

# 2022 Annual Report

## Guyra Central School



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## Introduction

The Annual Report for 2022 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

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## 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. We encourage all students to embrace their preferred learning modes, providing multiple opportunities for all students to demonstrate their learning through a broadened assessment focus.

In partnership with our wider school community we strive to equip our students with the skills to become successful and confident individuals, and to be prepared for productive transitions 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 learning and teaching. We are a Kindergarten to Year 12 educational setting, fostering a culture of high expectations, wellbeing, and achievement for all. The school has a current enrolment of 318 students, including 32% Aboriginal and Torres Strait Islander 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.

Guyra Central School is in its third year as a Big Picture Education learning facility. Big Picture Education runs parallel to our mainstream curriculum, providing our 7-12 students with an alternative learning mode. Our Big Picture students do not follow the HSC pathway, with an option to enter university through portfolio. We currently have 46 students across our three Big Picture Advisory classes.

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, and productive Agricultural farm. A new commercial kitchen/hospitality hub will be completed during Semester 1 2023.

The school has a 1.2 allocation for an Assistant Principal, Curriculum and Instruction (APCI) a school social worker and in 2023 will appoint a K-12 Wellbeing Deputy Principal (ACIP) to work shoulder to shoulder with our existing K-12 Deputy Principal.

## 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>

## 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

**AP Curriculum & Instruction:** \$180,685.20

**QTSS release:** \$30,913.75

**Integration funding support:** \$189,258.00

**Aboriginal background:** \$70,832.40

**English language proficiency:** \$19,980.97

**Socio-economic background:** \$25,000.00

**Low level adjustment for disability:** \$66,404.48

### Summary of progress

Our focus for 2022 was on the use of highly effective teaching practices to improve comprehension across all subject areas. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on comprehension teaching strategies drawn from the evidence-base was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. Student achievement has been celebrated with all stakeholders.

Next year we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.

### 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
<b>NAPLAN - Top 2 Reading Bands (Primary)</b>  Increase the proportion of students in the Top 2 bands in NAPLAN Reading to the lower bound target of 32.8%.	2022 NAPLAN data indicates 21.05% of primary students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however there was 9.29% of growth from 2021.
<b>NAPLAN - Top 2 Bands Reading (Secondary)</b>  Increase the proportion of students in	2022 NAPLAN data indicates 7% of secondary students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target.

the Top 2 bands in NAPLAN Reading to the lower bound target of 16%.	
<b>NAPLAN - Top 2 Bands Numeracy (Primary)</b>  Increase the proportion of students in the Top 2 bands in NAPLAN Numeracy to the lower bound target of 27.3%.	2022 NAPLAN data indicates 21.05% of primary students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however there was 12.54% of growth from 2021.
<b>NAPLAN - Top 2 Bands Numeracy (Secondary)</b>  Increase the proportion of students in the Top 2 bands in NAPLAN Numeracy to the lower bound target of 18%.	2022 NAPLAN data indicates 7.41% of secondary students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
<b>NAPLAN - Expected Growth Reading (Primary)</b>  Increase the proportion of students achieving expected growth in NAPLAN Reading to the baseline target of 58.9%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<b>NAPLAN - Expected Growth Numeracy (Secondary)</b>  Increase the proportion of students achieving expected growth in NAPLAN Numeracy to the baseline target of 55.8%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<b>NAPLAN - Expected Growth Numeracy (Primary)</b>  Increase the proportion of students achieving expected growth in NAPLAN Numeracy to the baseline target of 48.2%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<b>NAPLAN - Expected Growth Numeracy (Secondary)</b>  Increase the proportion of students achieving expected growth in NAPLAN Numeracy to the baseline target of 61.6%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<b>HSC Achievement - Top 3 Bands</b>  Increase the percentage of students achieving in the top 3 bands in their HSC increases from 50% to the baseline target of 55.4%.	44% of students attained results in the top three bands demonstrating progress toward the lower bound target of 55.4%.

## 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:** \$180,000.00

**Aboriginal background:** \$79,603.00

**ALEC Centre:** \$40,000.00

**Low level adjustment for disability:** \$149,397.30

**Student support officer (SSO):** \$96,058.00

**Location:** \$60,836.72

### Summary of progress

Guyra Central School engaged in a range of activities and programs designed to promote academic rigour, relationships and relevance. Our Aboriginal Learning and Engagement Centre was further developed in 2022. It was managed by the HT TAS and supported by AEO and an SLSO. The two main focuses were attendance and successful progression for Indigenous students in stage 6. The program also helped support students in their transitions to future destinations.

Guyra Central School has 3 Big Picture Advisories operating concurrently with mainstream classes. Big Picture is an alternative education pathway that allows students to follow their passion and have greater agency in their own learning. The number of students in Big Picture has stabilised after some fluctuations in the early years at around 40 students. Our Big Picture setup has allowed students to make contact and relationships with UNE, TAFE and a wide variety of local and national businesses. It has improved attendance for the students in the program. A further 4 staff completed the Big Picture Advisor training in 2022 to allow the program to continue and potentially grow. Turnover of staff has been the most significant impediment to Big Picture up to this point.

Guyra Central continues to highly value its relationship with the University of New England and Aurora College. We have expanded this partnership through Big Picture as well as engaging with a range of activities throughout the learning continuum. Our partnerships have allowed us to expand learning opportunities, broaden assessment realities, and bring the 'world' into our school.

### 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
<b>SEF - Learning Culture</b>  The school will validate itself as Delivering by using the School Excellence Framework in the Element of Learning Culture.	The school has validated itself as Sustaining and Growing in the element of Learning Culture. There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school collects and analyses data to inform and support student success. The school seeks to collaborate with parents of students whose continuity of learning is at risk. Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved

<b>SEF - Learning Culture</b>  The school will validate itself as Delivering by using the School Excellence Framework in the Element of Learning Culture.	attendance.
<b>SEF - Wellbeing</b>  The school will validate itself as Delivering by using the School Excellence Framework in the Element of Wellbeing.	The school has validated itself as Sustaining and Growing in the element of Wellbeing. Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. The school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behaviour across school settings.
<b>Attendance</b>  Increase the percentage of students attending > 90% of the time from 47% in 2021 to the baseline target of 67.3% in the Primary.	The number of students attending school 90% of the time or more has decreased.
<b>Attendance</b>  The percentage of students attending >90% of the time in the Secondary is 57% (baseline).	The number of students attending school 90% of the time or more has decreased.



## Strategic Direction 3: Collaborative, Distributive Leadership

### Purpose

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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

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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

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**Socio-economic background:** \$369,732.78

**Professional learning:** \$42,426.79

**Per capita:** \$75,652.27

### Summary of progress

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Throughout 2022 Guyra Central School has enhanced and built upon existing relationships with the Aurora College, University of New England and with the Big Picture Education, as an approved pilot program of the NSW Department of Education.

In 2022 we appointed additional staff to support the implementation of evidence-based practice, including an Instructional Leader Deputy Principal(Secondary) and Transitional executive. The K-2 Instructional Leader position was replaced by 1.2 APCI (Assistant Principal Curriculum and Instruction)

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 for Learning program, raising expectations, and meeting the differentiated needs of all students and their families. particularly in our rural and remote environment, was supported by a significant investment of time and resource to promote the Big Picture Advisories and Aurora Stage 3, 4, 5, 6.

Staff expertise was called on the support the staff and students' capacity in their use of digital products including their competent use of G-Suite and MS-Office, across K-12 and .2 was accessed through the Schools Digital Strategy.

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 provided capacity building for our executive team. During 2022 the Guyra Central School executive completed a suite of supported professional learning through engagement with LEED program.

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.

As a school we continue to hold high expectations during what was a very challenging year. Many of our planned initiatives were deferred and as we transitioned from COVID19 the distinct lack of experienced staff and the requirements for senior executive to be teaching almost full loads has created issues for instigation of planned initiatives.

### Progress towards achieving improvement measures

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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
The school will validate itself as Delivering by using the School Excellence Framework in the Element of Learning and Development.	Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement. The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored. Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. Teachers demonstrate currency of content knowledge and evidence-based teaching practice in all their teaching areas. Technology and learning spaces are utilised to enhance student learning.
The school will validate itself as Delivering by using the School Excellence Framework in the Element of Educational Leadership.	The leadership team has ensured that the implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education processes, and that staff are provided with opportunities to undertake appropriate professional learning and new syllabus training. The leadership team has ensured that the teacher performance and development policy has been implemented and annual staff performance and development reviews are completed for teaching and non-teaching staff. A thorough staff induction program exists and is conducted by the leadership team, and the program is acknowledged and celebrated within the school with more experienced staff attending 'refresher' opportunities.
The school will validate itself as Delivering by using the School Excellence Framework in the Element of Educational Leadership.	Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. Parents and community members have engaged with the school in a robust fashion through the Big Picture Education program where all family members have the opportunity to engage with the development of the learning plans of the student. The school has 'expanded' student opportunities through the development of partnerships with Big Picture Education Australia and Aurora College.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$189,258.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading, Numeracy</li> <li>• Building a Culture of Inquiry</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing School Learning Support Officers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students have demonstrated progress towards their personalised learning goals (PLP). All PLPs were regularly updated and discussed in detail at the Learning Support Team meetings. This meant that the school was responsive to student learning needs. This ensured that all eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$574,732.78</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• A Culture of High Expectations</li> <li>• Valuing Student Agency</li> <li>• Leading Improvement, innovation and change</li> <li>• Building a Culture of Inquiry</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to support wellbeing, computer, transition and school promotion implementation.</li> <li>• Resourcing to increase equity of resources and services.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Extra release made it possible for an assessment schedule to be coordinated across the primary and secondary departments and that all assessment tasks in the secondary met New South Wales Education Standards Authority (NESA) requirements. The funding also enabled primary and secondary executive to meet and analyse data related to each strategic direction. An assessment schedule was put in place which meant that all student's progress was tracked. All grades are kept in SENTRAL markbook and linked to school developed marking criteria based on outcomes and monitored once per term. The funding was spent on higher duties staff. This included a Literacy and Numeracy Coordinator and Deputy Principal Secondary Instructional Leader. This resulted in the planning and implementation of processes the enabled the gathering and analysis of whole school student feedback, assessment and tracking processes to explicitly and systematically evaluate what students know and can do. This enabled staff to plan for further learning experiences that lead to measurable improvement at an individual, group and whole school level.</p>

<p>Socio-economic background</p> <p>\$574,732.78</p>	<p><b>After evaluation, the next steps to support our students will be:</b> That we increase the volume of data meetings to ensure data is driving teaching and learning. All primary and secondary staff will meet twice a term in order to examine and compare work samples to establish and test consistency of teacher judgement. Staff will collaborate and compare with other schools/faculties to ensure consistency of expectations.</p>
<p>Aboriginal background</p> <p>\$150,435.40</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading, Numeracy</li> <li>• A Culture of High Expectations</li> <li>• Building a Culture of Inquiry</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• Staffing release to support development and implementation of Personalised Learning Plans.</li> <li>• 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.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Enable all aboriginal students in Year 11 &amp; 12 to successfully complete HSC National Minimum Standards Review, consult and update PLP template and process for secondary students. Establish and timetable Aboriginal Learning and Engagement Centre to support yr11 (yr12 2023) Indigenous students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The investigation and consideration of a whole school approach (K-12) to Guided Support in Aboriginal HSC Attainment.</p>
<p>English language proficiency</p> <p>\$19,980.97</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading, Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to implement Individual Educational Plans for all EAL/D students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Resources were purchased to enable the EAL/D students to have access to the English and Mathematics syllabuses. Decodable texts were successfully used in the Primary as a means for each student to develop phonemic awareness in print.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to build teacher confidence and their capacity to design integrated units that reflect the needs of EAL/D learners. To allocate a Learning Support Officer to support program implementation. Personalised and targeted professional development will be provided to each teacher in</p>

<p>English language proficiency</p> <p>\$19,980.97</p>	<p>the form of mentoring, co-teaching and co-planning, as well as the purchase of EAL/D teaching resources.</p>
<p>Low level adjustment for disability</p> <p>\$215,801.78</p>	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Valuing Student Agency</li> <li>• Building a Culture of Inquiry</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• Targeted students are provided with an evidence-based intervention to increase learning outcomes</li> <li>• Employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Extra School Learning Support Officers were employed to assist in the delivery of intervention programs for identified students with literacy and numeracy development concerns. The APC&amp;I and Learning Support Teacher (primary), the Literacy Coordinator and Numeracy Coordinator (secondary) ran professional learning sessions with each Learning Support Officer. This enabled each Learning Support Officer to deliver explicit programs aimed to build the literacy and numeracy skill development of each targeted student. Personalised Learning Programs were written and monitored through the Learning Support Team. As a consequence, the school saw an increase of students achieving at expected growth in school based assessments results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue with the employment of additional learning support staff to continue to further assist in the delivery of a differentiated curriculum and to support individual learning needs.</p>
<p>Location</p> <p>\$60,836.72</p>	<p>The location funding allocation is provided to Guyra Central School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Valuing Student Agency</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Subsidising student excursions to enable all students to participate.</li> <li>• Technology resources to increase student engagement.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding has reduced the socio- economic gap that exists within the school community and enabled the school to provide learning opportunities and extra-curricular activities for students that would not be normally accessible. This funding enabled the school to purchase computers for student use.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to provide the students with equal access to internal and external learning experiences and resources to ensure that the learning environment for the students is conducive for learning. Technology will continue to be updated so that all students have equitable opportunities to access all areas of the curriculum.</p>

<p>Professional learning</p> <p>\$42,426.79</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Guyra Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Leading Improvement, innovation and change</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Targetted training and development of teaching, support and administrative staff.</li> <li>• Primary teachers completed micro-learning PL modules on the new K-2 English and mathematics syllabuses. The modules were released throughout the year to allow staff time to complete and then collaboratively discuss with their team.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The K-6 teachers found these learning modules very informative and engaging. With such a significant change in terms of curriculum reform, the teachers all found the learning beneficial.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to sustain a culture of effective evidenced -based teaching and ongoing improvement based on continual reflection by staff and students so that every student makes measurable learning progress and gaps in student achievement decrease. The strong focus on quality assessment and data collection to lead and inform program pedagogy will continue.</p>
<p>QTSS release</p> <p>\$30,913.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Guyra Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading, Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to work with the Literacy Coordinator and Numeracy Coordinator to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding enabled the teaching staff to have professional conversations about classroom practices and student learning with the APC&amp;I and Assistant Principal in the Primary as well as the Literacy Coordinator and Numeracy Coordinator in the Secondary. This funding has enabled staff to effectively collect and analyse data to inform student progress and learning needs. This has resulted in an improvement in reading and numeracy across the K -12 learning environment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to provide extra release for teaching staff. The purpose of this is to increase the capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy resulting in improved internal student results.</p>
<p>COVID ILSP</p> <p>\$167,953.00</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 2022.</p>



<p>COVID ILSP</p> <p>\$167,953.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Stage 1: 7 students received support on Phonic Knowledge and word recognition with 1 receiving sometimes on all 4 progression elements. As a result, 4 achieving sometimes on 3 progression elements and 2 receiving sometimes on 2 elements.  Stage 2: 7 students received support on Additive strategies, Understanding chance and Interpreting and representing data. As a result, all achieving sometimes on progression elements.  Stage 2 Extension: 7 students received intervention on Additive strategies 3 digit numbers, Understanding chance and Interpreting and representing data. As a result, students receiving sometimes on all 11 progression elements.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Covid ILSP support will continue to address the needs of students identified requiring assistance in literacy and numeracy.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Guyra Central School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Valuing Student Agency</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• The employment of a Student Support Officer. The Student Support Officer assists students on a day-to-day basis in terms of assistance with emotional regulation, re-entry/re-engagement with class activities, dispute/conflict resolution, navigation of peer issues, and general mental health &amp; wellbeing support.</li> <li>• Throughout 2022 the SSO also delivered the small group program, Feeling FANTastic, to approximately 20 students across Years 9 &amp; 10. This program focuses on emotional regulation strategies, and positive feedback on the program was reported by all participants. The SSO also assisted the School Wellbeing Support Teacher with the facilitation of the Seasons for Growth program to a number of students both in primary and secondary.</li> </ul> <p>The SSO developed connections with several services within the Armidale and Guyra areas, including but not limited to PCYC Armidale, headspace, Pathfinders, The Hub at Guyra, Family Connect and Support (Benevolent Society), &amp; the Armidale Women's Homelessness Support Service. Outcomes from these connections included:</p> <ul style="list-style-type: none"> <li>• PCYC Armidale were able to begin running the Fit for Life program to students within the Guyra Central School Community, free of charge;</li> <li>• Students experiencing risk of homelessness were connected to support services offered by Pathfinders; and</li> <li>• Dignity bags created in the school's Project Green program were donated and formally handed over to the Armidale Women's Homelessness Support Service.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Each of these areas of the SSO's work aids in the enabling of the following initiatives within the school's Strategic Improvement Plan: A Culture of High Expectations, Valuing Student Agency, and Partnerships for Learning.</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> This program is very effective and we have now been taking on trainee SSO and have employed a further .2 SSO at the school</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$180,685.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading, Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Reading and numeracy focus groups</li> <li>• Reading group focus in Stage 3</li> <li>• Literacy focus in Stage 1</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Due to the focus groups, reading and numeracy lessons were observed by all K-6 staff members. Teachers were provided with feedback as part of the focus group and future PL was identified to support the needs of the teachers and students moving forward. Based on the reading check-in data from the Stage 3 classes, the reading group focus did have a positive impact with most students showing growth in reading during the year. To support the successful implementation of InitialLit in the Stage 1 class, the APCI provided support to the classroom teachers by modelling how to coordinate guided reading and InitialLit within the morning literacy session. By the end of the year, the classroom teachers were able to successfully teach all of the necessary elements within the literacy session.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Curriculum reform</li> <li>- Continue with Stage 3 reading group intervention</li> <li>- Continue with the focus groups</li> </ul>
<p>ALEC Centre</p> <p>\$40,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Guyra Central School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• A Culture of High Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• employment of School Learning Support Officers.</li> <li>• purchase of resources.</li> <li>• cultural awareness of staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning focused on building cultural awareness and strengthening the understanding of how to respect and celebrate Aboriginal Culture. The ALEC staff designed, delivered and embedded culturally rich and locally relevant professional, which in turn was taught in the curriculum. This genuinely connected Aboriginal students in and outside of the classroom, to the learning experiences and optimised the learning of every Aboriginal and non-Aboriginal student.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to build the capabilities of all staff to embed Aboriginal perspectives and contextually relevant learning into all areas of the curriculum to authentically engage and build the academic achievement of Aboriginal students and consequentially, all students.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	153	158	163	165
Girls	155	151	136	131

### 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 from 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	88.4	93.2	86.6	80.4
1	90.1	91.7	86.3	86.5
2	91.9	91.2	88.4	83.1
3	87.3	93.6	82.7	85.6
4	92.0	90.6	88.7	81.3
5	92.1	90.7	88.2	84.5
6	92.1	92.0	86.0	81.7
7	86.1	91.7	89.5	83.5
8	83.5	87.3	84.7	78.4
9	87.0	87.6	87.0	77.2
10	83.8	86.1	78.9	78.4
11	85.5	84.6	73.3	65.6
12	89.2	84.4	75.6	74.0
All Years	88.2	89.6	84.7	79.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

## 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	60	8
Employment	62.5	40	54
TAFE entry	25	0	0
University Entry	0	0	15
Other	12.5	0	23
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

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75.00% of Year 12 students at Guyra Central School undertook vocational education and training in 2022.

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

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75% of all Year 12 students at Guyra Central School expected to complete Year 12 in 2022 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)	3.2
Head Teacher(s)	3
Classroom Teacher(s)	17.96
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
School Administration and Support Staff	8.9
Other Positions	0.6

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	857,577
<b>Revenue</b>	6,560,678
Appropriation	6,359,206
Sale of Goods and Services	113,594
Grants and contributions	75,174
Investment income	6,384
Other revenue	6,320
<b>Expenses</b>	-6,260,944
Employee related	-5,345,814
Operating expenses	-915,130
<b>Surplus / deficit for the year</b>	299,734
<b>Closing Balance</b>	1,157,311

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	189,258
<b>Equity Total</b>	960,951
Equity - Aboriginal	150,435
Equity - Socio-economic	574,733
Equity - Language	19,981
Equity - Disability	215,802
<b>Base Total</b>	4,105,914
Base - Per Capita	75,652
Base - Location	60,837
Base - Other	3,969,425
<b>Other Total</b>	590,714
<b>Grand Total</b>	5,846,837

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](https://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 COVID-19, restrictions called for postponed and modified process for 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 2022. Parents did not, however, participate in Tell Them From Me Survey process during 2022. 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.

Students in Year 6 and Year 7 were surveyed about their transition to high school. Pre and post surveys were conducted. Parents were also surveyed in order to gain information to support a successful transition to high school for their child/children.

Guyra Central School staff, led by the Assistant Principal, Curriculum and Instruction 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 2022 including convening staff and student focus groups and assessment audits.

The parents of our Big Picture Education students participate each term in the exhibition process which requires them to engage in the construction of their child's learning plan. During this process the Big Picture Advisors engage in a rigorous discussion with parents around their thoughts and concerns and what they would like to see more of. This process has been our most successful parents' engagement program.

All of Guyra Central School staff completed a self-assessment Google form, a duplication of the School Excellence Framework Survey. This information was used in rigorous discussion between Guyra Central School executive when determining school decision-making. Professional Learning around the unpacking of the results will continue into 2023 as we head towards external validation.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.