Guyra Central School
Annual School Report

2011

2114
Our school at a glance

Students
In 2011 our school enrolment was 330.
In 2012 we predict we will reach over 332.

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

Significant Programs and Initiatives
At Guyra Central School, we provide rich and innovative educational experiences for all students. Our goal is to empower our students with values, skills, and knowledge to become valuable members of their local community and beyond.

The continued National Partnerships Low SES funding in 2011 strengthened the delivery of learning programs and innovative staffing arrangements. This enabled the school to continue to address the areas for development as noted in the School Improvement Plan. Providing intensive support for students in their preparation for the HSC has been the most positive outcome of Intensive Learning Centre which was funded to provide specific and targeted support for students in Year 7 to 12. It has also been used to allow for Gifted and Talented programs to run.

Guyra Central School has been successfully implementing the Positive Behaviour for Learning (PBL) program, Quicksmart numeracy, and Reading to Learn literacy. A team teaching arrangement in Kindergarten based on action learning and the NSW Quality Teaching framework funding was continued. An Assistant Manager National Partnership was employed to undertake the financial management of the National Partnerships.

These programs and initiatives will be continued in 2012 to build on the successes in achieving the targets set for 2012 and 2014.

Student Achievement in 2011
In ESSA the students achieved well above the state average.
In overall Literacy Year 5 students exceeded the average growth for the State.
In Year 5 Numeracy there continues to be significant growth between Years 3-5.
In Year 7 Numeracy there was pleasing growth across the cohort.
In Year 9 the results were pleasing.

In 2011 the School Certificate results in English were sound and Science results were comparable to State.
In the HSC, students continued the upward trend with excellent performances in Extension 1 English, Biology, Retail and Senior Science. There was excellent value adding in the high bands.

Messages
Principal’s Message
2011 was an exceptional year for Guyra Central School.
Two years ago when I assumed the Principal role, I had a clear view of where I wanted to head. Now two years on my journey I can truly say that we ARE making a difference to Guyra Central School.

I can justifiably claim that we are making a difference to the learning and wellbeing of your children. Similarly, we are making a difference to the quality of teaching practices at Guyra Central School. I confidently assert that we are making a difference to the perception of Guyra Central School within our local community and this positive perception of our great school is being noticed within the New England region and beyond. To achieve this difference I rely on a highly professional and proactive team. Firstly my Executive team of Ms Sam Hutton (Deputy Principal), Mrs Sonya Rogers and Mrs Louise Moffatt (Assistant Principals): my Head Teachers, Mrs Susan Dolby, Mr Dale Smith and Mr Robert Valler and my School Administration Managers Mrs Wilma Reeves and Mrs Kerrie McFarlane. These are the leaders, the key players, in bringing about the transformation at Guyra Central School. I cannot overlook the brilliant and talented teaching team in both the primary and secondary school. They are up there with the best.

Guyra Central School could not function on a daily basis with the contribution from the administration staff as well as the support officers who assist the teaching staff to provide rich and meaningful learning to students who require extra support.

There has been a significant improvement in learning outcomes and performance growth in 2011 in HSC and NAPLAN tests. Similarly there has been a significant growth in student enrolment which can be attributed to improved student learning outcomes, a positive culture throughout the school and a number of exciting programs that have been introduced to the school.

The school has been able to provide innovative educational experiences and opportunities through the
Best Start Program, gifted and talented initiatives, Quicksmart numeracy, the Intensive Learning Centre and a range of state and regional literacy programs such as Accelerated Literacy and Reading to Learn.

Guyra Central School has much to be proud of in 2011 such as:

- Our Tournament of the Minds team won the regional final and went to the University of NSW to compete in the State finals of the competition.
- Two students have had unprecedented success in the field of Science. Claire Taylor, who is also Guyra Young Citizen of the Year, was selected for the Rotary National Youth Science forum in Canberra in January and then went on to be selected for the NYSF in Thailand.
- Jaimen Williamson being selected for the Canberra NYSF this year. Add to this Jaimen’s success in achieving the Defence Force Technical Scholarship and then Jaimen’s success in his selection for the Honeywell Engineering Challenge.
- Two students were acknowledged at the Regional Aboriginal Giyanha Dirrabu Murri Awards. Tyrone Clough for Leadership and Taneika Landsborough for her sporting achievement.
- Six students were granted Early Entry to UNE which is a huge achievement for a little school. Congratulations to Kelly Emmerton, Claire Taylor, Taylah Brazier, Teegan Taylor, Sally Burey and Jock Waters. Teegan and Taylah also received notice of Early Entry to Southern Cross Uni.
- Sally Burey was also nominated as Trainee of the Year in the VET Awards earlier this year for her outstanding efforts in her nursing course.
- In sport Sarah Fleming and Callum Fleming represented the school in the State Championships in swimming. Jock Waters was selected for the Greater Western Rugby League side and played in the combined High Schools Rugby Carnival.
- Four Primary students, Evey White, Eliza White, Kelsie Youman and Taneika Landsborough represented the school and the State cross country finals at Homebush and Sophie Reeves won the annual Guyra Gift.
- Ex GCS student, Kay Hull, former Federal Member for Riverina was welcomed to our esteemed Hall of Fame and Kay’s advice to the students was to value and be proud of the education they receive at GCS and “to venture through doors that don’t normally open”.
- Two teachers, Mrs Lou Moffat and Mrs Susan Dolby were the regional nominations for the Australian Primary Teacher and Australian Secondary Teacher of the Year Awards.
- There was an excellent Creative Arts Night, a great Trivia Night, a hotly contested Kindy to Year 10 Spelling Bee, a special delivery of Easter eggs to the aged care facility at the Guyra MPS; transition days when we welcomed students from our partner schools.
- The building program is all but finalised with the added bonus of new gas heaters throughout the school and joint funding from the State Government for a new telephone system.

Guyra Central School continues to promote our core values of Pride, Respect and Responsibility within the school and in the broader community. I take great pride in Guyra Central School and look forward to working with my excellent team and the community to continue to showcase our great achievements in the coming year.

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

Joanne Burgess

P & C Message

This year the P&C has been involved in a number of new projects that support the school. The most exciting of these announcements is of P&C scholarships in the Secondary for Agriculture, Sport and Music for students in years 8, 9, 10. This should assist students to pursue their passions in these fields. Another exciting project has been the sponsorship of students to attend gifted and talented camps for Science. The P&C sponsored Jaimen Williamson to go to the Honeywell Engineering Rotary Camp in Sydney and to the Science camp at the Australian National University. The P&C also supported Claire Taylor who went to Thailand for the International Science Camp. The P&C also helped to fund the school captains to fly to Sydney to attend a leadership function at Parliament House.

Another new initiative that the school started was PBL. The P&C has supported this by helping to supplement
the purchase of school diaries for students in years 5-12. The P&C supported PBL by providing the canteen vouchers for the snow burst draw.

The P&C purchased a cow and calf for the school farm and has allocated funds for the purchase of projectors to be built into the Bill Wicks gymnasium. So next year we should see inbuilt screen and projectors hanging from the ceiling rather than the present arrangement. The P&C has funded other projects from school camps in years 5 & 6, dinners and the presentation night.

I wish to acknowledge the tireless work of our Canteen volunteers, the Canteen Committee, the Treasurer Mrs Sally White, and to Jeanie Tierney, Suellen Trattles and Pauline Wright all without whom our canteen could not function.

However these projects could not have occurred without the hard work of this P&C, the school community and previous P&C committees. I would like to extend my thanks to the P&C executive for their hard work and to all members of the P&C. This has been most evident at the successful Trivia night, the P&C shift at the Lamb and Potato festival, and the raffles that have been held throughout the year. Already there has been much enthusiasm for fund raising events for next year with new blood and ideas, it all looks very exciting.

Lastly, but not least, I thank Mrs Joanne Burgess, Ms Sam Hutton and Sonya Rogers who is leaving, she has attended P&C for the last 10 years and to all the staff at Guyra Central School for their support of the P&C. Your assistance and co-operation has been genuinely appreciated. I would also like to encourage parents to become involved with your P&C. As you can see the work we do benefits the students of Guyra Central School and as the old saying goes "the more the merrier".

Rodney Merritt P&C President

Student Representative’s Message
Secondary SRC had a shift in focus; this is the result of Guyra Central School being a Positive Behaviour for Learning (PBL) School. Students play a key role in delivering lessons to their peers. The first was on mobile phone usage and students were involved in planning lessons for Day 1 of Term 2012. As part of this they were trained by the PBL consultant for the area Mrs Alice Cairns. Another focus was looking at whether Guyra Central could host the next Central Schools Carnival. Students did a PMI plus, minuses and interests and then reported back to the Principal Mrs Burgess and Ms Hutton.

Another area of focus has been the quad upgrade. Students have been involved throughout the process.

Charity and Community work are also key roles and responsibilities that the SRC participate in. The secondary fundraising days for charity in 2011 were Jeans for Genes Day and the Footy Colours Day a cancer fundraising charity. Both were very successful.

Students also helped to staff a shift at the Lamb and Potato Festival and organised collections of Easter Eggs to take to the Hospital and raised money for the Salvation Army.

Ms Sam Hutton Secondary SRC Coordinator

The K-6 SRC Annual Report 2011
“Being school captains for 2011 has been a fantastic experience for us. We have learnt a lot about leadership along the way. We have enjoyed running assemblies and being the leaders of the primary at Guyra Central School.

Sophie Gaukroger and Logan Stanley

Primary School Captains
The K-6 SRC has had a successful and enjoyable year. Each week the K-6 SRC meets to discuss issues brought up by other students in class at circle time. These issues could range from wanting to raise money for a charity group to organising a chess match. The issues are then taken to the K-6 Welfare meeting and discussed by the staff and Mrs Burgess. The appropriate actions are then undertaken.

Each fortnight the SRC take turns to run the Primary assembly and inform parents what is happening around the school.

Each day the SRC raise and lower the Australian and Aboriginal flags.

The SRC have also been called upon to meet and greet special visitors into the school.

The school grounds working bee was another area in which the SRC were involved, as well as the ANZAC day march and the Cleanup Australia campaign.

Another activity the SRC has run is the “Harmony Day Assembly”. Harmony Day aimed to promote cultural awareness and understanding between people of different ethnic backgrounds in Australia.

The Fund Raising activities and community activities this year have been a huge success and great to develop community partnerships. The SRC organised a purple day to raise money for Epilepsy raising $262.05.

They also had a “Jellybean Day” in which students wore jellybean colours. This was to raise money for Juvenile Diabetes. $264.00 was raised. This was held in conjunction with the K-6 Fun Run.

Maroon Day was another initiative to raise money for the Queensland flood victims.

The Red Shield Appeal was once again successful. The student’s door knocked collecting money around the Guyra community for the Salvation Army. All of the SRC attended PBL training with Ms Hutton in which they learnt the core values of PBL. The years 5 and 6 SRC also attended a leadership day held in Tamworth which gave them ideas on being a leader.

Our future goals for the K-6 SRC in 2012 include fundraising for additional school resources such as computers and working as a team for the betterment of all students here at Guyra Central School.

Jenny Atkin
Primary SRC Coordinator

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
Management of non-attendance
Regular and consistent attendance is essential for students to reach their potential at school. To this end, we will be embarking on a Phone Intervention Program (PIP) to streamline the process of reporting student absences, address issues of unexplained absences, combat truancy and rectify the problem of persistent lateness of students to school.

Early and direct contact with the parents or carers of students who are absent from school is a proven way to improve regular attendance and to build a positive relationship with parents in relation to school attendance. Phone Intervention Programs (PIPs) are a means to achieve early and direct contact.

The purpose of the PIP is to inform parents through a telephone call that their children are not at school and to seek a brief explanation for the absence. Explanations provided by parents by telephone may be accepted as reasons for absences and entered on Attendance Registers.

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Structure of classes
In 2011 Guyra Central School had two teachers on Kindergarten. We had two composite classes and five straight classes.

Retention to Year 12
Of the 10 students who completed their HSC in 2011 seven students were offered places at the Australian National University, University of New England, Southern Cross University, University of Technology Sydney and Charles Sturt University. Students will be studying a range of subjects from Bachelor of Communication International Studies, Bachelor of Science, Bachelor of Design and Nursing.
Year 12 students undertaking vocational or trade training
Guyra Central School continued to have a strong following in VET courses in 2011, in both the school VET sector (SVET) and the TAFE VET sector (TVET).

Stage 5 VET
There were no Stage 5 or early commencement VET courses undertaken on site at Guyra Central School. Two students did however; undertake a TVET course in the areas of Metals and Engineering and Automotive, with one student continuing with their TVET course to HSC level in 2012. As an area of focus, Stage 5 SVET will be investigated closely in 2012 to allow for possible provision of courses in the areas of Hospitality, Primary Industries and Retail Services for the 2013 enrolment. In 2011 16 Students in were enrolled in VET courses across Years 11 and 12. By comparison, 4 students undertook TVET courses in the areas of Metals and Engineering, and Media, whilst 13 students undertook SVET courses in the areas of Primary Industries and Retail Service.

Two students did however; undertake a TVET course in the areas of Metals and Engineering and Automotive, with one student continuing with their TVET course to HSC level in 2012. As an area of focus, Stage 5 SVET will be investigated closely in 2012 to allow for possible provision of courses in the areas of Hospitality, Primary Industries and Retail Services for the 2013 enrolment.

Year 12 students attaining HSC or equivalent vocational educational qualification

Stage 6 VET
The number of students who achieved a HSC Certificate II VET qualification totalled 7 with the breakdown being 4 students achieving a Certificate II in Agriculture and 3 students achieving a Certificate II in Retail. Of the seven students who achieved these qualifications, all elected to sit the HSC examination in their respective field.

VET Audit
Guyra Central School was subject to a scheduled VET audit in the areas of Retail and Primary Industries for 2011. The audit principally looked at compliance in these two areas, as well as general commitment and understanding of the processes used around the administration of VET subjects and associated areas of interests within the school. The results of the audit were positive in most areas, namely those of commitment to continuous improvement, training and industry currency amongst delivering staff, and a focus on increasing the profile and enrolment in VET courses, particularly in the Stage 5.

Over the next 12 months, Guyra Central will focus on refining the roles of members within school, develop a progressive VET handbook for students, and ensure that documentation in regard to course information and induction, assessments, Board of Studies enrolments and tracking, and processes, reflect best practice. Throughout 2012 Guyra Central will work closely with the regional VET team to ensure that standards are maintained and improved for our students in all VET areas.

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>
</tr>
</thead>
<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>18</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0.315</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.315</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.25</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.804</td>
</tr>
<tr>
<td>Total</td>
<td>35.169</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Members of staff identifying as Indigenous is 2.

Staff retention
Staff numbers remained stable. The Library position and Assistant Principal and Head Teacher Teaching & Learning were filled in 2011.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2011

Income
- Balance brought forward 285203.24
- Global funds 262648.50
- Tied funds 252155.44
- School & community sources 70176.35
- Interest 15945.69
- Trust receipts 34590.57
- Canteen 0.00
- Total income 920719.79

Expenditure
- Teaching & learning
  - Key learning areas 56816.31
  - Excursions 43907.64
  - Extracurricular dissections 31788.82
- Library 4997.37
- Training & development 0.00
- Tied funds 259635.40
- Casual relief teachers 91991.08
- Administration & office 62264.07
- School-operated canteen 0.00
- Utilities 77693.48
- Maintenance 18037.12
- Trust accounts 31727.79
- Capital programs 17704.58
- Total expenditure 696563.66
- Balance carried forward 224156.13

A full copy of the school’s 2011 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 2011
Achievements
Arts
CAPA Report
2011 has been another year of development for the Creative and Performing Arts at Guyra Central School. The secondary subjects under CAPA have continued to grow in strength and new programs have been introduced to further extend and develop our students.

Visual Arts
As both a mandatory and elective subject, Visual Arts has witnessed continuing success in the number of students who are undertaking studies in this area. A year 9/10 Visual Arts elective class was formed in 2011 after no class was present in 2010. Across all Visual Arts electives in Stage 5 and Stage 6 (including Photography in Year 11 and 12) enrolment numbers reached 39 in 2011, growing to 62 in 2012.

As a result of increased interest in the Visual Arts areas, students have also participated in many additional curricular and extra-curricular areas including;

Entries into the Guyra Show resulting in numerous awards
- Creative and Performing Arts Night Display
- HSC Exhibition at Inverell Art Gallery
- Photographic entries into the Glenn Innes Show
- Painting and Photography activities for the Snow Ball
- Supply of artworks for the 2011 school diary

As part of continuous improvement and professional development students and staff have undertaken an excursion to the Art Express display in Sydney and staff have attended training in developing engaging programs for Stage 4/5 students and successful bodies of work for HSC students.

In addition to the mainstream subjects, programs have also been for developed though Whole School Staffing to deliver specialist Visual Arts activities to primary students as well as a Gifted and Talented Program for
secondary students in the area of mosaic design and production.

Music
The Music program at GCS has continued to grow with many programs continuing with strength and new ones being developed.

2011 saw the introduction of the instrumental program as negotiated with the New England Conservatorium of Music (NECOM). As an initial phase of introduction, students were invited to submit expression of interest to undertake tuition in Woodwind Instruments, utilising existing instruments within the school and new ones as supplied by the P&C. 12 students undertook the program and many of these have continued into 2012. The program will be developed further in 2012 to also include Brass instruments. By way of extension through the involvement with NECOM, students were also given the opportunity to participate in a live performance delivered at GCS by NECOM with particular emphasis on instrument and style identification.

Enrolments in all Music classes have been strong through 2011 with a Stage 6 Music 1 course added to the curriculum. 3 students have enrolled in this course and will undertake the HSC in Music in 2012.

Whole School Staffing in Music has continued in 2011 with specialist instruction being delivered into areas of the primary school and many extra-curricular events benefiting from this focus. Such events as the PBL Talent Quest at the Snow Ball, the Variety Night, the Starlight Foundation Fundraiser and the regular assemblies have shown a high level of engagement in Music across the entire school with students undertaking projects with a whole school emphasis.

A choral program will be implemented into the Music Department in 2012 and as an introduction to this, one student from GCS was successful in reaching the second round of auditions for vocal soloist in the regional Creative Arts Spectacular; CAPERS.

CAPA Audit
As an area of focus for 2011, the Creative and Performing Arts in Guyra Central School was nominated to undergo an audit process to look at practice and areas for development to consolidate current success.

The findings of the audit were highly positive, identifying a number of areas as strengths within CAPA across the school. The main areas of strength were identified as;

- Highly developed and engaging program
- A high level of expertise amongst staff
- Outstanding interest and engagement from students
- A commitment to continuous improvement

Areas for development were also identified across the school, and whilst general in nature, they have been identified as;

- A need to develop an inclusive continuum for the Arts across the whole school
- A greater investment in technology in the Arts
- Refurbishment of the Visual Arts rooms
- Increased level of professional development for all staff delivering CAPA programs

The school plan targets reflect these recommendations and strategies to address the areas for development will begin to be implemented in 2012.

Sport
Secondary Sports 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.

Swimming Age Champions:
12 Girls BRAZIER, Montana
13 Girls CLOUGH, Tobi-Lee
13 Boys MLLIGAN, Robert
14 Girls COX, Samantha
14 Boys HARMAN, Mason
15 Girls GAUKROGER, Jessica
15 Boys JACKSON, Brenton
16 Girls FLEMING, Sarah
16 Boys LAYLAND, Jared
17+ Girls WHITE, Erica
17+ Boys     MARTIN, Kyle

Sarah Fleming, Jessica Gaukroger and Tobi-Lee Clough successfully qualified for the Regional Swimming Trials, Sarah going onto to represent the North West Swimming team at the CHS championships in 50m freestyle.

Guyra Central School sent a highly successful team to the Triangular Swimming Carnival hosted by Uralla Central School.

Athletics Age Champions:
12 years girl     Emma Vallance
13 years girl     Tobi-Lee Clough
13 years boy      Cooper Blair
14 years girl     Ashleigh Smith
14 years boy      Brock Laybut
15 years girl     Emily Brazier
15 Year boy       Peter Johnson
16 years girl     Sarah Fleming
16 years boy      Zac Atkin, Jared Layland, Braden Sole
17+ years girl    Claire Taylor
17+ years boy     Mathew Simpson

A number of students progressed to the district athletics trials with strong individual performances by a number of students who narrowly missed out on being selected in the Zone athletics team.

Green and Gold House were the winners of both the Swimming and Athletics Carnivals.

Cross Country Age Champions
12 years girls    Emma Vallance In the Armidale
13 years girls    Tobi-Lee Clough
13 years boys    Cooper Blair
14 years girls    Hannah Williams
14 years boys    Austin Youmans
15 years boys    Brenton Jackson
16 years girls    Sarah Fleming
16 years boys    Ricky Ellis
Tobi-Lee Clough, Cooper Blair, Tasmar Brazier, Austin Youman and Brenton Jackson competed in the North West Region Cross Country Championships at Coolah. All students ran well in very competitive fields. Our best result on the day was Cooper Blair who was named as shadow reserve for the Under 13’s Boys.

Congratulations to the Guyra Central School hockey, junior touch and the debating team as they were overall winners and to Jesse Heagney in bowls as he was also the overall winner.

Students participated in a number of CHS knockout competitions including; girls’ hockey, girls’ and boys’ touch football, boys’ open cricket as well as the Under 15s Bill Turner Cup and Trophy for soccer.

Braden Sole was selected for the Northwest Lawn Bowls Team

In the Interschool rugby league competition the under 14s were defeated by Armidale High School and O’Connor to finish in fourth place. The under 16s defeated Armidale High (28 to 6) then were unfortunately defeated by O’Connor (14 to 8) to finish runners up. They also had strong performances at the Country Rugby League Super 7s Gala Day. A number of Guyra students were also selected to play in the Armidale District representative teams against Inverell.

Erick Klabe, Jared Layland and Ricky Ellis were selected in the inaugural Titans Rugby League Development Squad which culminated in a visit to the Gold Coast Titans to tour their facilities, participate in a training session with the Titans and attending a Titans’ NRL home game.
Jock Waters was selected for the Opens Zone, Northwest and Greater Western teams for Rugby League.

Guyra Central students have displayed pride, respect and responsibility 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 Sport Report**

Students in the K-6 department have again had a very busy year competing in a wide range of sports here at Guyra Central School.

Our annual swimming carnival that was held in February produced some outstanding results with Kasey Gaukroger, Miles Williams and Callum Fleming breaking 5 records. Our school was well represented at both zone and regional carnivals. Kasey Gaukroger and Callum Fleming were also successful in being selected as part of the North West team for the state carnival held in March.

At the conclusion of Term One, the Guyra Golf Course was once again the venue for our annual cross country carnival. A team of 34 students went on to represent the school at the zone carnival in Armidale. Kelsie Youman, Tanieka Landsborough, Eliza and Evey White went on to compete at the state carnival at Eastern Creek in Term Three.

The athletics carnival went ahead at the end of term two in rather cold conditions. We had a very successful day with Kelsie Youman breaking the only two records in the 11 year girl’s 100m and high jump. Lachlan Knowles was successful in gaining a position on the North West team for the state carnival in the 11 years boys 200m and 800m events.

Our three carnivals were also attended by many of our Highland Community partner schools as well as St. Mary’s of the Angels Catholic School. Our thanks go to Mrs Nadine Youman and Mrs Kelly Ward for their expertise in coaching various athletic and cross country events.

This year we entered a number of boys and girls Primary School Sports Association (PSSA) knockout events. Our boy’s cricket team, coached by Mr Eric Reeves, narrowly lost their first round match against Ben Venue Public School.

The boy’s and girls’ soccer team again coached by Ms Eunice Blair played both first round matches against Glen Innes Public School. Both teams played a fantastic game of soccer and came very close to progressing to the second round.

The girl’s hockey team, with a large number of new players, was expertly coached again by Mrs Jenny Atkin and Mrs Jo Cameron. The girls went to Armidale to play against Ben Venue Public School. After a very close game, our girls lost by only one point.

Touch Football became a focal point during Term Three. Both our boys and girls teams competed in a knockout gala day in Uralla which comprised of all the Armidale zone teams. Our girls’ team was champion on the day and went on to play Glen Innes Public School in the finals. Later in the term we formed eight teams from Years 3 to 6 to compete in a non-competitive gala day in Inverell. These teams were expertly coached by Mrs Nadine Youman, Mrs Jo Cameron, Mrs Lorraine Brazier and Mr Michael Loy. All our teams proved to be great ambassadors in sport for our school.

Our School Swimming Scheme program was held in late Term Four. The school was allocated 50 hours tuition time to employ Mrs Lorraine Brazier as an Aust swim trained community member to assist us in the program. Two of our Aust swim trained teaching staff, Mrs Jenny Atkin and Mrs Justine Watts, also participated on a daily basis to support students in this program.
Our school sport weekly program provided a wide range of activities for students to participate in. These included: soccer, tennis, touch football, cricket, Austag, mini-hockey, basketball, baseball, swimming, dance and Tae Bo. For the first time Year 2 joined the 3-6 students for Friday afternoon sport and we were then able to utilise Mrs Kathy McMillan’s expertise in dance, aerobics and Tae Bo.

Other
Debating
In 2011 I was honoured to be asked to coach Debating at Guyra Central School as part of the Premier’s Debating Challenge. I believe the ability to speak with confidence in front of an audience of peers is a skill that is difficult to master, but one that students will be asked to draw upon for the rest of their lives. It was a delight to observe the progress these students made throughout the year in developing these skills.

In 2011 we entered two teams into the competition. The 7/8 Debating team comprised Sam Cox, Mason Harmon, Austin Youman, Georgia Taylor and Miles Archibald. The team competed against students from Inverell High School and Duval High School. Whilst the team was not successful in winning, I was proud of the high level of skills exhibited by the students in their debate and their willingness to listen to the advice given to them by the adjudicators in order to improve their performance in the future.

Our year 9/10 team consisted of Tegan Reeves, Tyrone Clough, Dillon Turner, Ricky Ellis and Arielle Taylor. They competed against Inverell High School and Bundarra Central School. The students were unlucky in their Bundarra Debate as they demonstrated a high level of competency in the skills required to win a debate. However, the team used this defeat to improve their skills for future challenges and I am certain they will be better public speakers and debaters because of their participation in this competition.

Mrs Chandler
Debating Coach

National Competitions
International Competitions and Assessments for Schools (ICAS) are secure pen and paper tests which are invigilated in schools under normal examination conditions. ICAS reports document individual student, cohort and school academic performance and progress over time in the areas of Computer Skills, English, Mathematics, Science, Spelling and Writing for students in the primary and secondary years of schooling.

ICAS is the largest independent assessment program for schools in the world with more than 2 million entries annually. Students from over 20 countries in Asia, Africa, Europe, Pacific and the USA actively participate in ICAS each year.

Students from Guyra Central School achieved sound results when they participated in this competition which has many benefits for the school and students:

- Identify gifted students for further enrichment.
- Identify students that require immediate attention.
- Identify areas of weaknesses in a student or group of students.
- Inform school planning and resource allocation.
- Experience in large scale examinations.
- Enrich students’ portfolios with UNSW certificates and medals.

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 these 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).
Literacy – NAPLAN Year 3
In 2011 there were 18 students in Year 3 who sat the NAPLAN. In reading all students who sat the test reached National minimum standard. No student achieved a band 6. The mean for reading was below the state mean. Our writing results had us once again slightly below the state mean but well above the regional mean. 56% of students achieved a band 5 or 6 which was slightly below the percentage of students in the state achieving these bands. Spelling continues to be an area for improvement in 2012. This year we were below the state mean for spelling but were above the regional mean by 8 points. 11% of students were at or below minimum standard with only 33% of students achieving at proficiency level. Grammar and punctuation results show that we were below the state mean but well above the regional mean. 66% of students achieved in the top 3 bands. Reading comprehension and spelling will continue to be a priority in 2012.
**Numeracy – NAPLAN Year 3**

In 2011 no students were at proficiency in Numeracy. Students performed better on questions relating to number and patterns and algebra. In all areas students performed below both the state and regional mean. Guyra Central School will continue to implement the Exemplary Mathematics program, Newman’s error analysis and the Quicksmart program to further improve our results.

**Literacy – NAPLAN Year 5**

In 2011 there were 27 students in Year 5 who sat the NAPLAN. In all aspects students at Guyra Central School performed below the stage average. In reading 48% of students were at or below minimum national standard, while 11% met proficiency. Nine students did not meet national minimum standard. In writing, students performed below the state average with 11% of students not meeting minimum standard. Spelling has been an area for improvement with students at Guyra Central School for the last few years. This year our results show an improvement in this area. In Grammar and punctuation 67% of students achieved at or above minimum standard. We have identified spelling and reading comprehension as areas for improvement in 2012.
Numeracy – NAPLAN Year 5

In Numeracy in 2011 students at Guyra Central School were well below the state average. Students performed slightly better on questions relating to number and patterns and algebra. 81% of students were at or above minimum standard. 33% of students performed in the top three bands while we were overrepresented in the bottom three bands with 67% of students in these bands. Implementing the Exemplary Maths Program, Newmans Error Analysis and Quicksmart continue to be a priority in 2012.
Student Growth

We were able to match 23 of the 27 students who sat the NAPLAN in all aspects of literacy. Students at Guyra Central School exceeded the average growth for students across the state in reading. In spelling, the average state growth was 74.2%. Student growth at Guyra Central School exceeded that growth by 13.09%. While growth was still strong in Grammar and Punctuation we performed slightly below the state average. 52.2% of students met or exceeded their expected level of growth. In Numeracy there were some strong individual growth performances, with 45% of students meeting or exceeding expected growth levels. The data shows that student growth between Year 3 and Year 5 continues to be a significant achievement.

Literacy – NAPLAN Year 7

In 2011, the Year 7 cohort at Guyra Central School performed below the State average in NAPLAN. In Literacy, 34% of our students performed in the three higher achievement levels compared with 55% across the state. Although these results were disappointing, the average growth achieved in Spelling for our Year 7 students was 50.6% compared to 43.96% for students across the State. The average growth achieved in Spelling for our Year 7 Aboriginal students was 57.2% compared to 45.33% for the State and 60.2% for Reading as compared to 43.55% for the State. The areas in greatest need of attention for our 2011 Year 7 cohort are Reading and Writing.
Numeracy – NAPLAN Year 7
In 2011, the NAPLAN numeracy test saw 100 per cent of year 7 students achieve at or above national benchmarks. 43% of students achieved expected or above the expected growth from years 5 to 7 and 93% of students showed growth over the two years. 50% of the Aboriginal students in year seven achieved above average growth from years 5 to 7, and all Aboriginal students showed growth over the two years. Out aboriginal students are 1.8 per cent above the New South Wales department of education and community average mark.

Guyra Central School has adopted a community of schools scope and sequence model with two other Central schools to improve the quality of assessment items year 7 students will be exposed to prior to NAPLAN Numeracy testing.

Literacy – NAPLAN Year 9
Guyra Central School’s Year 9 results for NAPLAN in 2011 were pleasing. The average growth achieved in Literacy for our Year 9 cohort was 69.25% compared to 37.31% for the State. In Spelling Guyra Central School Year 9 students performed above State average and in Writing Year 9 students performed above the NSW DEC and Regional average. There has been an upwards trend experienced in both Reading and Spelling for our Year 9 students since 2009.

In Literacy, 43.8% of our students performed in the three higher achievement levels compared with 50.3% across the state. The area in greatest need of attention for our 2011 Year 9 cohort is Grammar and Punctuation.
Numeracy – NAPLAN Year 9

In the NAPLAN year 9 numeracy test, all students at Guyra central school showed growth. 36% of these students showed greater than or equal to expected growth. Guyra Central School was 3.3 % below the New South Wales Department of Education and Community average mark.

All students in Year 9 achieved at or above national standards, with 31.3 per cent of students gaining marks in the proficient bands.

Guyra Central School has adopted a community of schools scope and sequence model with two other Central schools to improve the quality of assessment items year 9 students will be exposed to prior to NAPLAN Numeracy testing.

School Certificate

School Certificate English

The results for SC English in 2011 were sound. 27 students sat the English Literacy exam. 11% of the students achieved Band 5, 63% achieved Band 4 and 19% achieved Band 3. English Literacy achieved the highest average mark for any School Certificate exam in the school and also the highest percentage of students achieving in the top three bands. English was the best result for 59% of the students and the second best result for another 19% of the students.

School Certificate Mathematics

In Mathematics, Guyra central school achieved above the state average in Bands 3 and 4 with 62.9% of students in these bands compared to a state average of 48.6%.

The mean mark gained by the students at Guyra Central School was 63.1% which is a reduction of 0.8% from the 2010 data.

All students at Guyra Central School achieved equal to or above the National Standard in the 2011 School Certificate Test.

The 2011 results for the Science School Certificate were pleasing.

27 students sat the Science examination with over 22% achieving a Band 5 or 6. Over 44% of the students achieved Band 4, and no student’s results were in the lowest band. The mean mark for Guyra Central School was 72.67% and this is comparable to the NSW state average.
SCIENCE
The 2011 results for the Science School Certificate were pleasing. 27 students sat the Science examination with over 22% achieving a Band 5 or 6. Over 44% of the students achieved Band 4, and no students results were in the lowest band. The mean mark for Guyra Central School was 72.67% and this is comparable to the NSW state average.

School Certificate Australian Geography, Civics and Citizenship
Results for the Australian Geography, Civics and Citizenship exam in 2011 were encouraging. 27 students sat the exam with 52% of students gaining results in the top three bands, with one student achieving Band 6, the best result in any School Certificate exam at the school.

School Certificate Australian History, Civics and Citizenship
Overall the 2011 results in Australian History, Civics and Citizenship were below the state average. 27 students sat the Australian History, Civics and Citizenship. 41% of the students achieved in the top three bands.
Higher School Certificate

Higher School Certificate English 2011
In 2011, ten students sat for the Higher School Certificate English at Guyra Central School, three for Advanced English, seven for Standard English and one student sat for both English Extension 1 and English Extension 2.

The 2011 results in English overall were pleasing. English Extension 1 and English Extension 2 results were both above state average with English Extension 1 being well above the state average and achieving Band E4, the highest result for any subject undertaken by students at GCS in 2011. HSC Standard English has been experiencing a very pleasing upward trend and is now performing within the State average. Both Standard English and English Extension 1 also achieved positive value adding results.

Higher School Certificate Mathematics.
In the Higher School Certificate in 2011 at Guyra Central School all 100% of students achieved bands 2 and 3. This represents a downward trend from 2010 results.

67% of students achieved band 3 which is 53.3 above the state norm and 33% of students achieved band 2 which is 27.6% above the state average. The average mark for Guyra Central School is 61.33% compared to the state mean of 77.02.

General Mathematics.
In General Mathematics in 2011, 50% of students achieved band 4 and 50% achieved band 3. The representation of students in Band 4 indicated they were 21.2% above the state mean, also the students in band 3 were 17.1% above the state mean.

The mean mark for General Mathematics at Guyra Central School was 0.6% below the state mean.

Higher School Certificate Ancient History
Three students studied Ancient History in 2011 at GCS. Although the Ancient History results overall were below the state average, they were sound with positive value adding being achieved overall by the class.

Higher School Certificate Business Studies
Three students studied Business Studies in 2011 at GCS with the results achieved overall being below State average.

Higher School Certificate Drama
Five students studied Drama in 2011 at GCS. This subject has not been studied at the HSC level at GCS since 2006. The results achieved were below state average but overall were quite sound.

Higher School Certificate Retail Services (VET)
The Retail Services exam was undertaken by three students at GCS in 2011. The results were pleasing in that overall they were above the state average and were also the best results achieved for 66% of the students undertaking the course.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

HSC: Relative performance from Year 10 (value-added)

- Low
- Middle
- High

Percentage of students

School 2011
School Average 2007-2011
SSG Average 2011
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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
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<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
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<tr>
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<td>Numeracy</td>
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</tbody>
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Significant programs and initiatives

Aboriginal education

Guyra Central 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, including flying the Aboriginal Flag daily and welcome to country in all formal events and weekly assemblies.

In 2011 another very successful NAIDOC celebration occurred. Students participated in a celebration assembly that was well led by the junior AECG. Parents and students were treated to a BBQ lunch and students participated in a range of activities in their classes. The day ended with traditional Aboriginal tabloid games which were once again led by the junior AECG.

NORTA NORTA funds were used in 2011 to support students across the school. In Years 11 & 12 students had individualised tutoring to support them with the rigours of the Higher School Certificate. While NORTA NORTA funds were used to support Year 4 and Year 6 students not meeting National minimum standards in 2010 NAPLAN testing.

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 continues to meet on a regular basis and we are continuing to develop a strong junior AECG. “Yarn up” has continued this year as a strategy to strengthen community relationships.

In 2011 as part of our commitment to supporting Aboriginal students the Aboriginal Education Committee nominated several students for the 2010 Giyahana Dirrabu Murri awards. Two students, Taneika Landsborough and Tyrone Clough were successful in obtaining this prestigious award. Eunice Blair, Joanne Burgess, the students and their parents travelled to Moree for the award ceremony.
**Multicultural education**

Students have had the message that racism is unacceptable and these messages have been reinforced by the School Anti-Racism Officers (ARCOs). The ARCOs were Mrs Hopwood, Mrs Ballard and Mrs Lockyer.

**National partnership programs**

Our singular focus as a National Partnership Low SES school is to provide students with access to the highest quality learning experiences.

The school has proven its capacity to provide innovative educational experiences and opportunities for all students through the Best Start program, gifted and talented initiatives, QuickSmart numeracy, the introduction of an Intensive Learning Centre, a range of state and regional literacy programs such as Accelerated Literacy and excellent music and drama programs.

The school has adopted a whole school approach to student and staff welfare through the highly successful Positive Behaviour for Learning program and promotes the core values of *Pride, Respect, and Responsibility* within the whole school and broader community contexts.

**Other programs**

**Reading Recovery**

Reading Recovery is an early intervention program designed to reduce reading and writing failure and targets Year 1 students in their second year of school. Within the Reading Recovery program, each student’s regular classroom instruction is supplemented with a 30-minute daily lesson individually designed to meet his or her literacy needs.

There are two main positive outcomes from this intervention:

- Students who have successfully discontinued from their series of lessons. These students return to the classroom and are able to gain more from the literacy instruction provided by the classroom teacher.
- Students who have not successfully discontinued their series of lessons and have not established patterns of effective literacy learning are referred by the school to other programs and/or services for additional support.

In 2011, Guyra Central School continued to implement the Reading Recovery Program, which has been in place at the school for nineteen years. The school received funding for three students and the school funded one student.

A total of 10 students accessed the Reading Recovery Program this year. One carry over student from 2010 completed the program in March 2011. One student transferred to another school early in the program and one student transferred to another school after his program was completed. One student was referred off the program and is receiving additional support through the STLA program. Seven students discontinued successfully from the program at Guyra Central.

This year in the program, there were 5 (ATSI) students. (70%) boys and (30%) girls took part in the program.

Students participating in the program received an average of 70 lessons over an average of 16 weeks.

Reading Recovery also requires that students who discontinue successfully are part of an ongoing monitoring program to ensure continued success.

All students in the reading recovery program receive a book prize and a certificate of achievement.

**Quicksmart**

In 2011 Guyra Central School participated in the Quicksmart program. Twenty students from Primary and years seven and eight from the secondary department were involved in the program. Twelve boys and eight girls, with five of these students being indigenous, attended three lessons a week with the QuickSmart tutors.

The aim of the QuickSmart program is to improve accuracy and speed of recall for basic knowledge and facts that students already understand but cannot yet automatically recall.

The goal of QuickSmart instruction is to improve speed of recall and accuracy in basic numeracy areas. Our assessment procedures highlight specific knowledge domains in which progress towards higher order functioning is blocked by obstacles related to poor recall or lack of automaticity.

Once understanding is established each lesson will involve a number of guided practise activities featuring overt self-talk, discussion of memory and retrieval strategies, games and worksheet activities followed by timed independent practise activities.
Assessment occurs at the end of each lesson using QuickSmart Computer based Academic assessment system which measures improvements in accuracy and recall times and provides instant feedback to the student and the instructor. Students then record their results on to a graph and discuss goals for the next lesson. The results of each assessment will be used to inform further teaching and learning.

Guyra Central received some amazing results in this program during 2011. The student’s confidence level was lifted in their general maths classroom activities. Being able to take back new strategies to the classroom and a stronger understanding of basic number facts improved the student’s ability to learn and feel more involved in their lessons.

Feedback from the student’s parents who attended the program made us aware that not only did the students greatly improve in class but enjoyed attending the lessons happily and enthusiastically.

**Programs for students with additional Educational needs**

Learning support in the Secondary department of Guyra Central School in 2011 included the implementation of Quick Smart and Norta Norta. The Quick Smart program aim is to reinforce basic number skills and to improve the speed at which students can recall mathematical information. Norta Norta enables indigenous students, access to additional support to address both Literacy and Numeracy across all Key Learning Areas.

Students who require learning support are identified and referred by classroom teachers to the Learning Support Team. The Learning Support team consists of the K-6 STLA, the 7-12 STLA, Learning Support Coordinator, School Counsellor and Principal. They have met regularly to discuss student needs and decide on the most appropriate course of action and / or strategies to be implemented. This information has then been communicated to all Head Teachers and respective Year Advisers.

Secondary STLA role is to support the teacher and assist in the delivery of course content to ensure that all students have access to the curriculum. These students have been supported in class or alternately withdrawn from class to access adapted and modified delivery of content.

Life Skills students work through ‘Life Skills’ course content for all subjects and participate in a Work in the Community Program both within the school environment and outside in the broader community. As part of this program students develop a portfolio to display duties carried out in their respective work places and descriptions of employment related skills that they develop in these environments.

**Transition to High School**

2011 saw the implementation of a rejuvenated Year 7 Transition Initiative Action Plan. Guyra Central School Principal and Year 7 2012 Year Adviser visited Guyra Community of Schools to meet with Year 6 students to endorse and promote Guyra Central School as a ‘school of choice’. These visits displayed the broad range of subjects available to students, extra curricula activities such as debating, gifted and talented programs, social events, fundraising and community support such as Red Shield Appeal.

School newsletters are emailed to community of schools so that students and teachers can keep in touch with events at Guyra Central.

Each secondary faculty held an orientation day during 2011. On these days Year 6 students experienced lessons in Music, Visual Arts, Technology Mandatory, PDHPE, English, History, Drama, Mathematics, Science, Agriculture and Computers. The Term 4 day involved an intensive welfare day with Year Adviser developing a memory board of major events in their life up to 2011 and other valuable welfare activities including self-esteem, personal strengths and weaknesses and coping with the stresses of starting high school. Year 9 PD/HPE students organised and implemented Tabloid Activities for sport across Year 6 to Year 11. All students thoroughly enjoyed this experience and opportunity to establish new friendships. Year 9 played an important role in 2011 as Peer Leaders for the
incoming Year 7 students to ensure that the beginning of the New Year saw transition into high school a happy and memorable event. High school information booklets were distributed that clearly provided uniform and book requirements for the incoming year, tips on starting high school and a DEC checklist. Letters explaining the immunisation program were also given to students.

**Career Education**
The career education program at Guyra Central School assists and enables students to talk about their career ideas, explore career options, develop career goals and make career and transition plans. The careers advisor ensures that students are individually supported to make their own career decisions by assisting them to identify, own and manage their career ideas. Career education is a planned program of learning experiences offered to assist student to learn about the workplace and acquire skills that will improve their ability to become productive citizens. These programs begin in Year 9 and continue through to Year 12 including timetabled formal lessons covering subjects such as self-evaluation, preparation for work experience, planning for the future, job seeking and budgeting skills through to attendance at University Open Days and Career Expos.

Interviews are conducted at various times throughout the year with students from Year 9 through to 12. This provides a one-on-one focus to discuss future direction, pathway planning and options for the future.

A range of other career exploration and pathway planning resources are available to our students. These include, but are not limited to, a regularly updated, dedicated Careers section on the Guyra Central School website, regular Career News emails to students, the Student Pathway Survey which is an online survey that provides personalised feedback to students to encourage them to take responsibility for developing and actioning their career plans; the School to Work program builds skills and confidence to assist our students to build skills and confidence to enable them to make successful transitions through and from school; career information is available from the well-resourced career centre through a range of media and can include: excursions, guest speakers, newsletters, websites, handbooks, videos, CDs and DVDs. The Careers Advisory Service is an email, phone and in-person service operating after the HSC results are released. It provides students with access to careers advisors who offer individual guidance in relevant work, education and training options.

The career education program at Guyra Central School recognises that students need to actively manage their career planning and development throughout their lives to benefit from all the challenges and opportunities that arise and helps our young people develop employment related skills that can be applied to a range of jobs and careers. It also encourages new and strengthened partnerships between schools and TAFE NSW Institutes as well as parents and carers, mentors, local employers and businesses, community organisations and industry.
While many students work part-time, workplace learning programs encourage young people to widen their practical experiences of workplaces and to build their workplace and industry skills as part of their studies. The programs allow employers to help young people understand the workplace as well as careers and job opportunities and directions in industry. Workplace learning programs are available in Years 9, 10, 11 and 12. There are two main types of programs: work experience and mandatory work placement for a range of Higher School Certificate (HSC) industry-based (VET) courses.

Work experience provides students with knowledge and skills that support their career planning and enable them to be successful in the workplace. Year 9 commence with a week of work experience continuing with two weeks in Year 10. Individual experiences are also provided when appropriate. This program cannot possibly run without the support and participation of local small business. Through building these connections and networks, career, community and workplace learning opportunities for our students are strengthened and enhanced.

Work placement ensures that students who elect to study an industry-based HSC VET course at school or at TAFE NSW also spend a period of time as voluntary workers in a relevant workplace to practise and develop specific industry skills related to that course. Work placement is so important that it is a mandatory HSC requirement for a range of courses including Automotive, Construction, Hospitality, Metal and Engineering, Primary Industries and Retail Services. During work placement employers supervise students as they participate in the workplace, practising and extending what they have learned in their off-the-job training at school or at TAFE NSW. Work placement enables employers to provide the dynamic and current industry context for the delivery of vocational training to school students.

Work in the Community
Students undertaking the Work in the Community course were placed with local businesses to provide students with the skills, knowledge, understanding, values and attitudes they need for employment, participation and independence in the community. We are most grateful for the support of local business in making this program a success.

Other Opportunities
Throughout each year there are opportunities for our students to be involved in a range of career education activities and presentations. In 2011 these included: in-school Defence Forces presentation, attendance at the Tamworth Careers Expo and involvement in the NSW Premier’s Students Volunteering Awards Challenge.

Progress on 2011 targets
Target 1
- Increase the number of students in Year 3, 5, 7 and 9 performing at above minimum standard in overall literacy by 2%
- Increase the number of Year 6 students transitioning into Year 7 at Guyra Central School by 10%.
- Increase the proportion of Aboriginal students performing above state proficiency standards in overall Literacy and Numeracy by 1.5%.

These targets were achieved. Our achievements include:
- The number of year 6 students transitioning into secondary has increases by 10%
- In Year 7 numeracy Aboriginal students growth is 1.8% above state average
- In Year 7 Reading students are at 60.2% compared to state at 43.5

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 2011 our school carried out evaluations of Attendance and CAPA.
Educational and management practice
Overview
In 2011, Guyra Central School undertook an evaluation of school attendance to develop systems to meet the School Attendance Policy which sets out the requirements for the attendance of students in NSW government schools. A report was prepared by the School development Officer as a result of the targeted school self-evaluation improvement team (TSSEIR). This report informed the action plan, containing strategies to improve attendance that was prepared by the school Executive.

As part of this review and evaluation of student attendance, there were a range of specific strategies and new initiatives undertaken at Guyra Central School to address current attendance issues.

Background
In examination of documents provided by the school and data analysis of attendance data, there were concerns identified about some current attendance practices. There were examples where Departmental School Attendance Policy and procedures were not being complied with.

The school needs were commended for the high attendance rate in the secondary which is above the state level. The primary attendance rate is higher than the regional rate but slightly lower than the state attendance rate.

Findings Conclusions & Future directions

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>Recommendation</th>
<th>Strategies to be Implemented</th>
<th>Systems need to be developed in the school around attendance</th>
<th>Good practice systems that are simple and easy to implement.</th>
</tr>
</thead>
</table>
| No effective system for rewarding students with good attendance and those improving | A new whole school reward scheme for good attendance and for those improving their attendance | Organise to talk with HSLO about rewards systems used by other schools  
Have award for attendance on good attendance instead of 100%  
Attendance Reward systems need to be more immediate.  
Have attendance awards for those | Systems need to be developed in the school around attendance | Good practice systems that are simple and easy to implement. |

|  |
| Absent student notification and follow up not working | Identification and notification to parents about unexplained absences needs to be changed | Implement first day call system for unexplained absences  
Allocate a teacher to be attendance leader with appropriate release and support.  
School interventions by attendance leader with students under the state attendance rate from OASIS attendance data.  
School to follow HSLO checklist of school interventions before notification.  
Set trigger level for notification to HSLO | | |

Implement first day call system for unexplained absences
Allocate a teacher to be attendance leader with appropriate release and support.
School interventions by attendance leader with students under the state attendance rate from OASIS attendance data.
School to follow HSLO checklist of school interventions before notification.
Set trigger level for notification to HSLO
Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In the survey of parental satisfaction with the school, an overwhelming majority of parents expressed a very high level of satisfaction with the school. The majority expressed strong agreement and agreement with the following comments that the school:

- Is welcoming
- Takes concerns seriously
- Regularly provides information about student absences
- Encourages and supports parents to assist with and be involved in their child’s learning
- Has a safe, secure and challenging learning environment
- Always looking for ways to improve what it does
- Regularly praises and rewards students when successful
- Is one in which positive relationships exist between the school and its community

Further the overwhelming majority of parents strongly agreed or agreed that:

- Teachers care if students are not doing as well as they could
- Students are the school’s main focus
- They are pleased that their child attends this school
- Receive appropriate notice of school events
- The Annual School Report, newsletters, and other information tell me how the school is progressing
- They are encouraged to participate in the important decision making committees of the school
- Are informed about the decisions made by the P&C Association

However the majority of respondents also indicated that they rarely accessed the school website for information about the school.

Professional learning
Professional learning has been focused on improving student learning outcomes and has been embedded into teaching practice. Professional learning has been evidence based utilising Best Start, NAPLAN, School Certificate and HSC data to determine areas of need.

The school has accessed a combination of school delivered professional development based on action learning principles together with externally delivered training, workshops, accredited courses and online learning offerings. There has been a focus on leadership programs this year. Executive completed the Covey program.

The majority of the external professional learning funded through National Partnerships Low SES funding was allocated to the targeted programs such as Quicksmart Numeracy, Reading to Learn and Positive Behaviour for Learning and Leadership as well as regional literacy and numeracy programs on offer.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014

- To improve the Literacy performance in the school, in order that student expected growth is met or exceeded.
- Improve Numeracy performance in the school so that student expected growth is met or exceeded.
- Strengthen partnerships with the Aboriginal community.
- Establish effective partnerships with parents/carers to support the learning of their child.
- Engage local businesses and industry in school curriculum initiatives.
- Increased number of students completing Vocational Educational Training (VET) Certificate II or HSC.

2012 Targets to achieve this outcome include:

Literacy: Reduce the number of students not achieving the National Minimum Standard (NMS) band of the Reading aspect in NAPLAN in Year 5 from 7%.
**Numeracy**: Maintain or increase the proportion of students in the proficient bands in 2012 in Year 7 Numeracy NAPLAN currently at 24% 2013.

**Strategies to achieve these targets include:**

- Enhance the capacity of Executive Staff to lead the School Plan implementation through leadership Development.
- Intensive analysis of NAPLAN performance data, item analysis and teaching strategies.
- Provide intensive Professional Learning in SMART to increase staff confidence and capacity in the full use of SMART including item analysis and teaching strategies.
- Access online NAPLAN tests provided by EMSAD.
- Continue involvement in Walcha/Uralla/Guyra (WUG) Network - develop assessment tasks which reflect NAPLAN style questions.

**School priority 2**

**Outcome for 2012-2014**

**Engagement and Retention**

Engage local businesses and industry in school curriculum initiatives.

Increase number of students completing Vocational Educational Training (VET) Certificate II or HSC.

**2012 Targets to achieve this outcome include:**

Increase the rate of retention of students entering the Preliminary HSC from the 2011 School Certificate cohort and to maintain or increase the number of students completing VET Certificate II or higher in 2012-2013-2014 by the end of their respective Higher School Certificate year.

**Strategies to achieve these targets include:**

- To provide individual interviews to all Year 10 students in order to map their HSC career pathway and subject selection choice.
- Student interest surveyed for those subjects which would be engaging for means of retention in Stage 6.
- Increase the number of teachers undertaking HSC marking.

**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.

Joanne Burgess: Principal
Samantha Hutton: Deputy Principal
Susan Dolby: Head Teacher English
Dale Smith: Head Teacher Mathematics/Science
Louise Moffatt: Assistant Principal
Robert Valler: Head Teacher Teaching & Learning
Jenny Atkin: Assistant Principal
Ben Tobler: Classroom teacher
Lynda Hopwood: Classroom Teacher
Kylie Adams: Careers Teacher
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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: