

# Guyra Central School

## Annual Report



2016

2114

## Introduction

The Annual Report for **2016** is provided to the community of **Guyra Central School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Jo Burgess

Principal

### School contact details

Guyra Central School

Marne St

Guyra, 2365

[www.guyra-c.schools.nsw.edu.au](http://www.guyra-c.schools.nsw.edu.au)

[guyra-c.School@det.nsw.edu.au](mailto:guyra-c.School@det.nsw.edu.au)

6779 1054

### Message from the Principal

I have an enormous pride in Guyra Central School. The school is moving along a positive trajectory from good to great and the entire school community is working very hard to meet the challenge of moving from great to excellent. Our school is underpinned by the Positive Behaviour for Learning (PBL) values of Pride, Respect and Responsibility with an emphasis on a No Excuses policy. Over the past five years, PBL has had an enormous impact on the well-being and behaviour of students through enhanced student engagement in learning, the high morale of staff and a discernible positive mindset across the whole school and school community

Guyra Central School has a skilled and talented teaching team. They are warm and welcoming and genuinely care for the well-being of students. They focus primarily on student learning and a strong culture of learning in every classroom. This year the entire teaching staff have undertaken professional learning in a program known as Assessment for Learning (AFL) as a whole school initiative. As a result, all staff have adopted new approaches to their teaching and assessment, which, is consistent in all classrooms from Kinder to Year 12. The results and "buy in" from students has far exceeded expectations and I applaud the teaching staff for their commitment to this program. We will continue the focus on this professional development in 2016 to further strengthen the culture of learning through the provision of rich and meaningful learning experiences for all students. In 2015, stage groups in Years 1 to 6 were established. This too, has been a huge success to target support for struggling learners as well as to challenge our more able students. I wish to acknowledge the efforts and contribution of the administration and support staff within the school. As one of the 229 pilot schools for the Learning Management Business Reform (LMBR), the School Administration Manager and administration staff have faced new challenges with the new system. Similarly, in 2015, Guyra Central was chosen to pilot a new Parent Portal which will be rolled out state wide.

The following highlights the notable student achievements in 2015: **ACADEMIC ACHIEVEMENTS** In the L3 program (Language, Literacy & Learning), testing indicated that an impressive 88% of students in Year 2 were at or above stage reading levels. 71% of Year 1 had attained stage outcomes in reading.

The 2015 HSC results were outstanding .....

Seven students were offered early entry to the University of New England and other universities.

NAPLAN results indicated that there was substantial growth in student literacy and numeracy performance from Year 3 to 5, from 5 to 7 and 7 to 9.

Results in the state-wide Science test known as VALID for Years 10 were exceptional – the Year 8 results will be released in January 2016.

In secondary, Gifted and Talented students participated in activities in Music, Art, Sport and Agriculture. Success in

agriculture has continued to put GCS on the map. There were outstanding outcomes from the Guyra Show, the Prime Lamb competition in Term 2, the Premier Beef Festival and the recent Northern Steer competition in Narrabri.

The transition to Kindergarten this year welcomed over 33 students and with assistance from parents and community members went very well. The Trade Skills Centre was completed in December. Guyra Central is most fortunate to soon have a state of the art facility fitted out with modern tools and equipment to provide industry standard training in Metals and Engineering trades.

Guyra Central School has had enormous success in the sporting arena in regional, state and national athletics championships; regional and state swimming, regional and state cross country, rugby league and rugby union. Students participated in a range of competition in cricket, tennis, soccer, volley ball, netball, touch football and hockey.

### Message from the school community

At our AGM in May 2015, the P&C executive committee changed. I commenced the role of President, and Melinda Atkin was elected as Vice President and Treasurer. Following the later resignation of Hayley Mulligan from the position of Secretary, Mark Evers agreed to take on this position. A thankyou must be extended to the entire outgoing committee who have left the P&C in great shape and given us a great foundation to build upon.

Despite the reshuffle of the executive committee we had a great 2015. To continue the fundraising momentum of the Piggy Races held in 2014, we organised a fun run as our main fundraising event. This was held in October and raised a little over \$3,000. This would not have been possible without the generous support of the local businesses who sponsored the event and our team of volunteers on the day. Over 140 people participated in the fun run and we plan to make this an annual event, hoping it will grow in popularity each year.

In 2015 the P&C was thankfully in a position to make the following contributions to the students and the school:

- The 2015 School Captains were flown to Sydney to attend a function at Government House with other school leaders
- Guyra Central Sport Singlets were purchased for use by our sports teams when they represent the school
- We contributed to the replacement of turf on the school cricket pitch
- We contributed to the purchase of new iPads for the school
- New high jump mats were purchased, and
- As in previous years, we contributed to book prizes, and awarded scholarships to Gifted and Talented high school students at the end of year speech night.

Also this year, we were pleased to award two Year 6 Scholarships to Claire Davidson and Harry Lockyer, to assist with their transition to high school in 2016. All of the 2015 Year 6 students who applied should be very proud of themselves; they made our decision very hard. We would like to acknowledge the hard work of Alysha and Heidi and their team of volunteers in the canteen, as well as the entire canteen committee who together deliver quality food to the students of Guyra Central and a very valuable service.

At various times throughout 2015 we were also invited to take an active role in many school operational and administrative functions and decision making. This allows us to take a proactive role in the future of our school and gives us an opportunity to help shape an environment in which our children can thrive.

In 2016 we will endeavour to extend our support and provide more opportunities for the students of Guyra Central School. To achieve this we need a group of dedicated and enthusiastic members, and would therefore welcome anyone who is interested in joining the P&C in 2016. Meetings are held in weeks 3 and 8 of each school term.

To all of the 2015 P&C members, we would like to extend a huge thankyou for all of your hard work. We are also extremely grateful to the school administration staff and passionate teachers who continue to provide invaluable support to the P&C.

## School background

### School vision statement

Guyra Central School is the school of choice where student and teacher learning is the highest priority.

It is a Kindergarten to Year 12 school which gives us the unique advantage to foster continuity of quality learning for all students.

A key priority is to develop student aspiration through education, thereby creating the future of the community in partnership with all sectors of the community. By setting realistic goals, communicating clearly and convincingly with the school and educational community, we continue to build on our successes to sustain a high level of community confidence in Guyra Central School.

We achieve this through a professional team with a commitment to a learning and development culture. All staff actively engage in professional learning which builds individual capacity and that of others. All staff demonstrate high standards of professional conduct and commitment to continuous improvement. Staff have demonstrated their capacity to manage and respond to change in the current educational environment. Staff exhibit a growth mindset enabling the school to reach the set goals and milestones throughout 2016.

At Guyra Central School a culture which embeds fairness, equity and respect for diversity is the key contributor to our strength and success.

### School context

Guyra Central School is a progressive school with responsive leadership and a highly motivated staff, providing outstanding learning opportunities for all students from Kindergarten to Year 12.

The school has a current enrolment of 325 students, including 18% Aboriginal students.

There is a strong school focus on sustaining a culture of learning through collaborative teaching practices. Learning priorities include literacy and numeracy, meeting the diverse learning needs of all students through targeted use of equity funding as well as a broad range of extension programs for gifted and talented student.

*Positive Behaviour for Learning* (PBL) has a high profile and made a significant impact within the school to address student wellbeing and consequently, student learning outcomes.

The school is well resourced with technology and state of the art learning facilities such as the new Trade Skills Centre for Metals and Engineering. We take pride in strong and genuine links with the school community and have a reputation within our community for providing innovative educational experiences for the diverse range of students.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2016, our school undertook self-assessment using the elements of the School Excellence Framework (SEF) to inform, monitor and validate school improvement. Staff meeting time was provided and an Executive Planning Day was undertaken to map the school's progress in the achievement of the milestones and alignment with each element of the SEF.

**In the domain of Learning**, the focus has been in consolidating a culture of learning where there is a school wide, collective responsibility for student learning and success. The link between student learning and student wellbeing is clearly defined and recognised by all staff. Quality teaching and professional practice are evident in every learning environment. *Positive Behaviour for Learning* and *Assessment for Learning* programs have enabled us to make significant gains in wellbeing, student performance and engagement with learning. There are processes and practices in place to identify specific student learning needs and to respond to these needs. Student performance data, both internal and external, is analysed and informs planning and programming. The school achieves excellent value added results in external performance measures.

**In the domain of Teaching**, the focus has been the provision of specific and timely feedback to students as this is the fundamental tenet of the *Assessment for Learning* (AFL) program. Teaching practice is data informed to inform learning plans. There is a strong culture of collaboration, with peer teacher lesson observation an accepted practice. Teachers provide and receive planned constructive feedback from peers. There has been a singular focus in professional learning in 2016 with all staff undertaking training in AFL to ensure a consistency in teaching practices from Kindergarten to Year 12. All teachers demonstrate the highest professional standards.

**In the domain of Leading**, the priority for the school has been leadership development to build capacity and collective efficacy within the school. An Aspiring Leaders program focused on leadership development and was highly successful in developing professional expertise. Succession planning is in place to meet the projected staffing changes in 2017. Staff have contributed to, and can articulate, the purpose of each strategic direction in the school plan. Strategic financial management practices are used to maximise the resources available and target these to the areas of most need, notably the loadings for Low SES and Aboriginal student support.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Enabling school environments where quality teaching and learning engages students to provide opportunities to enhance life chances

### Purpose

The development of a school culture where positive and respectful relationships underpin a productive learning environment. The aim is to develop a consistent understanding that every student in our care will increase their learning trajectory through meaningful learning, based on high expectations and through safe, respectful, mutual relationships. Through quality teaching practices, teachers will foster high levels of intellectual quality through significant and relevant learning experiences within a quality learning environment.

### Overall summary of progress

Evidence based practice and a culture of collaboration and feedback has been achieved throughout 2016 through practices such as AFL, peer lesson observations and student self-assessment. Quality Teaching Rounds have been an accepted practice in some classrooms to code lessons and build teacher efficacy and subsequently collective efficacy within the school. The award for the Three Ways of Learning was a worthy recognition for the teaching staff and an acknowledgement of the staff's willingness to accept change and innovation in their pedagogy. Student performance in external tests supports the claims of improved pedagogical practice.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
2015 – 2016 Comparative data <i>Tell Them From Me</i> Surveys indicate increased student engagement with learning	Tell Them From Me (TTFM) data in primary indicates 90% of students value school outcomes and 90% of students are demonstrating effort and engaged in quality instruction which is above the NSW Government Norm. In secondary, the school-level factors of quality instruction, teachers student relations, learning climate and expectations of success were well above the NSW Government Norm.	\$3000 Executive Planning Day to conduct data analysis and planning – Professional Learning and Leadership
Utilise SEF self-assessment data and other data sources to validate growth in student learning performance	The SEF self assessment data rated the school as <i>Sustaining and Growing</i> in the area of Student Performance Measures using student NAPLAN value added data with over 20% of students achieving at high levels of performance on external performance measures. The school has analysed student performance data and a range of other contextual information and is aware of trends in student achievement levels.	\$150,000 – Extra staffing for support in K to 10 classrooms.  \$56,263 – Low level disability funding to support targeted students based on NAPLAN data
Performance for Aboriginal students and Low SES students is comparable to the performance of all students in the school	Analysis of NAPLAN data Years 3,5,7, and 9 indicated a steep increase in the value added data for Aboriginal students which can be attributed to the school wide focus on assessment for Learning strategies in all classrooms.	Aboriginal funds and Norta Norta funds \$71,358 have been used to support Aboriginal students. Equity funds and professional learning funds (\$30,000) have supported Assessment for Learning.

## Next Steps

2017 Tell Them From Me surveys will be conducted and the data analysed to inform the progress towards milestones in the school plan. An External Validation will be conducted in Term 3 2017 which will require the collection of evidence to support the self-assessment claims. Training in Assessment for Learning will continue and collaborative teaching practices and peer lesson observation and feedback will be funded from Professional Learning funds. An external evaluation of Assessment for Learning will be conducted in 2017. Intensive HSC preparation with assessment feedback will continue as an effective strategy to lift student performance.



## Strategic Direction 2

Building collective capacity and leadership through quality learning alliances, organisational innovation and student voice

### Purpose

To ensure there is a highly skilled, expert teaching team which meets accreditation requirements and demonstrates professional standards in all educational settings.

The school aims to develop a collective responsibility for improving professional practice. We aim to develop a high functioning educational community which values individuals, fosters a culture of collaboration, distributes leadership and embraces innovation in organisational practices resulting in learning success for all students.

Our aim is to achieve a highly skilled workforce which connects with the school community to make student learning valued

### Overall summary of progress

The Aspiring Leaders program was a success in 2016 contributing to building the leadership capacity of the participants with several staff being successful in promotion positions.

The Whole School Executive assumed responsibility for regularly monitoring of the milestones in the School Plan and assumed the leadership in specific areas within the plan.

Assessment for Learning has proven to be an exemplary learning alliance that was adopted by all teachers from Kindergarten to Year 12.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Anecdotal and quantitative data supports the effectiveness of AFL	<p>A singular focus on one targeted area for professional learning for the whole staff has been successful in developing a strong culture of collaborative practice. Teachers regularly conduct observations in other classrooms and give and receive feedback. Teachers have adopted AFL strategies in classrooms which improved NAPLAN value added data in Years 5,7 and 9 supports.</p> <p>TTFM anecdotal data indicates a significant shift in student intellectual engagement and students valuing quality instruction.</p>	<p>\$30,000 Professional learning and Equity funds to support AFL and teacher release to observe lessons.</p> <p>\$64,388– Aboriginal education Officer– providing support to students and liaison with the community.</p> <p>\$5000 executive Planning– data analysis and planning</p> <p>\$20,000 Transition to Kindergarten staffing</p>
PDPs are regularly monitored to reflect the school plan and that professional learning is suitably targeted	<p>Ongoing monitoring of teacher PDPs to ensure that teacher professional learning priorities and goals are being addressed.</p> <p>Milestones in the School Plan are monitored twice per term to ensure that progress in this area is being achieved.</p>	<p>\$20,000 Teacher professional learning funds to met PDP requests for HSC marking PL; Focus on Reading PL, syllabus implementation and PL in L3 program.</p>
TTFM survey findings reflect Confidence in Teaching and Learning practices	<p>Data form the TTFM Teacher survey based on the <i>Eight Drivers of Student Learning</i> rated highly for <b>Leadership</b>– 8.6/10 School Leaders create a safe and orderly school environment and school leaders have helped me in my teaching; <b>Collaboration</b>– .9.1/10: I talk with other teachers about strategies that increase student engagement and 8.9/10, teachers give me helpful feedback about my</p>	<p>No school funds were expended on the TTFM survey which is the prime data source for this Improvement Measure.</p>



### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<i>TTFM</i> survey findings reflect Confidence in Teaching and Learning practices	teaching. <b>Learning Culture:</b> 9.3/10 I set high expectations for student learning;  Inclusive School scored 8.6/10	

### Next Steps

The Tell Them From Me Surveys will be conducted in 2017 for students, teachers and parents and the data analysed to determine trends and areas of focus. Assessment For Learning teaching teams will be continued and strengthened with an Executive and teaching team undertaking advanced training in AFL to lead staff throughout 2017. Leadership density in the school has been strengthened with the appointment of an Instructional leader at Deputy Principal level. A group of teaching staff will to focus on accreditation at the higher levels of Highly Accomplished and Lead.

### Strategic Direction 3

Strong collaborative educational community

#### Purpose

There is a planned approach to support the cognitive, emotional, social and physical wellbeing of all students. The school community and other agencies collaborate to implement a comprehensive and integrated approach to ensure the wellbeing of every student. There is a consistent understanding that student welfare is integral to effective student learning and future success.

#### Overall summary of progress

Strengthening community links, continuance of Positive Behaviour for Learning and a focus on student wellbeing and student leadership underpin this strategic direction. There has been a planned approach to support the wellbeing needs of all students. There is a consistent understanding that student wellbeing is integral to student success in learning. The policy of NO EXCUSES has a significant impact on attitudes, beliefs and behaviours of staff, students and parents.

Productive partnerships with the University of New England and the local business community have broadened learning opportunities for students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
SET indicates 100% understanding of PBL and the language of PBL	<i>Positive Behaviour for Learning</i> is embedded in the culture of the school. The School Wide Evaluation (SET) was at 100% indicating that expectations were clearly defined, behaviour expectations were taught, an ongoing reward system is in place; there is a systems approach to responding to behaviour violations and there is strong leadership of PBL. PBL Rewards Day, the annual Snowball and Pride Days are proving successful.	\$15,000 of Equity funds allocated to support PBL implementation and Pride and Rewards Days and the Snowball.
Community confidence enhanced as shown in parent <i>TTFM</i> surveys	Community confidence has increased as shown in the TTFM Partners in Learning Parent Survey Report.  Parents feel welcome at Guyra Central School scored 8.8/10.  Parents being able to speak with the school principal scored 8.9/10.  Parents being informed was 8.4/10.  Support for positive behaviour at Guyra Central School score 8.6/10	No funding was allocated to conduct TTFM surveys.
Increased kindergarten enrolments through effective transition programs in consultation with the local pre-school	There has been an 18% increase in the number of Kindergarten enrolment from 2015 to 2016.	\$20,000 – Transition to Kindergarten was funded for 10 weeks in Term 3 and early Term 4.  Aboriginal funds – AEO support.  Parent support nil funding.
Breakfast Club and Homework Centre continues to be supported by community organisations with	Breakfast Club has been a success with increased student participation and increased community support from local business. Learning and	\$2000 in Equity funds allocated for breakfast club.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
increased student participation	wellbeing have been enhanced. Homework Centre has made a significant contribution to student performance in Stage 6 subjects.	\$5000 Norta Norta funds for Homework Centre.

## Next Steps

Breakfast club will continue with community support. The Homework Centre will be funded to operate for two days per week. Interagency links will be strengthened. PBL will be strengthened through a review of practices and further training of new staff and new students.

Student leadership will be promoted with a review of practices within the SRC.

Continue the open door policy welcoming parents, carers and community members to the school.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Low level adjustment for disability</b>	From the Equity Loading– Staffing, two Learning and Support Teachers (LaST) positions have been established at 0.7 FTE each in both primary and secondary settings.. The Equity Loading– Flexible Funding is used to employ a teacher to work with students in Years 3 to 6, identified through NAPLAN performance as requiring additional support.	\$199,092
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Guyra Central School utilised this funding to provide release for teachers to conduct peer lesson observations and engage in feedback sessions with other teachers as part of the focus on collaborative practices to build collective efficacy in classrooms from Kindergarten to Year 6.</p> <p>All teachers received support with their Professional Learning Programs (PDPs), which are regularly monitored to ensure that professional goals are being met.</p>	\$14,692.90
<b>Socio–economic background</b>	<p>In 2016, Guyra Central School has utilised the RAM Equity funds to enhance the well–being and learning outcomes of our low SES students with measurable success. 233 students are in the two quartiles receiving Needs Based Funding.</p> <p>Two School Learning Support Officers (SLSO) were appointed to work with students in Years 7 to 10, providing learning support in literacy and numeracy.</p> <p>Another SLSO is employed to provide support in Kindergarten. Year 3 NAPLAN performance data indicates that this early intervention has been a successful initiative over the past three years.</p> <p>Funds have been utilised to support students to purchase uniform, school fees and resources as well as meet excursion and work placement costs to ensure equity of educational opportunity.</p> <p>A breakfast club has been established using equity funds and with community support.</p>	\$197,576
<b>Support for beginning teachers</b>	There were no beginning teachers receiving support in 2016.	

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	178	171	161	163
Girls	156	150	150	144

In February 2016, the student enrolment was 307 which is a decline since 2013.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94	94.9	89.7	89.3
1	94.6	91.3	93.6	89.5
2	93.2	92.8	91.5	92.6
3	95.7	93.8	89.4	91.8
4	94.8	94.4	93.3	91.6
5	90.9	94.2	94.4	90.9
6	94.2	88.7	90.6	93.8
7	91.8	90.8	86.2	90
8	93.5	83.5	90.9	91
9	86.8	89.3	84	89.6
10	89.7	72.5	84.4	79
11	78.8	85.1	73.2	77.1
12	90.6	91.9	81.9	76.5
All Years	92	90.2	88.8	88.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

### Management of non-attendance

The overall student attendance rate in 2016 was 88.7% which is below the state average of 92.3%.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	11		44
Employment			22
TAFE entry			44
University Entry			44
Other	11	1	11
Unknown		22	

Guyra Central School is a K–12 school with approximately 125 students enrolled in years 7–12. In 2016 there were 16 HSC students, 8 boys and 8 girls. Of these, 5 boys and 2 girls were undertaking accelerated study in Fitness (4/2), French (1/0) and 1 student was Life Skills.

The following is based only on students not returning in 2017.

- 2 students are enrolled at University, 4 were enrolled at TAFE, 2 had gained apprenticeships or traineeships, 14 were working either part time or full-time, and 2 had taken a year off before attending University as planned in 2018. There is some overlap in the figures due to the combination of TAFE studies and apprenticeships and part-time/full-timework and TAFE/university studies.
- 1 student had undertaken a traineeship in Construction with a local builder and 1 student had undertaken an apprenticeship with a local mechanic. For both training was provided through TAFE New England – Armidale campus.
- From the group 3 students had enrolled in TAFE courses. Three of the respondents had secured apprenticeships and were combining TAFE with full-time work.
- The group felt that they had undertaken the appropriate courses for the HSC and most were satisfied with the range of courses offered.

## Year 12 vocational or trade training

One Year 12 student was undertaking a school based traineeship in construction and one Year 12 student was undertaking a school based apprenticeship in Heavy Vehicle Mechanical Technology. Both students were provided with training through TAFE New England – Armidale Campus.

## Year 12 attaining HSC or equivalent

Six students studied Fitness at school; 1 student undertook Construction through TAFE New England –

Armidale campus and 1 student studied Heavy Vehicle Mechanical Technology at TAFE New England – Armidale campus.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	12.64
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Administration & Support Staff	7.9
Other Positions	3.3

\*Full Time Equivalent

The teaching staff comprised of both new and experienced teachers, although there were no beginning teachers receiving mentoring support in 2016.

The teaching team is supported by a very effective administration team, learning support officers, farm assistant and general assistant.

Guyra Central School has one Aboriginal Education Officer who supports Aboriginal students, leads the Junior Aboriginal Education Consultative Group (AECG) and maintains regular contact and liaison with Aboriginal parents and carers.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

### Professional learning and teacher accreditation

Significant funds were allocated to professional learning for the whole school staff from Kindergarten to Year 12 to undertake the *Assessment for Learning* program with a focus on formative assessment, collaborative teaching practices and provision of effective feedback. Funds were made available to release teachers to observe a peer teacher's lessons and engage in feedback sessions to build teacher capacity.

Two teachers were accredited at Proficient level against the Australian Professional Teaching Standards. Two teachers were maintaining accreditation at proficient level.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 31 December 2015 to 31 December 2016. This summary covers all revenue as outlined in the 2016 Approved RAM Report including Targeted Funding, Equity Loadings funding and the Base School allocations which includes Core Staffing and Operational funds. Expenditure is aligned to these RAM funding allocations.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	813 093.60
<b>Revenue</b>	4 446 671.56
(2a) Appropriation	4 303 171.05
(2b) Sale of Goods and Services	16 418.59
(2c) Grants and Contributions	121 130.67
(2e) Gain and Loss	0.00
(2f) Other Revenue	1 679.95
(2d) Investment Income	4 271.30
<b>Expenses</b>	-4 434 453.16
Recurrent Expenses	-4 328 597.04
(3a) Employee Related	-3 876 307.28
(3b) Operating Expenses	-452 289.76
Capital Expenses	-105 856.12
(3c) Employee Related	0.00
(3d) Operating Expenses	-105 856.12
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	12 218.40
<b>Balance Carried Forward</b>	825 312.00

A significant amount of funding was allocated to building works and beautification of the Senior Courtyard. Joint Funding was received to construct a roofing structure for student sun safety.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.



	2016 <b>Actual</b> (\$)
<b>Base Total</b>	3 407 306.31
Base Per Capita	18 553.02
Base Location	54 288.06
Other Base	3 334 465.23
<b>Equity Total</b>	512 332.72
Equity Aboriginal	115 664.83
Equity Socio economic	197 575.63
Equity Language	0.00
Equity Disability	199 092.26
<b>Targeted Total</b>	211 695.68
<b>Other Total</b>	121 514.53
<b>Grand Total</b>	4 252 849.24

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

#### Literacy –Year 3

20% of Year 3 students were in the top two bands for Reading at GCS in 2016. The results gained by Year 3 students for Reading overall were 70.5% below state average. 32% of students achieved in the top two bands for Writing, their results overall being 36.9% below state average. In Spelling, 32% of Year 3 students achieved results that placed them in the top two bands, with their overall results being 59.1% below state average. 32% of Year 3 students achieved in the top two bands for Grammar and Punctuation. Overall the Year 3 students' results in Grammar and Punctuation were 51.3% below State average. The Literacy area in greatest need of attention for our Year 3 cohort is Reading.

#### Literacy – Year 5

25.9% of Year 5 students were in the top two bands for Reading at GCS in 2016. The results gained by Year 5 students for Reading overall were 42.4% below state average. 65.4 % of Year 5 students gained greater than or equal to expected growth in Reading with 23% gaining double the expected growth. 7.4% of students

achieved in the top two bands for Writing, their results overall being 45.1% below state average. In Spelling, 18.5% of Year 5 students achieved results that placed them in the top two bands, with their overall results being 39.9% below state average. 25.9% of Year 5 students achieved in the top two bands for Grammar and Punctuation. Overall the Year 5 students' results in Grammar and Punctuation were 43.6% below State average. 69.2% of students in Year 5 gained greater than or equal to expected growth in Writing, Spelling and Grammar and Punctuation. Overall growth for Year 5 Reading was 31.8 points above the state average score, 30.7 points above the state average score in Spelling and 21.8 points above the state average score in Grammar and Punctuation. The Literacy area in greatest need of attention for our Year 5 cohort is Writing.

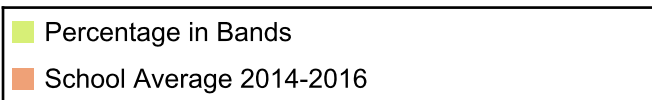
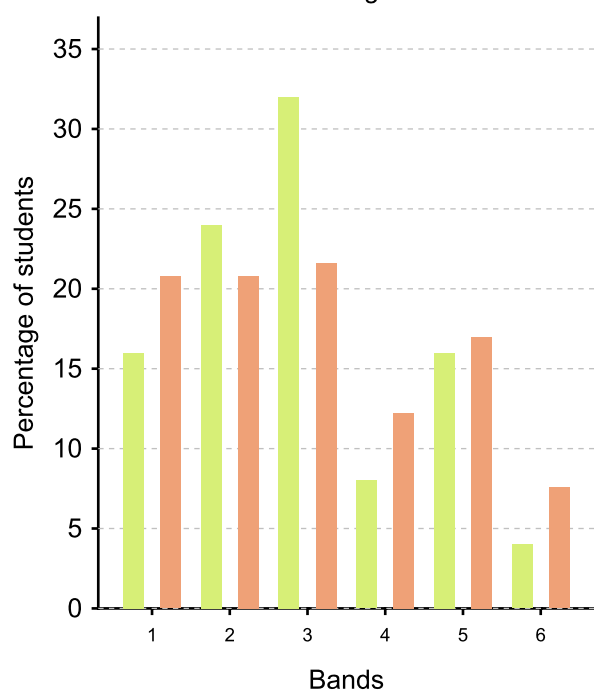
#### Literacy– Year 7

In 2016, twenty Year 7 students undertook the NAPLAN Literacy tests at Guyra Central School. The Year 7 cohort achieved some pleasing results. Although, overall the Year 7 students at Guyra Central School performed below the state average in NAPLAN, the boys achieved above state average results in the Writing task. There were also some pleasing individual results with 5.3% of our students gaining Band 9 in both Reading and Grammar. The Year 7 cohort also achieved 4.3% above state average growth in Reading, 2.85%, above state average growth in Spelling and 9.8% above state average growth in Grammar and Punctuation. There were no growth statistics applicable for the NAPLAN Writing task for 2016. In Reading, 15.8% of our students achieved results which placed them in the two higher achievement levels; in Writing 15.8% of our students performed in the two higher achievement levels; in Spelling, 21.1% of our students achieved results in the top two bands, and in Grammar & Punctuation, 15.8% of our students performed in the top two bands. The area in greatest need of attention for our Year 7 cohort is Spelling.

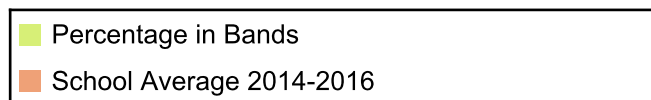
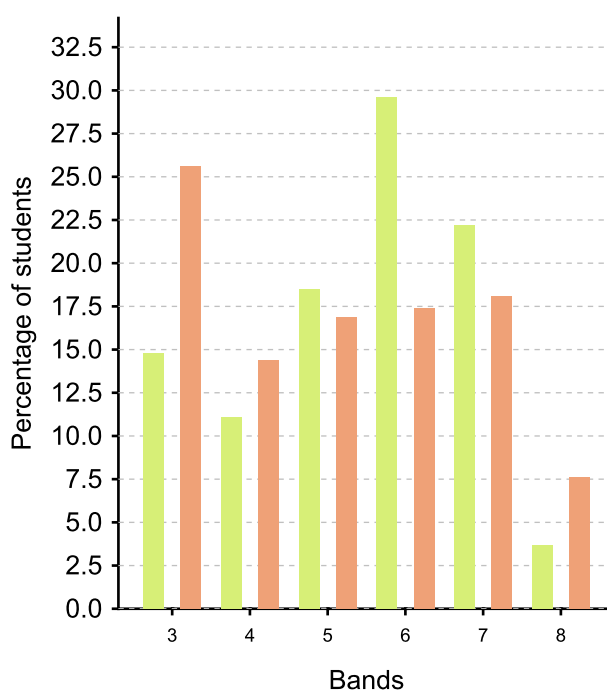
#### Literacy –Year 9

Twenty seven Year 9 students undertook the NAPLAN Literacy tests at Guyra Central School in 2016. Although, overall the Year 9 students at Guyra Central School performed below the state average in NAPLAN, there were some pleasing individual results with 3.7% of our students gaining Band 10 in Reading and Spelling and 7.4% of our students achieving Band 10 in Grammar and Punctuation. In Reading, GCS Year 9 students achieved 2.2% above state average growth and 4.3% above state average growth in Spelling. In Reading, 14.8% of our students gained results which placed them in the two higher achievement levels; in Writing, 0% of our students achieved results which placed them in the two highest achievement levels; in Spelling, 11.1% of our students achieved results in the top two bands, and in Grammar & Punctuation, 7.4% of our students performed in the top two bands. The area in greatest need of attention for our 2016 Year 9 cohort is Writing.

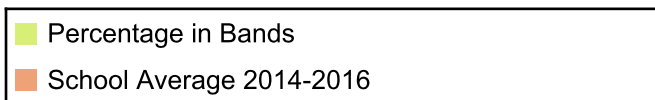
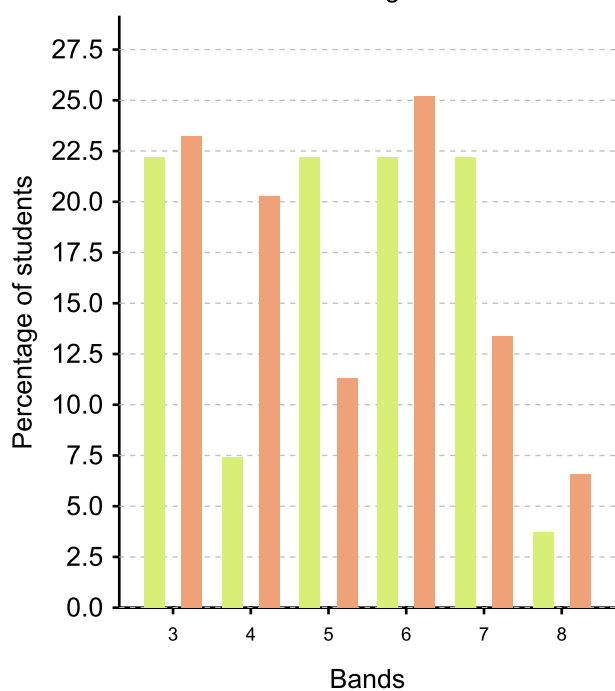
**Percentage in bands:**  
Year 3 Reading



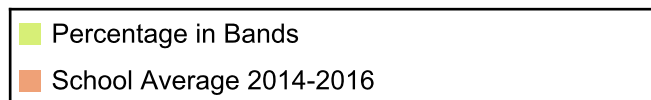
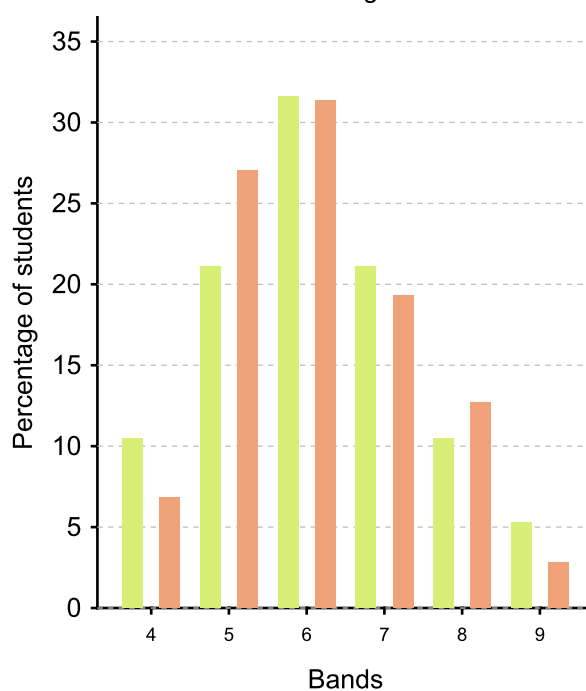
**Percentage in bands:**  
Year 5 Grammar & Punctuation



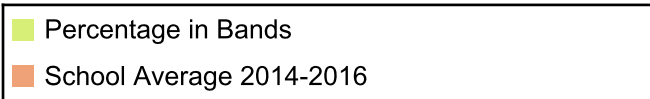
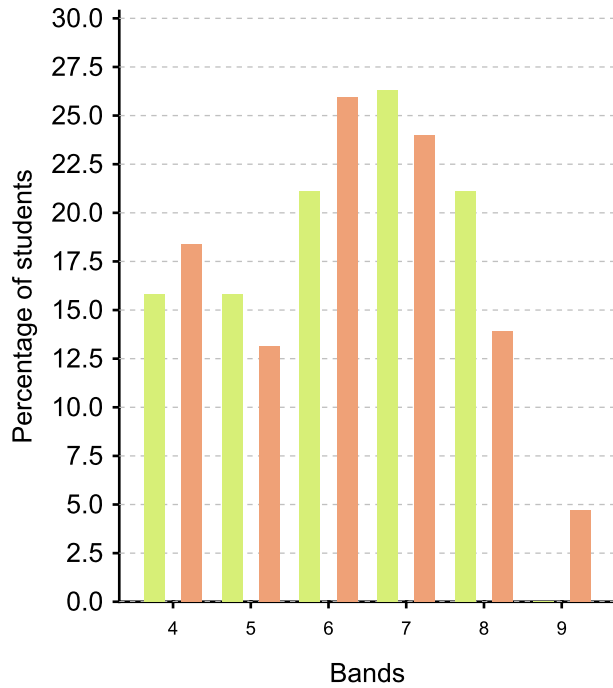
**Percentage in bands:**  
Year 5 Reading



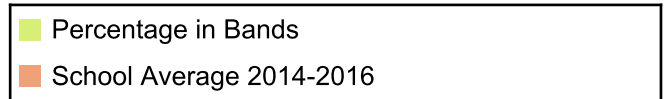
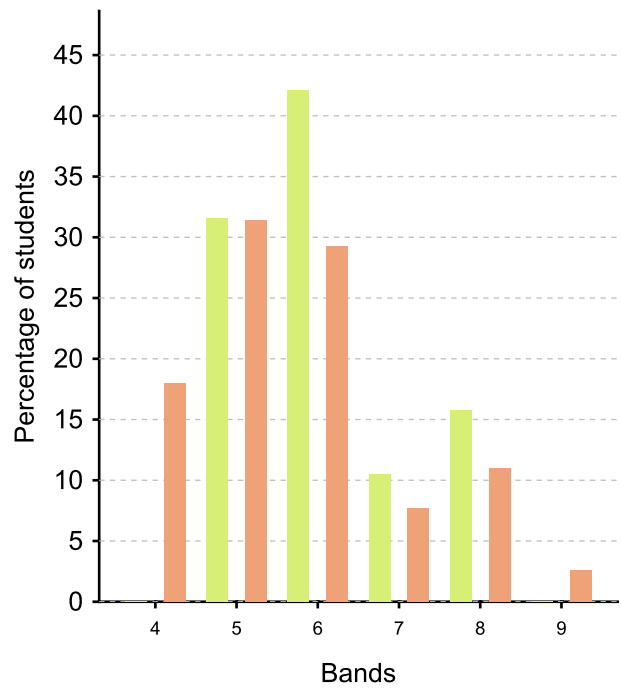
**Percentage in bands:**  
Year 7 Reading



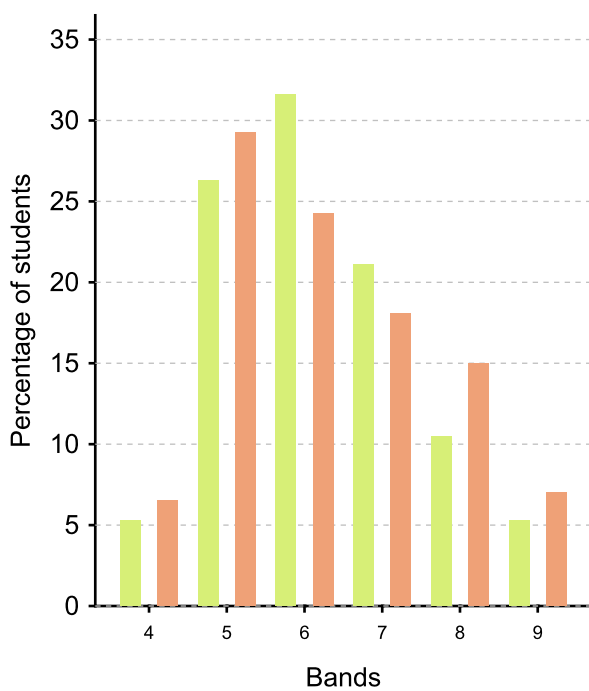
**Percentage in bands:**  
Year 7 Spelling



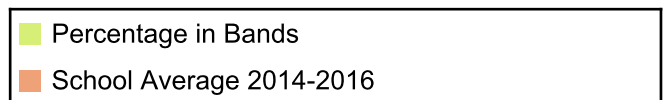
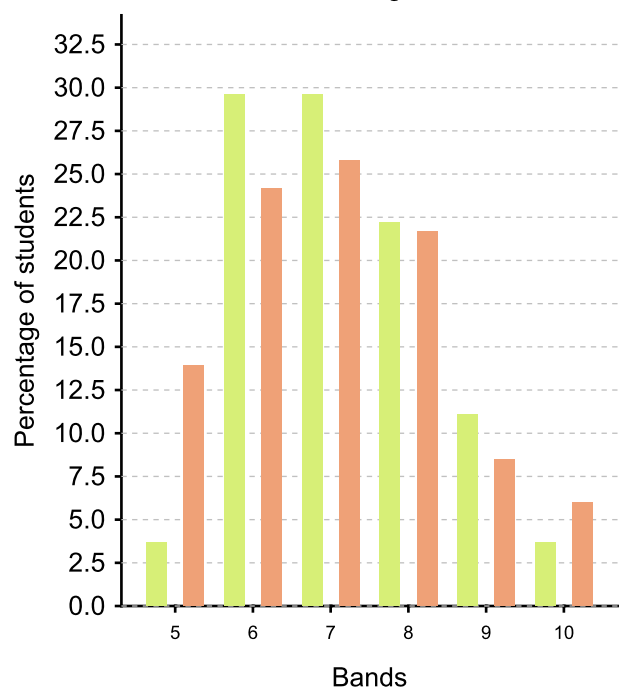
**Percentage in bands:**  
Year 7 Writing



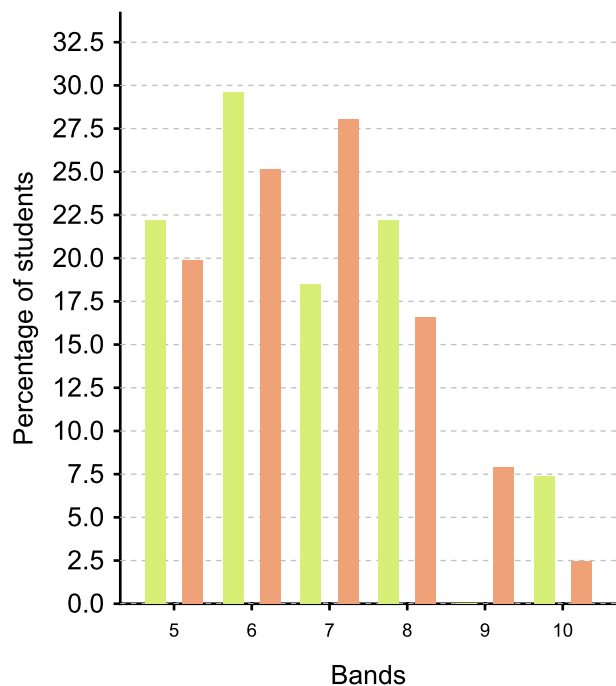
**Percentage in bands:**  
Year 7 Grammar & Punctuation



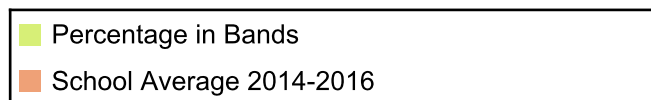
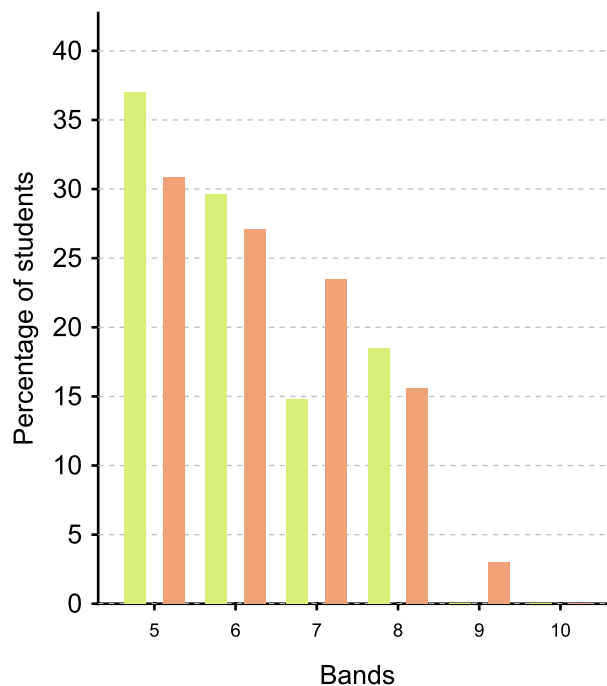
**Percentage in bands:**  
Year 9 Reading



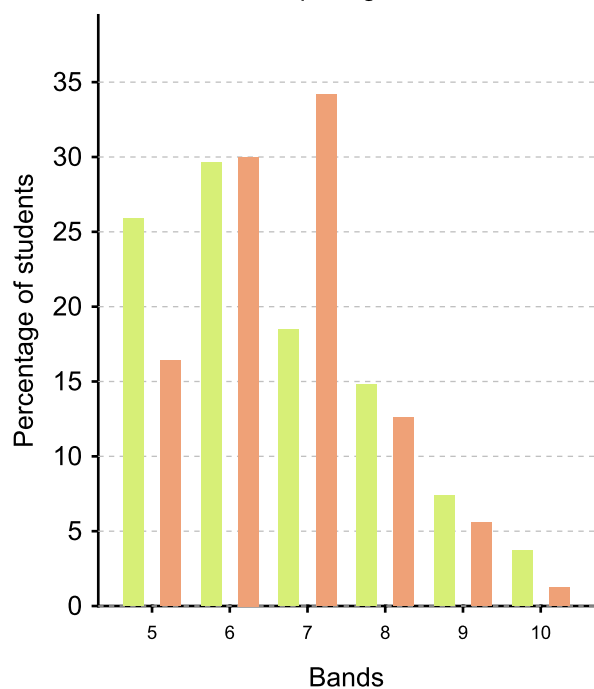
**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 9 Spelling



### Numeracy – NAPLAN Year 3

20.8% of Year 3 students were in the top two bands for Numeracy. The results gained by Year 3 students for Data, Measurement, Space and Geometry overall were 49.5% below state average. The results achieved by Year 3 students for Number, Patterns and Algebra were 55.5% below state average. The Numeracy area in greatest need of attention for our Year 5 cohort is Number, Patterns and Algebra.

### Numeracy – NAPLAN Year 5

14.8% of Year 5 students were in the top two bands for Numeracy. The results gained by Year 5 students for Data, Measurement, Space and Geometry overall were 39.4% below state average. The results for Number, Patterns and Algebra overall, were 55.1% below state average. All students achieved growth in Numeracy in 2016, with 48% achieving greater than or equal to expected growth. The State average scaled score growth was 91.7%, compared to 102.3% for Year 5 students at GCS. The Numeracy area in greatest need of attention for our Year 5 cohort is Number, Patterns and Algebra.

### Numeracy– Year 7

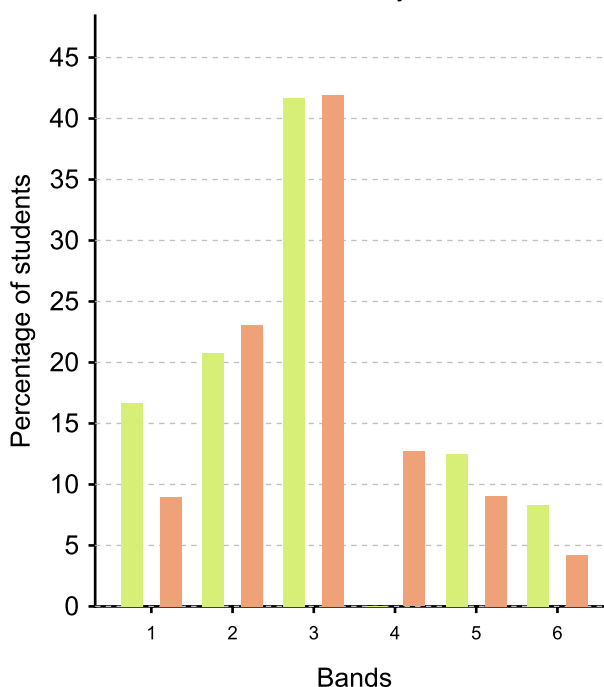
In 2016, the NAPLAN numeracy test saw 95% of year 7 students achieve at or above national benchmarks. Over 50% of students achieved expected or above expected growth from year 5 to year 7. All Aboriginal students in Year Seven achieved above average growth from year 5 to year 7. The trend line for Year 7 Numeracy is trending upwards, halving the gap between school and state average in the last year.

### Numeracy– Year 9

Although there has been no significant movement of the school average toward the state average for year 9 in the 2016 NAPLAN numeracy test, 68% of students achieved at or above expected growth from year 7 to year 9 and all Aboriginal students achieved above expected growth. Individual results include two students receiving Band 9 for numeracy. 92% of year 9 students were at or above national benchmarks.

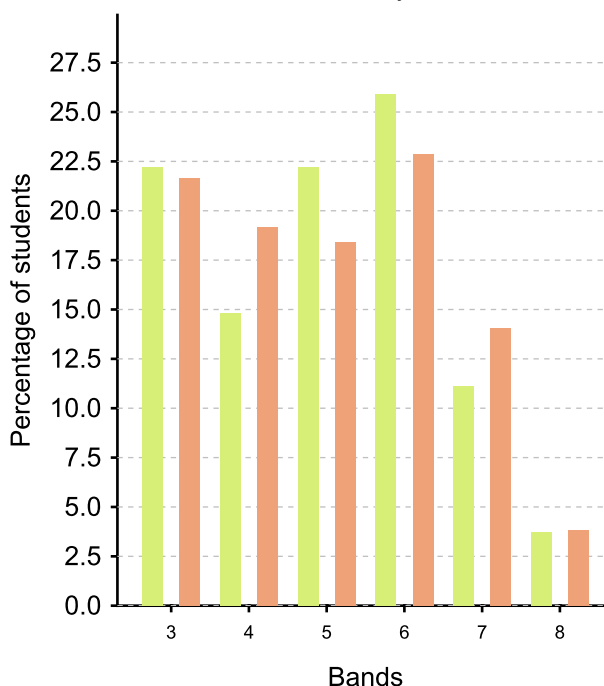
The priority is now to continue to move both year 7 and year 9 averages closer to state averages with a focus on student at or below national benchmarks.

Percentage in bands:  
Year 3 Numeracy



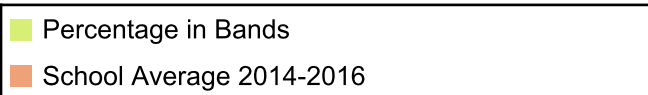
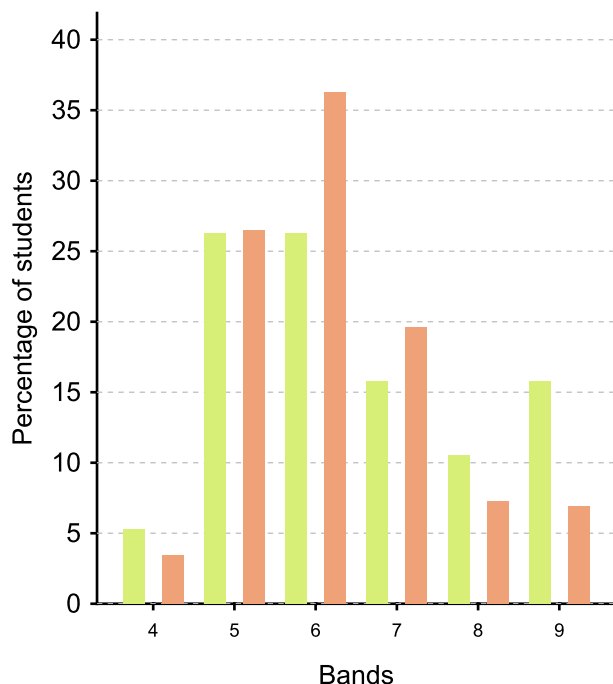
Percentage in Bands  
School Average 2014-2016

Percentage in bands:  
Year 5 Numeracy

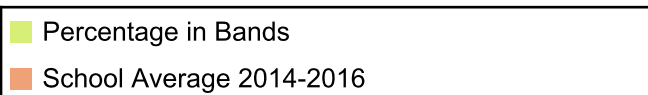
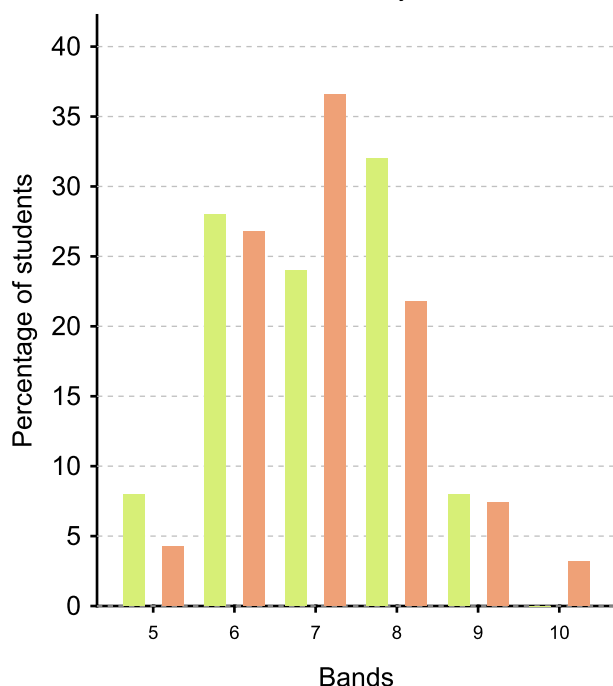


Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Numeracy



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

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

### Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

2016 saw over 21% of subjects achieving above state average results. Of note, Advanced English gained results 6.88% above state average and Mathematics gained results 3.36% above state average. Above state average growth was achieved in 57% of the subjects taught. There were no band 1's awarded.

### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek feedback from parents, students and teachers pertaining to the school. Their responses are presented below.

In 2016, the school sought feedback from students, parents and carers using the *Tell Them From Me* (TTFM) surveys. A summary of the responses is presented below:

- The majority of parents feel welcome at Guyra Central School. 100% of parents believe that they can easily speak with their child's teachers and that teachers listened to their concerns. The majority of parents reported that they can easily speak with the principal.
- The majority of parents indicate that they are well informed on their child's progress and that they would be informed immediately if there were concerns. A majority of parents indicate that the school informs them on their child's behaviour, positive or negative.
- Feedback overwhelmingly supports that parents believe that the school supports learning and positive behaviour.
- 93% of students had positive behaviour. The NSW Government norm is 87%.
- 79% of secondary students valued School Outcomes. The NSW Government norm is 72%.
- 88% of primary students valued schooling outcomes. The NSW Government norm is 86%.
- 84% of students reported receiving quality instruction with effective teacher student relations.
- Teacher feedback indicates a culture of high expectations for all students.
- 89% of teachers report that collaboration, giving and receiving feedback and discussing learning goals with other teachers as significant drivers of student learning.
- 87% of teachers believe that data informs their practice and they give feedback to students to improve their performance on formal assessment tasks.

### Aboriginal education

Guyra Central School is highly committed to reconciliation and inclusivity. We value and implement school programs, practices and structures to specifically target the educational, cultural and social needs of Aboriginal students. In April 2016, Guyra Central School was part of an Aboriginal Education Situational Analysis of schools in the Northern Tablelands Network. The report concluded that the investment of teacher professional development in *Assessment for Learning* had resulted in significant improvement in student performance, confidence and engagement in learning for Aboriginal students.

The Aboriginal Education Committee meets twice a term to ensure the school's commitment to addressing school priority areas and turning policy into action. The Committee liaises closely with the Junior AECG and is committed to its role in ensuring the school meets the needs of all Aboriginal students.

Our Aboriginal Education Officer continues to build on strong relationships between the school and community. Our Aboriginal Education Officer works closely with teachers and support staff in class to assist students and to develop personal learning goals to meet student's learning needs. All teaching and learning programs incorporate Aboriginal perspectives. Our goal is to continue to improve strong partnerships with our community. Guyra Central School has a breakfast program which is funded from equity funds.

Students in Years 7 to 12 have been part of the AIME 2016 program and the Aboriginal Woman's Health Program throughout the past year.

All formal assemblies and cultural events such as Reconciliation Morning Tea and NAIDOC Celebrations, include Acknowledgement to Country. These events help to build stronger links between families, community and our school.

### Multicultural and anti-racism education

The NSW Department of Education and Communities rejects all forms of racism and is committed to the elimination of racial discrimination. As part of the Department's commitment to anti-racism each school has an Anti-Racism Contact Officer (ARCO). Guyra Central School has three trained Anti-Racism Contact Officers (ARCOs). They support the school to acknowledge and respect diversity and create a sense of belonging. Mrs Hopwood, Mrs Paull and Ms Reim are the ARCOs and they have the responsibility to;

- receive suggestions, complaints or allegations regarding racism
- assist the complainant to write the complaint, if required
- advise the complainant of their rights and the process to be followed in lodging a complaint
- refer the complaint to a member of the school executive who will be responsible for resolving the