School context

Principal’s message

In my fourth year as Principal of this great school I offer you some insight into the many great achievements at Guyra Central School.

I wish to highlight some of the significant achievements throughout 2013. During this year, Guyra Central School moved from strength to strength amid a climate of considerable change and educational reform.

One of the biggest items on the agenda for the school this year was being one of the 229 trial schools across the state for the new funding model known as Learning Management Business Reform (LMBR) and with this came a host of new challenges and new learning. Hopefully we will realise the benefits of being one of the trial schools and will soon have the capacity to make critical and contextual decisions at the local level.

I offer my gratitude to my Executive team for their leadership and support this year. To Ms Sam Hutton my thanks for the excellent job that you did as Relieving Principal in my absence, supported by Mrs Susan Dolby who relieved as Deputy Principal. Thanks also to head teachers Mr Dale Smith, Mrs Lynda Hopwood and Mrs Lee-Ann Chandler who was relieving in HT English. Assistant Principals Mrs Jennifer Atkin and Mr Stephen Alletsee have done a great job in K-6, Mr Alletsee relieving while Mrs Louise Moffatt took on the position as Teacher Leader of the Improving Literacy & Numeracy National Partnership (ILNNP) supporting numeracy teaching from years 3 to 8.

I wish to acknowledge and thank my newly appointed School Administration Manager, Mrs Kerrie McFarlane who has taken on an enormous workload as we transition to new financial and administration systems.

I extend my thanks to Mrs Wilma Reeves who retired this year after a 32 year career at Guyra Central School. As well as Mrs Wilma Reeves, Mrs Delena Tibbs was farewelled from the maths staff.

We welcomed Natasha Roberts and Joanne Cameron to permanent administration positions.

At the start of 2013, Dillon Turner represented Guyra Central School at the Rotary National Science Forum in Perth.

Tyrone Clough, Nikki Ahern, Sara Fleming and Tegan Reeves, received offers of Early Entry to University of New England. Students also received offers of early entry to Southern Cross and Charles Sturt universities at the close of 2013.

Year 11 and 12 parent interviews continued throughout 2013 where we monitored student subject choices and tracked ongoing progress as they led up to the HSC with very pleasing outcomes.

Hope McLure was awarded the Aboriginal student scholarship and Emily Butler was awarded the prestigious regional Giyanha Dirabuu Murri award for her incredible HSC art work that was selected for ArtExpress.

The Gifted & Talented programs continued in art, music, debating with the jewel in the crown being the school’s participation in Tournament of the Minds. Our secondary team won the regional final and then progressed to the state finals in Sydney. I was very proud of our team and this is the second time that we have made the state finals; an enviable record for any school.
The transition to high school days continued over the four terms which ensures that the current year 6 will make a smooth transition into high school in 2014. We also welcomed many students from our partner schools to these transition days. The transition to kindergarten welcomed over 40 students and with assistance from parents and community members went very well.

The spelling bee, study skills day, Education Week celebrations and the running of the Guyra Gift were also times for us to showcase the talents of the students.

The school made application to the Commonwealth Government and received notice that we will receive a Trade Training Centre to the value of $834,000 to deliver Metals and Engineering training which should commence construction in 2014. To add to this, the school received joint funding and P & C support for an agricultural upgrade to supply new state of the art cattle yards to the farm.

The year started with former student Braden Sole being named sportsperson of the year, Brendan Knowles named junior sportsperson of the year and Tegan Reeves as young citizen of the year in the Guyra Shire Council Australia Day awards. Callum and Sarah Fleming as well as Kasey Gaukroger and Tori Brazier represented Guyra Central School at the state swimming finals at Homebush.

Brendan Knowles and Lucas Atkin were our representatives at State soccer while Taryn Ramage and Sarah Rosten represented Guyra Central School at the North West Soccer State Carnival. Brendan Knowles went on to represent us in Cricket in the North West team in the state carnival.

Matthew Sisson Dylan Sutton, Brendan Knowles, Evey White, Janae Galindo, Kelsie Youman, Logan Stanley Cooper Blair and Austin Youman ran at state cross country, which for a small school is an incredible field of top runners.

Cooper Blair, Brodie Harman and Kelsie Youman competed in North West athletics, with Brodie and Kelsie progressing on to state as did Evey White and Tori Brazier at state level athletics.

The high point of the sporting calendar was our junior girls' soccer team who became North West regional champions and then went on to fight out the finals to become 4th in the state. This is an amazing feat for a small school. Special thanks to Eunice Blair for the time and effort that she devoted to this tremendous team.

Never underestimate student power with the amazingly successful central schools carnival which was student driven and a huge effort on everybody's part to host Bundarra, Bingara, Barraba, Emmaville Uralla and Manilla central schools over two days. Many community members assisted us to make this the enormous success that it was, so thank you to all who made this dream come true.
The SNOWBALL was a success yet again and re-affirmed the school values of Pride, Respect and Responsibility. The weekly K-6 Guess Who award is still hotly sought after.

The secondary creative arts night showed us the depth and breadth of amazing talent that we have in the school.

In Agriculture, students enjoyed success at the Prime Lamb Competition, the Guyra Show and had a great time at the Steer Competition at Warialda.

We farewelled Year 12 2013 in great style and welcomed the leadership team for 2014.

I look forward to working with Jodi Ellis and Lucas Emmerton, my school captains and Chayla Johnson and Brenten Jackson my vice captains, as leaders and representatives of the student body.

At the close of the year, Kasey Gaukroger and Jackson Clark were voted as Primary School Captains for 2014.

In such a small school which many of you have made your school of choice, the staff has provided a wealth of opportunities to your children. It is evident that those students who have the skill, the talent and the motivation are given every chance possible to reach their personal best in a multitude of ways.

One of the key messages that I gleaned from visiting schools in Saskatchewan and Alberta as part of the Leadership Fellowship to Canada, was the policy of NO EXCUSES. It was a powerful tool that was applied to everybody in the schools that I visited: the students, the staff, the principal, parents and carers.

Quite simply, the rule was - don't offer up excuses- try to solve the issues. This simple non-negotiable message will feature large as the Guyra Central School mantra in 2014 to support the core values of Pride, Respect and Responsibility.

I thank the community for your ongoing support.

I especially thank the P & C for the incredible contribution that they have made to programs and events in the school during this 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 and/or School Council message

This year the P&C has been involved in a number of projects that support the school. The most exciting of these announcements tonight is of The Gifted & Talented P&C scholarships in Secondary for Agriculture, Sport and Music for students going into years 8, 9, 10 in 2014. This should assist students to pursue their passions in these fields.

Another exciting project has been the P&C helping to fund the school captains to fly to Sydney to attend a leadership function at Government House.

The P&C has also supported the school by helping to supplement the purchase of school diaries for students in years 5-12, providing the canteen vouchers for the snow burst draw which I hear the students love.
The P&C has funded other projects in the school ranging from Year 6 Graduation dinner and a few prizes for presentation night.

I wish to acknowledge the tireless work of our Canteen volunteers, the Canteen Committee, the Treasurer Mrs Jo Cameron, and to Suellen Trattles and Alysha Clark who is our new canteen supervisor. I would also like to thank Marie Jones for her continuous support to the Canteen. Without all of these people our canteen could not function. Thank you for all your hard work throughout the year.

I would like to thank Sally White for organising and catering at the athletics carnival. However none of these projects could have occurred without the hard work of the P&C and the school community thank you all for you hard work and time.

This has been most evident at the success of the
- Catering at the athletics carnival
- P&C shift at the Lamb and Potato Festival
- Working bees at the school
- Raffles
- Donation to the Royal Far West
- Upgrade to the infants quad area with signs
- Cricket equipment for primary
- Musical instruments
- 4 new microphones
- Central schools sports disco DJ
- New oven cabinet for the canteen
- New caps and primary shirts

Expenditure:
$8586.56 this year 2013.

Already there has been much enthusiasm for fund raising events for next year with new blood and ideas and it all looks very exciting.

Last but not least, I would like to thank Mrs Jo Burgess and Ms Sam Hutton, 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 does benefit the students of Guyra Central School and as the old saying goes "the more the merrier".

In closing, it is my great pleasure to announce the Yr 6 P&C Secondary Scholarship winner for 2013. Congratulations to Leela Gosper.

The P&C Sponsored Gifted & Talented scholarships
- 8 Agriculture: Zara Hamilton
- 8-Music: Alice Stanley
- 8-Sport: Caitlin Black
- 8 Visual Arts: Lily Soraghan
- 8 Visual Arts: Sarah Walls
- Year 9 Agriculture: Briana Merritt
- Year 9 Agriculture: Taylah Martin
- Year 9 Sport: Kelsie Youman

THANKS
Rodney Merritt
P & C President

Student representative’s message
Secondary SRC Report
A major achievement of the SRC this year would be the organising and running of a very successful Central Schools Carnival which ran over two days. Schools attended from Manilla Central, Uralla Central, Bingara Central, Bundarra Central and Emmaville Central. The students were able to play in a range of sports from touch, netball, soccer, bowls and tennis. The highlight for many was the disco. The success of the event was also due to the large amount of time and effort that was put in by teaching staff, students and community members.

The SRC identified a number of causes that they wished to support. Funds were raised for Camp Quality and Jeans for Genes Day. Students also collected Easter eggs which were distributed to patients at the MPS.

Community Service is important and the students also volunteered their time to help set up the Community Hall for the Guyra Show and for the Helipad fundraiser.
Students have their weekly SRC meetings, taking the opportunity to raise any issues and make suggestions. They also make reports to their Year meetings and take suggestions back to the SRC for the SRC to act on their behalf.

**Primary SRC Report**

It has been an honour being school captains for 2013. We have learnt enormous amounts about leadership. We especially enjoyed the Leadership Luncheon, where we were privileged to meet Adam Marshall, Local Member for The Northern Tablelands.

We also had the privilege of the ‘NSW Australian of the Year Awards Tour of Honour’ visit to the school and meeting these interesting people was inspiring.

We enjoyed being part of designing and promoting the school caps.

One of our favourite jobs was running the Welfare Assembly and finding out who was awarded the “Guess Who” from Mrs Burgess for showing Pride, Respect and Responsibility.

**Brendan Knowles and Savannah Roberts – 2013 K-6 School Captains.**

Taking on the role of Student Representative Council coordinator for 2013 has been a challenging but rewarding experience. It has been wonderful working with such motivated and dedicated representatives in Savannah Roberts, Brendan Knowles, Taylor Brennan, Ella Atkin (Year 6), Chloe Brown, Cormack Hume (Year 5), Harrison Dowden, Claire Davidson (Year 4), Benjamin Stevens, Millie Roberts (Year 3) and our newest members from Year 2 Violet Tully and Harris Dullaway. As well as outgoing representatives of Lucas Atkin, Kasey Gaukroger, Tayla Mitchell, Billy Youman and Mackenzie Ramage.

Their main role involves discussing and reporting back on student ideas and issues in class circle time and addressing these at the fortnightly SRC meetings. These are then taken to the K-6 Welfare meeting and discussed with the Principal and primary staff.

Other roles include reporting and making requests at the P&C meetings, raising the Australian and Aboriginal flags daily, running the Friday Primary assemblies fortnightly and the Tuesday Welfare assemblies to promote the weekly Positive Behaviour for Learning (PBL) focus. Leaders of the School delivered reports to the parents on Library business, sports activities and what’s happening around the school. The SRC have also been called upon to meet and greet special visitors as mentioned by our School Captains above. These included the regular visits from Regional Director for Education and Brian Irving a local Aboriginal Elder. They have also welcomed our Grandparents and the Senior Citizens of Kolora to our annual concert and morning tea.

SRC students represented Guyra Central School in the community at the Anzac Day Service and the Rotary Christmas Carnival.
Our community service events included Clean Up Australia Day, tidying up our own back yard, being involved in the Secondary Schools Ronald McDonald bike ride for cancer fund raising and assembly competitions and three major fund raising initiatives.

The Red Shield Appeal on the 26th May raised $1535.55 through door knocking and donation envelopes.

We donated $90.00 to Stewart House from selling handballs as well as $45.80 in the donation envelopes sent home in newsletters. The SRC also held a special handball competition for those who purchased handballs.

SRC have helped to coordinate the Fun Run on 31st May running obstacle activities and raising close to $5000.00, which was put towards I-pads for our school.

We are hoping to receive some extra funding in rebates from the Ez cover book covers which have been sent home with our stationery lists and advertised in the newsletter.

Our biggest student directed achievements from this year’s SRC have been the introduction of the school caps, with our PBL values of Pride, Respect and Responsibility embroidered on them and the formation of our garden club, with 40 students rejuvenating the nature garden.

Thank you to all involved in the successful and enjoyable year of the K-6 SRC for 2013.

Mrs Belinda Clark K-6 SRC Coordinator

Student information

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

Student enrolment profile

![Student enrolment profile chart]

Student attendance profile

![Student attendance profile chart]
Management of non-attendance
Regular and consistent attendance is essential for students to reach their potential at school. To this end we are continuing with the 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 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.

Post-school destinations
Guyra Central School is a K-12 school with approximately 125 students enrolled in years 7-12. In 2013 there were 19 HSC students. The group were by comparison with previous years considered to be a large group with 8 boys and 10 girls sitting for the HSC.

One student is enrolled at University, 3 were enrolled at TAFE, 2 had gained apprenticeships or traineeships, 14 were working either part time or full-time, and 2 had taken a year off before attending University as planned in 2015. There is some overlap in the figures due to the combination of TAFE studies and apprenticeships and part-time/full-time work and TAFE/University studies.

The offer of early entry to University had been granted to 5 of the respondents, however only 1 of them took up that offer for 2014. This student accepted the offer and is studying a Bachelor of Clinical Exercise Physiology. Two students took a year off to work before attending in 2015.

From the group, 3 students had enrolled in TAFE courses. Two of the respondents had secured apprenticeships, 1 a traineeship and were combining TAFE with full-time work.

The group felt that they had undertaken the appropriate courses for the HSC and most were satisfied with the range of courses offered.

The group felt that they had undertaken the appropriate courses for the HSC and most were satisfied with the range of courses offered.

Year 12 students undertaking vocational or trade training
Of the group 61% studied at least one VET course either at school or at TAFE. Courses were Metals & Engineering (6 students), Primary Industries (1 student), Retail Services (3 students with one undertaking a part-time school based apprenticeship) and Health Services Assistance (Nursing) (2 students with one undertaking a part-time school based traineeship).

Year 12 students attaining HSC or equivalent Vocational educational qualification
There were 19 HSC students in 2013 and 95% of them sat for the Higher School Certificate. One student was on a Life Skills program.

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

Workforce composition

<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>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Head Teachers</td>
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</tr>
<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
<td></td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
<td>39.204</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Members of staff identifying as Aboriginal is 1
Teacher qualifications

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

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<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<td>NSW Institute of Teachers Accreditation</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>
<th>Date of financial summary</th>
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<tr>
<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Tied funds</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td><strong>Total income</strong></td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Capital programs</td>
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<td><strong>Total expenditure</strong></td>
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<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2013 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 2013

Academic achievements

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN) Year 3 - Literacy

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 3 - Literacy**

In 2013 there were 25 students in Year 3 who sat the NAPLAN.

In reading, 72% of students were above the National minimum standard. Whilst we were below the state and regional mean no students performed in the lowest band.

In writing, 78.2% of students were above the National minimum standard with 52% of students achieving in the top three bands. Whilst we were below the state mean no student scored in the lowest band.

In spelling, students performed below the state mean with 16% of students not meeting National minimum standard. There was an over representation in the middle two bands with 52% of children achieving a band three or four.

In the grammar and punctuation component of the NAPLAN, 64% of students performed in the top three bands while 5 students did not meet National minimum standards. In all areas of literacy girls slightly outperformed the boys. Comprehension, spelling, grammar and punctuation will continue to be a focus in 2014.
NAPLAN Year 3
Numeracy
25 students sat the Numeracy test of the NAPLAN. Overall Numeracy results show that Students at Guyra Central School performed below the state mean in all aspects of numeracy. 96% of students were above the National minimum standard with 56% of students scoring in the top three bands. In all areas of Numeracy the boys performed slightly better than the girls. Questions relating to space, measurement and data were answered slightly better than questions relating to number, patterns and algebra.

NAPLAN Year 5 - Literacy
In 2013, there were 19 Year 5 students who sat the NAPLAN. In all aspects the students at Guyra Central performed below the state mean. However, in the areas of writing, spelling and Grammar and punctuation students at Guyra Central School performed above the regional mean. In reading no students who sat the test were below National minimum standard and 90% of students were above the National minimum standard. In writing, Guyra Central School students performed 13.1 points above the regional mean. 30% of students scored in the top three bands. Year 5 data for spelling shows an overrepresentation of students scoring in the middle two bands. Whilst there were no students in the bottom bands there were also no students achieving in the top bands this is an area for improvement in 2014. Grammar and punctuation results show 95% of students at or above National minimum standard. When comparing the achievement of boys and girls, girls outperformed the boys in all areas of literacy.

NAPLAN Year 5 - Numeracy
21 students sat the numeracy component of NAPLAN in 2013. In overall numeracy our results show that students at Guyra Central School were below the state mean. Students answered questions relating to number, patterns and algebra slightly better than those relating to measurement, space and geometry. Once again
there was an overrepresentation in the middle to lower bands. Moving these students into higher bands is a priority for 2014.

Student Growth

Literacy

This year we were able to match 19 students in the literacy component of NAPLAN. There were some extremely strong individual performances and outstanding growth in all areas. In reading, students at Guyra Central School were slightly below the state average growth but were the third best performing school in our School Education Group (SEG). Our growth performance in writing was disappointing with only 35% of students meeting their expected levels of growth. However there were some strong individual performances. Although student growth was below the state average growth for spelling, all students except one showed positive growth. This year, despite a significant focus, our school’s grammar and punctuation growth was disappointing, falling well short of the state average growth in this area.

Numeracy

This year we were able to match 20 students in the numeracy component of NAPLAN. Student growth in Numeracy continues to be a significant achievement for our school. Our student growth in this area exceeded the state level of growth by 4 points. All students achieved positive growth with 60% of student exceeding their expected levels of growth. Guyra Central School were the best performing school in our SEG.

NAPLAN Year 7

Literacy

In 2013, twenty seven Year 7 students undertook the NAPLAN Literacy tests at Guyra Central School. The Year 7 cohort achieved some pleasing results. Although overall the Year 7 students at Guyra Central School performed below the State average in NAPLAN, they achieved 10% above state average growth in Reading and 2% above average growth in Spelling. The Year 7 Girls gained results slightly above the Regional average in Writing. In Reading, 22.2% of our students performed in the three higher achievement levels compared with 56.7% across the state and 14.8% of our students performed in the three higher achievement levels for Writing compared with 56.7% for students across the state. The area in greatest need of attention for our Year 7 cohort is Grammar and Punctuation.

NAPLAN Year 7

Numeracy

There were 27 Year 7 students who sat the 2013 NAPLAN. There were 18 boys and 9 girls. 10 Aboriginal students sat the NAPLAN. In all aspects of Numeracy students at Guyra Central School were below the state mean but were very comparable with the regional mean. There were no students who achieved a band 4 however 70%
of students achieved a band 5 or 6. Analysis of student performance shows little difference in achievement between boys and girls. Aboriginal students performed particularly well against the state average with Aboriginal students achieving 2.6 score points above the state average for Aboriginal students. There was little difference in our schools results between data, measurement and space and number patterns and algebra.

NAPLAN Year 9

Literacy

Seventeen Year 9 students undertook the NAPLAN Literacy tests at Guyra Central School in 2013. Whilst some individual students achieved pleasing results, overall the Year 9 students at Guyra Central School performed below the State average in all aspects of the NAPLAN Literacy tests. In Reading 29.4% of our students performed in the three higher achievement levels compared with 41.4% for students across the state; in Reading 11.8% of our students performed in the three higher achievement levels compared with 41.4% for students across the state. The area in greatest need of attention for our 2013 Year 9 cohort is writing.

NAPLAN Year 9

Numeracy

In 2013 there were 17 Year 9 students who sat the NAPLAN. Of the 19 students there were 11 boys and 6 girls who sat the NAPLAN. Student performance in all areas was poor. Students in year 9 were 25.6 scale points below the regional mean. Girls slightly outperformed the boys by 6.4 scale points. No students achieved in the top 2 bands with 94% of students performing in the 3 lowest bands.
In 2013 Guyra Central School entered a Year 8 team in the University of New England Maths Challenge. This team was the Small Schools Champions. The team members were Brodie Harman, Logan Stanley, Sophie Gaukroger, and Kelsie Youman.

Higher School Certificate (HSC)
In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Higher School Certificate Mathematics
In the Higher School Certificate in Mathematics Guyra Central School students achieved an average result of 41 being below the state average of 76.3. These results were below the results gained in previous years and Mathematics will continue to be a target for school improvement.

Higher School Certificate General Mathematics
In General Mathematics, Guyra Central School students achieved an average mark of 53.2 which was 10.7 below the state average of 63.9.

78% of Guyra students achieved a band 2 or 3 result, with no students achieving in bands 4, 5 or 6.

These results represent an improvement upon previous year’s results, but still indicate that General Mathematics is an area for concern and remains a target for improvement in 2014.

Higher School Certificate English
In 2013, fifteen students sat for the Higher School Certificate at Guyra Central School in Standard English. Guyra Central School’s English results for the 2013 cohort in English were very pleasing. The school achieved above State Average results and positive Value Adding.

Higher School Certificate PDHPE
Six students studied PDHPE at Guyra Central School in 2013 with 50% of students achieving a Band 4. One student was one mark short of achieving a Band 5 and achieved her best result in PDHPE for all her HSC courses studied.

Higher School Certificate Visual Arts
Two Guyra Central School students studied Visual Arts for the 2013 HSC with both students achieving a Band 4. Both students achieved their best marks in this course for their HSC. Their body of work marks were equal to state average.

Higher School Certificate Music
Three students at Guyra Central School studied Music with one student achieving a Band 4 and one student being two marks short of also achieving a Band 4.

Higher School Certificate Industrial Technology
In Industrial Technology, four students completed this course with 75% achieving a Band 4. One student achieved his best mark in this course. Results were equal to state average with positive value adding.

Higher School Certificate Metal and Engineering
Six students completed the Metal and Engineering Course in the 2013 HSC with 50% of student achieving a Band 4. Three students achieved their best results in this course. Students achieved exam marks well above state mean and results demonstrated positive value adding.

Higher School Certificate Agriculture
The 2013 results for HSC Agriculture were satisfactory.

At Guyra Central School 3 students sat the HSC Agriculture examination and all received a Band 3 result.
The mean mark for Guyra Central School was 64.5%, and the state average was 69.2%. This result was 4.7% below state average and was consistent with the trend experienced in the 2012 results.

Higher School Certificate Primary Industries
The 2013 results for HSC Primary Industries were very pleasing.

At Guyra Central School 1 student sat the HSC Primary Industries examination and achieved 78% and a Band 4 result, 4.9% above the state average. This student value added over 9%.

The mean mark for Primary Industries at Guyra Central School was extremely pleasing.

Other achievements

GUYRA CENTRAL SCHOOL SECONDARY SPORTS REPORT 2013
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 years Girls       Jessica Butler
12 years Boys       Miles Mongta
13 Years Girls      Sophie Gaukroger
13 years boys      Callum Fleming
14 years girls      Briana Merritt
14 years boys      Laiton Hume
15 years girls      Abby Walls
15 years boys      Robert Mulligan
16 years girls      Samantha Cox
16 years boys      Jake Ellis
17+ girls          Sarah Fleming
17+ boys           Lachlan Brazier

Swimming House Championship went to Nincoola.

Callum Fleming, Sophie, Gaukroger, Jessica Gaukroger and Sarah Fleming successfully qualified for the Regional Swimming Trials, with Callum and Sophie going on to represent the North West Swimming team at the CHS championships.

Athletics House Championship went to Nincoola

Athletics Age Champions:
12 years Girls       Emily Saunders
12 years Boys       Miles Mongta
13 Years Girls      Sophie Gaukroger
13 years boys      Callum Fleming
14 years girls      Ebonie Ellis
14 years boys      Brodie Harman
15 years girls      Tyhla Jones
15 years boys      Cooper Blair
16 years girls      Hannah Williams
16 years boys      Brock Laybutt
17+ girls          Sarah Fleming
17+ boys           Lachlan Brazier

2013 saw a record number of students progressing to the district athletics trials. Strong individual performances were seen by Callum Fleming, Kelsie Youman, Sophie Gaukroger, Brodie Harman, Laiton Hume, Cooper Blair, Nicole Dixon, Lachlan Brazier and Sarah Fleming who were selected in the Zone athletics team.

Kelsie Youman and Cooper Blair attended the State Athletic Titles at Homebush Sydney. Kelsie placed 6th in her 800m. Cooper competed in the high jump, 400m, 800m and 1500m, finishing 7th in the 800m final and 12th in the 1500m final.

Cross Country Age Champions:
12 years Girls       Emily Saunders
12 years Boys       Miles Mongta
13 Years Girls       Kelsie Youman
13 years boys       Callum Fleming
14 years girls      Briana Merritt
14 years boys       Logan Stanley
15 years girls       Abby Walls
15 years boys       Logan Stanley
16 years girls      Hannah Williams
16 years boys       Austin Youman
17+ girls           Sarah Fleming
17+ boys            Lachlan Brazier

Caitlin Black, Kelsie Youman, Callum Fleming, Brodie Harman, Logan Stanley and Austin Youman attended the Regional Cross Country Carnival at Coolah.
Kelsie Youman and Callum Fleming successfully qualified to attend the State Cross Country Championships at Eastern Creek, placing 41st and 67th respectively.

Students participated in a number of CHS knockout competitions including; girls and boys under 16 years and open touch football, girls and boys open and the under 15 years Bill Turner Cup and Trophy for football, boys open cricket. The Under 16’s and boys Rugby League team played in Gala Days around the region and showed great spirit and tenacity in competing strongly against larger schools.
Maxwell Hammond attended the Northwest Under 16 years selection trials for tennis at Armidale and represented the school with pride.

In the Armidale Interschool rugby league competition Guyra Central School combined with Uralla Central School for a successful season. The under 15 years were defeated narrowly defeated by O’Connor High School to finish in second place., Vinnie Abayan and Dylan Bishop were selected to play in the Armidale District representative teams.
Vinnie Abayan and Dylan Bishop were selected in the Titans Rugby League Development Squad which was a great honour for these students who showed great commitment to this sport.

Many Guyra Central School students have assisted with refereeing and coaching duties to ensure the smooth running of sporting events in both the Primary and Secondary schools. These students have displayed positive leadership and community spirit for which they are to be commended. Special mention needs to be made of Adam Lennon for his contributions to the running of Junior and Senior Football matches at Guyra Central School.

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.

Primary Sports Report 2013
This year has been a very busy year for K-6 Sport at Guyra Central School.

Our annual swimming carnival was held in early February; Kasey Gaukroger once again produced some fantastic results breaking three records. In March both Tori Brazier and Kasey Gaukroger represented the school in the North West team at Homebush for the state swimming carnival.

Our athletics carnival took place at the conclusion of Term 2. Tori Brazier and Evey White were successful in competing on the North West team in Athletics at Homebush for the state carnival.
Our cross country carnival was once again held at the Guyra Golf Course. Our school was well represented at both zone and regional level with Dylan Sutton, Evey White, Janae Galindo, Brendan Knowles and Matthew Sisson making it to the state carnival at Eastern Creek in Term 3. Our thanks again goes to Nadine Youman for supporting our students with extra and out of school hours training in athletics and cross country. 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.

This year, we fielded teams in boys’ cricket, boys and girls soccer, boys and girls hockey, boys and girls touch football and girls netball as part of the Primary School Sports Association knockout events. Our boy’s cricket team, coached by Louise Moffatt played an outstanding game here at Guyra Central School against Glen Innes Public School, defeating them to go onto the second round against Ben Venue Public School.

For the first time in many years we entered a netball team into the competition. Kath McMillan expertly coached the team who fought hard in their first round match against Ross Hill Public School; we look forward to this team growing in strength in 2014.

Both our girls and boys touch football teams were coached by Meagan Vidler. They performed outstandingly well. The boys were narrowly defeated in the first round while the girls made it to round four of the competition against Bundarra Central School.

Our boys’ soccer team progressed to the second round of the competition this year. However, the most outstanding result of 2013 was that of our girls soccer team who became North West champions and went on to the finals series in Newcastle in early Term 4 to become the fourth ranked team in the state; congratulations girls and thank you to Eunice Blair for coaching and the parents for supporting this outstanding team.

Our School Swimming Scheme, coordinated by Meagan Vidler, was held in late November. The school was allocated 65 tuition hours which were used to employ Lorraine Brazier and Carly McMillan as Austswim instructors for the duration of the program. Students from Years 2 to 6 participated in the program on a daily basis over a two week period. Mrs Clark and Mrs Watts acted as our two Austswim trained members of staff.

This year we had a number of students who were successful at making it on to North West representative teams for state carnivals: Taryn Ramage and Sarah Rosten were part of the girls soccer team who competed at the state carnival on the Central Coast, Brendan Knowles and Lucas Atkin participated in the boys soccer carnival at Bankstown. Brendan was also a successful member of the North West cricket team that played at Bathurst.

Our weekly school sports program provided a wide range of activities for students to participate in. These included: soccer, touch football, mini-hockey, tennis, basketball, netball, cricket, softball, volleyball and swimming. As well as this we focused on developing shot put, discus, long jump and high jump skills in Term 1 for the athletics carnival.
ARTS

2013 has been no exception to the tradition of Guyra Central School providing its students with access to a very broad spectrum of Creative and Performing Arts. Highlights include the Secondary Creative and Performing Arts Night, Eisteddfod performances a very successful Gifted and Talented Program and accolades for our HSC students.

Emily Butler had her major 2012 HSC Visual Arts major work accepted for exhibition in 2013 Art Express. Emily’s outstanding achievement was also acknowledged as a recipient of the prestigious Giyanna Dirrbuu Regional Award for excellence in Aboriginal Education.

The Guyra Central School Secondary Creative and Performing Arts night demonstrated the range and depth of student talent to families and community members; the audience was entertained with a variety of performances including musical items, speeches, dance items, drama performances and a traditional Indonesian Wayang Kulit or shadow puppet play. Highlights of the evening were the previews of our HSC Music Performances and the Gifted and Talented Band and Drumming Circle. The evening was very well supported by the school community.

2013 also saw a record number of entries in the Guyra Show including art works, Lego exhibitions and photography entries, with many students receiving acknowledgement of the quality of their achievements.

The Gifted and Talented Art Program continued to nurture our students with a range of creative projects including metal fish sculptures, drawing and black and white photography.

This years Gifted and Talented Music Program consisted of a Rock Band and a Drumming Circle. Music equipment was purchased with funds from the Guyra Central School Parents and Citizens to help with the implementation of this program. Both groups first performance was the Guyra Central School Snow Ball in May followed closely by the Armidale Eisteddfod. The adjudicator from the Armidale Eisteddfod was full of praise for both groups and was extremely impressed at the standard of musicianship for Year Eight students.

The adjudicator encouraged both groups to continue as they all have demonstrated the potential for becoming accomplished musicians. The Drumming Circle also performed for the
Education Week meeting at Guyra Central School for local school representatives and The Gifted and Talented Rock Band performed on a float for the Rotary Street Carnival.

HSC Music students attended Encore in Sydney during March which is a concert involving select band six HSC students from 2012. The concert helped the students understand what is involved for successful HSC performance. Whilst in Sydney they also visited art galleries, museums, the conservatorium of music and music stores.

**Significant programs and initiatives**

**Transition to Kindergarten**
2013 saw an influx of new students and new families into the transition program. 43 students this year participated in a variety of activities. The students were involved in awareness of school activities as well as letter and number recognition, recognising and writing their names, music, dance, drama and art. They are also able to interact socially with other students. All of these assess their readiness for school and prepare them for the following year and life at school.

**Transition to Secondary School**
2013 saw another successful Year 7 Transition program promoting, Guyra Central School as the ‘school of choice’ within the Guyra Community of Schools. There were three very successful Transition Days held during the year with one each in term, commencing in term two with a welfare focus with the Year Advisor. Four Year 9 students supported the students throughout the day helping students find their way around the school and looking out for them during recess and lunch. Each secondary faculty held an orientation day during 2013 year. On these days Year 6 students experienced lessons in Music, Visual Arts, the range of subjects associated with Technology Mandatory, PDHPE, English, History, Drama, Mathematics, Science, Agriculture and Computers. These days displayed the broad range of subjects available to students as well as extra curricula activities such as debating, gifted and talented programs and social events. All students thoroughly enjoyed this experience and the opportunity to establish new friendships. Year 10 students will play an important role in 2014 as Peer Leaders for the incoming Year 7 students. This will ensure the transition into secondary school will be a happy and memorable event.

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

**Other Programs**

**Programs for students with additional Educational needs**

2013 has been a rewarding and successful year for staff involved in the provision of programs for secondary students with additional educational needs.

The Secondary Learning and Support Team continues to hold regular meetings to address identified issues relating to individual student needs including attendance, students at risk, personalised learning plans, Board of Studies requirements and learning support referrals.

A key focus area for 2013 has been the differentiation of classroom teaching and learning programs to address individual learning needs. A number of staff from Guyra Central School were selected and interviewed and their classroom practice videoed. These interviews and videos have been placed on the New England Regional office website as examples of best practice in classroom differentiation.

The Secondary Support Teacher Learning Assistant (STLA), Learning Support Teacher (LaST) and Student Learning Support Officers (SLSO) support the classroom teacher and assist in the delivery of course content to ensure that all
students have access to the curriculum. Students with specific needs are provided with accommodations to classroom tasks and assessments including additional scaffolding and reader/writers and extra-time for examinations. Year Advisors and the Aboriginal Education Officer continue to work with all Indigenous students and their carers to ensure Personalised Learning Plans are developed and reviewed on a regular basis to identify areas of strength, review goals and implement strategies to meet these goals.

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.

Quick Smart and Norta Norta programs continued to address the learning needs of Secondary students at Guyra Central School. The Quick Smart program aims 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. The Individual Learning Centre (ILC) continues to be a successful resource for providing students with a conducive learning area and support staff, particularly for our Stage 6 students but also for those students in other stages needing additional support in completing assessment tasks.

In 2013 Guyra Central School has also had the opportunity to implement a very successful mentoring program for students with mental health and behaviour concerns. This has been valuable in improving the self-esteem of identified students and assisting them in developing resilience and coping strategies.

**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:

1. 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.

2. 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/or services for additional support.

In 2013, Guyra Central School continued to implement the Reading Recovery program, which has been in place at the school for twenty one years. Five students from the 29 enrolled in Year 1 accessed the program and a Year Two student was a roll over from last year. One student was referred off the program and is receiving additional support through the STLA program. Two students discontinued successfully from the program at Guyra Central. One student was a shadow student to cover a medical absence of a student and two students are still in progress. It is anticipated to discontinue one of the students in the second last week of the school year.

This year, there are two (ATSI) students. Three boys and two girls participated in the program and received an average of 70 lessons over an average of 20 weeks.

Reading Recovery also requires that students who discontinue successfully are part of an ongoing monitoring program to ensure continued success. All students discontinued during 2013 have maintained their discontinued level.

There are concerns with attendance for one of the students yet to be tested off the program. Low attendance is showing to have an impact on their progress.

All parents were invited to watch their child in a lesson; however this offer was not taken up by any of the parents in 2013. The homework requirement for Reading Recovery was also not followed through at home by parents.

Reading Recovery lessons in 2013 were scheduled in the afternoons after lunch. This
routine had to be changed for one of the
students as progress was extremely slow.
Changing their lesson to the morning has allowed
this child to progress at the rate required by the
program. It is therefore recommended for the
school to timetable future Reading Recovery
lessons in the morning if the timetable allows it,
so students on the Reading Recovery program are
given the best opportunity possible for them to
succeed.

All students in the Reading Recovery program
receive a book prize and a certificate of
achievement which is presented at an Assembly.
This enables the school community to recognise
achievements and efforts made by the students
on the program and sends a clear message to all
students and parents that learning to read and
write is important at Guyra Central School.
Witnessing the growth and self-belief of the
students accessing Reading Recovery makes this
program especially worthwhile.

Kathy McMillan
Reading Recovery Teacher

Debating
2013 saw two Guyra Central School debating
teams participate, once again, in the Premier’s
Debating Challenge.
Our Year 7\8 team comprised Logan Stanley,
Brodie Harman, Kelsie Youman and Sebastian
Gee. Whilst the team is relatively inexperienced I
believe they are learning a lot about public
speaking and debating and have increased their
confidence, skills and ability over the course of
the debating period.

It was unfortunate that not all debates were run
last year as I believe they need the experience
debating against other teams to really hone their
skills. It was a pleasure to watch this team
develop their ability to speak confidently through
competing against teams such as Inverell High
School. Whilst this team did not win, they did do
themselves and their school proud through the
high quality nature of the fight they put up
against some very talented opposition.

In contrast our Year 9\10 team was made up of
some quite experienced debaters including,
Mason Harman, Austin Youman, Georgia Taylor
and Emma Vallance. It was a pleasure to watch
this team develop and hone their skills through
competing against teams such as Glen Innes High
School and Tenterfield High School. Both debates
were highly competitive and Guyra Central
School fought well to win the debate against Glen
Innes. Unfortunately we did not win the
Tenterfield debate but the students did do
themselves and their school proud on the day. All
these students will be better debaters and public
speakers because of their participation in this
competition over the course of 2013.

Le-anne Chandler Debating Co ordinator

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, including flying the
Aboriginal flag each day and including a welcome
to country in all formal events including weekly
assemblies.

In 2013 another very successful NAIDOC
celebration occurred. Students participated in a
celebration assembly that was well led by the
junior AECG. This was followed by a community
morning tea hosted by staff and a BBQ lunch
organised by the junior AECG. The day ended
with traditional Aboriginal tabloid games which
were once again led by the junior AECG.
NORTA NORTA funds were used in 2013 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 2013 NAPLAN testing, NORTA NORTA funds were also used to mentor and support students at risk in years 7, 9 and 10.

Such programs were also supported by every Aboriginal 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.

In 2013 as part of our commitment to supporting Aboriginal students the Aboriginal Education Committee nominated students for the 2013 Giyahana Dirrabuu Murri awards. Emily Butler was successful in receiving this prestigious award as well as her HSC artwork featuring in the “ART EXPRESS”, an honour bestowed on the best major works of 2012.

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 and Mrs Ballard.

National partnerships and significant Commonwealth initiatives (participating schools only)
Low Socio-Economic Status School Communities National Partnership [Low SES] 2010-2103

The Low SES National Partnership concluded in 2013 and a final report on the progress and achievements has been posted on the school website. http://www.guyra-c.schoo ls.nsw.edu.au

As a result of the school’s participation in the Low SES National Partnership, there have been significant improvements, notably in improved student learning outcomes and teaching reform. Quicksmart numeracy, the Intensive Learning Centre and team teaching in Kindergarten yielded significant results in student engagement and performance. Best Start, NAPLAN and Higher School Certificate data indicate substantial growth in student learning. There has been significant improvement in promoting teacher quality and teacher capacity. Every staff member has a professional learning plan aligned to school improvement targets and allows for targeted professional development of staff.

The National Partnership has enabled the school to focus on building the leadership capacity within the school Executive and teaching staff. Developing a collaborative leadership model has led to a consistent understanding of the vision and direction for the school. Guyra Central has successfully introduced Positive Behaviour for Learning (PBL) as a proactive systems approach to school wide discipline. The school has established a positive school environment based on the school values of Pride, Respect and Responsibility. PBL has transformed the culture of the school.

Improving Literacy and Numeracy National Partnership (ILNNP) 2013

The aim of the Improving Literacy and Numeracy National Partnership was to provide best practice professional learning to teachers in the delivery of numeracy teaching from years 2 to 8 leading to observable changes in the classroom practice. One of the Assistant Principals, Louise Moffatt was appointed a teacher leader to provide ongoing collaborative support for teachers in planning, delivering, reflecting on and evaluating lessons. The school plan 2013-2014 was revised to include ILNNP targets and strategies. Involvement in ILNNP is a whole school approach to and explicit improvement agenda.

School planning and evaluation 2012—2014

School planning 2012—2014: progress in 2013
School priority 1

Literacy: To increase the percentage of students in Year 5 (2011) who achieve greater than or equal to expected growth in literacy from 35% to 40% in Year 7 (2013)

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:

- Distributed leadership evident in school management
- Targeted PL in Leadership
- Increase in Executive being accredited at LEAD

 Strategies to achieve these outcomes in 2014

- Enhance the capacity of Executive Staff to lead the School Plan implementation through the leadership development
- Promote and fund Accreditation at LEAD stage for executive staff
- Continue Team teaching in Kindergarten and Year 7

School priority 2

Literacy

To increase the percentage of students in Year 5 (2011) who achieve greater than or equal to expected growth in Numeracy from 46% to 50% in Year 7 (2013).

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:

- Distributed leadership evident in school management
- Targets met within timeframe
- Explicit teaching of numeracy & NAPLAN teaching strategies in all teaching programs

 Strategies to achieve these outcomes in 2014:

- Enhance capacity of Executive Staff to lead the School plan Implementation through leadership development

- NAPLAN preparation to be embedded into the Mathematics Teaching Program at least 1 lesson per cycle
- Develop Maths Olympiad or Tournament of the Minds style tasks with Mathematics focus to give it significance and relevance

School priority 3

Engagement and Retention: Maintain the number of students accessing HSC and VET courses at 80%.

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2013:

- Meetings conducted before subject selection evenings held by the end of Term 2 for year 10. Interviews are to be conducted with the Principal, Deputy Principal, parents/guardians and students
- TAFE & business leaders address students at subject selection information sessions
- Students are surveyed in Year 9 as to what subjects they may consider taking in Stage 6 and these are mapped against interests by the Careers Advisor

 Strategies to achieve these outcomes in 2014:

- Teachers to discuss HSC courses with students prior to interviews- faculties to organise
- To provide individual interviews to all Year 10 students in order to map their HSC career pathway and subject selection choice. Interviews shall include Principal, Deputy Principal
- SBAT/VET coordinator and year advisor to meet with students interested in VET courses

Professional learning

Every teacher, in consultation with their supervisor, develops a Professional Learning Plan which is aligned to the School Plan targets. Teacher Professional Learning Plans are monitored regularly to ensure that their learning needs on multiple aspects of their teaching and leadership aspirations are being met. The focus at Guyra Central School in 2013 was to create a culture of professional improvement, feedback and growth.

All permanent and temporary staff have been provided with professional learning opportunities in syllabus implementation, curriculum development, leadership, quality teaching, welfare and equity as well as technology.
In 2013, three teachers were working towards accreditation and each was successful in being accredited at Professional Competence with the NSW Institute of Teachers. All teaching, administration and support staff participate in a range of mandatory training and other planned and negotiated staff development activities on the School Development days throughout the year.

**Program evaluations**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

Effective schools constantly strive to enhance its educational provision through a process of self-evaluation, reporting and development within the resources available to it.

While the National Assessment Program, Literacy and Numeracy (NAPLAN) data indicates the school is performing well relative to the region and student growth between Years 3 and 5 and Years 5 and 7 is above state average, NAPLAN growth between Years 7 and 9 and HSC results are poor and an area for concern. In 2012 the school executive decided to undertake an evaluation of Mathematics K-12 to make recommendations about areas for improvement.

**Background**

Effective schools constantly strive to enhance its educational provision through a process of self-evaluation, reporting and development within the resources available to it.

While the National Assessment Program, Literacy and Numeracy (NAPLAN) data indicates the school is performing well relative to the region and student growth between Years 3 and 5 and Years 5 and 7 is above state average, NAPLAN growth between Years 7 and 9 and HSC results are poor and an area for concern. In 2012 the school executive decided to undertake an evaluation of Mathematics K-12 to make recommendations about areas for improvement.

**Focus of Evaluation**

To investigate, report on and make recommendations about:

- The effectiveness of teaching numeracy
- The management and structure of daily and weekly numeracy sessions
- Curriculum differentiation in meeting the needs of all students
- The identification, monitoring and tracking of student achievement in numeracy
- Assessment of numeracy and general assessment practices
- Reporting of numeracy and general reporting practices
- Changes to classroom practices because of professional learning
- The Quicksmart program

**Methodology**

In conducting the evaluation, there were a number of strategies used to collect information. The purpose of collecting information from a variety of sources is to ensure triangulation of data to ensure validity and reliability of information. In context to the focus of the evaluation, these included:

- Analysis of school NAPLAN and HSC data
- Teacher questionnaires
- Discussions with teachers
- Parent discussions and questionnaires
- Focus groups with students
- Observations of lessons
- Document analysis of assessments and teaching programs

**Findings and Conclusions**

- Teachers at Guyra Central are hard-working dedicated professionals
- Students in younger years enjoyed Mathematics and found Mathematics interesting
- Senior students didn’t find Mathematics interesting, see it as important or see a real life purpose
- Students feel confident to ask and answer questions
- Parents are happy with the delivery of Mathematics in the primary but there are concerns with Mathematics in the high school
- Curriculum differentiation to meet the needs of students at the lower and higher end of the ability scale requires development.
- There is a need for teachers to provide more effective feedback to students on their performance in Mathematics.
- Individual teachers require different levels of support in programming, assessment and reporting
• More professional learning is required to support teachers to identify, monitor and track student achievement
• Incorporating more hands-on activities, maths games and group work is an area for improvement in secondary Mathematics classes.
• The need for another measure of tracking student progress in Mathematics at a whole school level needs to be investigated.

Future Directions
The school will use Improving Literacy and Numeracy National Partnership money to employ a teacher Leader with the Goal: To provide best practice professional learning in the delivery of numeracy teaching leading to observable changes in classroom practice.

The Teacher Leader will
• Implement principles of coaching to focus on specific aspects of practice to engage in pre-lesson discussion, classroom observation and post lesson coaching conversations.
• Provide ongoing collaborative support for planning, delivering, reflecting on and evaluating lessons with the objective of enhancing teacher and student learning
• Implement the Quality Teaching framework, student & teacher surveys and feedback, quality assessment tasks, student self-assessment and other Assessment for Learning principles
• Model exemplary classroom practice in the areas of: behaviour management, differentiation, catering for all learning styles, student engagement, lesson structure, questioning and feedback.
• Seek and provide professional learning opportunities on an individual and group basis for teachers of Mathematics.

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
Jennifer Atkin Assistant Principal
Louise Moffatt Assistant Principal

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Susan Dolby Head Teacher English
Lynda Hopwood Head Teacher Teaching and Learning
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