

Guyra Central School

Annual Report



2018



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Introduction

The Annual Report for 2018 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.

Michelle Nicholson

Principal

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School background

School vision statement

Guyra Central School provides a future focused and personalised Kindergarten to Year 12 learning environment that embraces a culture of high expectation, wellbeing and achievement for all.

In partnership with our broader community we equip students with the skills to be successful, confident and creative individuals.

Ultimately, our goal is to prepare our students for a rapidly changing world by fostering collaboration, critical thinking and flexibility.

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 and establishing wellbeing programs to promote continuous improvement.

Positive Behaviour for Learning (PBL) has a high profile and impacts significantly 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 including a 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.

The school benefits from the additional position of an Instructional Leader, under the Early Action for Success(EAfS) Program. who works alongside K–2 teachers and runs professional learning with all K–6 staff.

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. 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 the Domain of Learning, the on–balance judgement of Guyra Central School is that we are **Sustaining and Growing**. 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. The school has continued to value its long–term program of *Positive Behaviour for Learning* (PBL) whilst revisiting and revising *Assessment for Learning* (AfL). These programs have enabled us to make significant gains in student wellbeing, performance and engagement in learning. 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.

In the Domain of Teaching, the overall judgement is that we are **Delivering** but moving towards **Sustaining and Growing**. There is a revised school wide approach to Assessment for Learning, with the Executive team working within faculty and across the school to re–engage staff and students in Assessment for Learning strategies.

The EAFS 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 and Guyra Central School participated in the Learning Progressions Pilot Program with a future focus on rolling Learning Progressions out across

K–8. All K–6 teachers are using the National Literacy and Numeracy progressions as a teaching tool. They have tracked student learning in certain areas and devised a spiral of inquiry based on analysis of this data.

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.

In the Domain of Leading, the overall judgement is that we are **Delivering**. In the past year, the school has seen significant changes within the leadership team with the retirement of a Principal, a relieving Principal, followed by another Principal transferring into the position. Further to this the promotion of Executive staff, into and out of the school. This has resulted in a number of staff relieving in higher duties. Within this time of change, there is a uniformity of purpose within the Executive team and within the leadership of the school. 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. There is an ongoing culture to develop the skills of all staff to ensure that our school is focused on evidence based practices to improve student outcomes. There is a commitment within the school to build capacity and collective efficacy within the school. Strategic financial management practices are used to maximise the resources available and target these to the areas of most need.

The school is recognised within the community for its commitment to education and for its partnerships within the community. During 2018 there was a commitment to building partnerships but there needs to be a more deliberate and strategic development of these partnerships.

Our self–assessment 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

Successful and Engaged Learners

Purpose

The school is recognised as excellent and responsive by our community because we use best practice to embed a culture of high expectations for learning progress and achievement for our students.

Our purpose is to build a learning community that nurtures engaged, resilient and confident learners within a culture of the schools core values of pride, respect and responsibility. The whole school learning community recognises that critical and creative thinking is fundamental to successful learning and our students strive to become creative, innovative and resourceful learners who are motivated to reach their full potential.

Overall summary of progress

In the area of Future-Focused Pedagogy – There has been an increased awareness of best practice STEM pedagogy. Guyra Central School has forged a partnership with the University of Sydney STEM Academy and with Central Queensland University (GPS Cows) Six members of the Guyra Central School Staff seconded to construct Stage 4 TAS program resources. Teams established to commence 2019 Stage 4 STEM program at Guyra Central School.

In the area of Quality Feedback and Formative Assessment – Assessment for Learning teams were re-established and a community of open classrooms where collegial discussion, observation and feedback enhances practice and student outcomes. Differentiated learning has continued to develop in the school with the successful re-introduction of Assessment for Learning strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is an increased proportion of students achieving in the top 2 NAPLAN bands for Reading and Numeracy.	Professional Learning – \$ 3,000 resources – \$2,500	These percentages of students were in the top 2 bands in reading and numeracy; Year 3 54.2% for reading and 37/5% in numeracy. In year 5, 8.3% for numeracy and 8.4% for reading, Year 7, 13.3% in Reading and 9.4% in numeracy and in Year 9, 18.1% in numeracy and 13.5% in reading
Self evaluation against the SEF validates excelling in the elements of Learning Culture and Assessment with existence of evidence of whole school monitoring of student learning.	Resource – \$2,500	In the area of Learning Culture the school's on balance judgement for this element is Sustaining and Growing. (High Expectations, Transitions and continuity of learning, Attendance. In the area of Assessment the school's on-balance judgement for this element is Sustaining and Growing (Formative and Summative Assessment, Student Engagement, Whole school monitoring of Student Learning)
100% of teachers are using Assessment For Learning strategies in the classroom	Assessment for Learning resources \$3,000 professional Learning \$3,000	Assessment for Learning has been revisited in 2018. There is not currently 100% of teaching staff using strategies in the classroom given that new staff have not yet been trained.

Next Steps

The STEM teams continue to prepare resources including programing for 2019 Stage 4 STEM program. Stage 3 students from Guyra Central School will have the chance to engage in 2019 STEM transition program. The STEM team continues to work with University of Sydney to develop skills and resources.

Assessment for Learning strategies and resources continue to be reinforced across the school. Even though there is a school wide responsibility and commitment to learning, there is still more that we can do to ensure a cohesive K–12 curriculum is being taught and that all staff understand the importance of effective feedback and providing an assessment that is broad enough to cater for our diverse range of student needs.

Strategic Direction 2

High Quality Teaching

Purpose

Excellent teachers have the capacity to transform the lives of students. When staff and leaders participate in high-quality, evidence-based, instructional professional learning it builds their capacity to provide individualised, targeted, differentiated, engaging and challenging learning opportunities.

Our purpose is to ensure that our teachers are creative, inspirational and inclusive practitioners with the capacity to shape teaching around the needs of every student. All of our teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Overall summary of progress

In the area of Building a Culture of Inquiry– The Instructional Leader has co-taught and planned with K–2 teacher with particular focus on L3 strategies, Words their Way, Number Sense, differentiation and Writing. The K–6 staff and the Instructional Leader have analysed student writing work samples and data in light of the writing process. From this staff have formulated an action plan which was delivered over the year and evaluated at the end of the year. The Central School's Engagement Pilot Program team was formed and included the Principal, DP, IL, HT and STLA formed. Year 7 were identified as the target group. The K–6 staff began training in Spiral of Inquiry to improve the quality of student writing.

In the area of Quality Collaboration – The Positive Behaviour for Learning Regional Coordinator presented Professional Learning to school Executive around the area of aligning Positive Behaviour for Learning with the What Works document. Guyra Central School Executive attended Using Data With Confidence professional learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth in literacy and numeracy. At least 80% of students demonstrating expected growth per semester across the Department of Education literacy and numeracy progressions relevant to expected timeframes.	\$1,800 – Macqlit Professional Learning – \$5,000	All K–6 staff are using the National Literacy and Numeracy progressions to track student learning in certain aspects. Teachers are also using the progressions to inform their teaching practices of where to next and identifying an area for a spiral of inquiry
100% of teaching/learning programs are dynamic, showing evidence of revisions based on feedback of teaching practices, authentic, consistent and reliable student assessment and continuous tracking of student progress.	Professional Learning New Syllabuses \$5,000	A review of teaching programs was undertaken by Executive and valuable feedback given to all teaching staff.
All teachers can articulate "What Works Best", and can demonstrate improved practice in these areas through collaboration and classroom observation.	Professional Learning – \$2,500 – Eafs Training	Executive staff have committed to delivery of presentations to whole staff around all areas of the What Works document during 2019. Strategies and resources currently being constructed.

Next Steps

Whole staff training in Using Data with Confidence has been identified for 2019 Staff Development Day. All Executive have identified areas within the What Works Document. Executive teams have committed to presenting identified areas

at whole school staff meetings.

Minilit and Macqlit programs have been purchased with the idea that SLSOs will be supervised by the Instructional Leader during 2019. All SLSOs will be trained in these programs and a professional learning programs will be developed. All SLSOs will present PDPs to Instructional Leader during 2019.

Strategic Direction 3

A Thriving Learning Community

Purpose

There is a school wide, collective responsibility to instil a love of learning and a deep, intrinsic understanding of self within each student. Wellbeing is central to everything that we do as this will best position our students and staff to thrive and live happy, fulfilled, rewarding and productive lives in our complex and ever changing society. Strong consultative partnerships promote a culture of collaboration, connection and open communication and provide the best possible education experience for students in our care.

Our purpose is to support and guide our students so that they might manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.

Overall summary of progress

In the area of Focus on Each Student – By the end of Term 1 the schools Positive Behaviour for Learning Team completed the Universal T1 – Action Plan professional learning. The school Action Plan was created. The school new Wellbeing/Discipline system was aligned with the PBL matrix and the GCS Wellbeing Guidelines consultation was completed. An audit of school signage was undertaken by PBL team and students. A .6 Wellbeing Consultant was appointed to support Executive team with students at risk and to assist with the building SLSO and beginning teacher capacity.

In the are of Partnerships for Learning – There has been significant strengthening of community links. A new partnership with the COSTA group and the Armidale Council Public Arts Project added to existing partnerships with University of New England AIME program and the New England TAFE through TVET. Guyra Community business partnerships are thriving a provide extensive support for work experience programs. Our schools Breakfast Club continues to flourish daily through the generosity of local businesses and staff and community volunteering.

There is evidence that the school is working towards a whole school integrated approach to working with the community, learning community and external agencies to create optimal support for student learning and engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Wellbeing surveys indicate high levels of satisfaction (x>4 on a 5 point scale) in the areas of belonging and engagement, and students can identify at least 2 staff members who can support them.	Positive Behaviour for Learning training – \$9,000	In 2018, 75% of students at Guyra Central School indicated they experience a high level of expectation at the school. Approximately 60% of students felt a high sense of belonging and advocacy at the school Strategies are in place for recording of 2 staff members who have been identified by each student as someone that they believe can assist them when additional support is required.
Self evaluation against the domain of Leading is validated as excelling in elements of high expectation and community engagement.	What Works Best – classroom observations \$3,500	In the area of Leading the school's on-balance judgement for this element is Delivering (Instructional Leadership, High Expectations Culture, Performance Management and Development (sustaining and growing) Community Engagement.

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 a school we will host a Partnerships for Learning morning tea in 2019 to thank and promote ongoing partnerships. As a school we will continue to explore productive partnerships that promote student improved outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$70,904	<p>Scheduled Aboriginal Education Meetings held in the Principals office fortnightly, with guest speakers. Parent representatives attend meetings to ensure that parents are informed.</p> <p>Students engaged in the AIME Mentoring Program in 2018 which has been a successful partnership between the University of New England and Guyra Central School. Students engaged in Harmony Day, NAIDOC Week Celebration and activities. Parents and community members participated in all events. Yarn Ups organised each term to provide Aboriginal Parents with a platform to discuss any issues and concerns.</p> <p>Funds include support for student wellbeing initiatives and learning opportunities.</p> <p>Aboriginal Education Officer funded.</p>
Low level adjustment for disability	\$196,015	<p>Funding used to fund Learning and Support teaching staff (1.3 FTE) to assist students in both primary and secondary settings. Students identified through NAPLAN and VALID data and referrals through the Learning and Support Team.</p> <p>A whole school approach to working with the community, learning community and external agencies is evident, with a holistic focus on the creation of optimal support for student learning and engagement.</p>
Quality Teaching, Successful Students (QTSS)	\$34,461	<p>Guyra Central School utilised this funding to provide release for teachers to conduct colleague observations and engage in feedback sessions with these teachers as part of the focus on building collective efficacy in classrooms from Kindergarten – Year 6.</p> <p>All teachers received support with their PDPs which are regularly monitored to ensure that professional goals are met.</p> <p>All K–6 staff provided feedback that they believe that their professional learning needs are being supported</p>
Socio–economic background	\$274,490	<p>In 2018 Guyra Central School used RAM equity funds to enhance the wellbeing and learning outcomes of our low SES students with measureable success.</p> <p>Two School Learning Support Officers (SLSOs) were appointed to work with students in Years 7 to 10 providing learning and support in literacy and numeracy.</p> <p>An SLSO is employed to provide support in Kindergarten and to implement the Minilit program in stage 1. Another SLSO is employed to conduct the Macqlit program Stage 2 and 3. Year 3 NAPLAN</p>

Socio-economic background	\$274,490	<p>performances data indicates that this early intervention has been a successful initiative over the past three years.</p> <p>Positioning of additional wellbeing staff provides opportunity for every student to be known, valued and cared for and has a strong connection with adult/s in the school as identified in personalised learning plans.</p> <p>Funds were utilised to support students to purchase uniforms, school fees and resources as well as meet excursions 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>
Support for beginning teachers	\$31,736	All Beginning Teachers awarded accreditation

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	161	163	163	145
Girls	150	144	155	157

Secondary student enrolments have remained relatively consistent throughout the year whilst primary student enrolments have fluctuated. 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	2015	2016	2017	2018
K	89.7	89.3	95.3	92.7
1	93.6	89.5	93.5	90.6
2	91.5	92.6	93.3	89
3	89.4	91.8	95.1	91.2
4	93.3	91.6	93.1	89.6
5	94.4	90.9	94.2	91.8
6	90.6	93.8	89.7	90.5
7	86.2	90	92.7	88.8
8	90.9	91	92.4	84.9
9	84	89.6	85.2	86.1
10	84.4	79	89.4	79
11	73.2	77.1	80.7	78.3
12	81.9	76.5	83.8	85.4
All Years	88.8	88.7	91.5	87.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	92.3	92.3	92.3	91.5

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 improve student attendance.

Other programs such as the establishment of an on site Homework Centre , extra curriculum group activities (science, sport, games, sensory learning and dance) run in break times and daily school Breakfast Club 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		7.4	25
Employment	0	3.7	58.33
TAFE entry	0	3.7	0
University Entry	0	0	16.67
Other	0	7.4	0
Unknown	1	0	0

Guyra Central School is a K–12 school with approximately 133 students enrolled in years 7–12. In 2017 there were 12 students who completed the requirements for a Higher School Certificate of which four students were boys and eight students were girls. Of these, one student was studying Life Skills. Three students gained University entry.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	15.53
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Administration and Support Staff	7.9
Other Positions	0.4

*Full Time Equivalent

The teaching staff comprised of both new and experienced teachers. There were four beginning teachers receiving mentoring support in 2018.

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

During Term 4 2018 a retired Principal has been employed three days per week to support students and their families who are in need of additional support.

Number of staff identifying as Aboriginal is 4. 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	5

Professional learning and teacher accreditation

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 for 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.

Four teachers were accredited at Proficient level against the Australian Professional Teaching Standards.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	879,853
Revenue	4,801,797
Appropriation	4,688,298
Sale of Goods and Services	16,756
Grants and Contributions	90,058
Gain and Loss	0
Other Revenue	0
Investment Income	6,685
Expenses	-4,440,024
Recurrent Expenses	-4,440,024
Employee Related	-3,955,605
Operating Expenses	-484,419
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	361,772
Balance Carried Forward	1,241,626

A significant amount of funding has been aligned to Professional Learning due to implementation of new syllabuses

Additional staff were employed to support students with additional needs.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,546,664
Base Per Capita	61,453
Base Location	57,791
Other Base	3,427,420
Equity Total	541,409
Equity Aboriginal	70,904
Equity Socio economic	274,490
Equity Language	0
Equity Disability	196,015
Targeted Total	148,977
Other Total	286,339
Grand Total	4,523,388

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Literacy – NAPLAN Year 3 – Writing Results in 2018 included 96.8% (23 out of 24 students) of students above the national minimum benchmark (Bands 3–6). In Grammar and Punctuation 75% of students achieved the national minimum benchmark. Reading results were particularly strong in 2018, with 29% of students achieving the highest result– Band 6. 66% of students achieved the national minimum benchmark (Bands 3–

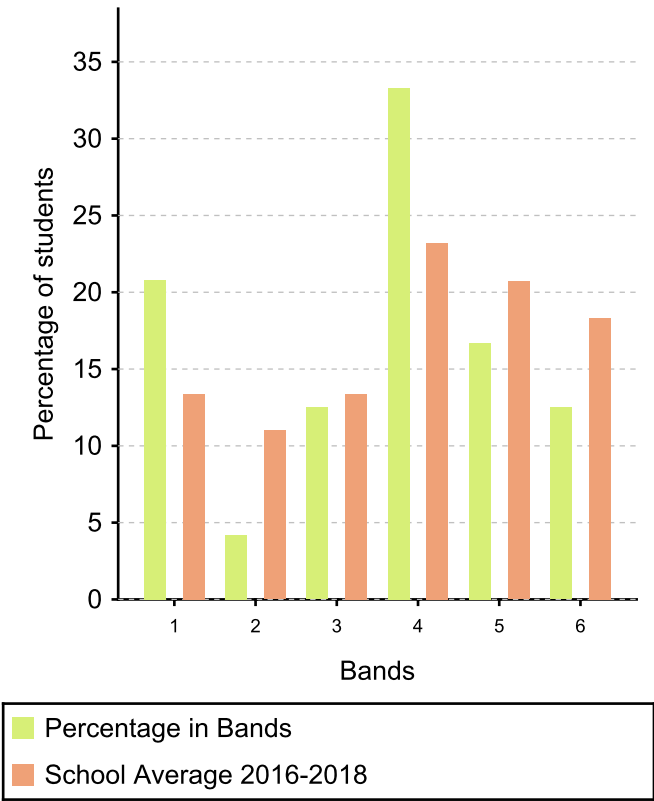
6) in Spelling.

Literacy – NAPLAN Year 5 – 63% of students achieved the national minimum benchmark (Bands 5–8) in Grammar and Punctuation. 41% of students achieved the highest bands (7 and 8) in Numeracy in 2018. 71% of students achieved the national minimum benchmark in Reading. 29% of students achieved Band 7 and 8 results in Spelling in 2018. 43% of students at Guyra Central School achieved the national minimum benchmark in Writing in 2018.

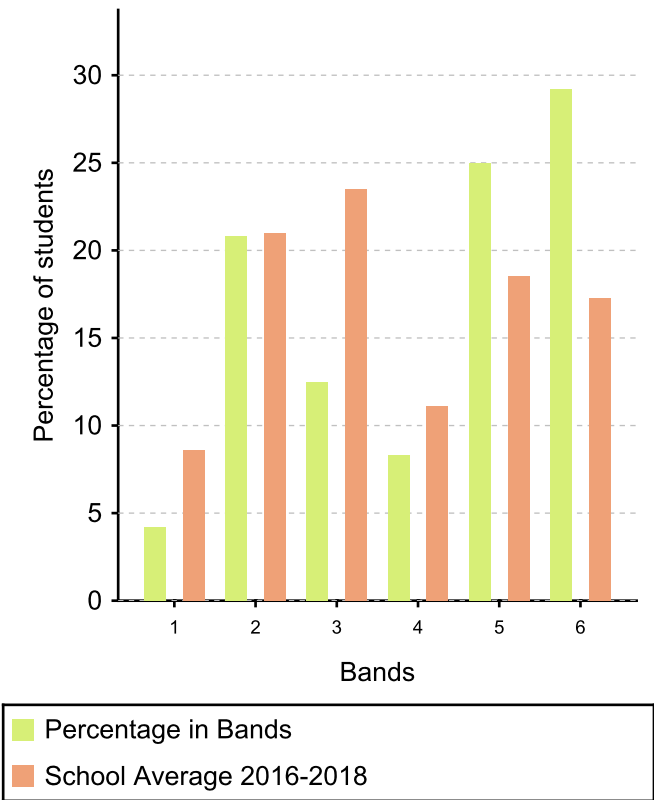
Literacy – NAPLAN Year 7 In 2018, thirty two Year 7 students undertook the NAPLAN Literacy tests at Guyra Central School. Value adding of 49.79 was achieved overall for this cohort, which was above the state average. However, overall the Year 7 students at Guyra Central School performed below the state average in NAPLAN. In Reading, 13.3% of our students achieved results which placed them in the top two bands, compared with 35.4% across the state; in Writing 6.3% of our students performed in the top two bands compared with 23.4% for students across the state; in Spelling, 12.5% of our students achieved results in the top two bands compared to 36.9% for the state, and in Grammar & Punctuation, 9.4% of our students performed in the top two bands compared to 34.5% for the state. The areas in greatest need of attention for our Year 7 cohort are Grammar and Punctuation, closely followed by Writing.

Literacy – NAPLAN Year 9 Twenty two Year 9 students undertook the NAPLAN Literacy tests at Guyra Central School in 2018. Some very pleasing results were gained both individually and collectively by students in our Year 9 cohort. 63% of our students achieved at or above state average growth in Reading and 50% achieved above state average growth in Writing. 18.2% of our students gained results in the top two bands for Writing which was above the state average of 12.6%. 13.6% of our students gained results in the top two bands for Reading compared to 21.1% for the state, 9.1% gained results in the top two bands for Spelling compared to 24.4 % for the state and 9.1% gained results in the top two bands for Grammar and Punctuation compared to 23.3% for the state. The area in greatest need of attention for our 2018 Year 9 cohort is Spelling.

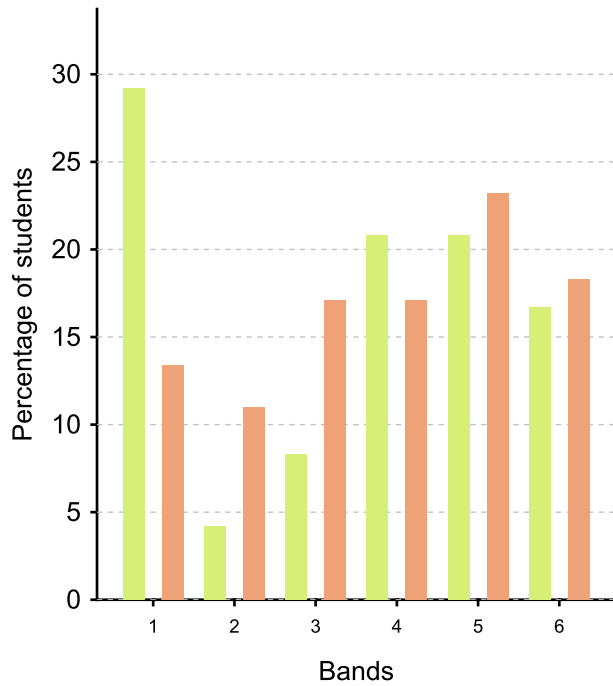
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in bands:
Year 3 Reading

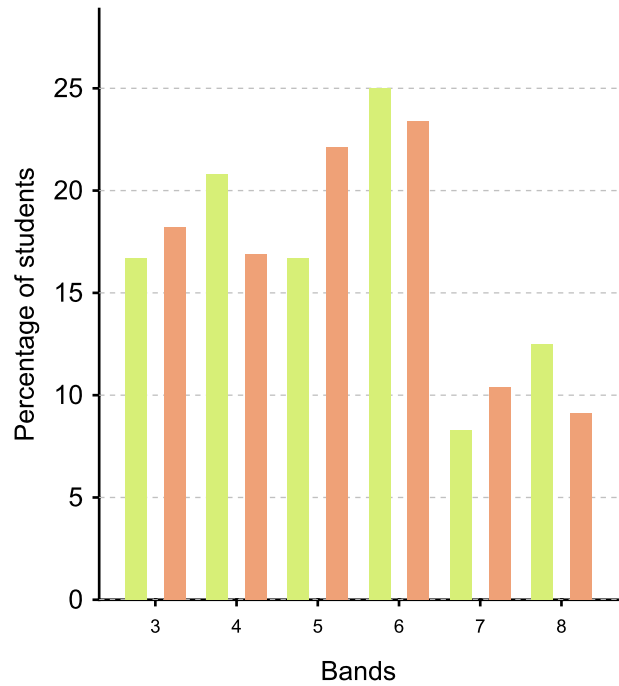


Percentage in bands:
Year 3 Spelling



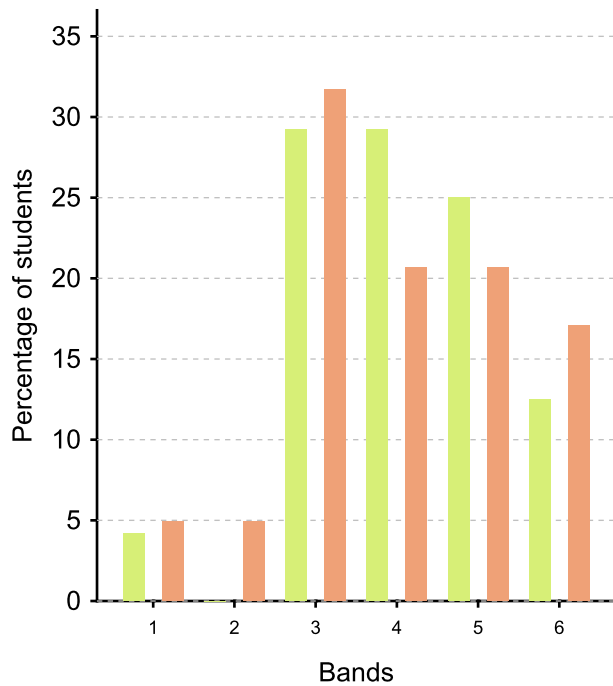
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation



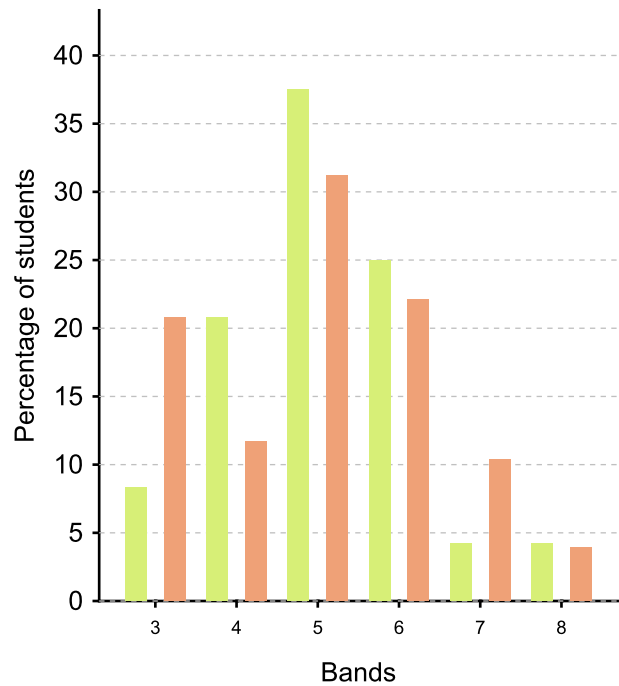
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



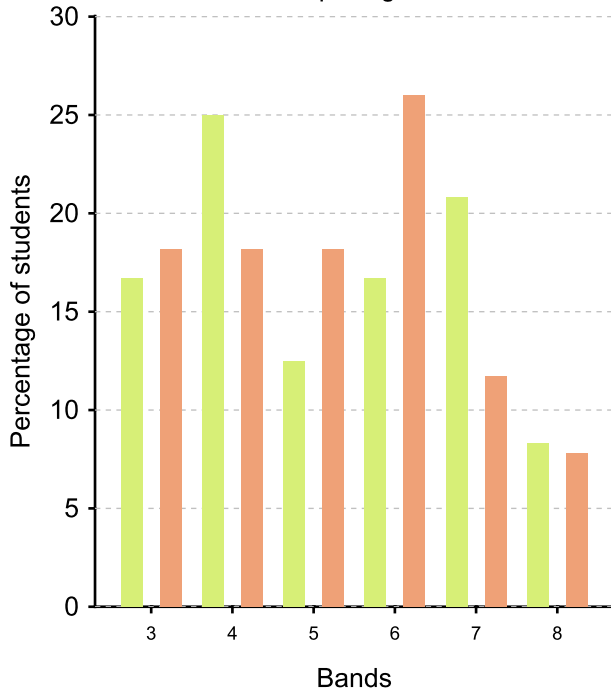
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading

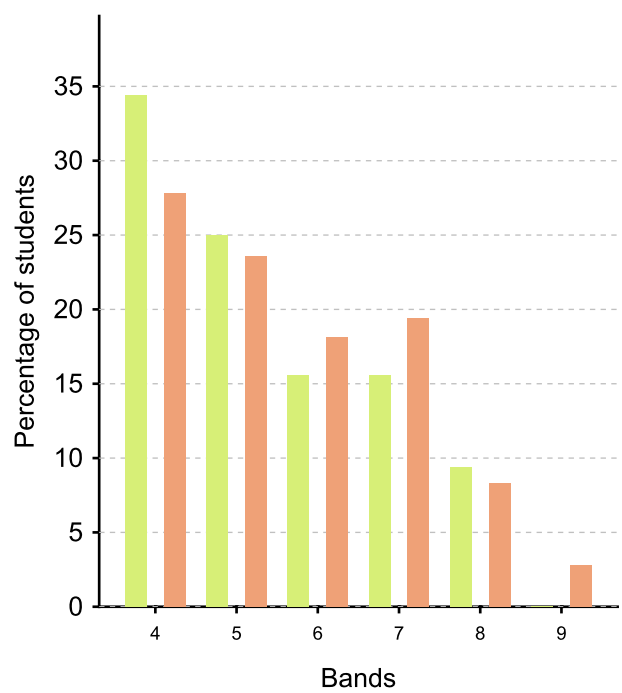


Percentage in Bands
School Average 2016-2018

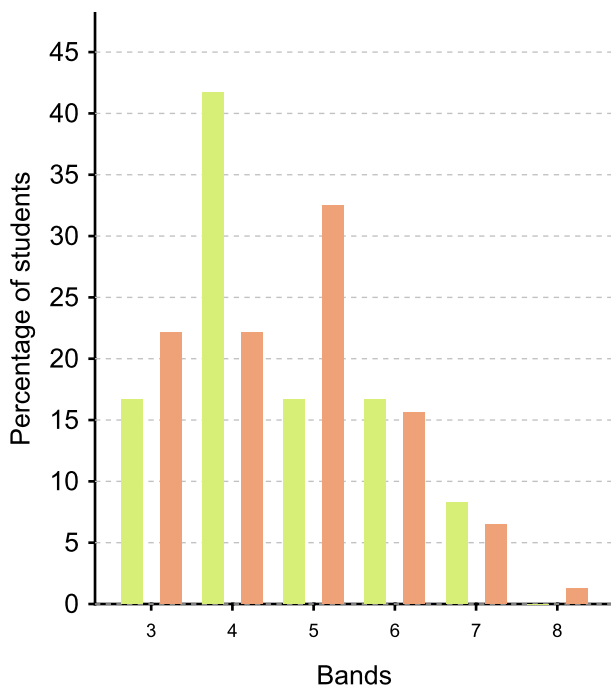
Percentage in bands:
Year 5 Spelling



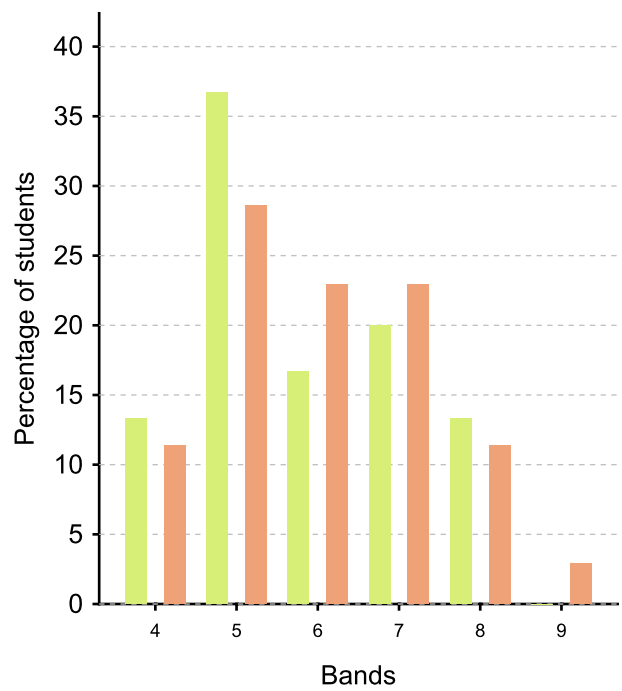
Percentage in bands:
Year 7 Grammar & Punctuation



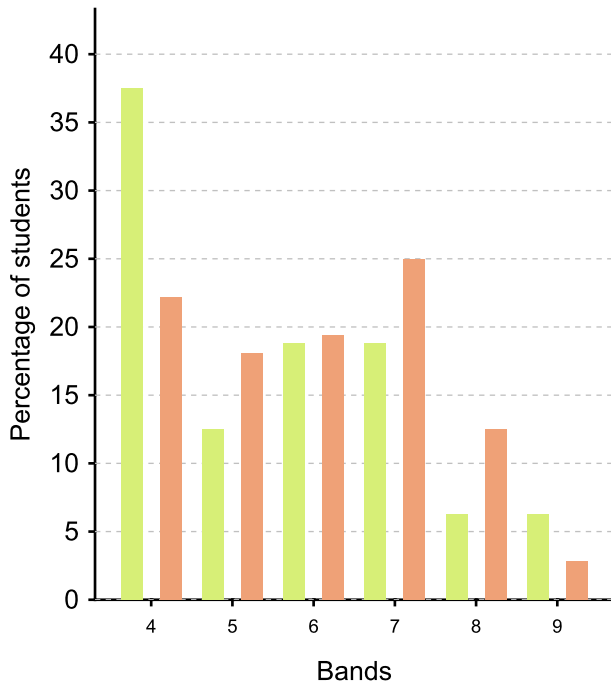
Percentage in bands:
Year 5 Writing



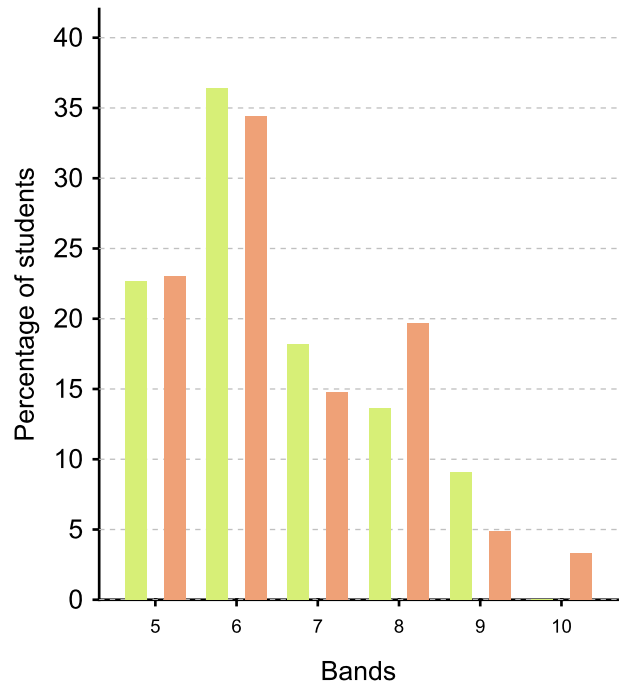
Percentage in bands:
Year 7 Reading



Percentage in bands:
Year 7 Spelling



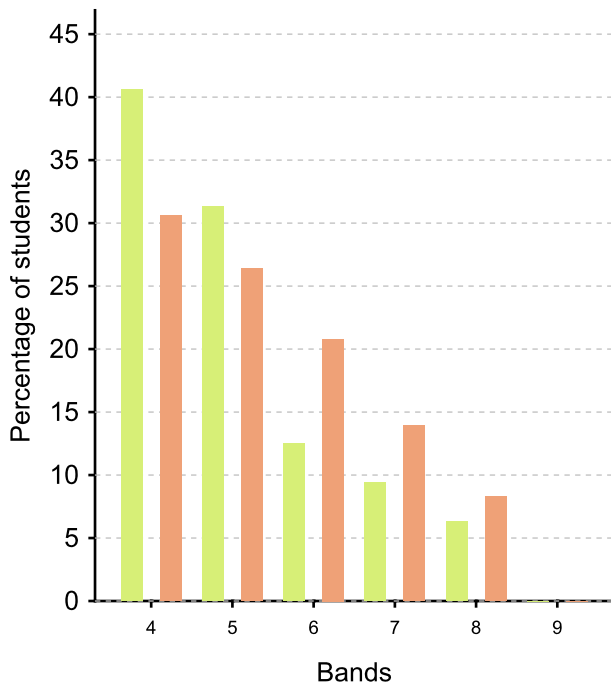
Percentage in bands:
Year 9 Grammar & Punctuation



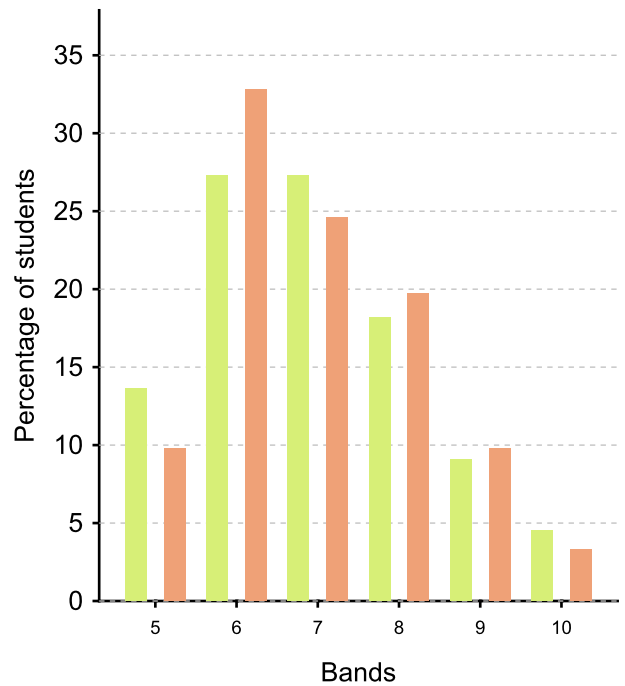
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Writing



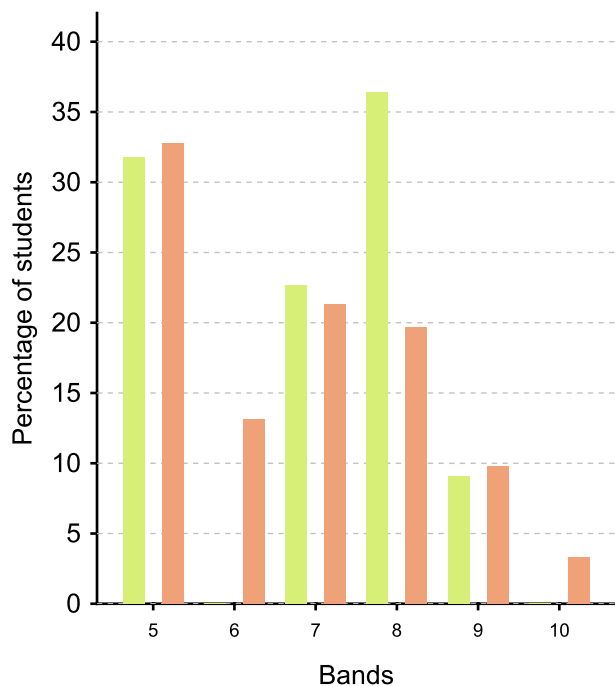
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

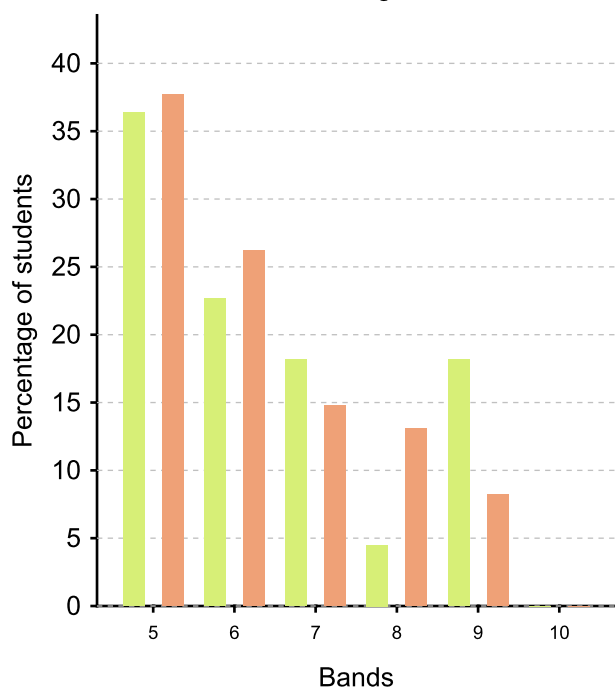
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Numeracy NAPLAN Year 3 – 81% of students achieved Bands 3–6 with 37.5% of students achieving Band 5 and 6 results.

Numeracy NAPLAN Year 5 – 41% of students achieved the highest bands (7 and 8) in Numeracy in 2018.

Numeracy NAPLAN Year 7 – Over 50% of year 7 students achieve at or above expected growth. Individual results include 4 students receiving band 8 for numeracy. Over the last 4 years the value added to student's scores average has remained constant, with the students in the lower bands in year 7 having the largest growth in Year 9

Numeracy NAPLAN Year 9 – Over 50% of students achieved at or above expected growth from year 7 to year 9. Individual results include 2 students receiving band 9 and 1 student receiving a band 10 for numeracy. The trend line for Year 9 Numeracy bands is trending upwards, halving the gap between school and state average in the last year.

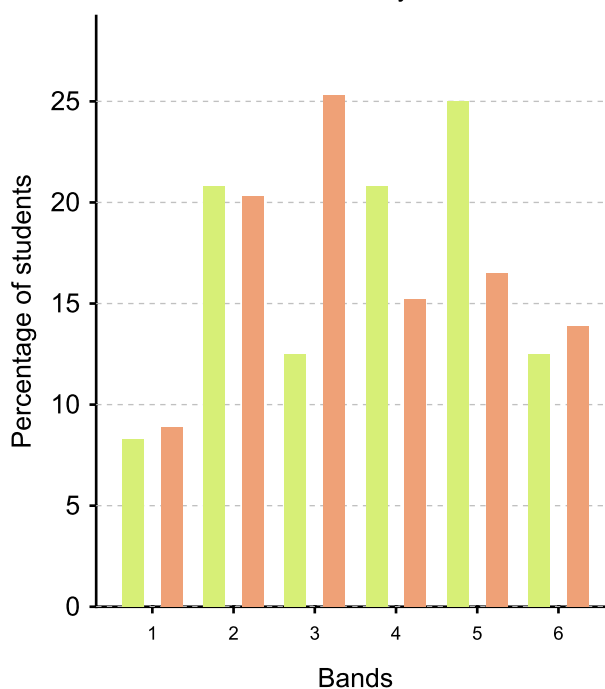
Naplan Growth 2018

Year 5: Of the year 5 cohort these percentages of students had at or above expected growth: Spelling: 56% , Writing: 37%, Grammar and Punctuation: 48%, Reading 63% and in Numeracy 42%

Year 7: Of the year 7 cohort these percentages of students had at or above expected growth: Spelling: 53% , Writing: 26%, Grammar and Punctuation: 46%, Reading 53% and in Numeracy 45%

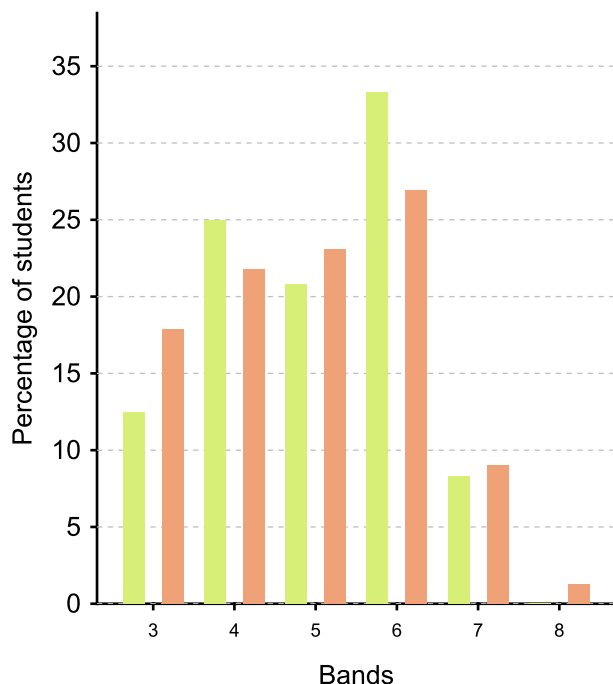
Year 9: Of the year 9 cohort these percentages of students had at or above expected growth: Spelling: 46% , Writing: 29%, Grammar and Punctuation: 48%, Reading 47% and in Numeracy 50%

Percentage in bands:
Year 3 Numeracy



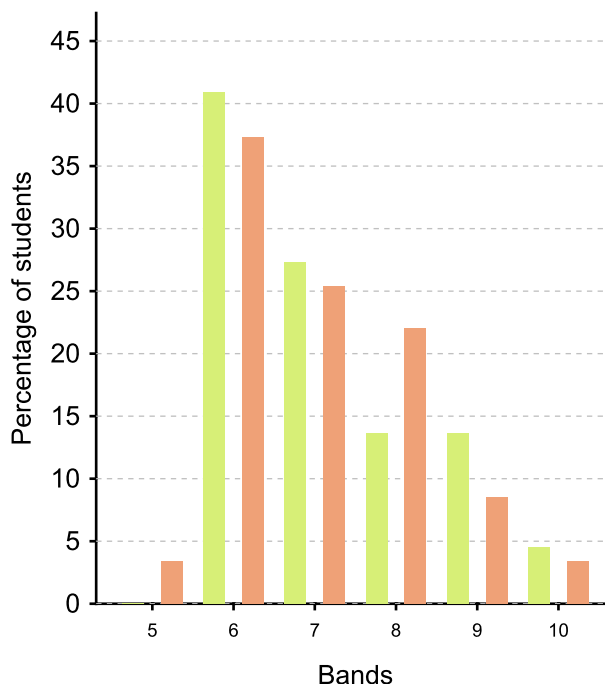
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



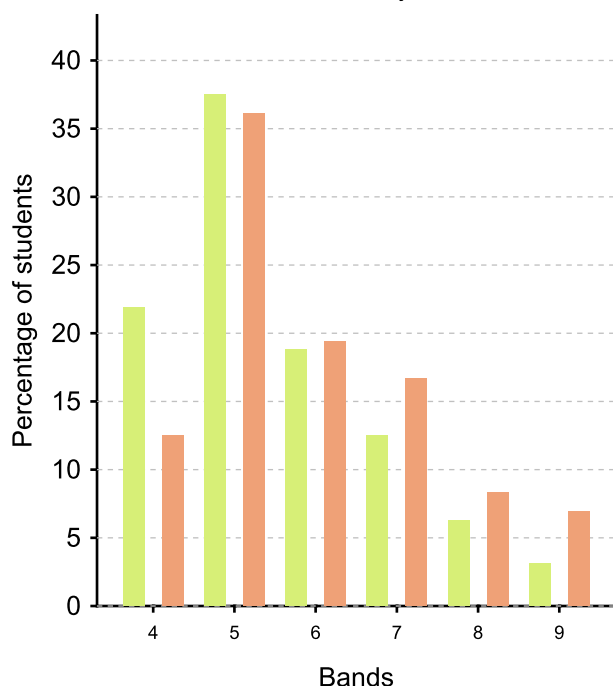
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Comparative for Aboriginal Students at Guyra Central School 2017 – 2018

Year 3

In 2017 the average score for Aboriginal Students for all areas of NAPLAN was 330.6. In 2018 it was 366.49, an increase of 35.89.

Year 5

In 2017 the average score for Aboriginal Students for all areas of NAPLAN was 460. In 2018 it was 455.98, a decrease of 4.02.

Year 7

In 2017 the average score for Aboriginal Students for all areas of NAPLAN was 439.33. In 2018 it was 446.72 an increase of 7.39.

Year 9

In 2017 the average score for Aboriginal Students for all areas of NAPLAN was 427.8. In 2018 it was 524.70, an increase of 96.9.

In 2017 the percentage of Aboriginal Students achieving in the top 2 bands in reading and numeracy are as follows

Year 3: Reading 25%, Numeracy 12.5%, Year 5: Reading 0%, Numeracy 0%, Year 7: Reading 0%, Numeracy 0% Year 9: Reading 0% and in Numeracy 0%

Higher School Certificate (HSC)

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

Year 12 student 2017 collectively achieved 14 Band 5 and 7 Band 6.

Agriculture – one student Band 6 with equal 11th in State for Agriculture Exam.

Ancient History Value Adding : 10.85 with all students achieving higher results than their school assessment marks. Band 5 and Band 6 students consistently displayed commitment.

Standard English Value Adding : 4.00. The Standard English cohort achieved results that overall were 4.05% above State average. English Advanced all students performed one mark above or below their school assessment marks . In PDHPE all students achieved well above State average. One band 6 achieved.

Parent/caregiver, student, teacher satisfaction

Each year the school is required to seek feedback from Parents, Students and Teachers pertaining to the school.

In 2018, the school sought feedback from students using the ***Tell Them From Me (TTFM) Surveys***. A summary of the responses, is presented below;

In 2018, 75% of students at Guyra Central School indicated they experience a high level of expectation at the school. Approximately 60% of students felt a high sense of belonging and advocacy at the school.

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

*74% of Secondary Students valued School Outcomes, 92% Students with positive attendance and 90% Students with positive behaviour at school. The NSW Government average was 72%, 90% and 87% respectively.

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

In 2018 the school sought feedback from parents and carers using the ***Excellence in School Customer Service 360 Reflection Tool***. A summary of the responses is presented below;

The feedback report identified several **key strengths**;

• Ethical behaviour – I see administrative staff performing their duties in a manner that is respectful, honest and ethical.

• Inclusivity – Administrative staff are respectful of and sensitive to all cultural backgrounds in their interactions.

• Customer service – Administrative staff respond professionally and with sensitivity to customers.

The feedback report also identified some key **areas for development**. These are the categories where the school was rated down:

• School vision – I have been asked to provide input to the school plan, my input has been reflected in the revised plan.

• School vision – Staff engage me about the school plan and clearly communicate the school plan and vision to me.

• Engagement with others – I am often asked about how well the school communicates and engages with me.

In 2018, in light of significant leadership change, the Principal sought staff feedback using a **Guyra Central School Survey 2018**, for the purpose of reflection and action, around the leadership of the school. A summary of the responses is presented below;

Areas of Strength

The school leader shares and promotes professional dialogue about current research in pedagogy and student engagement

The school leader sets high expectations for every learner, including students, staff and self

The school leader supports the needs of students, families and carers facing complex challenges

The school leader encourages evidence-based approaches to teaching and learning

The school leader leads a school culture that promotes understanding of, and respect for, Aboriginal and Torres Strait Islander histories, culture and languages

Areas for development

The school leader shares school results throughout the year and takes action to address gaps in school performance

The school leader seeks and responds to feedback to make changes in how they lead and manage the school

The school leader prioritises and acts constructively in response to conflicting demands

The school leader takes appropriate action to address poor performance

the school leader leads the school in planning, implementing and evaluating staff professional development aligned to school goals

The school leader plans, implements, monitors and reinforces purposeful change

The results of this survey have been provided to Executive and discussed.

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 2018.

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.

Reconciliation Week was also celebrated with a formal Assembly and Aboriginal Student performances and a special morning tea which was attended by a many 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.

An Aboriginal Elder was also engaged for four days to instruct Year 7–12 students on Traditional Basket Weaving Techniques and two artists worked with students and staff to produce designs to be incorporated in the Guyra Public Art Work Program. Students were very engaged in these days, producing outstanding examples of Basket Weaving.

At all formal assemblies and cultural events two members of our Indigenous student body perform Welcome to Country.

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..

*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 the Principal, who, in conjunction with ARCOs, is responsible for resolving the complaint.