



Goulburn North Public School

Supported by:

National Partnerships Low SES

School Plan 2011 - 2013



Goulburn North Public School Plan 2011

School Context

Goulburn North Public School is committed to providing high quality learning experiences for its students. Currently the school retains 10 mainstream classes. The school has a staff who have a wide range of experiences and skills. The school is well-resourced and is creating an attractive learning environment. The motto, “Life Is For Learning”, reflects the belief that we are preparing students for a life long learning journey, which is why we aim to provide a rich educational program that will equip them to be good citizens beyond school. Achievement in the core subjects of literacy and numeracy is our focus but we have a strong recognition of the importance of developing the students’ skills in the arts, personal development and sport. The school offers a range of additional support programs including an Enrichment Class, an Intensive Language Class and a High Interest Activities Group for targeted students to name but a few. Teaching and learning programs are supported by the National Partnerships Program (NPP).

Priority Areas: LITERACY, NUMERACY, ABORIGINAL EDUCATION, ICT, QUALITY TEACHING, STUDENT/COMMUNITY ENGAGEMENT, LEADERSHIP

- School-based data will show all students progressing towards the achievement of appropriate Stage outcomes for literacy and numeracy.
- SMART Data will demonstrate increased numbers of students at or above the minimum standard and increasing numbers in the proficiency bands for both Year 3 and Year 5 literacy and numeracy.
- GNPS will adopt a range of strategies as both a whole school and individual student intervention for the improvement of individual student outcomes in numeracy.
- All staff will engage in a long term school self improvement, review and reflection strategy that is embedded in the quality teaching pedagogy.
- All executive staff and aspirational staff will participate in Team Leadership for School Improvement Program to improve student learning outcomes.
- Teachers will improve student engagement through innovative teaching practice and by the embedding of the quality teaching framework in their planning and teaching of literacy and numeracy.
- Data will demonstrate a continuing of the decreasing gap between the literacy and numeracy achievement levels for Aboriginal and non-Aboriginal students.
- Goulburn North Public School will be a safe, happy and well disciplined school.
- Goulburn North Public School attendance data will demonstrate average rates of attendance that are above Regional and State averages.

The plan has been endorsed and approved by:

Principal:		Date:		School Education Director:		Date:	
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Principal’s initials: _____

School Education Director’s Initials_____

Goulburn North Public School 2011 - 2013 School Plan

	Literacy	Numeracy	Student Engagement	Aboriginal Education	Teacher Quality	Leadership
Intended Outcomes	<ul style="list-style-type: none"> Increased levels of literacy achievement for all students Diminished gap in literacy between Aboriginal and all students Improved diagnostic assessment and individual planning strategies K to 6 Improved teachers' skills in the teaching of literacy through professional learning 	<ul style="list-style-type: none"> Increased levels of numeracy achievement for all students Diminished gap in numeracy between Aboriginal students and all students Improved diagnostic assessment and individual planning strategies K to 6 Improved teachers' skills in the teaching of literacy through professional learning 	<ul style="list-style-type: none"> School culture and management practices that respond to all students backgrounds Increased student satisfaction within the school setting Increased parental engagement in supporting their child's learning Continued low levels of suspensions, detentions and bullying related issues. 	<ul style="list-style-type: none"> Increased levels of literacy and numeracy achievement for all Aboriginal students Diminished gap in literacy and numeracy achievement between Aboriginal students and all students Increased Aboriginal parental engagement in supporting their child's learning Increased awareness of Aboriginal culture in the school community 	<ul style="list-style-type: none"> Strengthened teacher capacity to improve student learning outcomes Quality teaching practices and strategies that cater for all students' needs Quality teaching strategies embedded in all teaching programs K - 6 	<ul style="list-style-type: none"> Enhance school leadership capacity for individual career development, capacity building and school improvement Improved level of satisfaction with the performance of School executive team from parents and staff.
Strategic Actions	<ul style="list-style-type: none"> Implement the 2008 K-6 Literacy Policy to guide teaching at GNPS to improve student literacy achievement. Use whole school stage based planning processes to identify aspects of literacy under performance from SMART analysis. Develop strategies to address these areas of need. Use whole school assessment and evaluation processes to evaluate the quality of literacy teaching. Implement school-based teacher professional learning programs that will increase teachers' capacity to identify and address students' literacy learning needs. Implement whole school / stage Assessment tasks to inform consistent teacher judgement Use technology and specific programs to help address the specific literacy learning needs of targeted students. 	<ul style="list-style-type: none"> Use whole school / stage based planning processes to identify aspects of numeracy under performance from SMART analysis. Develop strategies to address these areas of need. Implement strategies in Numeracy including: <ul style="list-style-type: none"> -Best Start -SENA -Mathletics Systematically use SMART and school Data to inform and improve numeracy teaching and learning Plan develop and implement school based assessment tasks Provide professional learning in numeracy utilising local and regional expertise Develop ongoing internal and external evaluation of numeracy programming and strategies 	<ul style="list-style-type: none"> Strengthen implementation of the NSW Quality Teaching model. Build teacher capacity to provide high quality learning opportunities for all students K-6 across all curriculum areas. Implement high quality transition programs preschool to kinder and Year 6 to Year 7 to support students and their families throughout schooling. Implement previously developed strategies to maintain high student attendance rates. Strengthen the implementation of proactive student wellbeing approaches, including Capturing Kids Hearts. Establish effective partnerships and communication strategies with families to support the learning of each child. 	<ul style="list-style-type: none"> Develop and implement Personalised Learning Plans for all Aboriginal students in consultation with students and parents to promote student engagement and achievement. Provide staff with access to DET Cultural Awareness training Implement high quality and culturally inclusive transition to school and high school, programs for Aboriginal students. Recognise and celebrate Aboriginal Culture in school programs Implement Literacy and Numeracy Program for targeted students Implement effective strategies to improve Aboriginal student attendance and retention rates to ensure their successful participation in education. Maintain an inclusive school Environment that encourages and supports productive partnerships with Aboriginal families and communities. 	<ul style="list-style-type: none"> Staff access and participate in local and regional professional learning activities to enhance quality teaching across all Key learning Areas <ul style="list-style-type: none"> Improve procedures for reporting student performance to parents Facilitate and implement new syllabus requirement as needed Develop and implement a systematic process of school self evaluation to inform and improve teaching and learning Strengthen the implementation of the NSW Quality Teaching model. <ul style="list-style-type: none"> Use whole school planning processes to align student learning and teacher learning. Staff access and participate in local and regional professional learning activities to enhance quality teaching across all Key learning Areas 	<ul style="list-style-type: none"> Staff access and participate in Leadership training to improve School performance. Targeted staff to be given the opportunity to fill higher roles as they become available Review and improve the implementation of the TARS and EARS process. Clearly identify roles and responsibilities to staff with clear evaluation processes communicated to all stakeholders.
Indicators	<ul style="list-style-type: none"> An increased percentage of students performing at the proficient level in NAPLAN A decrease in the percentage of students performing at or below minimum standards in NAPLAN An increase in individual student growth in literacy from Years 3 to 5 	<ul style="list-style-type: none"> An increased percentage of students performing at the proficient level in NAPLAN A decrease in the percentage of students performing at or below minimum standards in NAPLAN An increase in individual student growth in literacy from Years 3 to 5 	<ul style="list-style-type: none"> Increased access of teachers to professional learning that focuses on delivering a rigorous curriculum for every student. <ul style="list-style-type: none"> Parents /carers report effective relationships with their school. Improved student attendance rates Incorporated specific strategies to enhance learning opportunities with the communities of schools. 	<ul style="list-style-type: none"> Maintain a high percentage of students performing at the proficient level in NAPLAN A decrease in the percentage of students performing at or below minimum standards in NAPLAN Impact of the Aboriginal Education and Training Policy is evidenced in school practice and programs. <ul style="list-style-type: none"> Increased parental involvement Improved student attendance 	<ul style="list-style-type: none"> Increased focus and participation in local, regional and state professional learning opportunities by all staff that address the school targets and personal areas of need Increased access of teachers and leaders to professional learning 	<ul style="list-style-type: none"> Increased teacher and school leader participation in programs that build capacity and school improvement. Increased staff participation in leadership development professional learning opportunities

Intended Outcomes:

- School-based data will show all students progressing towards the achievement of appropriate Stage outcomes for literacy.
- SMART Data will demonstrate increased numbers of students above minimum achievement levels and increasing numbers in the proficiency bands for both Year 3 and Year 5 literacy, with a particular focus on Reading.
- All Executive staff and aspirational staff will participate in Team Leadership for School Improvement Program to improve learning outcomes
- Teachers will improve student engagement through the continued utilization of the Capturing Kids Hearts Program and by the embedding of the quality teaching framework in their planning and teaching, ensuring student engagement will enhance student learning.
- Class teachers will be able to demonstrate the progress students have made with their reading ability over the course of the year.
- Data will demonstrate a decreasing gap between the literacy achievement levels for Aboriginal and non-Aboriginal students.

NAPLAN Targets for Literacy:

- a reduction in the proportion of students at and below the national minimum standard in Year 3 from 21% (in 2010) to 17%
- a reduction in the proportion of students at and below the national minimum standard in Year 5 from 31% in (2010) to 23%
- an increase in the proportion of students at the state proficiency standard in Year 3 from 23% (in 2010)to 27%
- an increase in the proportion of students at the state proficiency standard in Year 5 from 23% (2010) to 28%
- an increase the number of students achieving the expected minimum growth in Literacy from 53.95% (2010) to 56.5%

Targets Literacy	Strategies	Reform Areas	Who	When				2011 Resource Allocation and Source
				2011				
				Term 1	Term 2	Term 3	Term 4	
<p>Indicators</p> <p>NAPLAN and school based student achievement data identifies areas for improvement.</p> <p>All students experience daily explicit and systematic teaching in literacy and this is evident in teaching programs.</p> <p>All teachers regularly access quality professional learning in line with school plan priorities in literacy.</p>	<p>2010 NAPLAN results in Literacy analysed and follow-up teaching strategies implemented.</p> <p>Literacy initiatives introduced in 2010 and previous years will be consolidated :</p> <ul style="list-style-type: none"> - Best Start - daily 2-hour literacy block K to 6 - ability based class reading groups K to 6 - team teaching - PM Readers online for individual program support - targeted use of STLA - twice a term planning meetings for 	<p>4</p> <p>4</p>	<p>Principal All teaching staff</p> <p>Principal All teaching staff</p>	<p>→</p> <p>→</p>				<p>SDD Term 4 (2010) SDD Term1</p> <p>National Partnerships 4 teacher days \$2400</p>

<p>All students are assessed and literacy learning tracked.</p> <p>Students who require additional support access it through a variety of pathways.</p> <p>Parents report increased confidence to help their children with school work at home.</p>	<p>ES1/S1 and S2/S3</p>								
	<p>Program to improve student learning outcomes focusing on:</p> <ul style="list-style-type: none"> - alignment with the NSW Literacy Policy K-12 and <i>An Introduction to Quality Literacy Teaching</i> teacher quality - teachers as leaders -beliefs about literacy teaching and learning -results-focussed team work -data-focussed planning for school improvement -strategic professional learning 	4	Principal All staff					<p>National Partnership Fortnightly staff meetings and/or SDD T1</p>	
	<p>Teachers will continue to develop their professional knowledge and skills in literacy teaching and assessment through joint planning days, ensure, through thorough planning, that the Quality Teaching Framework is embedded in their programming, teaching and assessment of literacy tasks.</p>	3	Early Stage 1 / Stage1, Stage 2 and 3 teachers,	→					<p>National Partnerships 20 teacher days \$7300.00</p>
	<p>Implementation of the Extended Kindergarten Orientation Program</p>	4	AP Infants					→	<p>National Partnerships \$30000.00</p>
	<p>Best Start Assessment carried out in ES1 to inform teaching. ES1 and S1 teachers access further professional learning in the use of the Early Literacy Continuum to track student achievement and eventually to plan and program for literacy.</p>	4	ES1/S1 teachers Assistant Principal Regional consultants	→				<p>National Partnerships 4 teacher days \$1360.00</p>	

<p>Employ paraprofessionals as needed to facilitate the professional learning of Teachers and SLSO in the area of Occupational Therapy and Speech Therapy</p> <p>Teachers will develop and implement Personalised Learning Plans (PLPs) for Aboriginal students and Individual Education Programs (IEPs) for students in the care of the minister and other targeted students <i>(addressing both literacy and numeracy)</i></p> <p>Implementation of the Fast ForWord program to address the literacy learning needs of students experiencing significant difficulties.</p>	6	Principal	→		→		<p>National Partnerships 10 teacher days + Paraprofessionals \$8000.00</p>
	4	All teaching staff Principal				→	<p>National Partnerships 40 teaching days + Two SLO's to assist with implementation and tracking \$54,000.00</p>
	4	School Learning Support Team Assistant Principal				→	<p>National Partnerships 4 teaching days + Program Costs \$20000.00</p>

DET Priority - Literacy

Outcomes	Strategies	Indicators
<p>Increased levels of literacy achievement for all students in line with school plan targets</p> <p>Diminished gap in literacy achievement between Aboriginal students and all students</p> <p>Improved diagnostic assessment in kindergarten</p>	<p>Use whole school planning processes to identify aspects of literacy underperformance for particular student cohorts and for individual students and develop strategies to address these areas of need</p> <p>Use whole school planning process to evaluate the quality of literacy teaching. Implement school-based, regional and state wide professional learning programs that will increase teacher's capacity to identify and address students' literacy learning needs</p> <p>Implement the Best Start Kindergarten Assessment Program to identify literacy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching</p>	<p>-Impact of K-12 Literacy policy on school teaching programs and student literacy achievement.</p> <p>-Decreased proportion of lowest performing students not meeting literacy minimum standards in accordance with the State Plan targets.</p> <p>-Reduced literacy achievement gap between Aboriginal students and all students</p> <p>-Increased proportion of students meeting or exceeding literacy proficiency standards in accordance with the Sate plan targets</p> <p>-Extent that Best Start entry to school assessment data is used to improve literacy achievement of students in the early years</p>

Intended Outcomes:

- Through the implementation of various programs, SMART data will demonstrate increased numbers of students above minimum achievement levels and increasing numbers in the proficiency bands for both Year 3 and Year 5 numeracy
- Through National Partnerships teachers will access professional learning and support for two levels of intervention, whole class and an individualised numeracy intervention, with a high level of alignment in learning opportunities between the individualised intervention and the whole class program process.
- All staff will be engaged in a process that is both a whole school numeracy strategy and the intervention strategy which will involve-
 - participation in self-evaluation, data analysis and team leadership workshops, courses and ongoing professional learning
 - detailed student data analysis
 - facilitate schools working together to share ideas and expertise, including a link between High Schools and Primary Schools
 - the detailed reporting of student achievement to parents
- Teachers will identify underachieving students and assist in developing an individualised intervention strategy
- All teachers will be engaged in ongoing in class professional development
- Teachers will improve student engagement through innovative ICT use and by embedding of the quality teaching framework in their planning and teaching of numeracy.
- School-based data will show all students progressing towards the achievement of appropriate Stage outcomes for numeracy.
- Staff and students will demonstrate increased levels of competency with ICT
- Data will demonstrate a decreasing gap between the numeracy achievement levels for Aboriginal and non-Aboriginal students

NAPLAN Targets for Numeracy:

- a reduction in the proportion of students at and below the national minimum standard in Year 3 from 12% (2010) to 9.5%
- a reduction in the proportion of students at and below the national minimum standard in Year 5 from 35% to 32.5%
- increase the proportion of students at the state proficiency standard in Year 3 from 12% to 17%
- increase the proportion of students at the state proficiency standard in Year 5 from 13% to 18%
- increase the number of students achieving the expected minimum growth in Numeracy from 31.6% to 36.6%

Targets Numeracy	Strategies	Reform Areas	Who	When				2011 Resource Allocation and Source
				2010				
				Term 1	Term 2	Term 3	Term 4	
Indicators NAPLAN and school based student achievement data identifies areas for	Whole school analysis of NAPLAN using SMART data to analyse strengths and weaknesses in Numeracy with alignment to syllabus outcomes	4	Principal All teaching staff	→			→	SDD Term 4 (2010) SDD Term 1

	<ul style="list-style-type: none"> • the full implementation of Newman’s Analysis strategies in classrooms S1-3. • further professional learning for S1 and S2 teachers in Count Me In Too strategies and implementation of these strategies in classrooms. Teaching and learning resources are developed to support CMIT • the use of Best Start Assessment to inform teaching in ES1. Use of SENA 1 and 2 to track S1 students’ numeracy growth. Investigation of the Early Numeracy Continuum by ES1 and S1 teachers. • the use of a K-6 Rubric to track student achievement (in addition to use of SENA to track only numeracy in S1). • information sessions for parents in assisting students with numeracy at home. Also having parents assist in the development of resources for CMIT <p>Regular and focussed monitoring and support for the implementation of agreed teaching and learning strategies in numeracy. Involving:</p> <ul style="list-style-type: none"> - the alignment of teaching and learning programs with the school plan - investigating efficient methods for sharing student achievement information from year to year to enable tracking of student progress - incorporating student reflection and feedback sessions into classroom programs - the allocation of time for staff to revisit Consistent Teacher Judgement with a focus on developing common assessment tasks with explicit criteria and providing explicit feedback <p>Regular and ongoing internal and external evaluation of numeracy achievement</p>	<p>4 & 5</p> <p>5</p>	<p>Principal AP All teaching staff</p> <p>Assist. Principal</p>					
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DET Priority - Numeracy

Outcomes	Strategies:	Indicators
<p>Increased levels of numeracy achievement for every student in line with the State and Regional Plan targets.</p> <p>Diminished gap in numeracy between Aboriginal Students and all students.</p> <p>Improved diagnostic assessment of numeracy learning in Kindergarten</p>	<p>Implement the 2008 K-12 Numeracy policy to guide teaching in schools to improve student numeracy achievement.</p> <p>Use whole school planning processes to identify aspects of numeracy underperformance for particular student cohorts and individual students.</p> <p>Use whole school planning processes to evaluate the quality of numeracy teaching. Implement school-based, regional and state-wide professional learning programs that will increase teacher's capacity to identify and address student's numeracy learning needs.</p> <p>Implement the Best Start Kindergarten assessment program to identify numeracy learning that children bring to school and use this information to plan and deliver quality early years numeracy teaching</p> <p>Increased levels of numeracy achievement for all students in line with state Plan targets</p>	<p>-Impact of K-12 Numeracy policy on school teaching programs and student numeracy achievement.</p> <p>-Decreased proportion of lowest performing students not meeting numeracy minimum standards in accordance with the State Plan targets.</p> <p>-Reduced numeracy achievement gap between Aboriginal students and all students</p> <p>-Increased proportion of students meeting or exceeding numeracy proficiency standards in accordance with the State plan targets</p> <p>-Extent that Best Start entry to school assessment data is used to improve numeracy achievement of students in the early years</p>

Intended Outcomes:

Quality Teaching ideologies will be administered in conjunction with the *Team Leadership for School Improvement Program* which will:

- lead classroom teachers along quality teaching pedagogy principles in a program that emphasizes improving student learning outcomes.
- consist of the Principal, Assistant Principals, aspirational leaders and the SAM who will also act as the learning/teaching mentor.
- provide the essential professional learning to support effective and sustained implementation of identified literacy/numeracy strategies in the school.
- allow for a range of delivery modes to meet local needs, including a series of workshops over an extended period that meet the following requirements of effective professional learning:
 - high degree of personalised relevance
 - informed by a capabilities framework
 - flexible self managed pathways
 - evidence based problem solving
 - significant challenge
 - workplace practice and analysis
 - pertinent skilful feedback
- Identified students will have improved student outcomes as a result of the development and implementation of IEPs and PLPs as appropriate.

NAPLAN Targets for Literacy:

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- increase the proportion of students at the state proficiency standard in Year 5 from 13% to 18%
- increase the number of students achieving the expected minimum growth in Numeracy from 31.6% to 36.6%

Targets	Strategies	Reform Areas	Who	When				2011 Resource Allocation and Source				
				2011								
				Term 1	Term 2	Term 3	Term 4					
<p>Indicators</p> <p>Teachers will:</p> <ul style="list-style-type: none"> reflect on their understanding of and practice in leading schools towards school improvement facilitate the development of a results-focussed team to lead change processes enhance understandings of the Professional Teaching Standards to improve literacy and numeracy outcomes develop teacher, team and school leader capacity and collaboration focussed on continual school improvement engage in professional learning to maintain accreditation with the NSW Institute of Teachers <p>The key concepts staff will examine through current research and literature in:</p> <ul style="list-style-type: none"> teacher quality teachers as leaders beliefs and values about teaching and learning Results-focussed teamwork Data-focussed planning 	<ul style="list-style-type: none"> use student performance data to guide professional learning for school improvement. Align teacher learning to student learning. interrogate school improvement targets in literacy and numeracy to develop a shared school community understanding and commitment make evidence based judgements regarding the ongoing development of teacher, leader and school performance linked to the Professional Teaching Standards. Provide professional learning programs to support career development for teachers at all stages build and maintain high performing teams with a shared focus and responsibility for improving student learning outcomes in literacy and numeracy identifying and focusing on what teachers do that has the greatest effect on student learning. Application of the NSW Quality Teaching framework in teaching and learning programs. determine the best intervention strategies to improve student outcomes plan, implement and evaluate programs and 	4	Principal and Leadership Team	→				National Partnerships				
				5	Principal and Leadership Team	→						
				4		→						
				4 & 5		Principal and Leadership Team	→					
				4 & 5			Principal and Leadership Team		→			
				4					Learning Support Team	→		
4	All Teachers	→										

<p>for school improvement</p> <ul style="list-style-type: none"> • strategic professional learning through context based activities which reflect on current practices and plan to further enhance teacher quality. 	<p>strategies to target improvements in classroom practice to improve student literacy and numeracy</p> <ul style="list-style-type: none"> • develop skills in research, structured reflection, giving pertinent feedback and team learning • provide professional learning on the NSW Quality Teaching Framework to improve teacher quality • establish professional learning communities across the Goulburn Community of Public Schools to identified areas of need for teachers at all stages . refine mentoring programs for early career teachers linked to the Professional Teaching Standards. • develop leadership capabilities that support ongoing teacher quality and overall school improvement, in conjunction with this the school will implement a range of mentoring strategies to enhance leadership capabilities and support new teachers to the school. 	<p>5</p> <p>4</p> <p>2</p> <p>5</p> <p>2 & 5</p>	<p>All Teachers</p> <p>Principal</p> <p>Principal</p> <p>Assistant Principals</p> <p>Principal Leadership Team</p>		<p>National Partnerships Leadership Strategy Course Costs plus release \$15,000</p>
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DET Policy – Quality Teaching

Outcomes

- to improve the academic outcomes of all students.
- respect the work of teachers
- provides teachers with a practical and useful framework for professional dialogue, for planning and redesigning lessons and for reflecting on the quality of what they do in the classroom.
- has connections between KLAS to ensure that they are authentic and encourage deep knowledge and deep understanding of key concepts.

Strategies:

- Strengthen implementation of the NSW
- Use whole school planning processes to align student learning and teacher learning.
- Provide professional learning programs to support career development.
- Build teacher and school leader capacity to support school improvement and student learning.
- Accessible registered professional learning available statewide across all elements of the professional teaching standards.

Indicators

- Application of the NSW Quality teaching model in all schools and through all Department professional learning and curriculum resource
- Teacher learning is a key strategy in all school plans to improve student learning.
- Increased access of teachers and school leaders to professional learning for career development.
- Increased teacher and school leader participation in programs that build capacity and school improvement.
- Support for all early career teachers through professional growth programs and various mentoring support approaches.
- Increased number of teachers accredited with the NSW Institute of Teachers.
- Number of teachers engaged in professional learning to maintain accreditation.



Goulburn North Public School Plan 2011

School Priority Area: Student / Community Engagement

Intended Outcomes:

- School-based data will show all students progressing towards the achievement of appropriate Stage outcomes for literacy and numeracy as a result of improved levels of engagement.
- GNPS will improve the level of community engagement and student engagement through the utilization of programs such as Capturing Kids Hearts Program, ensuring student and community engagement will enhance student learning.
- The school will enhance communication procedures and transparency levels with the school community.
- Average student attendance rates will be superior to the State and Regional average student attendance rates.
- School data will demonstrate a maintenance of or an improvement upon, the low number of days lost to suspension (15 days in 2010).
- School data will demonstrate a maintenance of or an improvement upon, the low number of students on detention due to inappropriate behaviour.
- Parents will have greater involvement with the school and demonstrate greater support of the school's programs and initiatives.
- Improved levels of student conduct and engagement with the teaching and learning process.

Targets Student / Community Engagement	Strategies	Reform Areas	Who	When				2011 Resource Allocation and Source
				2011				
				Term 1	Term 2	Term 3	Term 4	
Targets and Indicators - an increase in the number of students earning conduct awards for positive behaviour. - the school community survey will indicate an 80% approval rating in relation to communication and community involvement. - data will show improved parental involvement in school activities and decision making processes -maintain or decrease the	Continued implementation of the Capturing Kids Hearts Program established in 2010.	4	Principal All teaching staff				→	SDD Term 4 (2010) SDD Term 1 2011
	Continue to access professional learning for staff in the area of student engagement.	4	Principal All teaching staff				→	National Partnerships Plan Student Engagement
	Employment of a Community Liaison Officer to facilitate communication between Goulburn North Public School and the school community. Tasks include: -Individual contact with families. -Updating the school website. -Completing the school Newsletter. -Conducting surveys.	3	Principal Community Liaison Officer				→	National Partnerships Position \$20,000.00

<p>number of school days lost to suspension (15 days in 2010)</p> <p>- data will show attendance rates beyond that of Regional and State averages.</p> <p>Indicators</p> <p>Parents will report increased involvement with GNPS and increased satisfaction with the school's operation and performance.</p> <p>Teachers will report higher levels of participation from the students in class activities.</p>	<p>-Maintaining data and reporting to parents outcomes from the school's plan and initiatives.</p> <p>-Maintaining data on parental involvement. Processes developed through the use of the Community Liaison Officer that are working well will be shared with other schools from the Goulburn Community of Public Schools</p> <p>Continue to implement the successful strategies developed to address student attendance.</p> <p>Further develop communication with the wider school community through effective use of the school's Newsletter, Website, notice board and direct communication</p>	<p>4</p> <p>3</p>	<p>Assistant Principal</p> <p>Community Liaison Officer</p>	 		<p>Fortnightly staff meetings and/or SDD T1 and 3</p>
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Intended Outcomes:

- Increased Aboriginal parental involvement in the school.
- Increased leadership opportunities for Aboriginal students at Goulburn North Public School.
- Aboriginal students at Goulburn North Public School will continue to make measurable progress in Literacy and Numeracy that is equal to, or beyond that of their peers
- Enhanced transition programs for Aboriginal students.
- Average attendance rates for Aboriginal students will continue to be superior to the average attendance rates for both the Region and the State.
- 100% of Aboriginal students will have a PLP that will be developed in conjunction with the child’s family.
- Aboriginal students will indicate a high level of satisfaction with Goulburn North Public School on the end of year student survey.
- All staff will be culturally aware ensuring greater cultural competencies.

Targets Student / Community Engagement	Strategies	Reform Areas	Who	When				2011 Resource Allocation and Source
				2011				
				Term 1	Term 2	Term 3	Term 4	
Targets and Indicators - Improved literacy outcomes for all Aboriginal students - improved numeracy outcomes for all Aboriginal students - Parent surveys will indicate increased levels of satisfaction with Goulburn North Public School. - data will show attendance rates for Aboriginal students that are beyond that of Regional and State averages.	Continued implementation of the Capturing Kids Hearts Program established in 2010.	4	Principal All teaching staff				→	SDD Term 2 National Partnerships Position
	Continue to access professional learning for staff in the area of Aboriginal issues and cultural competencies.	4	Principal		→			
	Employment of a Community Liaison Officer to facilitate communication between Goulburn North Public School and the school community. Tasks include: -Individual contact with families, with a focus on engaging with our Aboriginal families.. -Updating the school website. -Completing the school Newsletter.	3	Community Liaison Officer				→	

<p>Indicators</p> <p>Parents will report increased involvement with GNPS and increased satisfaction with the school's operation and performance.</p> <p>Teachers will report higher levels of cultural awareness.</p> <p>High levels of family participation in the development of PLPs for every Aboriginal student.</p>	<p>-Conducting surveys. -Maintaining data and reporting to parents outcomes from the school's plan and initiatives. -Maintaining data on parental involvement.</p> <p>Continue to implement the successful strategies developed to address student attendance.</p> <p>Develop Personalised Learning Plans that are individual to each student to provide them with access to appropriate intervention strategies to strengthen their achievement in numeracy to:</p> <ul style="list-style-type: none"> • build on and extend students' numeracy skills • identify and plan for overcoming barriers to learning • set realistic targets for the next stage of learning • identify teaching and learning support to help students achieve their numeracy targets and learning goals • be inclusive of students' cultural, social and academic considerations. <p>Work with the local high school to develop transition literacy and numeracy plans to assist in the move from Primary to High school. Other schools from the Goulburn Community of Schools will be involved in the development of these units.</p>	<p>4</p> <p>3 / 4</p> <p>6</p>	<p>Assistant Principal</p> <p>All teaching staff</p> <p>Assistant Principal</p>	<p>→</p> <p>→</p>				<p>National Partnerships IEP / PLP Strategy</p> <p>National Partnerships 10 Teacher Days</p>
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Intended Outcomes:

- Interactive 2 classrooms will be established in the school
- Enhanced access to digital education resources for learning and professional learning will occur at Goulburn North Public School
- Student outcomes in literacy and numeracy will be improved through appropriate innovative technology usage
- Teachers will access team teaching professional learning in the area of ICT
- Teachers will access professional learning opportunities through the use of ICT.

Targets Student / Community Engagement	Strategies	Reform Areas	Who	When				2011 Resource Allocation and Source
				2011				
				Term 1	Term 2	Term 3	Term 4	
Targets and Indicators - Improved student literacy outcomes through the use of ICT - improved student numeracy outcomes through the use of ICT - All teachers will have had professional learning in ICT through team teaching sessions - all teachers will report an enhancement of their skills in ICT	Specialist ICT teacher will work with targeted students on specific programs to advance student literacy and Numeracy skills.	3 / 4	Principal All teaching staff				→	National Partnerships ICT strategy \$85,000.00
	Specialist ICT teacher will team teach with classroom teachers providing quality learning experiences for the students while developing the teacher's skills	3 / 4					→	
	The staff will be trained in the use of specific programs that utilise technology to assist students learning in literacy and numeracy eg. PM Readers, Fast ForWord and Mathletics.	3 / 4					→	
	The specialist teacher will be made available for training of other teachers within the Goulburn Community of Public Schools.	6					→	

Indicators

Teachers will report greater confidence in using ICT to enhance their teaching.

Students will report that technology is being used more in their day to day learning.

Targeted individual students will demonstrate a growth rate in literacy and numeracy achievement superior to that of their peers.

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