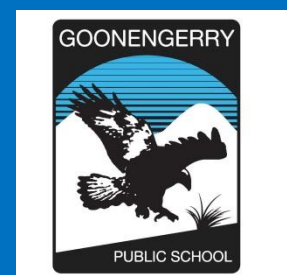
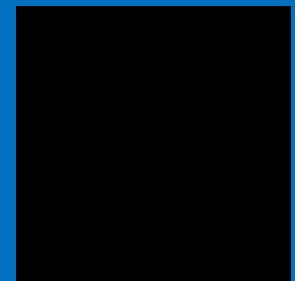


# Goonengerry Public School Annual School Report 2013



## Our school

### Students

Goonengerry Public School is situated in a rural/residential area. Mullumbimby is twenty minutes to the north. Students at our school draw primarily from the local area. Families come from a range of backgrounds and social situations. There is no village or commercial area as such.

Students learn in two multi-age classrooms where individual needs, learning experiences and styles are considered in planning and development of all learning tasks. There is a small consistent enrolment showing slight but steady increases in numbers over the past twelve months.

### Staff

School staff is comprised of a group of like-minded teachers, administration and learning support staff who contribute to the continuous development of the school goals in cooperation with the P&C association and the wider community. The year saw a number of changes, the most significant being the appointment of a permanent principal, Tracey Barnes at the beginning of Term 2. The other was the appointment of Angela Maxwell as a permanent part time member of staff after many years as a casual.

All staff is dedicated to improving the learning outcomes of students and meets all professional requirements for teaching in NSW public schools.

Celebrating our Principal appointment, May 2013



## Significant programs and initiatives

Our school maintained strong relationships within our Valley of Small Schools (VOSS) and Lighthouse Valley Learning (LVLC) group of schools. The VOSS continued to support schools by coordinating professional learning for teaching staff and school administration with a focus on the national English Syllabus and preparation for the implementation of LMBR. Further, our Stage 3 students participated in a combined VOSS excursion to Canberra and “the snow”. Its success will ensure that this becomes a regular biannual event.

The LVLC committed to support the implementation of L3 (Language Literacy and Learning) across our school. Staff attended training to facilitate this initiative in our K-2 classroom.

The school invested in the Reading Eggs package to support our literacy program. Athletics continues to supplement numeracy throughout the school. Once again we participated in the Premiers’ Sporting Challenge.

Goonengerry Public School once again hosted a combined small schools Harmony Day celebration, bringing together staff and students from Upper Coopers Creek, Eureka and Rosebank Public Schools for games, creative arts and singing. We also hosted and coordinated a combined Stage 3 music/drama program with students from Coorabell Public School.

## Student achievement in 2013

### NAPLAN

In Year 3 only one student was below the national minimum standard for literacy and numeracy. All students were placed in band 3 or above for writing.

In Year 5 there were no students below the national minimum standard for literacy and numeracy. Only one student showed negative growth from Year 3 to Year 5. One hundred percent of students were placed in band 5 or above for reading while 100 percent of students were placed in band 4 or above in all aspects of numeracy.

## Principal's message

Goonengerry Public School prides itself on close committed and longstanding relationships that it shares between students, their families, staff and the broader community. We continue to encourage participation of parents through P&C and by assisting with the provision of students learning experiences within and beyond the classroom.

Community support was amazing once again with another successful clubs program. Members of the P&C teamed with staff to secure a grant from the Sidney Myer Foundation enabling the continuation of our guitar tuition program for students in Year 4-6.

I acknowledge the dedication to students and tremendous work ethic of our school staff. We are fortunate to have a team so strongly focused on supporting students to achieve the highest educational outcomes. The staff have continued to find ways in which to improve the efficiency of our practice. Fortnightly staff meetings, decisions have been made to facilitate change and improvements in communication, daily operation, professional learning and programming and planning.

As a result of a combination of weather events, and temporary school closures, Upper Coopers Creek Public School became part of our school community during Term 1. Fortunately we have an additional classroom space, and a fantastic working relationship with UCCPS staff and community and the transition was seamless. This was another perfect example of our community spirit and professionalism as a school in action.

The success of our students in academic and extracurricular activities was outstanding and our students are to be congratulated for their wonderful attitude and application. Our Stage 3 students represented our school with pride at the North Coast Creative Arts Camp, whilst our athletes represented at regional level for swimming and athletics. A captivating whole school performance, performed on an outdoor stage, written and directed by Angela Maxwell with the talented Sue Sommerville as musical director, was a perfect way to end the year and showcase our talented students.

I acknowledge the tireless effort and support from our School Administrative Manager, Mandi Gumbrell. Her level of efficiency and professionalism in our office continues to support both myself and the school community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Tracey Barnes**  
**Principal**



## Student representative's message

We had an awesome year at Goonengerry School in 2013. There were a lot of great opportunities for us and we will not forget our last year at school.

We started the year attending the Young Leaders Day in Brisbane. It was a great experience and even the bus trip was fun. It was great that Upper Coopers Creek could share the experience with us.

This year we went to the snow for the first time with students from other small schools. Main Arm Upper and The Pocket came with us to Canberra and the Snow. Everyone agreed that it was the best trip we have been on. We met lot of new friends. For lots of us it was the first time we had seen the snow.

Other highlights for us were the creative arts camp and participating in the art smart program.

As leaders we have helped the teachers with kindergarten orientation. We had singing, a shared morning tea and then a tabloid sports fun day with the pre-school. It has also been our job to act as role models for the new kindergarten and infants students.

Most of the Year 6 has been at Goonengerry since we were in kindergarten. We have learnt to read and write, do maths, express ourselves creatively as well as doing heaps of sport. Most of all we have been given the confidence to take on anything that comes our way and reach out full potential. We would like to thank all the people who have helped make our school lives special over the years, especially the teachers. We are all looking forward to high school but we will miss GPS.

Good luck to next year's Year 6.

**Anoushka, Daisy, Takoda and Chilli**  
**Year 6 Student Leaders**



## **P&C message**

It was another productive year for our P&C committee, parents and school as a whole.

### **New Permanent Principal:**

Tracey Barnes was selected as Goonengerry School's permanent full time Principal. Parents were involved in the whole process with a parent representative on the selection panel. We knew what we wanted in a principal and spent some time getting input from the parents on it – including fearless leader, good communicator,

enthusiastic, positive, extend the academic abilities of our students to have them prepared for high-school and resilience for life, to name but a few. We have found all of this and more in our elected principal and from the perspective of staff, student and parent body, the school has flourished under her management and leadership. Our school is going from strength to strength.

### **Fund Raising:**

Throughout the year the P&C raised funds by catering for Zone Athletics Carnival at Byron Bay, the Small Schools Sports Carnival in Bangalow, the Federal Film Night, a Cake Stall at Federal Park Party and collecting at Byron Market charity of the day, and thus we had a healthy bank balance throughout the year from all our hard work!

Some of the things we contributed to include:

- Contribution towards subsidising the costs of our new School Uniforms to bring down the costs of purchasing the shirts for parents.
- We were so impressed with Mr Squire's L3 training and we have seen great learning benefits with Kindergarten to Year 2 classes, the P&C contributed half of the funding required towards the purchase of some new reading books for these classes (\$750).
- Contributions to students who were chosen to represent our school and district at state level in sports events.
- Subsidising the cost for whole school swimming lessons/bus hire to Mullumbimby public pool - with a contribution of \$500.
- Our children benefited throughout the year from the heating/cooling air conditioners that we help fund.
- Music has always been viewed as an equally important curriculum at Goonengerry School, so when funding was reduced by the Department, the P&C unanimously supported a large monetary contribution towards the continuing funding of our guitar teaching program.
- We funded and cooked our annual Christmas Lunch for all the students at the school on the last day of Term 4, and we even had a visit from Santa.

**Clubs:**

Another great year of clubs where the parents come into the school for an afternoon for four weeks and contribute their valuable skills - including gardening, sewing, tie dying, press printing, and yoga. It is always a wonderful relationship building exercise for all involved, parents learn an appreciation for teaching and the children love learning new skills and having their parents at the school.

**School Canteen:**

On a regular basis we have parents making homemade morning tea and lunch for canteen day which everyone always loves (most of all the other parents who don't have to make lunches that day!). We also elected to order sushi once a month from Federal Sushi Bar for the children's lunches.

**Reclassification of the Small School Principals:**

The P&C wrote letters and voiced concerns with the reclassification of the small school Principals. We love our little school and value the learning our children receive from our wonderful staff and such an intimate educational environment.

**Thank You:**

The P&C would like to thank all the parents for been so supportive with coming to meetings to show they care, and helping so much with all the fund raising throughout the year.

Lastly a MASSIVE thank you to our wonderful staff - Tracey, Matt, Mandi, Ange, Sue, Simon and Reece - who nurture and educate our children, and care for our school day in and day out.

**Mick McHugh  
President**

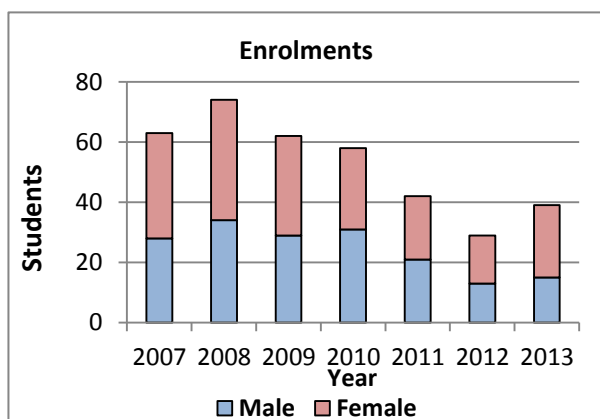


## School context

### Student information

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

### Student enrolment profile



### Student attendance profile

	Year	2008	2009	2010	2011	2012	2013
School	K	95.2	90.1	93.7	91.8	90.2	
	1	90.8	90.2	92.4	91.7	91.9	
	2	89.2	92.0	91.5	85.4	96.5	
	3	95.4	90.0	91.2	87.7	92.6	
	4	90.9	93.9	92.4	95.1	90.7	
	5	90.9	93.5	94.6	93.5	90.0	
	6	90.8	91.2	90.6	na	89.1	
	<b>Total</b>	<b>87.4</b>	<b>91.7</b>	<b>91.4</b>	<b>92.0</b>	<b>89.6</b>	<b>91.3</b>

### Post-school destinations

Mullumbimby and Byron Bay High Schools.



### Management of non-attendance

Extended overseas family trips were once again a feature of our leave data as were persistent partial or late absences. The importance of attendance and prompt arrival to school has been highlighted in our school newsletters. For those few students with persistent poor attendance, parents are contacted directly and attendance plans are implemented to support families and students.

### Workforce information

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



### Workforce composition

Position	Number
Principal	1.0
Classroom Teachers	1.252
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.084
School Administrative & Support Staff	0.896
<b>Total</b>	<b>3.332</b>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Goonengerry Public School have no staff that identify as being Aboriginal or Torres Strait Islander.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW Public Schools.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	
NSW Institute of Teachers Accreditation	66.6

## Financial summary

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

Date of financial summary	30/11/2013
<b>Income</b>	
	\$
Balance brought forward	41322.32
Global funds	59931.58
Tied funds	22919.85
School & community sources	21243.95
Interest	1385.36
Trust receipts	2880.00
Canteen	0.00
<b>Total income</b>	<b>149683.06</b>
<b>Expenditure</b>	
<b>Teaching &amp; learning</b>	
Key learning areas	15179.26
Excursions	8133.89
Extracurricular dissections	4287.99
Library	1374.81
Training & development	2164.10
Tied funds	22423.44
Casual relief teachers	3668.38
Administration & office	30733.26
School-operated canteen	0.00
Utilities	7757.09
Maintenance	9992.26
Trust accounts	2610.30
Capital programs	0.00
<b>Total expenditure</b>	<b>108324.78</b>
<b>Balance carried forward</b>	<b>41358.28</b>

A full copy of the school's 2013 financial statement is tabled at the Annual General Meeting of the school P&C. Further details concerning the statement can be obtained by contacting the school.



## School performance 2013

### Achievements

#### Arts

Goonengerry is unique in its musical pursuits. We continue with successful programs where all our students had the opportunity to perform in the public arena. Our students performed at the Federal Park Party, Naidoc Day and Count Us In.

We believe in the benefits of music education program engaging students with enthusiasm, focused learning, improved achievement and the general positivity within the school that comes from having quality programs in our school.

Performances have showcased our students amazing talents in singing, guitar and percussion. Our end of year performance of "A Journey from Winter to Spring - a Greek Legend" highlighted the exceptionally talented teaching staff and students.

Five students from Stage 3 attended the Creative Arts Camp held annually at Lennox Head.

We continued to provide guitar lessons for all students in the primary stage. This was once again at no cost to parents. A significant grant enabled this program to continue in 2013, however we will struggle to meet the financial demands next year.

We joined Upper Coopers Creek Public School for a morning of song and dance with an Indonesian theme this year for Musica Viva which continues to expose students to high quality performance.



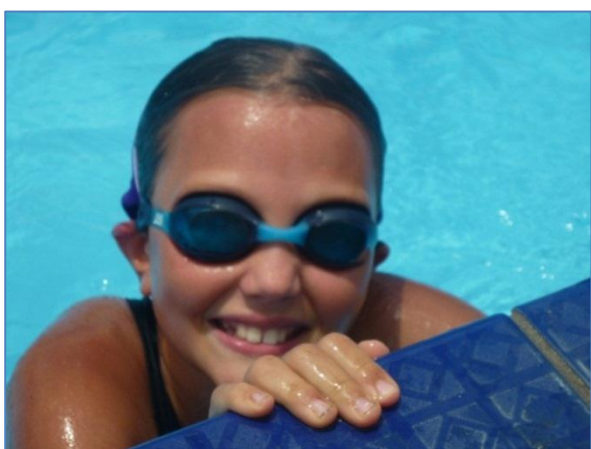
## Sport

Physical education and sport is a priority in the development of students at Goonengerry through quality skill based PE lessons and fitness programs. Our aim is to provide all students the opportunity to experience and develop skills in a wide variety of sport while providing a pathway for those talented students to represent at a higher level.

This year we coordinated and participated in the small schools soccer knock out, Brunswick Valley small schools swimming, athletics and cross country, Premiers' Sporting Challenge and the annual intensive swimming program. This year we trialed (with mixed success) a condensed version of our swimming program to try and minimise costs to parents and disruption to teaching and learning.

Students were also given the opportunity to develop and extend their circus skills as part of our combined small schools activities.

Our success in sport continued this year and we were, once again, champion school for all three of the major carnivals based on a handicap system. Across all major carnivals we had age champions and athletes who went on to represent at higher levels. Two age champs for swimming, four for cross country and two for athletics. Our PP5 swim team made it to the regional carnival, eight athletes made regionals for cross country and our PP5 athletics relay team qualified state.



## Technology

At Goonengerry Public School we continue to offer a variety of programs and experience to meet the needs of our students to respond to an ever-changing technological world. All classrooms have an interactive whiteboard which enhance teaching and learning programs across the school.

Students in K-2 have engaged in a connected learning activity while staff has used this technology to participate in webinars and other professional learning experiences.



Students benefit by having access to one computer per students across the school including six new laptops. Students have been highly motivated by integrating the programs such as Reading Eggs, Mathletics and Study Ladder into the classroom

The upgrading of our school Wi-Fi has significantly increased the efficient use of technology across the school.

Goonengerry Public School now has its own Face Book page for parents to access info and photos. We investigated the possibility of using a mobile App to enhance communication with parents but found that mobile reception in this area is too restrictive. We continue to share information through our school web site.





## Academic achievements

### NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3). Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

### NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

#### Year 3 NAPLAN Reading

	School		SSG		State DEC	
Average score, 2013	479.3		437.0		418.7	
<b>Band</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Number in Bands</b>	0	0	0	2	0	3
<b>Percentage in Bands</b>	0.0	0.0	0.0	40.0	0.0	60.0
<b>School Average 2009-2013</b>	3.1	6.3	6.3	21.9	9.4	53.1
<b>SSG % in Bands 2013</b>	1.7	6.5	12.9	26.3	21.0	31.6
<b>State DEC % in Bands 2013</b>	3.5	11.2	17.3	24.3	17.7	26.0

#### Year 3 NAPLAN Spelling

	School		SSG		State DEC	
Average score, 2013	442.5		431.5		418.1	
<b>Band</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Number in Bands</b>	0	0	1	2	1	1
<b>Percentage in Bands</b>	0.0	0.0	20.0	40.0	20.0	20.0
<b>School Average 2009-2013</b>	9.1	6.1	15.2	21.2	30.3	18.2
<b>SSG % in Bands 2013</b>	2.1	4.3	16.0	25.2	25.7	26.7
<b>State DEC % in Bands 2013</b>	5.4	6.4	18.4	22.7	23.3	23.9

#### Year 3 NAPLAN Grammar and Punctuation

	School		SSG		State DEC	
Average score, 2013	475.6		450.4		430.3	
<b>Band</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Number in Bands</b>	0	0	0	1	1	3
<b>Percentage in Bands</b>	0.0	0.0	0.0	20.0	20.0	60.0
<b>School Average 2009-2013</b>	12.1	3.0	12.1	27.3	21.2	24.2
<b>SSG % in Bands 2013</b>	1.7	5.2	11.6	21.4	25.7	34.4
<b>State DEC % in Bands 2013</b>	3.9	8.6	15.3	20.8	22.8	28.5

### Year 3 NAPLAN Writing

	School		SSG		State DEC	
Average score, 2013	406.6		428.3		416.0	
<b>Band</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Number in Bands</b>	0	0	1	3	1	0
<b>Percentage in Bands</b>	0.0	0.0	20.0	60.0	20.0	0.0
<b>School Average 2011-2013</b>	0.0	0.0	23.1	61.5	15.4	0.0
<b>SSG % in Bands 2013</b>	1.3	3.8	13.3	24.9	40.0	16.6
<b>State DEC % in Bands 2013</b>	2.6	6.7	16.9	23.6	34.9	15.3

### NAPLAN Year 3 - Numeracy

	School		SSG		State DEC	
Average score, 2013	410.6		416.2		399.7	
<b>Band</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Number in Bands</b>	0	0	1	3	0	1
<b>Percentage in Bands</b>	0.0	0.0	20.0	60.0	0.0	20.0
<b>School Average 2009-2013</b>	3.2	9.7	25.8	32.3	12.9	16.1
<b>SSG % in Bands 2013</b>	1.5	5.2	19.2	30.3	27.9	15.8
<b>State DEC % in Bands 2013</b>	3.5	9.7	22.7	27.8	23.0	13.3

### NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

#### Year 5 NAPLAN Reading

	School		SSG		State DEC	
Average score, 2013	523.7		517.7		500.6	
<b>Band</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Number in Bands</b>	0	0	0	1	2	0
<b>Percentage in Bands</b>	0.0	0.0	0.0	33.3	66.7	0.0
<b>School Average 2009-2013</b>	0.0	0.0	13.8	24.1	41.4	20.7
<b>SSG % in Bands 2013</b>	0.5	6.5	20.8	29.8	24.6	17.7
<b>State DEC % in Bands 2013</b>	2.2	11.2	24.3	28.2	20.3	13.8

#### Year 5 NAPLAN Spelling

	School		SSG		State DEC	
Average score, 2013	523.5		516.5		499.7	
<b>Band</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Number in Bands</b>	0	0	1	0	2	0
<b>Percentage in Bands</b>	0.0	0.0	33.3	0.0	66.7	0.0
<b>School Average 2009-2013</b>	0.0	14.3	35.7	25.0	25.0	0.0
<b>SSG % in Bands 2013</b>	2.8	6.3	19.1	28.4	27.7	15.7
<b>State DEC % in Bands 2013</b>	6.9	9.2	21.7	26.2	23.1	12.9

## Year 5 NAPLAN Grammar and Punctuation

	School		SSG		State DEC	
Average score, 2013	514.9		525.6		501.3	
Band	3	4	5	6	7	8
Number in Bands	0	0	0	2	1	0
Percentage in Bands	0.0	0.0	0.0	66.7	33.3	0.0
School Average 2009-2013	0.0	3.6	21.4	35.7	32.1	7.1
SSG % in Bands 2013	2.2	6.0	18.0	23.8	26.5	23.4
State DEC % in Bands 2013	5.8	10.9	23.0	21.4	21.4	17.4

## Year 5 NAPLAN Writing

	School		SSG		State DEC	
Average score, 2013	492.2		494.8		476.6	
Band	3	4	5	6	7	8
Number in Bands	0	0	2	0	0	1
Percentage in Bands	0.0	0.0	66.7	0.0	0.0	33.3
School Average 2011-2013	0.0	27.3	36.4	18.2	9.1	9.1
SSG % in Bands 2013	3.3	6.6	32.5	31.3	16.5	9.7
State DEC % in Bands 2013	8.0	10.3	33.4	28.0	13.6	6.7

Note: School averages for Writing are based on years 2011-2013 results.

## NAPLAN Year 5 - Numeracy

	School		SSG		State DEC	
Average score, 2013	487.3		509.4		490.1	
Band	3	4	5	6	7	8
Number in Bands	0	0	2	0	1	0
Percentage in Bands	0.0	0.0	66.7	0.0	33.3	0.0
School Average 2009-2013	0.0	3.6	32.1	32.1	25.0	7.1
SSG % in Bands 2013	2.7	10.7	23.8	29.2	15.4	18.1
State DEC % in Bands 2013	6.3	17.0	25.9	24.8	11.8	14.2

## Significant programs and initiatives

### Live Life Well at School (LLW@S)

Our commitment to the LLW@S program continued this year. Looking at how to reduce rubbish at school, nude foods in lunch boxes, tied in with live life well and our commitment to promote healthy lifestyles in our school.

Students take part in Crunch and Sip on a daily basis and we have developed our school scope and sequence for the implementation of the Fundamental movement skills into our PD/H/PE program.

## Aboriginal education

Aboriginal perspectives, as is aligned with the Aboriginal Education Policy, are taught across all Key Learning Areas throughout the year.

## Multicultural education

This year students participated in our much loved, combined small schools Harmony Day celebration. The students learned about other cultures from staff and guest speakers on the day. Much discussion was generated and a greater appreciation of some of the multitudes of cultures was gained from the day. It is amazing that such a small school can have such a wide variety of cultural backgrounds to celebrate. Folk music from a huge variety of cultures makes up a part of our guitar and music program. Greek mythology, music ideologies, arts and crafts, all culminated in end of year concert.



## Environmental education

Under the watchful eye of Reece Maxwell, students assist with the watering and planting of a variety of vegetables for consumption. The school vegetable gardens have been a wonderful resource with much of our annual crop being used in cooking programs throughout the school year. Many of the vegetables were cooked up for our annual Christmas lunch.

Students actively recycle waste and participate in continual mini lessons on rubbish sorting and the importance of reduction of rubbish, while ensuring that the worm farm is well fed with appropriate food scraps



## School planning 2012—2014: progress on 2013

### School priority 1

***Increase the number of students achieving in the top 3 bands, in literacy and numeracy***

#### Outcomes from 2013

K-2 classes demonstrated minimum growth of one cluster on the literacy and numeracy continuum.

Analysis of NAPLAN data indicated that our aim to have no students in the lowest bands for both literacy and numeracy was achieved however it was disappointing to have no students in the highest bands for writing and reading. This is obviously an area for us to improve on in 2014.

Students were identified to participate in speech, language and writing support groups. In addition a number of students were referred to speech pathologists for assessment. A high priority was placed on the use of technology across the curriculum, daily.

Staff have undertaken professional learning to support the implementation and use of technology into classrooms. Teaching staff are using Best Start and Plan to guide teaching and learning practices.

### School priority 2

***Student engagement***

#### Outcomes from 2013

The attendance rate failed to achieve the state average of 94% this year despite all attempts to improve could only manage 91.3%. The staff continue to work with HSLO, school guidance officers and parents to address this issue. We have a whole school assembly every morning to mark the roll and check attendance to encourage starting on time. Staff actively consults with families at risk when non-attendance patterns emerge.



This year students have been exposed to learning opportunities involving the use of technology, self-directed learning and problem based learning to address the diverse learning needs of students. Students with specific talents have participated in a variety of programs to enhance and support their achievements. Students have participated in Art Smart, Creative Arts Camp, sport development days and National Young Leaders Day.

### School priority 3

***Community involvement and school promotion***

#### Outcomes from 2013

Families feel welcome and supported at the school. Staff has developed PLPs for students with specific needs students in consultation with school guidance officers and parents. As a result of our commitment to L3 there has been a slight increase number of class room volunteers, however it has been difficult to maintain consistency.

Response to school surveys and notes. Unfortunately we still spend enormous amounts of time and resources getting written responses from parents whether it is permission to attend events, parent surveys and feedback or administration requirements. We have tried to make notes/information to parents more accessible by including them on our school website and using text messaging reminders without success. Our school has also investigated the use of a school based mobile App however our location is not favourable for mobile phone reception.

This year we had a more formalised and structure transition to school program as well as hosting a whole school visit by the local Preschool.

Consistent media coverage of school achievements and activities increased local exposure. Our achievements include:

- Several positive features in local media;
- Increased advertising budget to allow for positive school promotion in local papers;
- Creation of a new school logo and purchase of new school uniforms; and
- Purchasing of school banner and feather signs for school promotion.

## School evaluation processes

### School Plan

NSW Public Schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out evaluation of the Emergency Management Plan.

### Background

The Emergency Management Plan had not been evaluated since 2009, although updates had occurred. It was decided to run an evacuation drill without notice to see if the current system was effective.

### Findings and conclusions

All permanent, long term staff at the school knew what to do.

New staff found the posters with procedures too wordy and had details that were no longer current.

Casual staff had no idea what to do.

Students were unfamiliar with practices and became quite anxious.

A simpler flow chart was needed. Each classroom and office space had to have new flow charts in place for 2014.

### Future directions

Trial of new system for evacuation and lock down in Term 1 2014, new procedures in place and uploaded to ICE system.

## Curriculum: Writing

### Background

Each year one curriculum area is evaluated by staff as part of the ongoing cycle of school self-evaluation process.

### Findings and conclusions

The percentage of students achieving National Minimum Standard in writing was above state average.

Student outcomes in writing were below state average at the proficient level (highest two bands in NAPLAN).

### Future directions

- Rewrite K-6 writing Scope and Sequence including marking criteria to ensure consistency of teaching and judgement in assessing writing.
- Purchase resources to assist teachers with the teaching of writing and provide additional professional learning.
- Provide staff with professional learning on the NAPLAN marking criteria.
- Student writing samples used to moderate marking criteria at staff meetings and workshops.
- Explicit teaching of text features –persuasive writing devices.

## Professional learning

Expenditure in this area was \$2164 for 2013. Staff participated in various Professional Learning activities and courses throughout the year that covered the

- use of the internet and computer technology,
- smart technologies,
- syllabus implementation,
- student welfare,
- quality teaching and
- L3.

Permanent members of staff were involved in LMBR preparation and accrual accounting.

In addition staff completed compulsory departmental training in CPR and emergency care, asthma, anaphylaxis training, and child protection.



## Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school using a 16 question survey with two options for quantitative response and each question offering extended response options. Eleven responses were returned (40% of families).

The overwhelming response was supportive of the school with parents feeling welcomed at the school, that there is good communication and parents feel they can discuss issues with their children's teachers, who respond quickly to any concerns.

The survey revealed that parents are happy with their children's progress. It was overwhelmingly demonstrated when answering questions about numeracy and literacy progress, extension activities, library, environmental education and behaviour management, with all respondents commenting they were happy their children attended Goonengerry Public School.

Responses that were less positive were regarding family internet access (40% of respondents did not have internet access) and ability to access the school website (64% had not done this at all) though 75% of respondents who had, found the website useful and informative.

## School planning and evaluation 2012–2014

### School priority 1

#### *Australian curriculum*

#### **Outcome for 2012–2014**

By 2014, teachers are ready to implement the Australia Curriculum in the areas of: ENGLISH and MATHEMATICS.

#### **2014 Targets to achieve this outcome include:**

All teachers familiar with English K – 10 Syllabus.

#### **Strategies to achieve this target:**

- New syllabus documents available for staff to view and use.

- Professional Learning staff meetings – plan each year for syllabus implementation stages Staff Development Days.
- Staff expertise utilized to lead groups – Liaising/working with COS groups set up.
- Whole school plans developed.
- Teacher professional learning participation at State/Region/SSEG/COS level.
- Full Implementation.

### School priority 2

#### *Spelling, grammar and reading*

#### **Outcome for 2012–2014**

School based and external data will show improved student results in spelling, grammar and reading.

#### **2014 Targets to achieve this outcome include:**

- All students back on track by Year 3.
- All students K-6 plotted on the continuum.
- IEPs developed for students and updated regularly in early years.
- Teachers embrace the literacy K-6 continuum clusters in their teaching and learning cycle.

#### **Strategies to achieve these targets include:**

- Standardized tests at beginning/end of year to demonstrate progress.
- Best Start ELP/LP for K-2 literacy needs identified.
- Students with specific learning needs identified STLA programs.
- All teachers developing/revisiting awareness of the different levels of comprehension when reading.
- Teachers programming specific learning experiences targeted at spelling, grammar and comprehension.
- All students moving consistently along the literacy continuum.
- Teachers to present explicitly focused strategies and skills to move students forward on the continuum.

- Comprehension skills and met language explicitly taught in all classes.
- Utilises expertise of consultants in spelling and grammar workshops.
- Teachers up to date with current spelling and grammar strategies and explicitly teaching them following professional learning.

### School priority 3

***Increase levels of overall numeracy achievements for all students***

#### Outcome for 2012–2014

Improved student performance in numeracy across all K-6.

#### 2014 Targets to achieve this outcome include:

Teachers have enhanced skills in the use of data to inform programming and planning for the teaching of numeracy.

#### Strategies to achieve these targets include:

- Identify appropriate assessment tools for mathematics
- Implementing year based assessment for exit and entry data and placement of students on the Numeracy continuum.
- Further analysis of the K-10 numeracy continuum and familiarisation of the new Board of Studies Mathematics curriculum.
- Use VoSS PL meetings and networks to support sharing of best practice between schools.

### About this report

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

Tracey Barnes, Principal

Matthew Squires, Teacher

Angela Maxwell, Teacher

Simon Hooper, School Learning Support Officer

Mandi Gumbrell, School Administrative Manager

### School contact information

Goonengerry Public School

Goonengerry Road, Goonengerry NSW 2482

Ph: 02 6684 9134

Fax: 02 6684 9283

Email: [goonengerr-p.school@det.nsw.edu.au](mailto:goonengerr-p.school@det.nsw.edu.au)

Web: [www.goonengerr-p.schools.nsw.edu.au](http://www.goonengerr-p.schools.nsw.edu.au)

School Code: 2042

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

# Goonengerry

PUBLIC SCHOOL

*An engaging and supportive environment*

Forward into the Future



E: [goonengerr-p.school@det.nsw.edu.au](mailto:goonengerr-p.school@det.nsw.edu.au) P: 02 6684 9134

**Gotta' love Goonengerry!**