



Goulburn North Public School



School Plan 2012-2014

Supported by:

National Partnerships Low SES

SCHOOL CONTEXT	
<p>Goulburn North Public School (GNPS) 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 lifelong 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).</p>	
SCHOOL PRIORITY AREAS	INTENDED OUTCOMES
❖ LITERACY	<ul style="list-style-type: none"> • 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 at or above the minimum standard and increasing numbers in the proficiency bands for both Year 3 and Year 5 literacy. • GNPS will adopt a range of strategies as both a whole school and individual student intervention for the improvement of individual student outcomes in literacy.
❖ NUMERACY	<ul style="list-style-type: none"> • School-based data will show all students progressing towards the achievement of appropriate Stage outcomes for 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 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.

<p>❖ QUALITY TEACHING</p>	<ul style="list-style-type: none"> • 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.
<p>❖ STUDENT / COMMUNITY ENGAGEMENT</p>	<ul style="list-style-type: none"> • 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. • Partnerships with parents and the local community will be strengthened. • Quality student welfare practices are evident across the school.
<p>❖ ABORIGINAL EDUCATION</p>	<ul style="list-style-type: none"> • Data will demonstrate no difference between the literacy and numeracy achievement levels for Aboriginal and non-Aboriginal students. • Leadership opportunities will continue to be available and accepted by Aboriginal students. • Staff fully trained in Regional Aboriginal Cultural Package.
<p>❖ ICT</p>	<ul style="list-style-type: none"> • 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.

<p>REFORM AREAS EXPLAINED</p>	<ol style="list-style-type: none"> 1. incentives to attract high-performing principals and teachers 2. adoption of best practice performance management and staffing arrangements 3. innovative and flexible school operational arrangements 4. tailored learning opportunities for students 5. strengthened school accountability to parents and the community, and 6. external partnerships with parents, schools, businesses and local communities.
<p>PRINCIPAL'S SIGNATURE</p>	<p>SED ENDORSEMENT DATE</p>

SCHOOL PRIORITY	LITERACY		
OUTCOMES	<ul style="list-style-type: none"> • 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 at or above the minimum standard and increasing numbers in the proficiency bands for both Year 3 and Year 5 literacy. • GNPS will adopt a range of strategies as both a whole school and individual student intervention for the improvement of individual student outcomes in literacy. 		
TARGETS FOR 2012	TARGETS FOR 2013	TARGETS FOR 2014	
<ul style="list-style-type: none"> ➤ A reduction in the proportion of students at and below the national minimum standard in Year 3 Literacy from 16% (in 2011) to 15% (in 2012). ➤ A reduction in the proportion of students at and below the national minimum standard in Year 5 Literacy from 21% (in 2011) to 20% (in 2012). ➤ An increase in the proportion of students at the state proficiency standard in Year 3 Literacy from 36% (in 2011) to 37% (in 2012). ➤ An increase in the proportion of students at the state proficiency standard in Year 5 Literacy from 23% (in 2011) to 25% (in 2012). ➤ An increase in the number of students achieving the expected minimum growth in Literacy from 48.63% (in 2011) to 52% (in 2012). 	<ul style="list-style-type: none"> ➤ A reduction in the proportion of students at and below the national minimum standard in Year 3 Literacy from 15% (in 2012) to 14% (in 2013). ➤ A reduction in the proportion of students at and below the national minimum standard in Year 5 Literacy from 20% (in 2012) to 18% (in 2013). ➤ An increase in the proportion of students at the state proficiency standard in Year 3 Literacy from 37% (in 2012) to 39% (in 2013). ➤ An increase in the proportion of students at the state proficiency standard in Year 5 Literacy from 25% (in 2012) to 27% (in 2013). ➤ An increase in the number of students achieving the expected minimum growth in Literacy from 52% (in 2012) to 54% (in 2013). 	<ul style="list-style-type: none"> ➤ A reduction in the proportion of students at and below the national minimum standard in Year 3 Literacy from 14% (in 2013) to 13% (in 2014). ➤ A reduction in the proportion of students at and below the national minimum standard in Year 5 Literacy from 18% (in 2013) to 16% (in 2014). ➤ An increase in the proportion of students at the state proficiency standard in Year 3 Literacy from 39% (in 2013) to 41% (in 2014). ➤ An increase in the proportion of students at the state proficiency standard in Year 5 Literacy from 27% (in 2013) to 28% (in 2014). ➤ An increase in the number of students achieving the expected minimum growth in Literacy from 54% (in 2014) to 55% (in 2014). 	

STRATEGIES	INDICATORS	TIMEFRAME			REFORM	RESPONSIBILITY	FUNDING
		2012	2013	2014			
<ul style="list-style-type: none"> ➤ 2011 NAPLAN results in Literacy analysed using SMART data and follow-up teaching strategies implemented. 	<ul style="list-style-type: none"> ➤ NAPLAN and school based student achievement data identifies areas for improvement. 	✓	✓	✓		Principal All teaching staff	
<ul style="list-style-type: none"> ➤ Literacy initiatives introduced in 2010 and previous years will be consolidated : <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 ES1/S1 and S2/S3 	<ul style="list-style-type: none"> ➤ All students experience daily explicit and systematic teaching in literacy and this is evident in teaching programs. 	✓	✓	✓		Principal All teaching staff	
<ul style="list-style-type: none"> ➤ Program to improve student learning outcomes focusing on: <ul style="list-style-type: none"> • alignment with the NSW Literacy Policy K-12 and An Introduction to Quality Literacy Teaching • teacher quality • teachers as leaders • beliefs about literacy teaching and learning • results-focussed team work • data-focussed planning for school improvement • strategic professional learning 	<ul style="list-style-type: none"> ➤ All teachers regularly access quality professional learning in line with school plan priorities in literacy. 	✓	✓		4	Principal All staff	NP \$18,802

<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ All students are assessed and literacy learning tracked. 	✓	✓	✓		All teaching staff	
<ul style="list-style-type: none"> ➤ Implementation of the Extended Kindergarten Orientation Program. 	<ul style="list-style-type: none"> ➤ Kindergarten students who have participated show greater readiness for school. 	✓	✓		4	AP Infants	NP \$33,000.00
<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ Parents report increased confidence to help their children with school work at home. 	✓	✓	✓		ES1/S1 teacher AP infants Regional consultants	
<ul style="list-style-type: none"> ➤ Employ paraprofessionals as needed to facilitate the professional learning of Teachers and School Learning Support Teacher in the area of Occupational Therapy and Speech Therapy. 	<ul style="list-style-type: none"> ➤ Students who require additional support access it through a variety of pathways. 	✓	✓		6	Principal	NP \$5,000.00
<ul style="list-style-type: none"> ➤ 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. (addressing both literacy and numeracy) 	<ul style="list-style-type: none"> ➤ Students with PLPs and IEPs achieve the targets which are set for them. 	✓	✓		4	Principal All teaching staff	NP Nil Cost
<ul style="list-style-type: none"> ➤ Implementation of the Fast ForWord program to address the literacy learning needs of students experiencing significant difficulties. 	<ul style="list-style-type: none"> ➤ Students experiencing significant difficulties show academic and self-esteem improvement. 	✓	✓		4	School Learning Support Team Assistant Principal	NP \$10,624.00

SCHOOL PRIORITY	NUMERACY		
OUTCOMES	<ul style="list-style-type: none"> • School-based data will show all students progressing towards the achievement of appropriate Stage outcomes for 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 in 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. 		
TARGETS FOR 2012	TARGETS FOR 2013	TARGETS FOR 2014	
<ul style="list-style-type: none"> ➤ A reduction in the proportion of students at and below the national minimum standard in Year 3 Numeracy from 20% (in 2011) to 15% (in 2012). ➤ To maintain the proportion of students at and below the national minimum standard in Year 5 Numeracy from 14% (in 2011) to 14% (in 2012). ➤ Increase the proportion of students at the state proficiency standard in Year 3 Numeracy from 36% (in 2011) to 38% (in 2012). ➤ Increase the proportion of students at the state proficiency standard in Year 5 Numeracy from 27% (in 2011) to 30% (in 2012). ➤ An increase in the number of students achieving the expected minimum growth in Numeracy from 27.8% (in 2011) to 30% (in 2012). 	<ul style="list-style-type: none"> ➤ A reduction in the proportion of students at and below the national minimum standard in Year 3 Numeracy from 15% (in 2012) to 13% (in 2013). ➤ To reduce the proportion of students at and below the national minimum standard in Year 5 Numeracy from 14% (in 2012) to 12% (in 2013). ➤ Increase the proportion of students at the state proficiency standard in Year 3 Numeracy from 38% (in 2012) to 40% (in 2013). ➤ Increase the proportion of students at the state proficiency standard in Year 5 Numeracy from 30% (in 2012) to 32% (in 2013). ➤ An increase in the number of students achieving the expected minimum growth in Numeracy from 32% (in 2012) to 34% (in 2013). 	<ul style="list-style-type: none"> ➤ A reduction in the proportion of students at and below the national minimum standard in Year 3 Numeracy from 13% (in 2013) to 11% (in 2014). ➤ To reduce the proportion of students at and below the national minimum standard in Year 5 Numeracy from 12% (in 2013) to 10% (in 2014). ➤ Increase the proportion of students at the state proficiency standard in Year 3 Numeracy from 40% (in 2013) to 42% (in 2014). ➤ Increase the proportion of students at the state proficiency standard in Year 5 Numeracy from 32% (in 2013) to 34% (in 2014). ➤ An increase in the number of students achieving the expected minimum growth in Numeracy from 34% (in 2013) to 36% (in 2014). 	

STRATEGIES	INDICATORS	TIMEFRAME			REFORM	RESPONSIBILITY	FUNDING
		2012	2013	2014			
<ul style="list-style-type: none"> ➤ Whole school analysis of NAPLAN using SMART data to analyse strengths and weaknesses in Numeracy with alignment to syllabus outcomes. 	<ul style="list-style-type: none"> ➤ NAPLAN and school based student achievement data identifies areas for improvement. 	✓	✓	✓		Principal All teaching staff	
<ul style="list-style-type: none"> ➤ Develop learning plans that are individual to each student to provide them with access to appropriate intervention strategies to strengthen their achievement in numeracy to: <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. 	<ul style="list-style-type: none"> ➤ All students access daily explicit and systematic teaching in numeracy. 	✓	✓		4	Principal All teaching staff	NP Nil Cost
<ul style="list-style-type: none"> ➤ Develop a whole school scope and sequence plan for teaching Maths with a term overview version developed for parents. 	<ul style="list-style-type: none"> ➤ Teacher programs show consistency in the teaching of Mathematics. 	✓	✓		5	Principal All teaching staff	NP Nil Cost

<p>➤ Concurrent ongoing strategies that will assist the facilitation of these outcomes K to 6 are:</p> <ul style="list-style-type: none"> • a dedicated uninterrupted numeracy session across the whole school K to 6. • whole school professional learning focus on pedagogy and use of the QT Model as a reflection tool. • utilisation of Regional staff to assist unpack the K-6 Syllabus and provide positive direction to assist teachers in developing explicit and systematic methods of facilitation. • the full implementation of Newman’s Error 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. • 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). 	<p>➤ A rubric is introduced to track student numeracy achievement in addition to current assessment requirements.</p> <p>➤ Teachers report greater clarity in programming for and success when teaching Mathematics.</p>	✓	✓		4&5	All teaching staff	NP Nil Cost
---	--	---	---	--	-----	--------------------	----------------

<ul style="list-style-type: none"> ➤ Regular and focussed monitoring and support for the implementation of agreed teaching and learning strategies in numeracy. Involving: <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 • 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 	<ul style="list-style-type: none"> ➤ Students who require additional support access it through a variety of pathways. Including the development of IEPs and PLPs. ➤ Student reflection and feedback sessions are incorporated into classroom programs. 	✓	✓	✓		All teaching staff	
<ul style="list-style-type: none"> ➤ Regular and ongoing internal and external evaluation of numeracy achievement. 	<ul style="list-style-type: none"> ➤ Student progress evident in internal and external testing. 	✓	✓	✓		Assistant Principal	
<ul style="list-style-type: none"> ➤ Develop and conduct workshops for parents in Stage 2 and Stage 3 to provide strategies to assist them in improving their children's numeracy skills at home including activities and sites online. 	<ul style="list-style-type: none"> ➤ Parents report increased confidence to help their children with school work at home in the area of numeracy. 	✓				Principal and Executive	
<ul style="list-style-type: none"> ➤ Mathletics used as a teaching tool for all students K-6. ➤ Some administration time allocated to support. 	<ul style="list-style-type: none"> ➤ Students demonstrate and track their success within Mathletics. ➤ Teachers use Mathletics to track student progress in Mathematics. 	✓	✓		4	All teaching staff	NP \$5,000.00

SCHOOL PRIORITY	QUALITY TEACHING		
<p>OUTCOMES</p>	<ul style="list-style-type: none"> • 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. 		
TARGETS FOR 2012	TARGETS FOR 2013	TARGETS FOR 2014	
<ul style="list-style-type: none"> ➤ Enhanced access to digital education resources for learning and professional learning will occur at GNPS. ➤ Student outcomes in literacy and numeracy will be improved through appropriate innovative technology usage. ➤ Quality Teaching ideologies will be administered in conjunction with the Team Leadership for School Improvement program (TLSI). 	<ul style="list-style-type: none"> ➤ Enhanced access to digital education resources for learning and professional learning will occur at GNPS. ➤ Student outcomes in literacy and numeracy will be improved through appropriate innovative technology usage. ➤ Quality Teaching ideologies will be administered in conjunction with the Team Leadership for School Improvement program (TLSI). 	<ul style="list-style-type: none"> ➤ Enhanced access to digital education resources for learning and professional learning will occur at GNPS. ➤ Student outcomes in literacy and numeracy will be improved through appropriate innovative technology usage. ➤ Quality Teaching ideologies will be administered in conjunction with the Team Leadership for School Improvement program (TLSI). 	

STRATEGIES	INDICATORS	TIMEFRAME			REFORM	RESPONSIBILITY	FUNDING
		2012	2013	2014			
<ul style="list-style-type: none"> ➤ Use student performance data to guide professional learning for school improvement. Align teacher learning to student learning. 	<ul style="list-style-type: none"> ➤ Teachers attend professional learning based on student need. 	✓	✓	✓		Principal and Leadership Team	
<ul style="list-style-type: none"> ➤ 3 Action Research (AR) projects conducted by staff, supported by National Partnerships. 	<ul style="list-style-type: none"> ➤ Improved school programs and processes. 	✓	✓		3		NP \$6,300.00
<ul style="list-style-type: none"> ➤ Interrogate school improvement targets in literacy and numeracy to develop a shared school community understanding and commitment. 	<ul style="list-style-type: none"> ➤ All students access daily explicit and systematic teaching in numeracy. ➤ Strengthened school accountability. ➤ Known as QT strategy. 	✓	✓		5	Principal and Leadership Team	NP \$9,283.00
<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ Teachers report enhanced understandings of the Professional Teaching Standards to improve literacy and numeracy outcomes. 	✓	✓		4	Principal and Leadership Team	NP (as funded through AR strategy)
<ul style="list-style-type: none"> ➤ Build and maintain high performing teams with a shared focus and responsibility for improving student learning outcomes in literacy and numeracy. 	<ul style="list-style-type: none"> ➤ Teachers participate in results-focussed teams to lead change processes. 	✓	✓		4&5	Principal and Leadership Team	NP (as funded through QT strategy)
<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ Teachers show reference to the NSW Quality Teaching framework in teaching and learning programs. 	✓	✓		4&5	Principal and Leadership Team	NP (as funded through AR strategy)

<ul style="list-style-type: none"> ➤ Determine the best intervention strategies to improve student outcomes. ➤ 0.8 Teacher allocated as in class professional learning/critical friend. 	<ul style="list-style-type: none"> ➤ Students receive targeted intervention and show improvement. ➤ Teachers receive support in Literacy, Numeracy and Quality Teaching. 	✓	✓		4	Learning Support Team	NP \$66,705.00
<ul style="list-style-type: none"> ➤ Plan, implement and evaluate programs and strategies to target improvements in classroom practice to improve student literacy and numeracy. 	<ul style="list-style-type: none"> ➤ Parents are aware of the variety of technologies and their applications in school programs. ➤ Parents know how to support students use of ICT at home 	✓	✓		4	All Teachers	NP (as funded through AR strategy)
<ul style="list-style-type: none"> ➤ Develop skills in research, structured reflection, giving pertinent feedback and team learning. 	<ul style="list-style-type: none"> ➤ Teachers reflect on their understanding of and practice in leading schools towards school improvement 	✓	✓		5	All Teachers	NP (as funded through AR strategy)
<ul style="list-style-type: none"> ➤ Provide professional learning on the NSW Quality Teaching Framework to improve teacher quality. 	<ul style="list-style-type: none"> ➤ Teachers receive strategic professional learning through context based activities which reflect on current practices and plan to further enhance teacher quality. 	✓	✓		4	Principal	NP (as funded through AR strategy)
<ul style="list-style-type: none"> ➤ Establish professional learning communities across the Goulburn Community of Public Schools to identified areas of need for teachers at all stages. 	<ul style="list-style-type: none"> ➤ Teachers participate in professional learning within the Goulburn Community of Public Schools. 	✓	✓		2	Principal	NP Nil Cost
<ul style="list-style-type: none"> ➤ Refine mentoring programs for early career teachers linked to the Professional Teaching Standards. 	<ul style="list-style-type: none"> ➤ Early career teachers showing reference to Professional Teaching Standards in class programs. 	✓	✓		5	Assistant Principals	NP Nil Cost
<ul style="list-style-type: none"> ➤ Develop leadership capabilities that support ongoing teacher quality and overall school improvement. 	<ul style="list-style-type: none"> ➤ Exec. attend Team Building Workshop. ➤ Supervisors undertake the TARS process in a consistent manner. 	✓	✓		2&5	Principal and Leadership Team	NP \$5,000.00
<ul style="list-style-type: none"> ➤ Employment of SLSO to support Fast ForWord and Mathletics Initiatives. 	<ul style="list-style-type: none"> ➤ Support teachers are available to students for Fast ForWord and Mathletics. 	✓	✓		4	Teachers SLSO	NP \$47,180.00

SCHOOL PRIORITY	STUDENT / COMMUNITY ENGAGEMENT		
<p>OUTCOMES</p>	<ul style="list-style-type: none"> • 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. • Partnerships with parents and the local community will be strengthened. • Quality student welfare practices are evident across the school. 		
TARGETS FOR 2012	TARGETS FOR 2013	TARGETS FOR 2014	
<ul style="list-style-type: none"> ➤ An increase in the number of parents responding almost always, about Community Engagement in school map surveys, from 47% (in 2011) to greater than 50% (in 2012). ➤ Average student attendance rates will be superior to the State and Regional average student attendance rates. ➤ School data will demonstrate a maintenance of or improvement upon, the low number of days lost to suspension (7 days in 2011 as at October). ➤ ICT integrated meaningfully across all KLAs to maximise student engagement. 	<ul style="list-style-type: none"> ➤ An increase in the number of parents responding almost always, about Community Engagement in school map surveys, from 50% (in 2012) to greater than 52% (in 2013). ➤ Average student attendance rates will be superior to the State and Regional average student attendance rates. ➤ School data will demonstrate a maintenance of or improvement upon, the low number of days lost to suspension. ➤ ICT integrated meaningfully across all KLAs to maximise student engagement. 	<ul style="list-style-type: none"> ➤ An increase in the number of parents responding almost always, about Community Engagement in school map surveys, from 52% (in 2013) to greater than 54% (in 2014). ➤ Average student attendance rates will be superior to the State and Regional average student attendance rates. ➤ School data will demonstrate a maintenance of or improvement upon, the low number of days lost to suspension. ➤ ICT integrated meaningfully across all KLAs to maximise student engagement. 	

STRATEGIES	INDICATORS	TIMEFRAME			REFORM	RESPONSIBILITY	FUNDING
		2012	2013	2014			
<ul style="list-style-type: none"> ➤ Continued implementation of the Capturing Kids Hearts Program established in 2010. Establishing a complimentary Self-Esteem Program from 2012. 	<ul style="list-style-type: none"> ➤ An increase in the number of students earning conduct awards for positive behaviour. 	✓	✓	✓	4	Principal All teaching staff	NP \$5,000.00
<ul style="list-style-type: none"> ➤ Continue to access professional learning for staff in the area of student engagement. 	<ul style="list-style-type: none"> ➤ Teachers will report higher levels of participation from the students in class activities. 	✓	✓		4	Principal All teaching staff	NP Nil Cost
<ul style="list-style-type: none"> ➤ Employment of a Community Contact Officer to facilitate communication between Goulburn North Public School and the school community. -Individual contact with families. -Updating the school website. -The school Newsletter. -Conducting surveys. -Maintaining data and reporting to parents outcomes from the school's plan and initiatives. -Maintaining data on parental involvement. 	<ul style="list-style-type: none"> ➤ Parents will report increased involvement with GNPS and increased satisfaction with the school's operation and performance. 	✓	✓		3	Principal Community Contact Officer	NP \$50,534.00
<ul style="list-style-type: none"> ➤ Continue to implement the successful strategies developed to address student attendance. 	<ul style="list-style-type: none"> ➤ Attendance rates beyond that of Regional and State averages. 	✓	✓	✓	4	Assistant Principal	
<ul style="list-style-type: none"> ➤ Further develop communication with the wider school community through effective use of the school's Newsletter, Website, notice board and direct communication. 	<ul style="list-style-type: none"> ➤ Data will show improved parental involvement in school activities and decision making processes. 	✓	✓		3	Principal Community Contact Officer	NP (as funded above)

SCHOOL PRIORITY	ABORIGINAL EDUCATION		
OUTCOMES	<ul style="list-style-type: none"> • Data will demonstrate no difference between the literacy and numeracy achievement levels for Aboriginal and non-Aboriginal students. • Leadership opportunities will continue to be available and accepted by Aboriginal students. • Staff fully trained in Regional Aboriginal Cultural Package. 		
TARGETS FOR 2012	TARGETS FOR 2013	TARGETS FOR 2014	
<ul style="list-style-type: none"> ➤ All staff will be culturally aware and demonstrate greater cultural competencies. ➤ 100% of Aboriginal students will have a PLP that will be developed in conjunction with the child's family. ➤ Attendance rates for Aboriginal students will be beyond that of State and Regional averages. ➤ Implementation of No Gaps, No Excuses. The gap between Aboriginal students and non Aboriginal students will be bridged. 	<ul style="list-style-type: none"> ➤ All staff will be culturally aware and demonstrate greater cultural competencies. ➤ 100% of Aboriginal students will have a PLP that will be developed in conjunction with the child's family. ➤ Attendance rates for Aboriginal students will be beyond that of State and Regional averages. ➤ All staff will start training in Regional Aboriginal Cultural Package. ➤ Implementation of No Gaps, No Excuses. The gap between Aboriginal students and non Aboriginal students will be bridged. 	<ul style="list-style-type: none"> ➤ All staff will be culturally aware and demonstrate greater cultural competencies. ➤ 100% of Aboriginal students will have a PLP that will be developed in conjunction with the child's family. ➤ Attendance rates for Aboriginal students will be beyond that of State and Regional averages. ➤ All staff will complete training in Regional Aboriginal Cultural Package. ➤ All Aboriginal students achieving personal growth in NAPLAN matching or surpassing overall average school growth.4 ➤ Implementation of No Gaps, No Excuses. The gap between Aboriginal students and non Aboriginal students will be bridged. 	

STRATEGIES	INDICATORS	TIMEFRAME			REFORM	RESPONSIBILITY	FUNDING
		2012	2013	2014			
➤ Continued implementation of the Capturing Kids Hearts Program established in 2010. Establishing a complimentary Self-Esteem Program from 2012.	➤ Teachers show that they know the kids and report student responsiveness to this interest.	✓	✓	✓	4	Principal All teaching staff	NP (as funded in Student/Community Engagement)
➤ Professional learning for staff in the area of Aboriginal issues and cultural competencies.	➤ Staff participation in Regional Aboriginal Cultural Package.	✓	✓		4	Principal	NP Nil Cost
➤ Employment of a Community Contact Officer to facilitate communication between Goulburn North Public School and the school community.	➤ High levels of family participation in the development of PLPs for every Aboriginal student.	✓	✓		3	Community Liaison Officer	NP (as funded in Student/Community Engagement)
➤ Continue to implement the successful strategies developed to address student attendance. Certificates, timely parental contact and awareness raising.	➤ Teachers feedback that students are present for classes and minimal time is lost in having to 'catch up'.	✓	✓	✓	4	Assistant Principal	NP Nil Cost
➤ 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.	➤ High levels of family participation in the development of PLPs for every Aboriginal student.	✓	✓		6	Assistant Principal	NP Nil Cost
➤ All Aboriginal students have a quality Personalised Learning Plan.	➤ Personalised Learning Plans used by teachers when programming.	✓	✓		3/4	All teaching staff	NP Nil Cost

SCHOOL PRIORITY	ICT		
OUTCOMES	<ul style="list-style-type: none"> • Enhanced access to digital education resources for professional learning will occur at Goulburn North Public School • Student outcomes in literacy and numeracy will be improved through appropriate innovative technology usage. 		
TARGETS FOR 2012	TARGETS FOR 2013	TARGETS FOR 2014	
<ul style="list-style-type: none"> ➤ Improved student literacy outcomes through the use of ICT (see literacy targets). ➤ Improved student numeracy outcomes through the use of ICT (see numeracy targets). ➤ All teachers will have had professional learning in ICT through team teaching sessions. ➤ All teachers will report an enhancement of their skills in ICT. 	<ul style="list-style-type: none"> ➤ Improved student literacy outcomes through the use of ICT (see literacy targets). ➤ Improved student numeracy outcomes through the use of ICT (see numeracy targets). ➤ All teachers will have had professional learning in ICT through team teaching sessions. ➤ All teachers will report an enhancement of their skills in ICT. 	<ul style="list-style-type: none"> ➤ Improved student literacy outcomes through the use of ICT (see literacy targets). ➤ Improved student numeracy outcomes through the use of ICT (see numeracy targets). ➤ All teachers will have had professional learning in ICT through team teaching sessions. ➤ All teachers will report an enhancement of their skills in ICT. 	

STRATEGIES	INDICATORS	TIMEFRAME			REFORM	RESPONSIBILITY	FUNDING
		2012	2013	2014			
➤ Specialist ICT teacher will work with targeted students on specific programs to advance student literacy and numeracy skills.	➤ Targeted individual students will demonstrate a growth rate in literacy and numeracy superior to that of their peers.	✓	✓		3/4	Principal All teaching staff	NP \$83,381.00
➤ Specialist ICT teacher will team teach with classroom teachers providing quality learning experiences for the students while developing the teacher's skills.	➤ Teachers will report greater confidence in using ICT to enhance their teaching.	✓	✓		3/4	Technology Teacher	NP (as funded above)
➤ The staff will be trained in the use of specific programs that utilise technology to assist students learning in literacy and numeracy e.g. PM Readers, Fast ForWord and Mathletics.	➤ Students will report that technology is being used more in their day to day learning.	✓	✓		3/4	Technology Teacher	NP (as funded above)
➤ The specialist teacher will be made available for training of other teachers within the Goulburn Community of Public Schools.	➤ Teachers from within the Goulburn Community of Public Schools access the training provided.	✓	✓		6	Technology Teacher	NP (as funded above)