

2020 Annual Report

Guyra Central School



2114

Introduction

The Annual Report for 2020 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.

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School vision

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 310 students, including 31% students who identify as Aboriginal.

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.

Guyra Central School is an exploratory school for Big Picture Education during 2020.

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.

Since 2020 Guyra Central School K-12 is a phone-free school. Every 7-12 student has been issued with a lockable phone pouch to restrict all access during school hours. Controlled use of phones occurs for Curriculum purposes.

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>

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, and effective implementation of a future-focused pedagogy, deeper learning and student led assessment, exists across the entire learning environment.

Evaluation	Funds Expended (Resources)
<p>Many of the planned activities were delayed or postponed due to the COVID-19 NSW Department of Education restrictions that were in place.</p> <p>NAPLAN did not proceed during 2020 due to COVID-19 restrictions.</p> <p>The school evaluation against the School Excellence Framework validates Delivering. After staff discussions and unpacking the School Self-Assessment survey it was considered that COVID-19 restrictions had affected the determination.</p> <p>Professional Learning Teams met regularly during 2020. Instructional Leader/DP working with groups. Findings leading to shaping of 2021-2024 Guyra Central School Plan.</p> <p>4 Big Picture Advisory groups constructed for commencement of 2021. All Advisory Teachers have undergone Big Picture Education training program. CEO Big Picture Australia attended the school and introduced all staff and Stage 4 and 5 students to Big Picture Education concepts through face to face training.</p> <p>The Big Picture Education processes for working with our parents was delayed and reconfigured. Individual parent meetings occurred towards the end of 2020. An offsite parents/carers and community event was conducted to provide question and feedback opportunities around Big Picture Education.</p>	<p>Big Picture Education CEO and team working with all Guyra Central School Staff with 10 Staff attending Big Picture Training (Professional Learning funding from Rural and Remote Grant + Vocational Education Grant</p> <p>K- 6 Staff working with Diane Siemon - Big Ideas in Number</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$25000.00)• Literacy and numeracy (\$2000.00)

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.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Many of the planned activities were delayed or postponed due to the COVID-19 NSW Department of Education restrictions that were in place. K-6 Teachers continued to work with PLAN 2 and develop skills by working with the Instructional Leader.</p> <p>Instructional Leader working with extended Primary group (K-6) All primary teachers becoming proficient in using PLAN2 and the Learning Progressions. Teacher appreciation of developed skills with analysis. 2021 consideration for 2021 Secondary up-skilling of staff in PLAN 2 and Learning Progressions.</p>	<p>PLAN 2 and Learning Progressions</p> <p>Instructional Leader (.8) Early Action for Success</p> <p>Instructional Leader (.2) top up for 3-6 students</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Early action for success (\$133000.00)• Socio-economic background (\$33000.00)

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

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

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.

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)
<p>All K-6 staff and SLSOs up-skilled. The L3 training was re-framed to be undertaken online as Professional Learning for staff across the State.</p> <p>K-6 identified students tested for MinLit and MacQlit to see who will commence the programs the following year(2021) Any new students are tested at the beginning of the year. All K-6 staff and SLSOs up-skilled. The L3 training was re-framed to be undertaken online as Professional Learning for staff across the State.</p> <p>Secondary Students and Secondary staff involved in a comprehensive National Minimum Standards program, coordinated by the Deputy Principal. All Stage 5 and 6 student working towards and achieving competency.</p> <p>NESA (mock) Audit conducted with NESA representative on panel to assess Primary and Secondary programs and assessment booklets. Feedback given to all staff by Deputy Principal.</p>	<p>MiniLit and MacQlit programs</p> <p>Instructional Leader training for SLSOs</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Integration funding support (\$204934.00)• Low level adjustment for disability (\$142199.00)• Socio-economic background (\$10000.00)

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 (Resources)
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Progress towards achieving improvement measures

During 2020 much of our Professional Learning focus was inter-school based, mining and supporting the staff expertise. Teachers were surveyed at the end 2019 to identify perceived professional learning needs, to inform 2020 PDPs and inform the Professional Learning calendar for 2020. Professional Learning Teams - Technology, Project-Based Learning, New Syllabus, Literacy and Numeracy Teams were constructed and met 3 time per Term.

Guyra Central School was nominated to participate in the CESE pilot program - Leading Evaluation, Evidence and Data (LEED) This process will inform the 2021-2024 School Plan and is designed to build the capacity of the school executive.

With the restrictions on flying and gathering due to COVID-19 the team numbers were increased to include our Instructional Leader and Deputy Principal. The findings of this team informed the construction on the 2021-2024 Guyra School Plan.

All staff working with targeted Professional Learning sessions to develop understanding and practical implications of the available What Works Best documents. All staff completed survey and completed work with What Works Best Toolkit.

Instructional Leader - .2 (above establishment)

Aboriginal Education Officer - 76,000

Funding Sources:

- Socio-economic background (\$33000.00)
- Socio-economic background (\$76277.00)
- Professional learning (\$14000.00)

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 will 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)
<p>Many of the planned activities for 2020 were postponed due to COVID-19 restrictions.</p> <p>During 2020 it was important to be creative with the development of Student Wellbeing activities and programs to support all student while they engaged with learning from home. Our student wellbeing team, as with all staff, were upskilled and trained in online support. A targeted system was developed to provide student and parent with access to appropriate support during a year of COVID-19 restrictions. Secondary Tell Them from Me surveys were not completed but Primary surveys indicated that in the area of student engagement that our students matched NSW Government norm with school-level factors.</p> <p>An across-the-board no school phone policy adopted with the support of all staff and parents. Yondr Pouches were accessed and provided for every Secondary student. All student phones locked in pouches for entire school day. Phones are accessed during class time for Curriculum based activities at the discretion of the teacher. A no phone policy was developed and implemented Term 4 2020. An above establishment, Higher Duties, Head Teacher put in place to monitor and oversee new phone policy implementation.</p>	<p>Above establishment Higher Duties for Head Teacher Wellbeing established semester 2 2020 - \$22,000</p> <p>Yondr Pouch - No Phone Policy Program - \$4,230.00</p> <p>Above establishment Student Wellbeing Officer .6</p> <p>Art Therapist engaged one day/week - \$10,000</p> <p>COLA - Joint funding project - \$100,000 (school) \$100,000 (NSW Department of Education)</p> <p>Primary Quad - \$30,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$76000.00)• Socio-economic background (\$22000.00)• Socio-economic background (\$10000.00)• community/school funding (\$100000.00)

Process 2: Partnerships for Learning

Process 2:

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>Many of the activities planned for working with external partnerships and local and extended community were postponed due to COVID-19 restrictions. Online connections were developed and strengthened with University of New England, other Universities, and business partnerships by way of e.g. School Based Traineeships for our Stage 6 students .</p> <p>Big Picture Education Program - the school was an 'exploratory school' during 2020. Guyra Central School was approved by the NSW Department of Education to engage in a broadened assessment model. 10 staff attended a 5 Day Big Picture Education training session during Term 4 2020. Big Picture CEO and support staff committed to consultation and coaching online during 2020 with face to face to commence once COVID-19 restrictions are lifted. The school was successful in gaining \$25,000 Rural and Remote funding during 2020. This funding was allocated to the implementation phase of Big Picture Education at Guyra Central School.</p> <p>Guyra Central School was nominated to participate in the CESE pilot program - Leading Evaluation, Evidence and Data (LEED) This process will inform the 2021-2024 School Plan.</p>	<p>Careers Teacher working with School Based Traineeships</p> <p>Big Picture Education - Administrative, consultation and coaching fees - \$19,500</p> <p>Big Picture Education - Student resources - \$5,500</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Rural and Remote Funding (\$19500.00) • Rural and Remote Funding (\$5500.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Early action for success	<p>Instructional Leader</p> <p>work samples</p> <p>teacher observations</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early action for success (\$133 868.00) 	<p>All Primary teachers are confident in the use of PLAN 2 and the Learning Progressions to inform classroom practice. K-6 Teachers implement Spirals of Inquiry for Mathematics and Reading.</p> <p>This process was temporarily delayed due to COVID-19 and resumed in the later stages of 2020.</p>
Integration funding support	<p>SLSOs employed to support students with confirmed disability</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Integration funding support (\$204 934.00) 	<p>All students supported in mainstream classes and teachers supported to provide adjustments for student participation, including those developed by the teacher in collaboration with medical and psychology professionals and implemented with the assistance of a school learning support officer.</p>
Professional learning	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$35 495.00) 	<p>The professional learning schedule within the school was altered during 2020 due to COVID-19 restrictions. Most professional learning was conducted online and a refocus on enlisting the school based expertise provided great opportunity for staff to learn from each other.</p>
Aboriginal background loading	<p>Aboriginal Education Officer - \$76,277</p> <p>Aboriginal School Learning Support Officer - \$22,000</p> <p>Activities - \$968</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$99 245.00) 	<p>During 2020 activities were altered to meet COVID-19 restrictions. NAIDOC and Harmony Day activities were conducted within the school but without parent and community participation. We were not able to conduct Yarn Up activities with the community.</p>
Low level adjustment for disability	<p>Primary Learning and Support Teacher - \$98,446</p> <p>Secondary Learning and Support Teacher - \$43,754</p> <p>Additional Wellbeing Officer - Flexible funding - \$64,598</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low Level Adjustment for Disability (\$206 797.00) 	<p>Online learning and communication with external agencies was modified to provide optimum support with our students with greatest needs. Time was spent developing online relationships with a range of agencies. The Learning and Support Team was further restructured to streamline internal data collection and reporting systems.</p>
Quality Teaching, Successful Students (QTSS)	<p>Primary Executive</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$29 315.00) 	<p>Executive staff were able to provide differentiated professional learning to K-6 staff with a focus on Numeracy and Literacy.</p>
Socio-economic background	<p>Instructional Leader (Deputy Principal) .2</p> <p>Student Learning and Support Officers (6)</p> <p>Higher Duties Wellbeing</p>	<p>Disadvantage by distance was moderated by leasing agreement for a 12 seater bus. 24 seater bus is planned within the budget 2021. Students able to access previously unavailable extra curricula learning. Some of the activities planned for 2021 needed to be postponed due to COVID-19 Restrictions.</p>

Socio-economic background	Head Teacher Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$464 551.00) 	Additional SLSO support and enhanced student engagement including MacQulit, MiniLit and Quicksmart. All SLSOs became confident and proficient in the delivery of the programs across the K-10 setting. Several SLSOs delivered and assisted with the National Minimum Standards testing with great success.
Support for beginning teachers		No Beginning Teacher funding 2020.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	163	145	153	158
Girls	155	157	155	151

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.3	92.7	88.4	93.2
1	93.5	90.6	90.1	91.7
2	93.3	89	91.9	91.2
3	95.1	91.2	87.3	93.6
4	93.1	89.6	92	90.6
5	94.2	91.8	92.1	90.7
6	89.7	90.5	92.1	92
7	92.7	88.8	86.1	91.7
8	92.4	84.9	83.5	87.3
9	85.2	86.1	87	87.6
10	89.4	79	83.8	86.1
11	80.7	78.3	85.5	84.6
12	83.8	85.4	89.2	84.4
All Years	91.5	87.9	88.2	89.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0	4	10
Employment	3	24	50
TAFE entry	0	0	0
University Entry	0	0	40
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

71.43% of Year 12 students at Guyra Central School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

72.7% of all Year 12 students at Guyra Central School expected to complete Year 12 in 2020 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)	16.46
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	886,819
Revenue	5,516,439
Appropriation	5,437,834
Sale of Goods and Services	35,167
Grants and contributions	41,588
Investment income	1,850
Expenses	-5,304,043
Employee related	-4,732,330
Operating expenses	-571,713
Surplus / deficit for the year	212,397
Closing Balance	1,099,216

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.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	204,934
Equity Total	784,821
Equity - Aboriginal	99,245
Equity - Socio-economic	464,551
Equity - Language	14,228
Equity - Disability	206,797
Base Total	3,785,902
Base - Per Capita	74,123
Base - Location	58,545
Base - Other	3,653,234
Other Total	396,333
Grand Total	5,171,991

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.

Parent/caregiver, student, teacher satisfaction

During 2020 COVID-19 restrictions called for postponed and modified process of collection of data around parent/caregiver, student and teacher satisfaction.

Student Tell Them From Me surveys were completed by the Primary cohort during 2020 but were not completed by the Secondary student group. Parents did not participate in Tell Them From Me Survey process during 2020. This survey measures student Engagement and Wellbeing. Student surveys also captured data which provided Guyra Central School's executive team reliable evidence to use in identifying strengths and areas for improvement.

In 2020, 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 to 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 targeting professional learning relevant to staff needs. This data was collated and presented to executive staff and to a whole school staff meeting.

Guyra Central School staff, led by the Instructional Leader (Deputy Principal) and K-12 Deputy Principal were immersed in a range of Professional Learning and engaged with the CESE What Works Best documentation. All staff completed surveys and the What Works Best Toolkit providing valuable feedback for executive staff and informing future school practice.

Guyra Central School were invited to participate in the LEED Project (Leading Evaluation, Evidence and Data. Executive staff worked with a range of activities during 2020 including convening staff and student focus groups. The data collected from these focus groups assisted and informed the construction of the Guyra Central School Situational Analysis. This document consequently informed the construction of the 2021-2024 School Plan.

All Guyra Central School teaching staff completed the Self-assessment using the School Excellence Framework Survey. Professional Learning around the unpacking of the results will continue into 2021. This information informs the Annual School Plan and construction of 2021-2024 School Plan.

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.