Leadership Team.
- The Leadership team will take part in the Covey Course.
- Ongoing professional learning will take place regularly throughout the year, this will take place after school. It will include professional reading and an action research project.
- It is then expected that each member of leadership team will utilize the skills learnt and contribute to the achievement of the school's targets and goals.
- Appropriate conferences will targeted for Staff members.
- As a professional learning opportunity, on occasions when the Principal is absent from the school, a member of the executive will be released to fill the roll of the Principal.

Evaluation:

- All members of the School Leadership Team will be surveyed in relation to the program's effectiveness;
- Parent surveys will indicate an improvement on the positive impact the School Leadership Team has on School culture, and;
- Staff will be surveyed regarding school leadership.

The results and findings from the evaluation process will be reported to the parents through the school Newsletter and the Annual School Report.

Budget:

National Partnership Funding.

6 staff members x 5 days relief each = \$10,400.00

Conference costs = \$5000.00

Course costs = \$1800.00

Relief for when the Principal is away = \$6000.00

Additional costs (including survey preparation and implementation) = \$2200.00

Total Cost = \$26,000.00

Goulburn North Public School  
National Partnerships



Planned Program: Extended Kindergarten Orientation Program      Time Frame: Term 4

Reform Areas: 3 and 4

Executive Member of staff responsible for planning, implementation, evaluation and reporting:  
Assistant Principal, Infants.

Organisation:

Appropriate classroom space \_\_, consumables organized \_\_, parent survey developed \_\_,  
Suitable teacher for the program \_\_ Teachers' skills audit developed \_\_, Teachers Report format  
developed \_\_, introductory letter to parents enrolling for 2011 \_\_, suitable School Learning Support  
Officers

Rationale:

Teachers surveyed and data gathered indicate that a large number of our Kindergarten students are coming to school without the full range of skills necessary to engage in meaningful learning from the beginning of their formal schooling.

Some students present with speech difficulties, vision and hearing difficulties, social difficulties and others with specific learning difficulties. The data gathered from the Australian Early Development Index highlighted that a large number of children coming to our school have some of these areas of deficit.

This program will allow all students to be assessed. Students will have specifically developed programs to ensure greater levels of school readiness. The program will provide the quality professional learning opportunities for GNPS teachers in the management of younger children and in catering for specific needs.

Outcomes:

- Teachers will have enhanced skills in managing and catering for younger children, and specifically, enhanced skills in catering for the specific needs of the children coming into Kindergarten.
- Children will have specifically developed programs ready for use from the commencement of school in 2011. Programs will include, if necessary, speech therapy, occupational therapy, vision program, gross and fine motor skill programs and language programs.
- All Kindergarten children starting in 2011 will have extensive experience within the school setting, they will be aware of school routines and expectations. A greater percentage of our Kindergarten students will be 'school ready' which will lead to results that will be superior to those of previous years.
- Parents will be better prepared to assist their child's development and they will have a greater understanding of the program that has been developed for their child.



Process:

All children enrolled to start in Kindergarten at Goulburn North Public School in 2011 will be invited to attend the program which will run **two days** a week (from 10:00am until 2:00pm) for nine weeks of term 4. Teaching and learning programs will be developed collaboratively with a specialist early childhood teacher and teachers from GNPS. Essential skills for starting school will be the focus. Assessments will be carried out, where necessary, to develop individual programs for the students.

Time table:

- Weeks 1 and 2, Informal assessment and class observation
- Weeks 3 to 6, Formal assessments as necessary / Parent workshops
- Weeks 7 to 9, Individual programs developed and communicated to parents

Examples of Assessments:

- Hearing Assessment
- Vision assessment
- Occupational Therapy Assessments
- Speech Assessment
- Language Assessment

The funding providing through the National Partnerships Program will allow for teachers to undergo quality professional learning as they will sit in on the assessments as they are being conducted and then work with the specialist on the development of programs to meet specific needs. The skills that the teachers develop through this program will have long lasting benefits for the school.

Parent workshops will be conducted to run concurrently with the teaching time. The parent workshops will address areas such as, 'Helping Your Child with Number' and 'Helping Your Child with Reading'. These workshops which will be facilitated by the classroom teachers will assist in strengthening school community partnerships.

Evaluation:

- A teachers skills audit will be conducted to track new learning and skills gained, and teachers will be required to provide a written report on what they see as being the strengths and areas for development of this program
- All parents who have children that are attending this program will complete a survey gauging satisfaction and their perception of the effectiveness of the program
- Long term tracking of the students involved in the program will determined the ongoing academic benefit of this program for these students.

The results and findings from the evaluation process will be reported to the parents through the school Newsletter and the Annual School Report.

Budget:

National Partnership Funding.

38 teacher days = \$12,000.00

18 days with 4 teachers aides = \$11,500.00

Materials and resources (including parent sessions) = \$6500.00

Employing para-professionals, and teacher release = \$10000.00

TOTAL= \$40,000.00

Goulburn North Public School  
National Partnerships



Planned Program: Community Engagement  
Reform Area: 5

Time Frame: From Term 1

Executive Member of staff responsible for planning, implementation, evaluation and reporting: SAM and Principal.

Organisation:

Areas of specific need identified \_\_, Office time allocated \_\_, parent survey developed (for the end of the program) \_\_, Professional Learning activities identified \_\_, plan clearly communicated to the wider school community \_\_.

Rationale:

Collection and analysis of data showed that while parents are generally happy with the school, many were concerned about the lack of parental support for what the school does. Communication is seen to be an area that could be improved. Many parents do not read the weekly Newsletter and the school is not using the webpage as a means of communication. P&C Meetings are not as well attended as the school would like and many parents do not attend functions such as, 'Meet the Teacher night'.

The partnership between school and home is of great importance if students are to gain the most from their school experience and achieve the results of

Outcomes:

- Parents will have a better understanding of school plans, performance, targets and management;
- Students' results will improve as a consequence of increased support of school plans and programs from home
- The survey conducted in Dec. 2010 will show higher levels of satisfaction than the survey conducted in Nov. 2009; and
- Parents will feel a greater sense of ownership in the school.

Goulburn North Public School wants to enhance our image within the wider community. This program will result in an enhanced school image.

Process:

- We will improve the quality of the School Newsletter. It will be produced in colour and will be more engaging and of greater interest to the wider school community.
- School events, such as Meet the Teacher Night, will show an increase in attendance and this will be supported by data.
- The school webpage will be updated more consistently by classroom teachers who will receive training in this area.
- A review of school communications to parents will be conducted, including the school message board and notes home to parents.
- Staff will receive professional learning in effective communication processes, including maintaining the school website.
- Phone interviews and targeted surveys will be conducted as a way of gauging parental feedback on school communication effectiveness.
- Greater transparency will be a key point of this program.

Evaluation:

- All key stakeholders will be surveyed in relation to the effectiveness of this program;
- Data will be collected and reported to the wider community in relation to attendance at school events;
- Examples of previous communication tools and improved communication tools will be provided to the wider community, and;
- An external provider will assess the school's communication processes and provide written feedback.

All evaluations and data collected regarding this program will be communicated to the community through the Newsletter, the P&C Meetings and the Annual School Report.

Budget:

National Partnership Funding.

Time for teachers training: \$4600.00

Communication review: \$2000.00 (Including office time)

Newsletter / communication upgrade: \$4000.00

Additional costs: \$1,400.00

Additional Office time to manage this program and the NPP: \$6500.00

Total: \$18,500.00

