2009 Annual School Report
GUYRA CENTRAL SCHOOL

NSW Public Schools – Leading the way
Our school at a glance

Students

Our school is very proud of its students and their achievements in 2009. Within the caring environment of Guyra Central School we aim to develop the academic, social, physical and cultural potential of each student.

In 2009 our school enrolment was 278. In 2010 we predict we will reach over 290

Staff

All teaching staff meet the professional requirements for teaching in NSW public schools.

Quality teaching and learning programs and thus the education of students are the core business of the school and the foundation of what we do. At Guyra Central School these programs are led by an experienced and dedicated team of teachers and support staff. Without their dedication and commitment, the excellence of curricula and extra-curricula activities would not be possible.

Significant programs and initiatives

2009 was marked by the introduction of a number of new programs aimed at improving student learning outcomes. The Principal and Deputy interviewed all senior students with their parents to address and improve learning outcomes. This resulted in significant improvement of HSC results.

The NORTA NORTA program was also introduced. This led to the establishment of the Learning Hub. The Learning Hub was well attended by both primary and secondary students.

Teachers also participated in experience lessons where they attended a class in one area in which they wished to develop skills. English teachers went to Reading Recovery lessons and primary teachers went to Maths lessons in the secondary.

Enhancing our Middle School philosophy was the successful middle school day. Students from Years 5 to 8 participated in a two day program to develop rich based activities.

K-6 Personal Learning Plans were also introduced for all students.

Messages

Principal's message

Guyra Central continues to provide excellence in education in a caring environment.

As the Principal of the school I am committed to ensuring that each and every child, no matter what their background or ability, are provided with quality learning programs in the classroom and a full range of extra-curricula activities to extend and enrich their development. This education takes place within a safe and happy atmosphere rich in the values of integrity, respect, co-operation, responsibility, care, democracy, excellence, participation and fairness.

The school has high expectations for all students and our high standard of success is in no small way due to the strong partnerships between a dedicated professional staff and a caring supportive parent community.

I am committed to ensuring that this school, with its proud traditions will continue to be a place of excellence for all students and that we will be together to strive to achieve our very best.

I certify that the information in this report is the result of rigorous school self evaluation process and is a balanced and genuine account of the school’s achievements and areas of development.

Ms Sam Hutton Relieving Principal

P&C Message

I wish to open my report by acknowledging the members and other volunteers, who support the many activities of the P&C. Whether it is volunteering for canteen duty, helping with fundraising or as a representative on school committees & panels, our members and volunteers do indeed, make a lasting and significant contribution to Guyra Central School.

As in years past, our major fundraiser in 2009 was our Trivia Night, and although participants were a little noisy, we all had lots of fun. A mid-year wood raffle and the traditional End-of-Year raffle as well as the Norco collect-a-cap program, coordinated by the school canteen, raised significant funds too. The P&C is responsible for the operation of the School canteen and I thank & acknowledge the work of our extremely capable Canteen Convener; Mrs Pauline Wright, assisted by the ever cheerful Mrs Suellen Trattles.

The strong and unwavering support from the Guyra community for P&C activities was, as ever, so very important to the success of our fundraising efforts in 2009 and for this, the P&C
extends our sincere thanks to the wider Guyra community.

The P&C has again this year, provided financial assistance for a significant number of school materials and activities. These include; the annual subscription to the NSW Ambulance Service, sponsorship of our school captains flights to Sydney to attend Parliament as guests of Richard Torbay, the purchase of a cordless microphone, book prizes Presentation Night, a significant donation to the general school budget, a dishwasher for the Science labs, 16 lockers for Yr 12 students with another 16 on the way, curtains for primary classrooms, funding for High School students to attend a Driving Expo in Armidale, funding for the school cricket nets and pitch, subsidizing the cost of the Year 6 Graduation Dinner and ongoing funding for the P&C Secondary Scholarship. To have funded all of the above is a wonderful achievement for the P&C, and I hope members and volunteers are justly proud of the contribution they have made to Guyra Central School during 2009.

In closing I thank and acknowledge the support of our Deputy Principal Ms Sam Hutton, our new Principal Mrs Jo Burgess, teaching and administrative staff, especially the Front Office Ladies (!) for P&C activities. Your assistance and co-operation has been very much appreciated.

Sally White P&C President

Student representative's message

Secondary

Our school has an outstanding Student Representative Council program, with elected representatives from each grade across the secondary. This group meets to consider school programs and co ordinates a number of fund raising events.

Our school is also represented by our School Captains and Vice Captain who were Ashley Emmerton, Lachlan Stewart and Amanda Mayled.

The students targeted a number of fundraising activities last year. Most notably the McGrath Foundation and the Jeans for Genes day.

Primary

In June this Year a new group of children were elected as the K-6 SRC representatives from Year 2 to Year 6. In 2009 the SRC have raised money for the Sydney’s Children’s Hospital with a Gold fun day and the McGrath Foundation with a Pink day. Both of these were well supported by the whole school.

The SRC are running the School assemblies with the introduction of a new report where two representatives find out all the events that have happened in the school and report at the assemblies.

The P&C kindly donated $1200.00 which the SRC decided to spend on replacing all broken bag hooks, refill the sand in the K-2 sandpit, relocate all the aluminium seats out of the quads into the COLA area and purchase 20 sets of gloves for the Gardening Club.

The SRC meet every two weeks for a meeting in which they discuss issues that their peers have brought up in circle time and any events that are coming up.

The SRC have also organised a handball competition on Tuesdays at recess and have started a gardening group that will clean up the gardens around the school every second Thursday.

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

For the first time in 2009 the steady decrease in enrolments has stopped. 2009 was marked by the return of students to the Secondary school from schools in Armidale. There have also been a number of new families enrol in the school.
K – 6 Enrolment

Student attendance profile

K-6 Student Attendance Rates

In 2009 were equal to state average. This is an improvement on the 2008 figures.

7-12 Attendance Rates

Attendance was below state average but exceeded the New England Region. The results were impacted by a few students who did not attend school prior to leaving for employment. Improved attendance will continue to be a focus in 2010.

Management of non-attendance

The school has an attendance policy that addresses non-attendance. The secondary and primary welfare meetings have this as an agenda item. The school also works closely with the HSLO and ACLO. Early identification of possible problems is a cornerstone of our policy.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.
Retention to Year 12

In 2009 the proportion of students remaining at Guyra Central School from the completion of SC to the HSC fell compared to the previous years. Personalised Learning Plans and interviews with the students, parents and the Principal and Deputy regarding support and subject structure was seen as a key strategy for targeting improved retention.

![Proportion Staying On (SC to HSC)](image)

Post-school destinations

Of the 14 students who sat the HSC in 2009, eight students were offered places at the University of New England and Southern Cross University.

Students will be studying a range of subjects ranging from Forensic Science, Nursing to Bachelor of Education.

Two students have taken up places with the Australian Defence Forces and two have taken up trades and are continuing their VET studies.

Year 12 students undertaking vocational or trade training

In 2009 four students studied Construction, two students studied Retail, two studied Hospitality and one student studied Primary Industries. 70% of the cohort undertook Vocational Education; 21% of the students completed a traineeship.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of students attained the Higher School Certificate in 2009.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>23.694</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>.8</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
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<tr>
<td>Counsellor</td>
<td>.25</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>7.804</td>
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<tr>
<td>Total</td>
<td>41.048</td>
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</tbody>
</table>

Only one staff member identifies as being Aboriginal.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<tr>
<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>227 365.10</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
<td>11 983.84</td>
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<td>Trust receipts</td>
<td>29 264.62</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>808 515.87</td>
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</tbody>
</table>

**Expenditure**
Teaching & learning
- Key learning areas: 51 861.57
- Excursions: 27 122.44
- Extracurricular dissections: 30 271.19

Library: 9 492.95
Training & development: 326.36
Tied funds: 206 785.46
Casual relief teachers: 44 420.73
Administration & office: 49 790.64
School-operated canteen: 0.00
Utilities: 62 577.71
Maintenance: 17 359.13
Trust accounts: 30 107.95
Capital programs: 0.00

**Total expenditure** 530 116.13

**Balance carried forward** 278 399.74

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009
Achievements
Arts

2009 was marked by the inaugural Performance Night which was funded by Artstart. Students danced, sang and performed drama pieces from years K-12. It was a very successful night and we wish to continue the performance night into 2010 as it provides students with the opportunity to showcase their work.

Our school choir proudly participated in the annual Armidale Eisteddfod.

The K-2 choir performed at the Senior Citizens’ Week concert and at assemblies.
The Secondary dance group participated in the Regional Dance competition in Tamworth with a piece that they choreographed themselves.

The Whole School staffing programs led to the creation of the concert band. There was an overwhelming demand for this program. The concert band has members from both primary and secondary playing.

Public Speaking and Debating

This year students in Year 6 were involved in the New England Debating competition. Students participated in two debates at Armidale City Public School. Guyra Central School won both debates convincingly. The debating team included Mason Harmon, Austin Youman, Josie Tully Smith, Samantha Cox and Brianna Sutton. The students would like to thank Ashley Emmerton and Lachlan Stewart for their help in preparing them for their debates.

Josie Tully Smith was also chosen to represent Guyra Central School at the regional debating trials.

The school was involved in the Year 11/12 level of the Premier’s Debating Challenge in 2009 and was successful in defeating both Inverell High School and Glen Innes High School in the round robin competition.

2009 also saw the introduction of the whole school public speaking competition that was run by the Head of English Mrs Dolby. Students successfully discussed a range of topics.

Representatives from the school also competed in the Lions Youth of the Year Quest and Rotary Public Speaking competition.

Sport

Guyra Central School Secondary Sport Report

The Guyra Central School Secondary department has had another successful year in sport with students being actively involved in a range of sporting activities including the Secondary Swimming Carnival, Athletics Carnival and Cross Country.

A number of students progressed to the regional Athletics trials with Erik Klabe, Stacey Blair, Tegan Reeves, Brittany Youman and Simon Porter successfully gaining selection in the Zone athletics team.

In Cross Country, Erik Klabe narrowly missed out on a place in the State Carnival, placing seventh in the North West Regional Carnival.

Students also competed in a range of sporting competitions including touch football, lawn bowls, soccer, cricket and rugby league.

The boy’s lawn bowls team of Geoffry Butler, Braden Sole and Logan Adams were joint Northwest champions and finished in seventh place at the State Championships.

In the Armidale District Rugby League Competition the Guyra boys combined with Uralla Central School. The boys are to be commended for their commitment and teamwork both on and off the field. Jock Waters was selected for the Zone representative team to play in the Northwest Selection Trials.

Sara Brazier attended the New England Regional Athletics and Swimming Carnival for Students with a disability and successfully qualified for the State team to attend the Special Olympics Australia to be held in Adelaide in 2010.
Guyra Central School students have displayed respect and pride when representing the school. We would like to take this opportunity to thank members of the community who have supported our endeavours.

**K-6 Annual Sports Report 2009**

Students at Guyra Central School in the primary department participated in a very busy year of sport for our school.

We began the year with our swimming carnival in February. Jessica Burey and Brianna Sutton achieved selection on the North West team to represent our school at the state carnival held at Homebush in March.

In cross country, many students competed in difficult and cold conditions at both the zone carnival at Walcha and the regional carnival at Coolah. Students received extra support and training from Mrs. Nadine Youman. Cooper Blair represented our school on the North West team which competed at Eastern Creek in July.

In July, we held our annual athletics carnival. A team of 34 students represented Guyra Central School at the zone carnival in Armidale. Students again received extra support and training from Mrs. Nadine Youman. Cooper Blair went on to represent North West at the state carnival at Homebush in October in the 11 years boys 800m.

Our three sports carnivals were also attended by our partner schools in the ‘Highland Community of Schools’, providing the perfect opportunity for students from other schools to get to know Guyra Central School and its students as they head towards their secondary education.

We also achieved excellent results in the PSSA knockout competitions during 2009. Firstly, our newly formed boys cricket team, coached by Mr. Eric Reeves came close to an upset against Glen Innes Public School in term one.

Our girls hockey team, coached by Mrs. Jenny Atkin and Mrs. Jo Cameron played off against Tamworth South Public School in the North West final to come runners up for the region.

Both our boys and girls Touch Football teams, coached by Mrs. Jo Cameron made it to both second and third round matches respectively against Walcha Central School and Hillvue Public School.

Students from Kindergarten to Year 2 again enjoyed gross motor skills and ball handling skills as part of their weekly sports routine. The sports program aims to develop each student’s fine motor skills, coordination and ball handling skills and is an opportunity for parents to become involved in their child’s physical education and development each week.

Students from Years 3 to 6 participated in a weekly sports rotation. This year students participated in cricket, volleyball, basketball, softball, soccer, Austag and Touch Football. During term two we focused on developing track and field skills for athletics.

In Term 3 we offered the Summer Swing Rock’n’Roll Dance Program. Two professional dance instructors from Inverell coordinated the program and this year it was offered to all students in K-6.

Term 4 saw the introduction of the School Gymnastics Program. This program is coordinated by expert gymnastics instructors who can provide a comprehensive skills program and have the appropriate training to meet the needs of the students.

Our school swimming scheme was held in Term 4. This year Mrs. Jenny Atkin and Mrs. Justine Watts were trained under the Austswim Program. We now have the advantage of three Austswim instructors available on the primary staff. We were also fortunate to have Mrs. Lorraine Brazier and Ms. Chloe Pillar, two members of the Guyra community, assist us as Austswim instructors.

**Academic**

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 the assessments.

- **Yr 3**: from Band 1 (lowest) to Band 6 (highest for Year 3)
- **Yr 5**: from Band 3 (lowest) to Band 8 (highest for Year 5)
- **Yr 7**: from Band 4 (lowest) to Band 9 (highest for Year 7)
- **Yr 9**: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Student achievement in 2009

Literacy – NAPLAN Year 3

In 2009 there were 24 students who sat The NAPLAN at Guyra Central School. In reading 90% of all students are above the minimum standard, 37% of all students were in the top three achievement bands. In writing, there was only one student who did not meet the minimum standard with 54% of students in the top three achievement bands. Students at Guyra Central School performed poorly in spelling with four students who did not meet the minimum standard and only 12% of students in the top two achievement bands. In grammar and punctuation, five students did not meet the minimum standard.

In 2009 students at Guyra Central School performed better in reading and writing than in spelling, grammar and punctuation. Writing has been a significant focus and this has shown in our results. Analysis of student performance has identified spelling and grammar and punctuation as areas for improvement in 2010 and this will be a significant focus across the school.

Value Adding. Literacy

Of the 20 students who sat the NAPLAN in 2009, 17 students are able to be matched and data tracked from Year 3 to Year 5. The average rate of growth in overall Literacy between Year 3 and Year 5 across the state was 77.6. Students at Guyra Central School achieved an average growth of 76.2. This is comparable with the state growth and significantly higher than the regional growth. In writing students at Guyra Central School achieved outstanding growth of 74.4, which is significantly higher than the average state growth for writing of 60.2.
Numeracy – NAPLAN Year 3

In 2009 87% of students in Year 3 are at or above the minimum standard in Numeracy. Students performed better on questions involving, selecting the next term in a simple number pattern, 2-digit addition with trading, locating dates on a calendar and reading time on digital and analog clocks.

In 2009 boys outperformed girls in all areas of Numeracy. In all areas of Numeracy students performed below the state average.

Numeracy has been identified as an area for improvement across the school and will be a significant focus in 2010.

Literacy – NAPLAN Year 5

In 2009 19 students sat the NAPLAN at Guyra Central School. In reading, 89% of students achieved above the minimum standard, with 64% of students achieving in the top three achievement bands. In writing, 100% of students achieved at or above the minimum standard. 63% of students were in the top three achievement bands. The boy’s achievement in writing was 6.9 points above the state mean for boys. In spelling students performed significantly lower than the state average. 10% of students did not meet the minimum standard and we were overrepresented in the bottom bands. In grammar and punctuation, we were comparable with the state average with a difference of 3.1 points. We had 79% of students achieving in the top three achievement bands. This compares favourably with state data of only 68% of the state achieving at this level.
In overall Literacy in Year 5, the girls at Guyra Central School performed significantly better than the boys, with the girls achieving above the state mean for reading.

Reading and spelling have been identified as areas for improvement in primary classes in 2010.
Numeracy – NAPLAN Year 5

In 2009 100% of students who sat the NAPLAN were above the minimum national standard however no students achieved in the top band.

Students achieved slightly better on questions relating to measurement, data, and space and geometry than on questions relating to number and patterns and algebra. In all areas of Numeracy students performed below the state average.

Value Adding - Numeracy.

The average rate of progress for students in Numeracy between Year 3 and Year 5 for all students across the state was 95.3. Students at Guyra Central achieved an average growth of 86.1.

In 2009, the Year 7 results for NAPLAN were variable. In literacy overall, 50% of our students performed in the three higher achievement levels compared with 59% across the state.

Although these results appear to be disappointing, the Spelling results were above the state average with 80% of the students achieving in the top three bands compared to 62% for the state. The areas in greatest need of attention are Reading and Writing.

It is significant to note that the overall Year 7 literacy results continued on an upward trend for GCS with the Year 7 cohort surpassing the upward trend for the region.
Numeracy – NAPLAN Year 7

Year 7 performed above the State average in the combined bands 7, 8 and 9. There were no students from Guyra Central School in the top of the bottom bands, with 80% of students in top 4 bands and only 20% in the bottom 2 bands.

50% of the students exhibited significant growth, with all students showing some growth, with only 20% of students outside the interquartile range.

The students were strongest in the patterns and algebra strand in comparison to space, geometry, data & measurement.

The trend date over the past two years has shown continual positive growth and is greater than that of the region and is closing the gap between Guyra Central School and the state average.

The positive trend is attributed to the amendment of the teaching program in year 7 to better cater for an eclectic approach to all strands examined in the Naplan Tests.
Guyra Central School’s Year 9 results for NAPLAN in 2009 were disappointing. The Year 9 cohort performed below the State and Australian average in overall literacy; 12% of our Year 9 students achieved in the top three bands for overall literacy compared to 47% for the State. 11% of students achieved Band 10 for Grammar and Punctuation, compared to 9% for the state. The areas in greatest need of attention are Spelling and Writing.

It is encouraging to note that, 42% of Year 9 students at Guyra Central School achieved equal to or above expected growth in literacy overall, compared to 33.6% for the State. Of significance, the boys achieved growth of 65.9% in Reading, compared to the average growth of 39.6% experienced by boys across the state.
Progress in literacy

Numeracy – NAPLAN Year 9

Positive growth was achieved across all areas with number patterns and algebra seeing particularly pleasing growth. Students in the lower bands achieved the greatest growth and with the majority of the candidature in the middle bands, Numeracy will remain a focus for 2010.
School Certificate

School Certificate English

The results for SC English in 2009 were excellent and continued the upward trend for this subject. Thirteen students sat the English literacy exam. One student achieved a Band 6, 38% of students achieved Band 5 and 31% of students achieved Band 4. These results were all above the state average and for over 50% of students, English was their best result in the School Certificate and for all the remaining students, English was their second best result.

School Certificate Mathematics

In Mathematics 76.91% of students at Guyra Central School achieved bands 3 and 4, which is 21.41% above the state average. The mean mark was 66.23% which showed a 1% increase on the combined mean for 2007 and 2008. The percentage of students in the top 3 bands increased from 26.3 in 2008 to 38.45 in 2009. Guyra Central School had no students in the lowest band in 2009.

School Certificate Science

Students achieved well above state with 15% of the cohort receiving a band 6.
Percentage of students in performance band: Computer Skills

Performance band
- Not Demonstrated
- Competent
- Highly Competent

Percentage in Band 2009
- School Average 2006 - 2009
- LSG average 2009
- State average 2009

School Certificate relative performance comparison to Year 5 (value-adding)

School Certificate: Relative growth from Year 5 (value-added)

School 2009
- School Average 2005 - 2009
- LSG Average 2009
Higher School Certificate English

In 2009, thirteen students sat for the Higher School Certificate at Guyra Central School, four for Advanced English, nine for Standard English, three sat English Extension 1, two students sat English Extension 2.

At Guyra Central School the English results for the 2009 cohort in English were outstanding. We achieved one Band 6, two Band 5 and three Band 4 with a value-added result for Advanced English of 7.34% which is well above state average, and was the best value added result for any HSC course in the school. One Band E4 was also achieved in English Extension 1.

These outstanding results placed Guyra Central School’s English Results in the Top 100 for the state with an actual rank of 85 which was the highest rank for any school in the North West region in both the public and private systems.

Higher School Certificate History

Six students sat Ancient History for the first time in several years at GCS. The results they achieved were outstanding with two students gaining Band 6 which is over 20% higher than the state.
average. These two students were also placed on the State’s HSC Honour roll and the subject achieved a 2.42% value added result which is above the state average.

Two students sat History Extension – a new course offered at GCS in 2009. Once again the results were excellent with one student gaining a Band E4 and the value added results overall were 2.42% above state average.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

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<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

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<tbody>
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<td>Punctuation and grammar</td>
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**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009**

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<tbody>
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<tr>
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**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009**

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<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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**Aboriginal education**

Our school is committed to reconciliation and we value school programs, practices and structures that support the education of Aboriginal students and the education of all students about Aboriginal Education.

NORTA NORTA funds were used in 2009 to support students across the school. In Years 11 & 12 they had individualised tutoring to support them with the rigours of the Higher School Certificate. The Learning Hub was also established to help support students improve their literary and numeracy skills.

Such programs were also supported by every student having an Individualised Learning Plan. This involved interviews between parents, student and the Aboriginal Education Officer Miss Eunice Blair. Miss Blair continued to develop partnerships in the wider community.

Guyra Central School has been working towards strengthening their partnerships with the local Aboriginal Education Consultative Group (AECG) and local Aboriginal groups such as Banbai Land Enterprises and Elder groups. In 2009 we established an Aboriginal Education Committee that meet on a regular basis and are continuing to develop a strong junior AECG.
In 2009 Guyra Central School supported student learning outcomes and cultural awareness with the following:

- Cultural Training and awareness for all staff.
- Aboriginal Studies (a 100hr course) ran on elective lines for Years 9 and 10.
- Aboriginal Studies students participated in an excursion to “Wattle ridge”
- Implementation of Personalised Learning Plans with all students.
- Negotiations with Banbai Land Enterprises to establish a traditional medicinal garden in the nature area in conjunction with the Aboriginal Studies students.
- The support of a full-time Aboriginal Education Officer (AEO), Miss Blair attends further training in Tamworth one day per week.
- Dare to Lead workshops
- School self evaluation on Aboriginal Education
- Senior students have been involved in mentoring with the University of New England.

All staff will be trained in the new Aboriginal Education Policy prior to commencing the 2010 school year. Guyra Central proudly flies the Australian and Aboriginal flag each day.

Other Programs

Reading Recovery

An intervention program that targets Year 1 students ran in 2009. The program aims to accelerate student progress to the average level of the grade in order to allow students to succeed in the classroom. The program is individually tailored to students needs.

Programs for students with needs for learning assistance.

We continue to be proud of our inclusive and non discriminating culture especially in regards to students with disabilities.

Our Learning Support Team co-ordinated specialist support programs for students who needed support with their learning.

Transition to High School

During terms 2, 3 and 4 students who were enrolled to enter Year 7 in 2010 participated in Guyra Central’s transition to High School program. This saw the appointment of the Year Advisor for Year 7 for 2010 being made in Term 1 2009 so that they could build a rapport with students and allow for a smooth transition into secondary. Students participated in Gifted and Talented programs where they did taste lessons in the secondary in subject they had a passion for. Students participated in Maths, English, Agriculture, Science, Music, Drama, DT, PDHPE and Art lessons. Participation in such lessons extended students and provided them with valuable learning experiences. Combined with whole day programs where they worked on using the timetable and participating in the full spectrum of secondary classes.

Transition to Kindergarten program

This successful program ran one day a week for terms 3 and 4 and targeted pre-school students enrolling in Guyra in 2010. This program exposes students to Early stage 1 outcomes and orientates them to school routines.

Multicultural education

In 2009 students participated in Harmony Celebrations where they acknowledged the benefits and richness that a multicultural society brings to Australia. Students also undertook the message that racism was unacceptable and these messages were reinforced by the school Anti Racism Officers (ARCO). The ARCO officers were Mrs Lynda Hopwood, Mrs Yvette Ballard and Mrs Terese Lockyer

Respect and responsibility

Our school reviewed its Anti Bullying strategy in 2009. Bullying is not conducive to a positive learning environment. Guyra Central School does not tolerate bullying. Parents, teachers and all staff are firmly committed to dealing with any act of bullying. Our staff promotes and encourages respectful relationships within the school community and model appropriate behaviour.

We continue to be proud of the legacy and heritage of the ANZACS and always commemorate ANZAC day and Remembrance Day. We remember the lessons of triumph against the odds and of courage in the face of adversity.

Progress on 2008 targets

Due to the introduction of NAPLAN in 2008, many literacy and numeracy targets need to be adjusted as a result of differing reporting scales.
Target 1: To meet New England Regional targets in literacy outcomes in the National Assessment program:

Our achievements include:

- Year 3 – in reading 90% of all students are at or above the minimum standard; in writing 100% of students are at or above minimum standard" in spelling 100% of students are at or above the minimum standard; in grammar and punctuation 90% of students are at or above the minimum standard.
- Year 5 – in reading 93% of all students are at or above the minimum standard; in writing 94% of all students achieved are at or above minimum national standard; in spelling 90% of all students are at or above minimum standard; in grammar and punctuation 97% of students are at or above the minimum national standard which is above the state figure of 93.9%.
- Year 7 – the average result in our Year 7 boys was above the state average in writing and the overall literacy results for our Year 7 Indigenous students were above state average.
- Year 9 – as a whole performed above both state and Australian averages in reading.
- The School Certificate target to retain the current level of 65% of students achieving in the top 3 bands in English was achieved.
- Our average HSC English result was 62.2% an improvement on the average for 2004-2008.

Target 2: To meet New England Regional targets in numeracy outcomes in the National Assessment program:

Our achievements include:

- Year 3 – 80% of students are at or above the minimum standard in Numeracy with 40% of students achieving in the top three bands.
- Year 5 – 93% of all students in Year 5 were at or above the minimum national standard.
- Year 7 – a much higher percentage of students received results in the top two bands compared with the previous three year average
- School Certificate – students achieved above average in Bands 3 and 4, with 57.88% of students in these bands compared to 53.51% state average.

Target 3: To increase K-12 attendance rates to at least equal state attendance rates.

Our achievements include:

- Attendance in K – 6 remains below state rates, but is above that of the New England Region.
- There is only a difference of 0.4% between attendance of Years 7 – 10 at Guyra Central School and the state level. We remain above the regional rate.
- In Year 11 – 12 Guyra Central School have significantly surpassed both state and regional attendance rates for students.

Our achievements include:

Literacy and Numeracy outcomes were achieved. The school exceeded targets especially in School Certificate English.

Teachers are now engaged with quality teaching practices and sound assessment strategies.

This was achieved and teachers are now confident in the use of technology.

Teacher professional learning was in enhanced use of ICT, and specifically the use of interactive whiteboards in the classroom when teaching Literacy and Numeracy.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations on VET and Aboriginal Education.

Curriculum

Background

Every two years the school undertakes an audit as part of the New England Registered Training Organisation.

As part of the external review teachers, students and parents were interviewed.

Findings and conclusions

The promotion of the VET courses in the school was good and the Traineeship program is well supported by the local community.

Students were able to speak confidently about the course and the benefits of VET as a dual qualification course.

There are systems in place to collect and analyse data for continuous improvement in school
planning including the surveying of parents about course information. Curriculum offering are responsive to local needs which has also been a motivation in planning. Personalised Learning Plans and interviews assisted the students when making subject choices. Teachers also actively participated in the networks for each ILF and maintained their industry currency through contact with industry and employers.

Future directions

The school needs to continue developing the knowledge base of VET in school. The school can use the SBAT program to strengthen the systems in place to support and monitor trainees especially where training is delivered externally.

Aboriginal Education

Background

*Dare to Lead* is a project run by Principals Australia (formerly the Australian Principals Association Professional Development Council - APAPDC) and funded by the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR). The project provides support for Principals endeavouring to improve learning outcomes for Aboriginal and Torres Strait Islander students and to improve the curricula across all schools relating to traditional and contemporary Aboriginal history and culture. The Dare to Lead team were invited by the school to complete an external, independent review of Indigenous Education in the school. This review included interviews with staff, community members, Indigenous and non-Indigenous students, community members, Indigenous employees and school executive. A brief school data review was also conducted. The interviews were conducted on Nov 10th and 11th at the school.

Commendations

- The school has a relaxed and welcoming atmosphere that should be conducive to a positive learning environment.
- The 2009 NAIDOC day celebrations were acknowledged as being positive and worthwhile by both the Aboriginal and non-Aboriginal students and staff.
- All students interviewed were polite, confident, well spoken and respectful and participated freely in the interview process.
- The initiative to create the Silent Room, as a means of reducing suspensions and adopting alternative strategies for student management, is seen as a positive and necessary step by the school. It was supported by both Aboriginal and Non-Aboriginal parents.
- The establishment of the Aboriginal Education Team is an important step in raising the profile of implementation of the Aboriginal Education and Training Plan and ensuring that it is monitored across the school. The establishment of this team is critical to the success of the AEO.
- It is commendable that the school has been involved in the wider community. Positive comments were made about the links to Banbai and involvement in the re-established AECG. This includes the initiatives to develop VET opportunities for students in the High School sector. This is viewed as a vital ongoing program. There appears to be good opportunities for beneficial links to the Tomato Exchange industry.
- Aboriginal culture is acknowledged on a daily basis through the flying of the Aboriginal Flag, and both Welcome to Country and Acknowledgement of Country are regular protocols at assemblies and events in the school.
- Thanks to the staff members who made themselves available to be a part of the Collegial School Snapshot process. Their involvement and honest answers in this process and their desire to improve the outcomes for Aboriginal students in the school is highly commendable.
- The Annual School Report 2008 contains a thorough, detailed and informative section on the focus areas in Aboriginal Education at Guyra Central School. It is supplemented by the School Plan 2009-2011, which has Aboriginal Education as a priority focus area.
- The hospitality shown to the Dare to Lead Snapshot team throughout the process was very much appreciated. The members of the Snapshot Team would like to thank all staff for their involvement in the process.
- The establishment of regular PLP meetings between parents, students and staff is a positive initiative that is meeting one of the mandated requirements of the DET’s AETP. It is an important foundation for further refinement of the process.
- It is commendable that there have been no long suspensions for Aboriginal students during either 2008 or 2009.

Recommendations
The school could investigate the development and implementation of a structured approach to incorporating Aboriginal perspectives into teaching and learning programs. The use of a matrix to summarize cross faculty and subject focus is seen as a useful tool in this process. It is recommended that staff refer to the WADET site which has an extensive catalogue of lessons incorporating APAC from K-12.

The school could encourage all teachers to continue to be proactive in forming relationships and making connections with the parents of all Aboriginal students in their classes. Collaboration with the community in the formulation of Personalised Learning Plans will greatly assist teachers to enhance a positive relationship with the Aboriginal community. It is recommended that PLPs be revisited at least twice a year and that an evaluation be carried out as to the effectiveness of the existing PLP procedures. Ongoing training needs to be provided for staff to maximize the effectiveness of this critical PLP process.

It is important that the school establishes an Aboriginal Community Centre where community members feel comfortable in meeting and where they can share their culture and knowledge. This should double as a base for the AEO.

Aboriginal students should be encouraged to find out about their own identity including family history, home country and totems and this could be included as a part of the PLP process.

It would be beneficial for the Aboriginal students at the school to have the opportunity to meet regularly as a group and be involved in a variety of culturally appropriate activities.

It would be beneficial if all staff were aware of specific data related to Aboriginal students, including attendance, suspensions and academic achievement. This analysis should then articulate into targeted programs and strategies.

Quality of School Life surveys could be used to identify the Aboriginal parents and students satisfaction levels and therefore provide a broader understanding of the satisfaction of this proportion of the school community.

It is recommended that all staff utilise the expertise of Aboriginal staff members and local Aboriginal people in the planning and delivery of educational programs. The school could consider the development of a database of local Aboriginal people and their expertise. This ‘Community Register’ should be developed in consultation with all sectors of the Aboriginal community for use in curriculum development by all staff.

The Aboriginal Education Team should be embedded in school organisational structures and consist of the Principal, Aboriginal staff, teachers, executive, students and parents. The Team should be involved in decision-making regarding all matters relating to Aboriginal Education. This team has the responsibility for promoting the implementation of the Aboriginal Education Policy. The Aboriginal Education team needs to have a clear statement of responsibilities, which provides a more strategic framework for improving the outcomes for Aboriginal students.

Clear roles and responsibilities of the Aboriginal Education Officer need to be negotiated and publicised to all staff and the community.

It is important that the school take every opportunity to celebrate Aboriginal student achievement and to promote Aboriginal culture. There could be an audit of what is currently on display in the school. A number of interviewees commented that the secondary department in particular needed revitalizing. Specific mention was made of the graffiti.

There was a strong message from the community for the school to continue to evaluate and re-assess its suspension procedures with a view to finding alternative approaches to the management of student behaviour.

To develop authentic community involvement the staff need to be prepared to go into the community and make connections with the Aboriginal community members and further develop relationships. There is an ideal opportunity with the arrival of a new Principal to take the initiative and model this along with the AEO and Snr. Executive.

There is a need to develop a Cultural Awareness Training package for all staff both teaching and non-teaching as part of the implementation of the AETP. As a by-product of this, all students should have a basic understanding of local Aboriginal culture. This came through strongly as a request from a number of students.
The school leadership team needs to ensure ALL staff members display/exhibit cultural respect and a desire to support all Aboriginal students. Positive changes in Aboriginal student engagement and attendance are unlikely to occur unless staff members are united in their commitment to improve the educational outcomes of these students.

It is critical to embed the policy in the school and for all staff to consider that “Aboriginal Education is Everybody’s Business”.

There is an ideal opportunity to further exploit the advantages of a K-12 site in terms of shared activities between Primary and Secondary sections of the school, especially those activities that promote staff harmony and understanding of the roles and responsibilities of each sector. This is no better demonstrated than in the area of Middle School opportunities.

It is timely to closely analyse staffing in the Secondary sector to assess ways to increase the permanent full time classification to offset the inordinate level of Part-time and casual staff, as a means to promote consistency, ownership and understanding of school policy and procedures. It is understood that this would be a longer-term goal, but it is a clear point of differential between Secondary and Primary staff.

The school could investigate the establishment of a KINDERSTART Program, which would provide a prior to school experience for students who were enrolling in the school in the following year. Priority should be given to Aboriginal students to develop an enhanced skill set for the start of their schooling.

Consideration should be given to investigate the reasons for Indigenous non-attendance and possible initiatives/rewards that would effect improved attendance.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All reflected that satisfaction was high, especially when an issue was raised with staff or the Principal. The open collegial culture of the school meant issues and suggestions were dealt with in a timely and professional manner.

Professional learning
Professional learning is valued and recognised as a major contributing factor for improving the learning outcomes of students. Teaching and non-teaching staff at Guyra Central School undertake ongoing professional learning that develops skills, knowledge and understanding in support of this goal School development 2009 – 2011.

Targets for 2010

Literacy
Increase the number of students in Year 3, 5, 7 and 9 above minimum standard in reading by 2%.

Indicators
- Analysis of evidence based data
- K – 12 DET Literacy Policy is evident in teaching programs
- Staff develops expertise in the use of SMART data and Best Start Assessment to inform teaching and learning

Numeracy
Increase the number of students in Year 3, 5, 7 and 9 above minimum standard by 2%.

Indicators
- K – 12 DET Numeracy Policy is evident in teaching programs.
- Decreased proportion of lowest performing students not meeting numeracy minimum standards
- K – 10 Scope and continuum in place for Mathematics
- Decreased gap in outcomes for Aboriginal and non-Aboriginal students
- Student growth in numeracy results

Student Retention and engagement
- To increase the number of Year 6 students transitioning into Year 7 at Guyra Central School by 10%
- To increase the number of students completing Year 12 or equivalent by 10%

Indicators
- Evidence that the Quality Teaching Framework is embedded into all teaching and learning programs
- Increase in the number of students in school-based traineeships and apprenticeships
- Improved transition of students in the middle years of schooling
Increase the number of students completing either Year 12 or recognised vocational training
Increase in the number of students enrolled in VET subjects in Year 10;
Improve engagement and retention

Aboriginal Education and Training

Decrease the proportion of Aboriginal students performing at and below minimum standards in reading and numeracy by 2.5%
Increase the proportion of Aboriginal students performing above state proficiency standards in overall literacy and numeracy by 1.5%

Indicators

- All Aboriginal students show growth in NAPLAN from Year 3 through to Year 9 and through to the School Certificate and Higher School Certificate
- Increase in the number of Aboriginal students completing Year 12 or recognised vocational training and improve attendance rates
- Introduce and implement the Aboriginal Education and Training Policy
- Review recommendations from Dare to Lead “snapshot” report

Teacher Quality

Increase the participation by teaching staff in professional learning activities by 5% Change from original

Indicators

- Increase access for teachers and school leaders to professional learning for career development
- To provide collegial networks and joint partnerships within the New England Region

Connected Learning

To increase the number of teachers trained in the use of ICT tools, interactive technologies and ICT based curriculum by 25%

Quality teaching elements are evident in lessons created using interactive whiteboard board software and other Connected Classroom equipment including video-conferencing
Increase use of video conferencing to improve access to broader curriculum
Evidence of the use of ICT learning tools, interactive technologies and ICT based curriculum in Stage 5.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr