

# Guyra Central School

## 2019 Annual Report



2114

## Introduction

The Annual Report for 2019 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

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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 322 students, including 22% 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

## 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.

#### Improvement Measures

There is an increased proportion of students achieving in the top 2 NAPLAN bands for Reading and Numeracy.

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.

100% of teachers are using Assessment For Learning strategies in the classroom

#### Progress towards achieving improvement measures

##### Process 1: Future-Focused Pedagogy

A whole school approach, with a focus on a growth mindset and extensive collaboration, exists across the K-12 setting. A system driven, effective implementation of a future-focused pedagogy, deeper learning and student led assessment exists across the entire learning environment.

Evaluation	Funds Expended (Resources)
Guyra Central School approved to be an exploration Big Picture School during 2020 – Guyra Central School leadership team undertake 5 day training in Big Picture Education  Stage 3 and Stage 4 STEAM Program embedded into Guyra Central School curriculum  Guyra Central School included into General Capabilities as Assessment Pilot Plan – Partnership with University of Technology, Sydney and 6 other NSW Department of Education Schools	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Strategic Direction 1 (\$6700.00)</li><li>• Strategic Direction 1 (\$14000.00)</li><li>• Strategic Direction 1 (\$10000.00)</li></ul>

##### Process 2: Quality Feedback and Formative Assessment

Review and further develop whole school student feedback, assessment and tracking processes to explicitly and systematically evaluate what students know and can do and plan for further learning experiences that lead to measureable improvement at an individual, group and whole school level.

Evaluation	Funds Expended (Resources)
Executive lead development of whole school support for extension of Professional Learning teams with all staff participation. All staff surveyed with teams being formed based on perceived need. Teams to be lead by aspiring leaders  Some programs delayed due to bushfire restrictions on travel	AfL Observations Casual relief – 10,000.00  Project Based Learning – \$5,000.00  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Strategic Direction 1 (\$10000.00)</li><li>• Strategic Direction 1 (\$5000.00)</li></ul>

## 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.

#### Improvement Measures

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.

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.

All teachers can articulate "What Works Best", and can demonstrate improved practice in these areas through collaboration and classroom observation.

#### Progress towards achieving improvement measures

##### Process 1: Building a Culture of Inquiry

Implement and embed high quality, research-based, future-focussed literacy and numeracy teaching practices that support the learning needs of students across the full range of abilities.

Evaluation	Funds Expended (Resources)
Afl Observations consolidated and Learning Sprit timeline developed  All students K-6 are able to subitise and use this in their mathematical thinking and Trust the count.  Additional SLSOs employed during 2019 – all trained in Minilit and Macqlit  Instructional Leader employed additional .2	Teaching resources, professional learning, collaborative programming and planning  Primary Staff Trained in Big Ideas programs  Whole school immersion in Afl with considerations for next stage of learning  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Strategic Direction 2 (\$8500.00)</li><li>• Socio-economic background (\$30000.00)</li><li>• Socio-economic background (\$40000.00)</li></ul>

##### Process 2: K-12 Quality Collaboration

Build a whole school culture where all teachers can identify and use effective, evidence-based strategies, which are regularly monitored to ensure student growth. (high expectations, explicit teaching, effective feedback, use of data to inform practice, classroom management, wellbeing and collaboration)

"Quarantined" collaborative time is used by every teacher on a regular basis, is scaffolded to focus on "What Works Best", and is evaluated against student improvement.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
Afl Observations consolidated	SLSO and teaching staff
Learning Sprit timeline developed	Executive staff of Guyra Central School
Collaborative teams approach to whole staff understanding of What Works Best document	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Strategic Direction 2 (\$32000.00)</li><li>• Strategic Direction 2 (\$5000.00)</li></ul>
Executive Led Survey conducted – Teams approach to professional development/action research embraced.	



## 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.

#### Improvement Measures

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.

Self evaluation against the domain of Leading is validated as excelling in elements of high expectation and community engagement.

#### Progress towards achieving improvement measures

##### Process 1: Focus on each student

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
The individual needs and aspirations of ALL students at Guyra Central School are central to resource and curriculum allocation	<p>\$9,000 provided by Costa Tomato Farm to build glasshouse and Stephanie Alexander Kitchen Garden program at Guyra Central School</p> <p>Project Based Learning Barista Program</p> <p>STEM/Textiles room created to provide K–12 making space –\$35,000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Strategic Direction 3 (\$9000.00)</li><li>• Strategic Direction 3 (\$6000.00)</li><li>• Strategic Direction 3 (\$35000.00)</li></ul>

##### Process 2: Partnerships for Learning

Implement a whole school approach to working with the community, learning community and external agencies to create optimal support for student learning and engagement.

Evaluation	Funds Expended (Resources)
<p>Several training and PL sessions to commence a range of Partnership Programs were delayed during Term 4 2019. These programs will recommence 2020.</p> <p>The Stephanie Alexander Garden/Primary Quad Program has progressed.</p>	<p>Start Up Business mentorships</p> <p>Rural and Remote Careers/ K–12 project</p> <p>School to Work Program</p>



## Progress towards achieving improvement measures

Several training and PL sessions to commence a range of Partnership Programs were delayed during Term 4 2019. These programs will recommence 2020.

The Stephanie Alexander Garden/Primary Quad Program has progressed.

### **Funding Sources:**

- Rural and remote Project (\$20000.00)
- School to Work Project (\$6000.00)
- Costa Tomato Farm (\$9000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	<p>Learning and support teacher</p> <p>SLSO</p> <p>Addition Wellbeing Officer .6</p> <p>Extension of Instructional Leader role .2</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$208 000.00)</li> </ul>	<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> <p>Restructuring of learning support team, SLSO roles and responsibilities with supervision by Instructional leader .2. lead to improved engagement with students and their families.</p> <p>Disability Roadshow hosted by Guyra Central School as a direct response to our school survey around provision of services and communication with the community.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>additional release face to face Primary executive staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$33 000.00)</li> </ul>	<p>Executive staff were able to provide differentiated professional learning to K–6 staff with a focus on Numeracy and Literacy.</p>
<b>Socio–economic background</b>	<p>Instructional Leader .8</p> <p>SLSO</p> <p>Wellbeing Officer</p> <p>Student financial assistance including excursion assistance, uniform and school fees.</p> <p>School Bus lease</p> <p>OHCS for students and their families</p> <p>Additional Support for curriculum needs including ICT</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio–economic background (\$370 000.00)</li> </ul>	<p>Disadvantage by distance was moderated through the purchase of 12 seater bus that is accessed by all staff</p> <p>Students were able to access previously unavailable extra curricula learning through excursion and sporting opportunity. Success in this area includes excellence across small school individual and team sporting competitions.</p> <p>Data informed practice driven by Instructional Leader with PL instruction across K–12 leading to a 2020 focus on Learning Sprints and Progressions K–10.</p> <p>Additional SLSO support and enhanced student engagement including Maqulit and Minilit</p>
<b>Support for beginning teachers</b>		No beginning teacher funding 2019

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	163	163	145	153
Girls	144	155	157	155

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	89.3	95.3	92.7	88.4
1	89.5	93.5	90.6	90.1
2	92.6	93.3	89	91.9
3	91.8	95.1	91.2	87.3
4	91.6	93.1	89.6	92
5	90.9	94.2	91.8	92.1
6	93.8	89.7	90.5	92.1
7	90	92.7	88.8	86.1
8	91	92.4	84.9	83.5
9	89.6	85.2	86.1	87
10	79	89.4	79	83.8
11	77.1	80.7	78.3	85.5
12	76.5	83.8	85.4	89.2
All Years	88.7	91.5	87.9	88.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

## Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

#### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	N/A
Employment	N/A	N/A	42.10
TAFE entry	N/A	N/A	5.26
University Entry	N/A	N/A	31.57
Other	10.71	5.26	N/A
Unknown	N/A	N/A	21.05

#### Year 12 students undertaking vocational or trade training

60.87% of Year 12 students at Guyra Central School undertook vocational education and training in 2019.

#### Year 12 students attaining HSC or equivalent vocational education qualification

94.1% of all Year 12 students at Guyra Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	3
Classroom Teacher(s)	16.7
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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,241,626
<b>Revenue</b>	5,141,344
Appropriation	5,039,418
Sale of Goods and Services	12,362
Grants and contributions	83,592
Investment income	5,872
Other revenue	100
<b>Expenses</b>	-5,496,151
Employee related	-4,614,503
Operating expenses	-881,648
<b>Surplus / deficit for the year</b>	-354,807

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.

In 2018 a large balance was carried forward due to incomplete capital projects awaiting DA approval and completion. Opening balance is not taken into consideration within the above report.



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	146,341
<b>Equity Total</b>	666,302
Equity - Aboriginal	84,355
Equity - Socio-economic	373,911
Equity - Language	0
Equity - Disability	208,035
<b>Base Total</b>	3,666,092
Base - Per Capita	70,861
Base - Location	56,244
Base - Other	3,538,987
<b>Other Total</b>	408,973
<b>Grand Total</b>	4,887,708

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

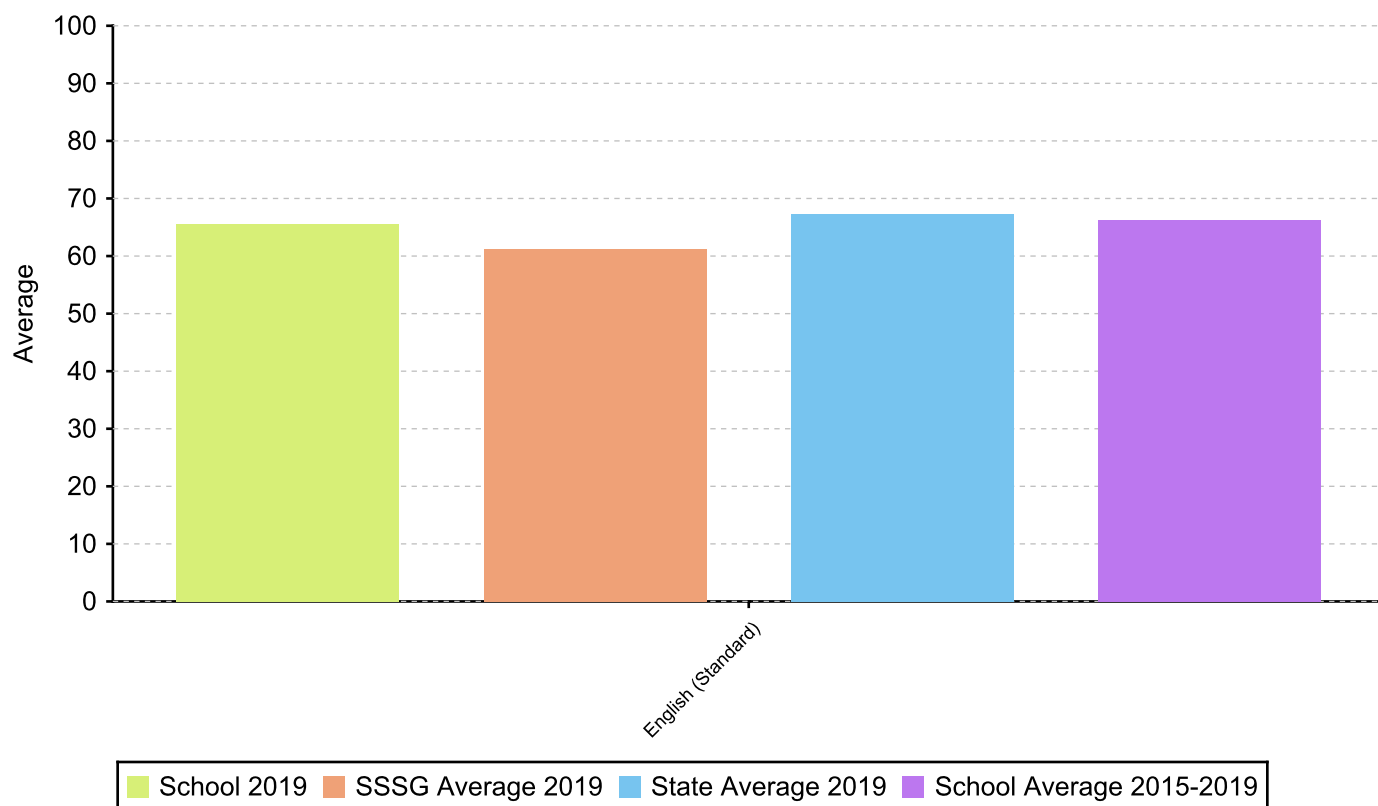
### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
English (Standard)	65.6	61.3	67.3	66.2

## Parent/caregiver, student, teacher satisfaction

Parent and student Tell Them From Me surveys were completed in 2019. The survey measured student engagement and wellbeing. The parent and student surveys also captured student and parent voices which provided Guyra Central School's executive team reliable evidence to use in identifying strengths and areas for improvement. In 2019, Guyra Central staff participated in a Positive Behaviour Learning [PBL] Self-Assessment Survey to evaluate staff's perception and satisfaction of the current status of four key behavioural support systems in the school: school-wide, non-classroom, classroom and individual student systems. This data, along with Sentral Wellbeing data, allowed the PBL Team to identify areas of strength and areas for improvement, and then create and implement an action plan. K-12 staff were surveyed on their satisfaction of all curricular and extra-curricular programs implemented across the school. Staff were asked to categorise the programs into keep, not keep and improve. Opportunities were also provided to include additional programs that staff would like to see implemented. Staff were also surveyed on professional learning, which led to the creation of K-12 Professional Learning Teams in 2020, that will target professional learning relevant to staff needs. This data was collated and presented to executive staff and at a whole school staff meeting. These surveys formed a basis for 2020 planning and budgeting.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.