

2021 Annual Report

Guyra Central School



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Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Guyra Central School

Marne Street

GUYRA, 2365

<https://guyra-c.schools.nsw.gov.au>

guyra-c.school@det.nsw.edu.au

6779 0844

School vision

All students are empowered to build on their strengths and pursue personal interests. They are encouraged to improve motivation and engagement through high quality, personalised learning and teaching. In partnership with our broader community we prepare our students for successful transition into life after school, one student at a time in a community of learners.

School context

Guyra Central School provides high quality future focused and personalised teaching from Kindergarten to Year 12, fostering a culture of high expectations, wellbeing and achievement for all. The school has a current enrolment of 312 students, including 32% Aboriginal students.

Positive Behaviour for Learning (PBL) has a high profile and impacts significantly within the school to address student wellbeing and consequently, student learning outcomes. Mindfulness and Berry Street trauma informed practices are implemented daily in classrooms.

The school is well resourced with technology and state of the art learning facilities including a Trade Skills Centre for Metals and Engineering, Science Block, sensory learning area, gymnasium, a productive Agricultural farm. A new commercial kitchen/hospitality hub will be completed during 2022.

We encourage all students to embrace their preferred learning modes, with a focus on providing multiple opportunities for all students to demonstrate their learning. This is done with the use of a variety of technological platforms and innovative assessment practices. In 2021 we broadened our assessment opportunities by providing Big Picture Education as an optional pathway for Stage 4 and 5 students and Stage 6 from 2022.

Guyra Central School is a phone-free school. K-6 students are not permitted the use of mobile phones during the school day or to have them on the premises. Every 7-12 student has been issued with a lockable phone pouch with access restricted during school hours. Controlled use of phones for curriculum purpose is facilitated.

In partnership with our broader community we equip students with the skills to become successful and confident individuals, ready for transition to Tertiary education, work or other pursuits of their choosing.

The additional position of an Instructional leader, under the Early Action for Success (EAfS) Program, provides opportunities for improved learning outcomes in the areas of Literacy and Numeracy K-6. During 2022 this position has transitioned into an Assistant Principal, Curriculum and Instruction. Guyra Central School has a 1.2 positional allocation.

Our transition to school program, one day per week for the entire year, which equips the students for school routines and life at school. There are also multiple transition days for Year 6 into Year 7 students in collaboration with partnership schools. An executive .5 position has been created to facilitate these programs.

As a result of a thorough Situational Analysis the school has identified key elements for future growth. These include **evidence-informed practice, excellence in teaching, high expectations, collaboration and educational leadership**. These will feature strongly within the plan.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to implement and embed high quality, research based, future-focused literacy and numeracy practices that support the learning needs of students across the full range of abilities, within our K-12 setting.

We believe that our teachers are creative, inspirational and inclusive practitioners with the capacity to shape teaching around the needs of every student.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading, Numeracy
- Building a Culture of Inquiry

Resources allocated to this strategic direction

Early Action for Success (EAFS): \$137,000.00

Socio-economic background: \$277,778.67

Literacy and numeracy intervention: \$35,317.17

Literacy and numeracy: \$2,540.00

Professional learning: \$15,000.00

Summary of progress

Our professional learning timetable incorporated the whole school (primary and secondary) teaching staff, so that the we could identify and deliver differentiated learning on reading and numeracy. This professional learning included; the Effective Reading Guides, data teams, external assessment analysis, SMART spelling, QDAI and understanding PLAN 2.

The school participate in the LEED professional learning where whole school data of reading and numeracy was analysed and an action plan developed.

Primary expertise supported secondary staff through analysis of PLAN2 data. This work supported the development expert and evidence-based teaching strategies to be incorporated into secondary classrooms. A focus group emerged using data to identify a question they wanted answered to improve student outcomes through explicit teaching.

Secondary staff had not had exposure to how PLAN2 can inform all teaching and learning in Numeracy and Literacy across all Key Learning Areas.

Not all planned professional learning was able to be completed.

We will timetable regular data evaluation meetings that will focus on reading and numeracy K-12. We will use a combination of stage, faculty and whole school data analysis meetings. We will identify the differentiated learning needs of staff in the use of data to inform their teaching. All staff will identify the professional learning they need to support them in data informed practice. We will appoint a Deputy Principal Instructional Leader and will further develop whole school application in the use of PLAN2 to support evidence-based teaching and learning of numeracy and literacy skills.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Top 2 Bands (or equivalent) NAPLAN Reading increase uplift of 6.5% in Primary and 5% in Secondary.	Data indicates 12% of students in primary and 11 % in secondary are in the top two skill bands for reading.
Improvement in the percentage of students achieving in the top 2 bands at	Data indicates 9% of students in primary and 7% in secondary are in the top two skill bands for numeracy.

or above the system-negotiated baseline target in numeracy of 21.4% in Primary and 13.3% in Secondary.	
Improvement in the percentage of students achieving expected growth at or above the system-negotiated baseline target in reading of 58.9% in Primary and 55.8% in Secondary.	Data indicates 65% of students in primary and 60% in secondary students achieving expected growth for reading. Student expected growth in both Primary and Secondary exceeded State and statistically similar school group averages.
All staff are aware of, and begin to use Literacy and Numeracy Learning Progressions in directing student learning goals.	<p>100% of primary teachers use Literacy and Numeracy Learning Progressions to direct student learning goals.</p> <p>100% of secondary staff have been exposed to learning progressions and PLAN2. 10% of secondary teachers use the Literacy and Numeracy Learning Progressions to direct student learning goals.</p>
Improvement in the percentage of students achieving expected growth at or above the system-negotiated baseline target in numeracy of 61% in Primary and 58.00% in Secondary	Data indicates 41% of students in primary and 55% in secondary students achieving expected growth for numeracy. Student expected growth in secondary exceeded state and statistically similar school group averages.

Strategic Direction 2: Relationships, Relevance and Rigour

Purpose

Our purpose is to create and maintain a culture of high expectation where every student is empowered and experience intellectual engagement and self-awareness.

We believe that when students are empowered to recognise themselves as global citizens, they are more likely to identify and understand a range of perspectives, develop solutions and take actions that have a genuine impact on self and others.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A Culture of High Expectations
- Valuing Student Agency

Resources allocated to this strategic direction

Socio-economic background: \$137,866.34

Per capita: \$5,000.00

Low level adjustment for disability: \$210,351.00

Integration funding support: \$209,255.00

English language proficiency: \$9,813.10

School support allocation (principal support): \$12,000.00

Location: \$25,000.00

Aboriginal background: \$5,000.00

Summary of progress

Our focus for 2021 was on the use of highly effective teaching, learning and wellbeing practices to improve student advocacy across all subject areas. In order to achieve this our school incorporated evidence-informed High Impact Professional Learning and initiated new pedagogy, in the form of 'Big Picture' in Stage 4 and Stage 5.

Four Big Picture Advisory classes commenced in Term 1 with staff unpacking Student Advocacy and attending ongoing Big Picture Education Australia professional learning. Staff assigned to Big Picture classes were supported through regular training and feedback from Big Picture CEO/mentor each term. A key aspect of developing student agency is parent partnership in the learning process. All parents signed an agreement regarding their child's participation in the program and expectations of success. Our students designed an individual learning plan with the help of parents and their advisor.

Every term, every student demonstrated their learning through an exhibition.

The Big Picture students now demonstrate greater agency in the nature, content and demonstration (assessment) of their learning. Although the school is in the initial phases of Big Picture implementation, early evidence of student growth and improvement is being reflected in; SCOUT attendance, NAPLAN and Check-in growth, and a decrease in negative Sentral entries.

Parent engagement has also increased and all parents attended the student exhibition (pre-COVID). A number of parents had never attended the school parent-teacher events before and as a result of their attendance at the exhibition they no longer have a fear of coming to school because their student is 'demonstrating' positive learning. Note: previous take up of Parent Teacher evenings was 20%.

Big picture has been a significant success in relation to parent and student satisfaction of our school and student engagement in their learning. Our staff have enjoyed the student positivity and engagement within the classroom.

Next step is to introduce into Stage 6 the International Learning Credential so that students are provided with a university access pathway.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Big Picture Education at Guyra Central School</p> <p>Stage 6 Big Picture Students are mapped against an internationally accredited and NSW Department of Education recognised micro-credentialing system.</p> <p>Year 12 students have produced portfolios that meet the standards of their preferred future learning pathway e.g. entry to university of student's choice, workforce entry point.</p>	<p>100% of our Big Picture Stage 6 students are mapped against the International Learning Credentials and NSW Department of Education recognised micro-credentialing system. All staff are conducting a minimum of two positive contacts with parents per term in relation to their student learning plan.</p>
<p>The proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School via Tell them from Me and internal school surveys increases from our baseline.</p>	<p>There was an increase in the percentage of students reporting positive wellbeing that includes advocacy at school, sense of belonging and expectations of success by 2.6% in the secondary. There was a decline in the percentage of students reporting positive wellbeing outcomes in the primary.</p>
<p>Establish the Aboriginal Learning & Engagement Centre & complete PLP's for all secondary Indigenous students yr9 and up.</p>	<p>100% growth from baseline in the number of students achieving their PLP goal while ensuring the alignment of appropriate and challenging learning goals, teaching and learning activities, and assessment.</p> <p>Students have shown an increase in achieving their Literacy Personalised Learning Plan goals.</p>
<p>Increasing the proportion of Aboriginal students attaining their Higher School Certificate (HSC) by 50 per cent means by 2023.</p>	<p>The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has increased.</p>

Strategic Direction 3: Collaborative, Distributive Leadership

Purpose

Our purpose is to further develop and maintain a collaborative professional learning culture within the school, where all school learners are responsive to the complex, challenging and changing environment and the diverse nature of our school context.

We value a culture of continuous improvement with a focus on ensuring research, innovation and creativity are core characteristics of the school and believe that distributive leadership is crucial to maintaining a collaborative school culture.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Leading Improvement, innovation and change
- Partnerships for Learning

Resources allocated to this strategic direction

Socio-economic background: \$100,000.00

Professional learning: \$21,855.46

Location: \$35,400.00

Per capita: \$71,272.00

QTSS release: \$30,047.62

School support allocation (principal support): \$5,700.00

Aboriginal background: \$127,463.16

Summary of progress

In 2021 we appointed additional staff to support the implementation of evidence-based practice, including an Instructional Leader Deputy Principal and Transitional executive.

Lesson observations of stage 3 were made by high school staff, so that pedagogy and classroom management practices could be both shared and implemented. This helped shape the teaching in the secondary classes.

We purchased the Essential Assessment software to be used as one assessment tool K-10. We developed and implemented a Digital Maturity Plan so that staff had access to professional learning modules at a relevant level for up-skilling in use of Information and Communication Technology and use of cloud computing. This led to strong staff cooperation in the development of digital tools and data-informed teaching.

We supported staff capacity in their expert use of PLAN2 data to inform explicit teaching practice. Teachers can now demonstrate their use of PLAN2 by creating Areas of Focus and class observation sets.

We formed partnerships for learning extended across the New England network. This includes Tamworth and District Careers Advisers Network, Guyra local business and industry, Regional Education and Industry Partnerships, Rural and Remote Education K-12 Education Initiative, University of New England, Big Picture Education Australian, Oorala Centre University of New England, University of Newcastle and Joint Rural Medical Program. This led to a greater choice of career pathways by identifying opportunities for all students, including primary students, to promote high expectations and valued opportunities in transition education.

There were different entry points of expertise which meant providing differentiated professional learning of all staff in their integrated use of technology.

The professional learning around the triangulation of data-sources to inform classroom practice needed to be differentiated due to the vary of levels of understanding and expertise.

In our Partnership in Learning program, raising expectations and meeting the differentiated needs of all students and their families particularly in a rural and remote environment.

Increase the staff and students' capacity in their use of digital products including their competent use of G-Suite and MS-Office, across K-12.

Embed the use of external assessment analysis (NAPLAN and Check-In Assessment and PLAN2) to inform explicit teaching of literacy and numeracy across all KLA's. We will continue to train the executive in the analysis of external data and internal assessment data that will support classroom teachers in their data-informed practices. This work will support a re-focus on formative assessment. Our inclusion in the Leading Evaluation Evidence and Data (LEED) program will continue to provide capacity building for our executive team.

Classroom observations across each Key Learning Area will increase each teacher's skills in teaching and learning. Teachers will learn from each other and promote a collective ownership to support all student learning. Staff expertise will be identified and used as a model for other staff.

We will continue to focus on K-12 career and transition learning through exposing students to opportunities outside of their current knowledge. We will extend careers education into the primary via timetabled career lessons, thus expanding their careers network.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Percentage of Aboriginal students achieving in the top 3 bands in NAPLAN reading and numeracy improves by 5%.	6.67% of Aboriginal students have achieved results in the top 3 NAPLAN bands in primary literacy and 15.38% in numeracy. 9.09% of Aboriginal students have achieved results in the top 3 NAPLAN bands in secondary literacy and numeracy.
The proportion of Aboriginal students attaining their HSC whilst maintaining their cultural identity improves from our baseline.	The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has increased.
The proportion of students attending the school 90% will indicate improvement.	The number of students attending greater than 90% of the time is 47% in primary and 45.93% in secondary.
Internal feedback indicates an improved sense of collaboration and partnerships	100% of staff were invited to complete the SEF-SaS survey. Results from the Teaching Domain element of Learning and Development in the theme of Collaborative Practice and Feedback indicated a shift from Working towards delivery to Delivering.
Internal feedback using observations of teaching supervision practices builds teacher capacity and collective efficacy.	All staff were supported through their Performance Development Plans. Teaching observations formed the basis of feedback to staff and provided recommendations for improvement using the Australian Teaching Standards. Staff Performance Development Plans informed differentiated professional learning including a whole school literacy goal.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$209,255.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Guyra Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of High Expectations <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: All students received differentiated support so that they can access curriculum needs to support improved learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will continue to employ specialised staff to support the differentiated needs of targeted students. This will include the staffing of an integrated high needs classroom to support life skills and needs based learning opportunities for Year 10 students.</p>
<p>Socio-economic background</p> <p>\$515,645.01</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Guyra Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading, Numeracy • A Culture of High Expectations • Valuing Student Agency • Leading Improvement, innovation and change • Building a Culture of Inquiry • Partnerships for Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement support for identified students with additional learning needs • engage with external providers to support student engagement and retention • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: The employment of an above establishment Head Teacher /Assistant Principal 6/7 Transition Coordinator (0.5) created to ensure that all wellbeing/learning data is collated and carried forward to ensure a smooth transition of all students. HT/AP engages and supports secondary staff with developed understanding of learning and wellbeing needs of all transitioning students including those transitioning from partner schools. This position coordinates data around needs of students and interfaces with school staff and external agencies to provide equitable health/wellbeing support for students and their families. Additional Student Learning Support Officers were employed to support these initiatives and implement individual and specialised programs.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Socio-economic background</p> <p>\$515,645.01</p>	<p>funding will be: To continue funding the position of a transition coordinator to ensure continuity of learning from Primary to Secondary. Provide additional, up-skilled School Learning Support Officers to work with students and their families toward improved learning and wellbeing outcomes.</p>
<p>Aboriginal background</p> <p>\$132,463.16</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Guyra Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Partnerships for Learning • Valuing Student Agency <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: 100% of our students attaining uplift in their Personal Learning Plan goals. This was the result of targeted support being delivered by teaching staff and Aboriginal learning support staff. The establishment of the Aboriginal Learning Engagement Centre has provided our school with the capacity to attend to individual academic needs, day to day wellbeing of our students, cultural identity, as well as address post school options including sustained employment, traineeships and university. The allocation of this funding has resulted in an increase in Aboriginal families engaging in the PLP process. Conversations have become more authentic, especially through the Big Picture exhibition process.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to build authentic relationships with our Aboriginal families and further their involvement in the Big Picture program by capturing their thoughts and stories on video expressing their commitment and support of the program. We will continue to employ Aboriginal support staff for the Aboriginal Learning Engagement Centre to ensure improved learning outcomes for all of our students.</p>
<p>English language proficiency</p> <p>\$9,813.10</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Guyra Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: The provision of an additional School Learning Support Officer to assist in the implementation of specific targeted interventions for our identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage a School Learning Support Officer to assist in the</p>

English language proficiency \$9,813.10	implementation of targeted interventions.
Low level adjustment for disability \$210,351.00	<p>Low level adjustment for disability equity loading provides support for students at Guyra Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: The employment of School Learning Support Officers to provide specialist support of our students with additional learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to employ and up-skill School Learning Support Officers to assist teaching staff to implement targeted support programs.</p>
Location \$60,400.00	<p>The location funding allocation is provided to Guyra Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of High Expectations • Valuing Student Agency • Leading Improvement, innovation and change <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in: The engagement of technology proficient staff, whose role was to professionally develop all staff to increase the usage of technology in the classrooms and to increase the number of technology devices used in our school. Our teachers have reported a greater ability to prepare lessons using digital tools effectively. Focus groups survey showed a base point to measure staff confidence each year. 2021 base point data showed that staff have: Confidence in planning for, utilising and integrating technology into their current teaching role 3.6/5; Current knowledge and skills when using technology hardware 3.4/5 and Current knowledge and ability to successfully integrate technology tools into their classroom 3.3/5.</p> <p>After evaluation, the next steps to support our students with this funding will be: To explore options for digital products/objects in a safe environment and build familiarity with G-Suite. We also intend to continue to increase staff capacity in their use of technology in the classroom.</p>
School support allocation (principal support) \$17,700.00	<p>School support allocation funding is provided to support the principal at Guyra Central School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of High Expectations

<p>School support allocation (principal support)</p> <p>\$17,700.00</p>	<ul style="list-style-type: none"> • Valuing Student Agency • Leading Improvement, innovation and change <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • an additional School Administration Officer. <p>The allocation of this funding has resulted in: The engagement of a School Administration Officer who assisted in completing compliance activities thus enabling the principal to attend to the teaching and learning development of the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of the employment of a School Administration Officer to assist with the completion of compliance documentation.</p>
<p>Literacy and numeracy</p> <p>\$2,540.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Guyra Central School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading, Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Introduction of the literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: The purchasing of resources that complimented the teaching and learning of students within the primary classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of up-dating teaching resources to supplement curriculum implementation.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,000.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Guyra Central School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading, Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an Instructional Leader to support literacy and numeracy programs <p>The allocation of this funding has resulted in: The employment of a specialised literacy and numeracy teacher to professionally develop staff, model best practice and build the capacity of Early Stage One and Stage One teaching and support staff to implement quality targeted instruction.</p> <p>After evaluation, the next steps to support our students with this funding will be: To transfer the role of the instructional leader into the Assistant Principal Curriculum and Implementation and continue to build the capacity of our staff in the skills of quality instruction.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Guyra Central</p>

<p>\$30,047.62</p>	<p>School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading Improvement, innovation and change <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: The funding of an extra teacher. This enabled our teachers to have the time to collaborate and compare internal and external data points, enter data into PLAN2 and develop teaching strategies to meet all of our student's learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to be utilised to release teachers to analyse data (both internal and external) ensuring that teachers can co-plan, co-assess and co-teach to meet student's learning needs in literacy and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Guyra Central School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading, Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. Teachers met and discussed student work samples in order to inform their teaching and what works best to enable students to progress. This funding also partially supplemented the employment of tutors to implement the QuickSmart numeracy program that targeted students who required extra automaticity with the four operations in mathematics.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continuation of releasing staff to co-plan, co-design and co-evaluate student learning. We will use a component of this funding to employ tutors to implement the QuickSmart mathematical program.</p>
<p>COVID ILSP</p> <p>\$209,941.26</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p>

<p>COVID ILSP</p> <p>\$209,941.26</p>	<ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in: Cultural change around targeted interventions. Students embrace the opportunity to engage. Students actively rotate through small group interventions groups participating in Macqlit, MiniLit, Quicksmart activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Sharing progress with teachers, Learning and Support team and parents/carers. Practice will be modified to support and promote individual student learning needs. Staff will be up-skilled to meet the needs of students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	145	153	158	163
Girls	157	155	151	136

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.7	88.4	93.2	86.6
1	90.6	90.1	91.7	86.3
2	89	91.9	91.2	88.4
3	91.2	87.3	93.6	82.7
4	89.6	92	90.6	88.7
5	91.8	92.1	90.7	88.2
6	90.5	92.1	92	86
7	88.8	86.1	91.7	89.5
8	84.9	83.5	87.3	84.7
9	86.1	87	87.6	87
10	79	83.8	86.1	78.9
11	78.3	85.5	84.6	73.3
12	85.4	89.2	84.4	75.6
All Years	87.9	88.2	89.6	84.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

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	0	0
Employment	0	7.1	40
TAFE entry	9.52	0	20
University Entry	0	0	30
Other	0	0	0
Unknown	0	14.3	10

Year 12 students undertaking vocational or trade training

22.22% of Year 12 students at Guyra Central School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

81.8% of all Year 12 students at Guyra Central School expected to complete Year 12 in 2021 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)	17.06
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,099,216
Revenue	5,940,406
Appropriation	5,871,319
Sale of Goods and Services	30,123
Grants and contributions	36,388
Investment income	776
Other revenue	1,800
Expenses	-6,182,045
Employee related	-5,169,258
Operating expenses	-1,012,787
Surplus / deficit for the year	-241,639
Closing Balance	857,577

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.

	2021 SBAR Adjustments (\$)
Targeted Total	209,255
Equity Total	867,023
Equity - Aboriginal	131,137
Equity - Socio-economic	515,722
Equity - Language	9,813
Equity - Disability	210,351
Base Total	3,881,590
Base - Per Capita	76,272
Base - Location	60,420
Base - Other	3,744,898
Other Total	563,367
Grand Total	5,521,235

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.

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 2021 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 and Secondary cohort during 2021 . Parents did not participate in Tell Them From Me Survey process during 2021. 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.

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 executive participated in the LEED Project (Leading Evaluation, Evidence and Data. Executive staff worked with a range of activities during 2021 including convening staff and student focus groups.

All of Guyra Central School staff completed the self-assessment using the School Excellence Framework Survey. Professional Learning around the unpacking of the results will continue into 2022.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.