

# Guyra Central School

## Annual Report



2017

2114

## Introduction

The Annual Report for **2017** 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.

### 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

## 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 2017.

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 315 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 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 section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Excellence in Learning**, the on-balance judgement of Guyra Central School is that we are **Sustaining and Growing**. The school has continued to value its long-term program of *Positive Behaviour for Learning* (PBL), whilst focusing upon student learning with the school wide implementation of *Assessment for Learning* (AfL) in 2015. The combination of these two core programs has resulted in significant improvements which are reflected in our *NAPLAN* and *Tell Them from Me (TTFM)* data and the significant levels of growth and positive outcomes achieved by our students.

Even though there is a school wide responsibility for learning, there is still more that we can do to ensure a cohesive K-12 curriculum is being taught.

The results of this process indicated that in the School Excellence Framework domain of **Excellence in Teaching**, the overall judgement is that we are **Sustaining and Growing** but moving towards Excelling.

All teaching staff are committed to providing the best possible education for the students at Guyra Central School. This is evident by the school wide approach to AfL, where the school leadership team has demonstrated outstanding Instructional Leadership by modelling highly effective learning practices which engage both staff and students. This is also evidenced by our outstanding *NAPLAN* results across the school, with student growth in reading exceeding the state average growth.

The allocation of an Instructional Leader has supported the K–6 teaching staff in implementation of the curriculum and the Early Action for Success (EAfS) Program, with significant gains being made in student growth in the early years. The Instructional Leader has fostered a collaborative approach to teaching and learning practices.

Whilst most teachers are using student assessment to determine their teaching directions (especially in Early Stage 1), there is still room for all staff to be using more sophisticated methods of internal data collection and assessment to ensure more effective teaching and learning practices occur. There is also room for staff to develop further interschool relationships to provide additional support and mentoring. We also need to strengthen our typical practices with regards to reporting student progress by providing more opportunities for students to showcase their learning.

The results of this process indicated that in the School Excellence Framework domain of **Excellence in Leading**, the overall judgement is that we are **Sustaining and Growing**. In the past year, the school has seen significant changes within the leadership team with the retirement of a Principal and the promotion of Executive staff, into and out of the school. This has resulted in a number of staff relieving in higher duties. There has also been the appointment of an Instructional Leader. Within this time of change, there is a uniformity of purpose within the executive team and within the leadership of the school. This is most indicative of the collaborative approach that has been undertaken by the executive team to produce this report. The development of the school plan and the processes used to monitor its progress and the significant input of stakeholders in its development, have underpinned a clear vision for improvement and enabled its success, throughout this period of leadership change. The collection of accurate data leads to targeted school improvement. There is an ongoing culture of using Evidence Based practices to improve student outcomes.

The school is recognised within the community for its commitment to education and for its partnerships within the community, but there needs to be a more deliberate and strategic development of these partnerships. As we complete this current three-year plan, there needs to be some longer-term planning in terms of financial and school wide management, to ensure the viability of the school into the future. This planning will need to engage the local community, and this will be particularly relevant for the retention of students in Stages 4, 5 and 6 of the curriculum. This will be more evident with the construction of the Super School at Armidale by 2021, especially considering students have easy access to public transport.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

Improved student performance has been reflected in HSC results and Naplan Results. The Tell Them From Me surveys, indicated a high degree of satisfaction with the school. Early Action for Success Data has also indicated a significant shift in Early Stage 1 capabilities and the Year 3 and 5 NAPLAN results have indicated significant improvements. Year 5 and 7 Aboriginal students have shown growth in all areas of the NAPLAN testing whilst Non Indigenous Students have not experienced the same degree of achievement.

Differentiated learning has continued to develop in the school with the successful implementation of Assessment for Learning. Assessment for Learning has been the main professional learning focus for staff, in 2017. Assessment for Learning strategies have provided the tools to assess learning on an outcome by outcome basis, resulting in immediate feedback on student progress and the delivery of effective and timely differentiation as the outcomes are being taught.

The implementation of Assessment for Learning was internally reviewed in Term 2 to assess its impact. The review team's findings indicated that this program has had significant impacts upon student learning outcomes and it was noted that the Indigenous Students' particularly benefited from these strategies.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2015 – 2016 Comparative data <i>Tell Them From Me</i> Surveys indicate increased student engagement with learning		Parents, Students and Staff have indicated that they now have a voice to improve student outcomes
Utilise SEF self-assessment data and other data sources to validate growth in student learning performance	Relief– \$1989	The school used the SEF to successfully complete its External Validation Report and Assessment in Term 3.
Performance for Aboriginal students and Low SES students is comparable to the performance of all students in the school	Welfare: \$183	Our internal Review of Assessment for Learning, and SCOUT data of Naplan results, indicated that Indigenous students were showing improvements in their performance.

### Next Steps

The school has continued to value its long-term program of Positive Behaviour for Learning (PBL), whilst focusing upon student learning with the school wide implementation of Assessment for Learning (AfL) in 2015. The combination of these two core programs has resulted in significant improvements which are reflected in our NAPLAN and *Tell Them from Me (TTFM)* data and the significant levels of growth and positive outcomes achieved by our students.

Even though there is a school wide responsibility for learning, there is still more that we can do to ensure a cohesive K–12 curriculum is being taught and not just a K–6 or a 7–12 curriculum. As teaching staff develop their Early Years Literacy and Numeracy Skills, with explicit teaching provided by our Instructional Leader and the future introduction of Learning Progressions, it is expected that Literacy and Numeracy levels should improve for all students.



## 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

Within the School Excellence Framework domain of **Excellence in Leading**, the overall judgement is that we are **Sustaining and Growing**. In the past year, the school has seen significant changes within the leadership team. This has resulted in a number of staff relieving in higher duties. Within this time of change, there is a uniformity of purpose due to the school plan and the processes used to monitor its progress which have underpinned a clear vision for improvement and enabled its success, throughout this period of leadership change. The collection of accurate data leads to targeted school improvement. There is an ongoing culture of using Evidence Based practices to improve student outcomes. With the appointment of an Instructional Leader, the development of learning alliances within the K–6 curriculum area has been enhanced.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Anecdotal and quantitative data supports the effectiveness of AFL	Implementation and training of staff in <i>Assessment for Learning (AfL)</i> – \$5711	An internal review of <i>Assessment for Learning (AfL)</i> was conducted in Term two to assess the progress of the program. In this review students indicated that they were more confident with their learning and liked the new strategies which empowered them to evaluate and take responsibility for their learning.
PDPs are regularly monitored to reflect the school plan and that professional learning is suitably targeted	Staff Meetings both formal and informal	Executive staff monitor all staff PDP's with classroom observations and discussions on a regular basis to determine professional learning goals and in accordance with the Performance Development Framework.
<i>TTFM</i> survey findings reflect Confidence in Teaching and Learning practices		<i>Tell Them From Me (TTFM)</i> Surveys indicated that there was a high degree of support from parents and students with 83% of students believing that schooling is useful in everyday life and 90% of students demonstrating positive behaviour in school.

## Next Steps

The Leadership team are becoming more reliant upon the Tell Them From Me (TTFM) data to ensure that the leadership team is on track and achieving planned outcomes. The Leadership capacity of the school will continue to be strengthened with new staff, and experienced staff, being encouraged to engage in leadership opportunities both within, and outside of the school. Learning alliances have been developed, and will continue to be developed in the future, especially with the implementation of new syllabi and learning progressions. All staff will be accredited at proficient with a number of teaching staff focussing on the higher levels of accreditation.

### 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

There has been significant strengthening of community links. The continuance of Positive Behaviour for Learning (PBL) and a focus on student wellbeing and student leadership underpin this strategic direction. There is a well planned approach to supporting the wellbeing needs of all students. There is a consistent understanding throughout the school that student wellbeing is an integral component to successful student learning.

Productive partnerships with the University of New England, local businesses and various community groups such as Rotary, LLions, RASS and CWA have enhanced learning opportunities for students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
SET indicates 100% understanding of PBL and the language of PBL		New staff have been inducted into the processes of PBL at school. A SET survey has been completed to examine our progress. Guyra Central School also participated in the Regional PBL Expo.
Community confidence enhanced as shown in parent <i>TTFM</i> surveys		Parents have indicated in the <i>TTFM</i> surveys that they feel welcome and that they support Learning at Home. 86% of parents, who responded to the surveys, are involved in School Committees.
Increased kindergarten enrolments through effective transition programs in consultation with the local pre-school		Kindergarten enrolments were higher than usual in 2017 due to our kindergarten enrolment program and with the development of strong partnerships with the Early Learning Centres.
Breakfast Club and Homework Centre continues to be supported by community organisations with increased student participation	Breakfast Club – \$854 Homework Centre – \$6100	Breakfast club has become a key feature to ensuring that students have a good start to their learning day. This is staffed by volunteers and some of the ingredients are donated by local businesses. The Homework Centre is staffed with one teacher and a School Learning Support Officer, two afternoons per week. Students have engaged in this program and have used it for assistance with assignments, homework, assessment tasks and to get extra tutoring in Mathematics, Science and English.



## Next Steps

The school is recognised within the community for its commitment to education and for its partnerships within the community, but there needs to be a more deliberate and strategic development of these partnerships. As we complete this current three-year plan, there needs to be some longer-term planning in terms of financial and school wide management, to ensure the viability of the school into the future. This planning will need to engage the local community, and this will be particularly relevant for the retention of students in Stages 4, 5 and 6 of the curriculum.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$87999  • Aboriginal background loading (\$2 000.00)	Students have engaged in <i>AIME Mentoring</i> in 2017 which has been a successful partnership between the University of New England and Guyra Central School. A staff meeting was conducted which included training on <i>AIME</i> and its purposes. Students were also engaged in Harmony Day, Reconciliation Day and Naidoc Week Celebrations. All of these activities engaged our parents and Elders. Students in Years 7–11 were involved in a basket weaving program with local Elders in Term 4. Funds were also used to support student wellbeing and learning opportunities, as well as an Aboriginal Education Officer.
<b>Low level adjustment for disability</b>	\$202,940	Funding has been used to fund Learning Support Teachers (1.3 FTE) to assist students in both primary and secondary settings. Students are identified through NAPLAN and VALID data as requiring additional support.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$14,424	Guyra Central School utilised this funding to provide release for staff to complete quality Teaching Rounds to conduct peer observations and enhance reflective and collaborative practices throughout the school.
<b>Socio-economic background</b>	\$283,170	<p>In 2017 Guyra Central School utilised RAM equity funds to enhance the wellbeing and learning outcomes of our low SES students with measurable success. 236 students were in the two quartiles receiving Needs Based Funding.</p> <p>Two School Learning Support Officers (SLSO) were employed to work with students in Years 7–9, providing literacy and numeracy support.</p> <p>Other SLSO's have been employed to provide support in K–6.</p> <p>Funds have been utilised to support students to purchase uniform, school resources, as well as meet excursion and work placement costs to ensure equity of educational opportunity.</p> <p>Equity funds have also been used to fund a Breakfast Club and a Homework Centre.</p>
<b>Support for beginning teachers</b>	\$13,450	Two beginning teachers and their mentors have benefited from this funding with one achieving proficient accreditation and one working towards their accreditation.

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	171	161	163	163
Girls	150	150	144	155

Secondary Student enrolments have remained relatively consistent this year, compared to the previous year, whilst Primary Student enrolments have fluctuated throughout the year. There are currently more students enrolled in the K–6 area of the school than the 7–12 area of the school.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	89.7	89.3	95.3
1	91.3	93.6	89.5	93.5
2	92.8	91.5	92.6	93.3
3	93.8	89.4	91.8	95.1
4	94.4	93.3	91.6	93.1
5	94.2	94.4	90.9	94.2
6	88.7	90.6	93.8	89.7
7	90.8	86.2	90	92.7
8	83.5	90.9	91	92.4
9	89.3	84	89.6	85.2
10	72.5	84.4	79	89.4
11	85.1	73.2	77.1	80.7
12	91.9	81.9	76.5	83.8
All Years	90.2	88.8	88.7	91.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

### Management of non-attendance

Management of non attendance at Guyra Central School is compliant with the Department of Education Attendance Policy. Regular contact is made with parents to address attendance issues. The HSLO officer has also been used to address issues. The support of our school Aboriginal Education Officer and outside agencies also assists with ensuring students attend school.

Guyra Central School has been involved with a number of programs including UNE's AIME Mentoring Program and Backtrack. Both these programs have assisted to reengage students and improved student attendance.

Other programs such as our Gifted and talented program, our Agriculture program and the establishment of a homework centre on site after school and a Junior CWA, have also enhanced student participation and engagement in school.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0		0
Employment	4	0	44
TAFE entry	0	0	6
University Entry	0	0	30
Other	4	5	12
Unknown	0	0	8

Guyra Central School is a K–12 school with approximately 136 students enrolled in years 7–12. In 2016 there were 17 students who completed the requirements for a Higher School Certificate of which seven students were boys and ten students were girls. Of these, two students were studying Life Skills. Five students gained University entry, with one student taking a year off and planning to attend University in 2019.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	15.38
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	7.9
Other Positions	0.2

\*Full Time Equivalent

The teaching staff comprised of both new and experienced teachers. There were two beginning teachers receiving mentoring support in 2017.

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

Number of staff identifying as Aboriginal is 2. 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	16

### 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.

Early action of success has been a key focus in the Early Years of School with the successful training of staff in literacy and numeracy strategies throughout the year.

Two teachers were accredited at Proficient level against the Australian Professional Teaching Standards. Four 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 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	825,312
<b>Revenue</b>	4,699,063
Appropriation	4,576,750
Sale of Goods and Services	17,954
Grants and Contributions	99,760
Gain and Loss	0
Other Revenue	0
Investment Income	4,599
<b>Expenses</b>	-4,644,522
Recurrent Expenses	-4,797,508
Employee Related	-4,054,812
Operating Expenses	-742,696
Capital Expenses	152,987
Employee Related	0
Operating Expenses	152,987
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	54,541
<b>Balance Carried Forward</b>	879,853

Guyra Central School's financial management process and governance structures are aligned to the Department of Education Processes and Policies.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,430,741
Base Per Capita	46,887
Base Location	55,327
Other Base	3,328,527
<b>Equity Total</b>	574,108
Equity Aboriginal	87,999
Equity Socio economic	283,170
Equity Language	0
Equity Disability	202,940
<b>Targeted Total</b>	157,578
<b>Other Total</b>	260,089
<b>Grand Total</b>	4,422,516

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

### Year 3

Thirty Three students completed the NAPLAN assessment. 34% of Year 3 students were in the top two bands for Reading at GCS in 2017. The results gained by Year 3 students for Reading overall were 16.86% below State average. 42.42% of students achieved in the top two bands for Writing, their results overall being 10.72% below State average. In Spelling, 51.52% of Year 3 students achieved results that placed them in the top two bands, with their overall results being 0.92% below State Average. 51.52% 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 10.72% below State average. The Literacy area in greatest

need of attention for our Year 3 cohort is Reading.

## Year 5

Twenty Six students completed the 2017 NAPLAN assessment. In all areas of the assessment, Aboriginal students outperformed non Aboriginal students. 7.69% of Year 5 students were in the top two bands for Reading at GCS in 2017. The results gained by Year 5 students for Reading overall were 32.4% below State average. 7.69% of students achieved in the top two bands for Writing, their results overall being 10.44% below State average. In Spelling, 11.54% of Year 5 students achieved results that placed them in the top two bands, with their overall results being 26.33% below state average. 11.54% of students achieved in the top two bands for Grammar and Punctuation. Overall the Year 5 students' results in Grammar and Punctuation were 24.69% below State average. The Literacy area in greatest need of attention in our Year 5 cohort is Reading.

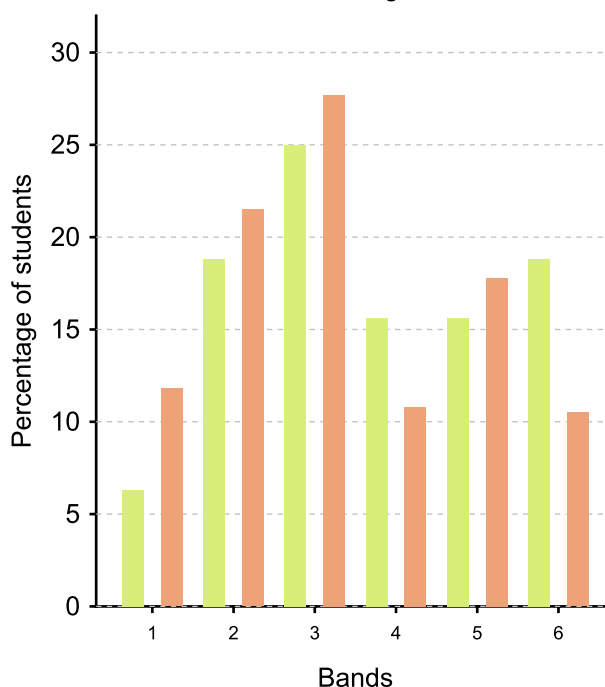
## Year 7

In 2017, the Year 7 cohort achieved good growth from their Year 5 data until now. Twenty one students completed the NAPLAN assessments. 14.29% of Year 7 students were in the top two bands for Reading at GCS, in 2017. The results gained by Year 7 students for Reading overall were 16.67% below State average. 4.76% of students achieved in the top two bands for Writing, their results overall being 16.65 below State average. In Spelling, 14.29% of Year 7 students achieved results that placed them in the top two bands, with their overall results being 26.82% below State average. 9.52% of students achieved in the top two bands for Grammar and Punctuation. Overall the Year 7 students' results in Grammar and Punctuation were 20.62% below State average. The Literacy area in greatest need of attention in our Year 7 cohort is Spelling.

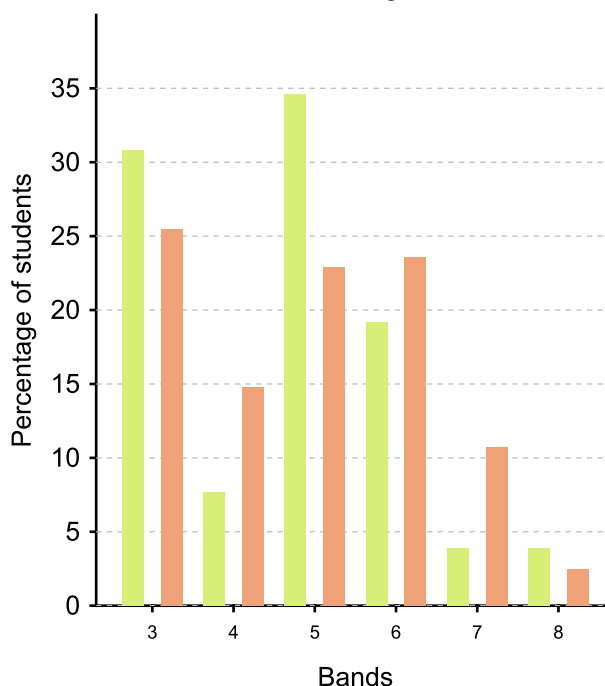
## Year 9

Twelve Year 9 students completed the 2017 NAPLAN assessment. 8.33% of Year 9 students were in the top two bands for Reading at GCS in 2017. The results gained by Year 9 students for Reading overall were 16.56% below State average. 8.33% of students achieved in the top two bands for Writing, their results overall being 9.86% below State average. In Spelling, 25% of Year 9 students achieved results that placed them in the top two bands, with their overall results being 6.1% below State average. 8.33% of students achieved in the top two bands for Grammar and Punctuation. Overall the Year 9 students' results in Grammar and Punctuation were 16.5% below State average. The Literacy area in greatest need of attention in our Year 9 cohort is Reading, as well as Grammar and Punctuation.

**Percentage in bands:**  
Year 3 Reading

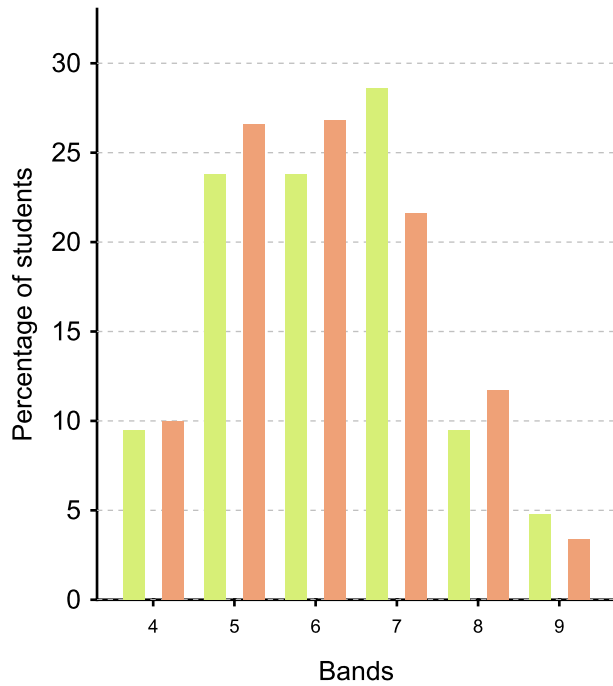


**Percentage in bands:**  
Year 5 Reading

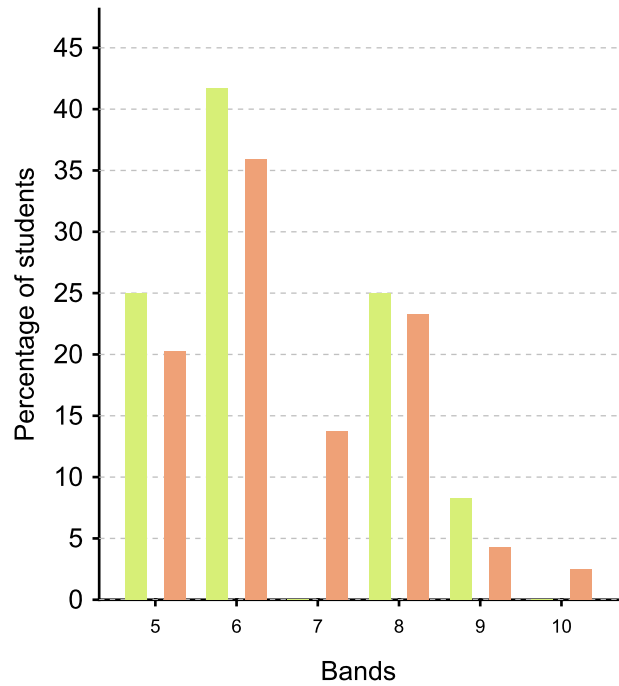




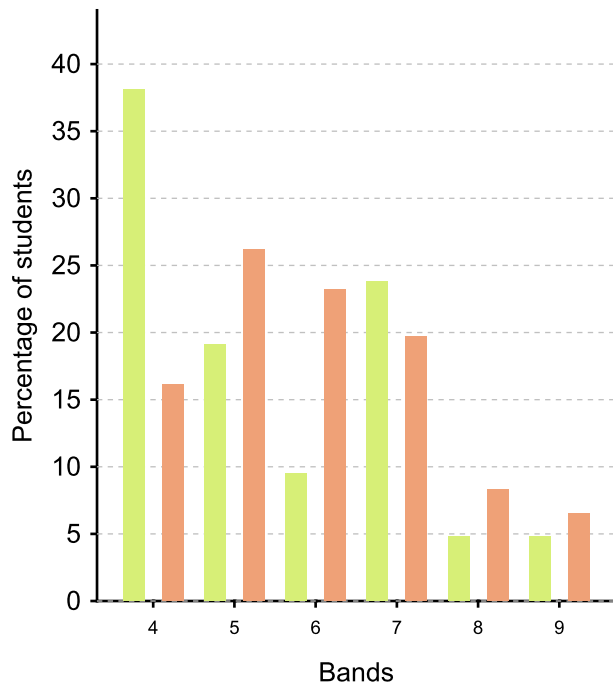
**Percentage in bands:**  
Year 7 Reading



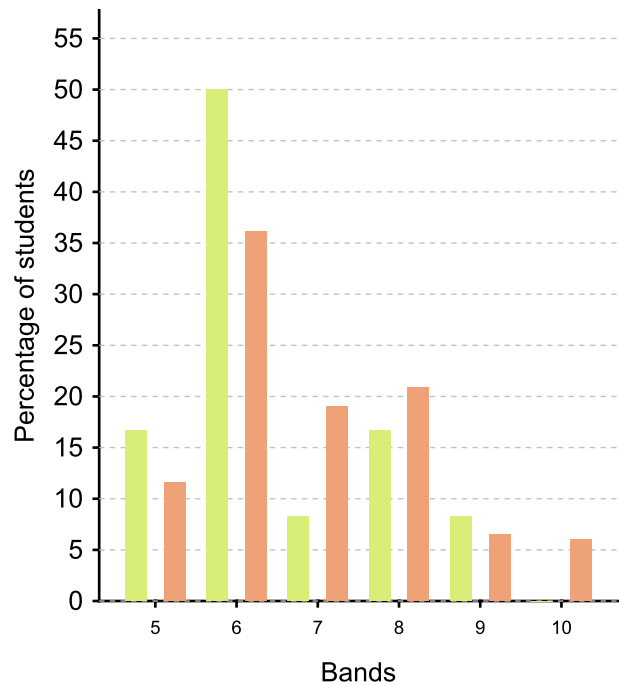
**Percentage in bands:**  
Year 9 Grammar & Punctuation



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



**Percentage in bands:**  
Year 9 Reading



### Year 3

32.26% of students were in the top two bands for all areas Numeracy. Overall the Year 3 cohort were 11.25% below the State average.

### Year 5

7.41% of students were in the top two bands for all areas of Numeracy. Overall the Year 5 cohort were 25.06% below the State average.

Year 7

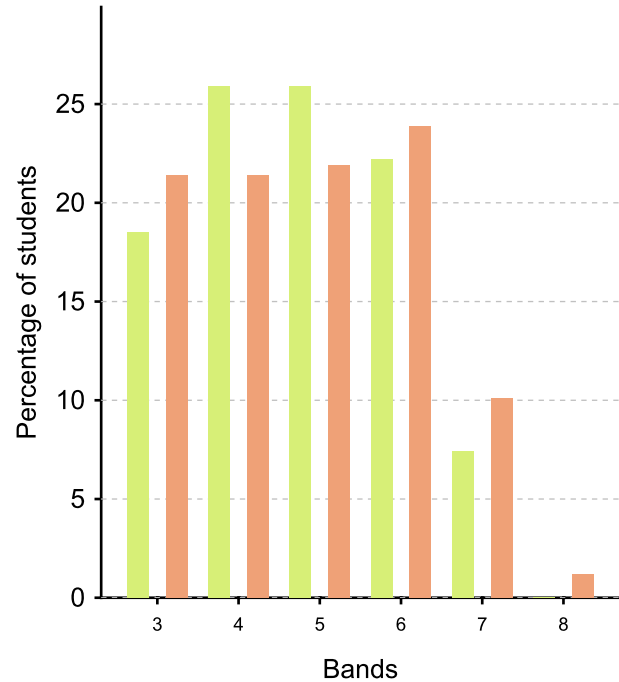
32.26% of students were in the top two bands for Numeracy. Overall the Year 7 cohort were 11.25% below the State average.

Year 9

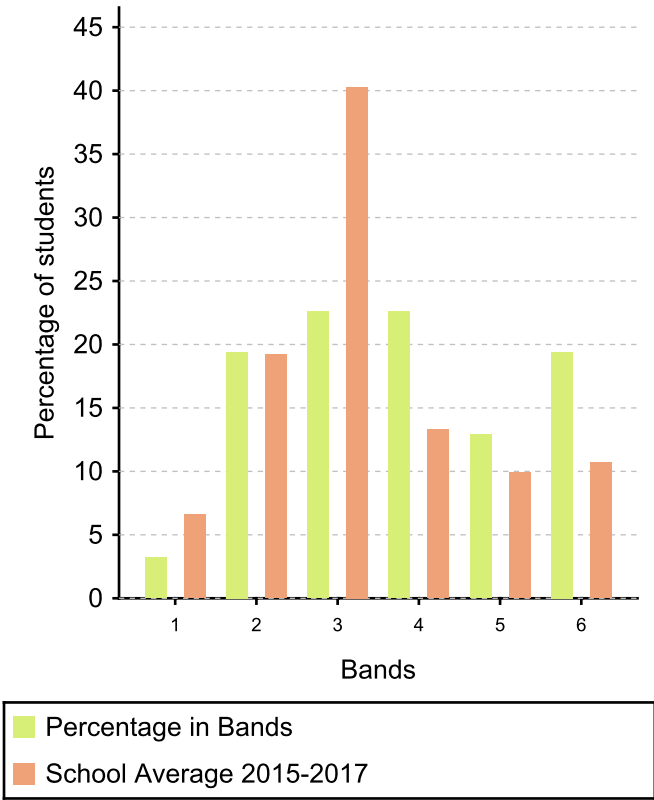
8.33% of students were in the top two bands for Numeracy. Overall the Year 9 cohort were 21.41% below the State average.

The priority is now to continue to move all years closer to the State averages, especially as staff in the early years become trained and more experienced in the assessment of Numeracy skills.

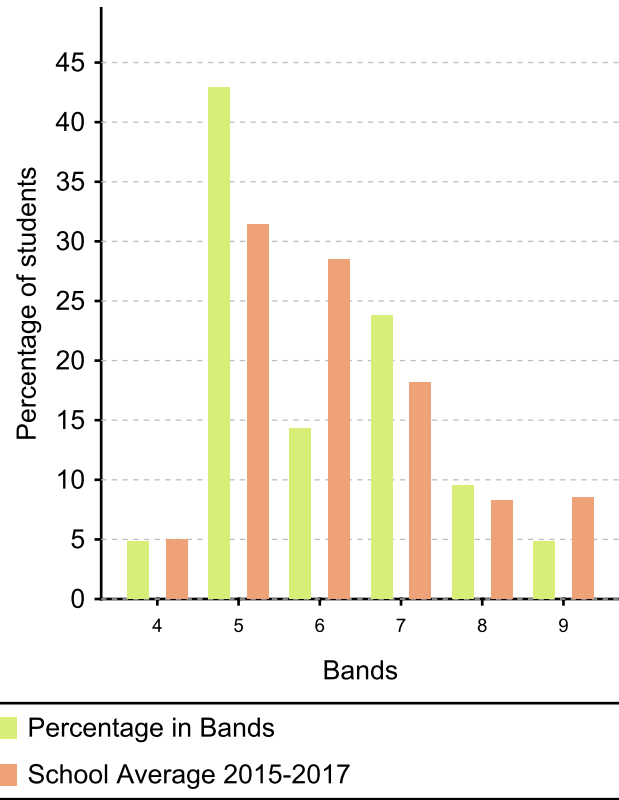
Percentage in bands:  
Year 5 Numeracy



Percentage in bands:  
Year 3 Numeracy

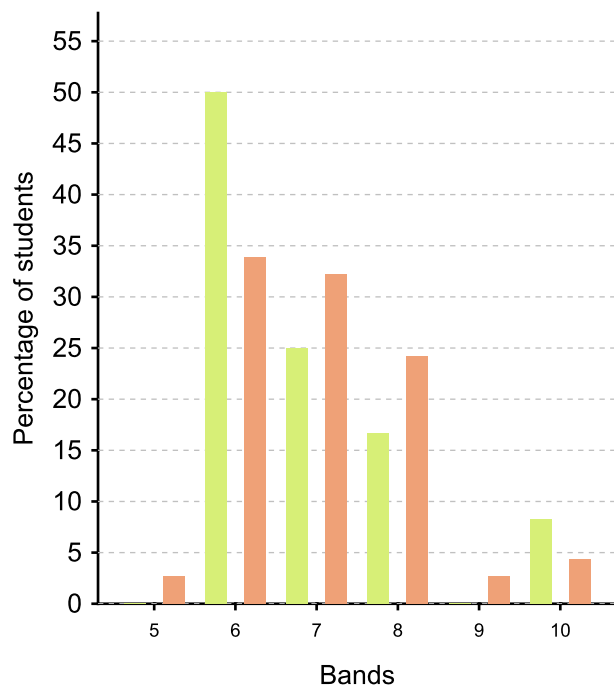


Percentage in bands:  
Year 7 Numeracy



## Percentage in bands:

### Year 9 Numeracy



Percentage in Bands  
School Average 2015-2017

Aboriginal students in Year 5 outperformed Non Aboriginal students in all areas of the NAPLAN assessment. However, in all years student performance by Aboriginal students has shown significant growth.

#### Year 3

In 2016 the average score for Aboriginal Students, for all areas of NAPLAN was 325.9, whilst in 2017 the average score was 330.6, an increase of 4.7.

#### Year 5

In 2016 the average score for Aboriginal Students, for all areas of NAPLAN was 434.4, whilst in 2017 the average score was 460, an increase of 25.6.

#### Year 7

In 2016 the average score for Aboriginal Students, for all areas of NAPLAN was 434.4, whilst in 2017 the average score was 439.33, an increase of 4.93.

#### Year 9

In 2016 the average score for Aboriginal Students, for all areas of NAPLAN was 557.0, whilst in 2017 the average score was 427.8, an decrease of 24.19.

The percentage of Secondary students in the top two bands in Reading and Numeracy results have declined for Aboriginal Students. In 2016, 14.295% of Aboriginal students achieved in the top two bands, whilst in 2017 6.26% of students achieved in the top two bands.

In 2016 only 10.53% of Primary students achieved in the top two bands in Reading and Numeracy Results.

## Higher School Certificate (HSC)

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

In 2017, three of the 15 students achieved a band 6, with seven Band 6 being achieved overall. In 2017, 85% of subjects offered by the school achieved above the State average results. Of note were Modern History which gained results 18% above the State Average and Biology which achieved results 15% above the State Average. Retail Studies, PDHPE and Ancient History also achieved results that were 10% above the State average. There were no Band 1's achieved.

## Parent/caregiver, student, teacher satisfaction

Each year the school is required to seek feedback for Parents, Students and Teachers pertaining to the school. In 2017, the school sought feedback from students, parents and carers as well as teachers using the *Tell Them From Me* (TTFM) Surveys. A summary of the responses, is presented below.

\*88% of Parents feel welcome at Guyra Central School. 100% of Parents believe that they can easily speak with the child's teacher and 89% believe that the Teachers listened to their concerns. 89% of Parents reported that they can easily speak with the Principal.

\*89% of Parents indicated that they were well informed of their child's progress and 89% said that they would be informed immediately if there were concerns. 82% of Parents indicated that the school informed them of their child's positive or negative behaviour.

\*83% of Primary Students demonstrated a positive behaviour. This was equal to the NSW Government average.

\*83% of Secondary Students valued School Outcomes. The NSW Government average was 72%.

\*96% of Primary Students valued School Outcomes. The NSW Government average was 96%

\* Overall, 61% of students find classroom instruction relevant to their everyday lives, whilst the NSW Government average was 58%. 73% of students also believe that they are receiving effective learning time with important concepts being taught well and that class time was used effectively with homework and evaluations supporting class objectives. The NSW Government Average was 63%.

Teacher feedback indicated that 85% of Teachers reported that collaboration, giving and receiving feedback and discussing learning goals with other Teachers were significant drivers of Student

learning. 87% of Teachers also believe that data informs their practice and they give feedback to Students to improve their performance on formal Assessment Tasks.



## Policy requirements

### Aboriginal education

Guyra Central School is strongly committed to reconciliation and inclusivity. We value and implement school programs, practices and structures which specifically target the educational, cultural and social needs of our Aboriginal Students. In 2017, Guyra Central School was part of the Commonwealth Enquiry into Rural and Remote Education and an internal review into how *Assessment for Learning* had impacted upon student learning outcomes. Our NAPLAN results were presented at both these events to illustrate the significant impact and improvements that were occurring in student performance, confidence and engagement in learning for Aboriginal students.

The Aboriginal Education Committee meets every three weeks 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 (AEO) continues to build strong relationships between the School and the Community. Our AEO works closely with all staff to assist students and to develop personal learning goals to meet student needs. Learning programs are designed to incorporate Aboriginal Perspectives.

In 2017, very successful NAIDOC week celebrations were held. The theme for 2017 was "Our Language Matters", Students from the feeder schools were incorporated into a special Naidoc Week day which included a formal Assembly, with a special performance by Bald Blair Public School, traditional painting and games.

Reconciliation Week was also celebrated with a formal Assembly and Aboriginal Student performances and a special morning tea which was attended by a majority of our Aboriginal parents and Elders.

Students in Years 7–12 have been part of the UNE AIME program. Staff have also been trained in the AIME program. The Aboriginal Health program checked vision and teeth in 2017, uncovering a number of vision problems in our Students.

An Aboriginal Elder was also engaged for two days to

instruct Year 7–12 students on Traditional Basket Weaving Techniques. Students were very engaged in these days, producing outstanding examples of Basket Weaving.

Equity Funding has been used to fund our Breakfast Club and Homework Centre, in an effort to assist students with their learning and engagement. Our goal is to continue to improve the strong partnerships within our community.

### Multicultural and anti-racism education

The NSW Department of Education and Guyra Central School rejects all forms of racism and is committed to the elimination of racial discrimination. As part of the Department's commitment to Anti– Racism Guyra Central School has three trained Anti– Racism Contact Officers (ARCOs) who 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 have the responsibility to ensure that:

- \* suggestions, complaints and allegations of racism are resolved within the guidelines of the NSW Department of Education.

- \* complainants are assisted to write complaints if required

- \* complainants are advised of their rights and that the process is clearly outlined and followed in lodging a complaint

- \* all complaints are referred to a member of the School Executive, who are responsible for resolving the complaint.