School context statement
Principals Message
In 2014, the school executive, teachers, office staff and the school learning support workers have all done a tremendous job providing opportunities for learning and engaging students. In Kindergarten this year with the L3 a targeted literacy program, we have seen some outstanding growth. Students have also been engaged and involved in programs to enhance their learning from the spelling bee – whole school gifted and talented music and arts program in the secondary to Creative Arts program running in the primary. Students have also been accelerated with their studies where appropriate. There have also been excellent opportunities for extension programs with UNE – especially in Science and Maths and study days offered for year 12 students. Links within our area with farmers have been strengthened and students had the success at the Guyra Show and at the Prime Lamb competition and the Northern Steer Cattle competition. The 7-10 debating teams engaged in fierce word play with schools in the area throughout the year. Students in Guyra have a strong work ethic and a strong desire for self-improvement and success. Students have also extended their learning through excursions with 5-6 students going to Canberra, 3/4 Thalgarrah and years 7 and 10 to Coffs Harbour. The Eisteddfod competition for primary/secondary, the Regional Dance festival, the formation of the Aboriginal dance group the JarJums who have performed around the region and the 7-12 Expression Night, and the primary production of “The Wizard of Oz”.

It is also pleasing to see K-12 approach the Snow Ball and the running of the Guyra Gift which was a great success during Education Week. This K-12 approach will be strengthened next year with more middle school days planned for years 5-8 and K-12 CAPA, and PBL days.

In sport this year there have been some outstanding individual and team results. The primary girls soccer team defeated Ben Venue, Nemingha, Tenterfield and Tamworth and as North West Regional champions defeated Singleton. They finished in the top 4 in the state. An outstanding result. The following students represented their chosen sport for the North West Billy Youman & Harry Lockyer in Rugby League, Soccer – Kasey Gaukroger and Tori Brazier. Kasey Gaukroger and Dylan Sutton in Hockey PSSA and Jodi Ellis North West Hockey CHS. In State Cross Country Kelsie & Austin Youman, Huw Knox, Brodie Campbell and Logan Stanley. In State Athletics Huw Knox came 2nd in the state in the 16 yrs 800 metres and Brodi Harman 12th in 13 years 800 metres. Kelsie Youman 5th place in the state in the 14 years 3000m. For swimming, Taylor Brennan and Kasey Gaukroger. In the PSSA State Athletics Archie Dowden ran a Personal Best 100 metres for 8 years and Bailey Wilson 26th in the 11 years shot put. Finally Huw Knox ran an excellent 800 metres to come 2nd in the All Schools Athletics. It is especially important to admire the sporting spirit of the students and of their willingness to show pride, respect, and responsibility whilst participating in weekly sport and in the hard fought house victories in primary, secondary athletics swimming and cross country. The sports co-ordinators Justine Watts and Linley Ryan did an excellent job organising events. Development of leadership skills is central to the school where students have a voice. The Junior AECG ran NAIDOC week with the theme of ‘Walk the Talk’ and the primary and secondary SRCs have had an active year pursuing many changes from uniform through to how awards are handed out to leading assemblies and to planning for future events. As part of our ethos of Guyra Central is community service. Students fully embraced this with activities ranging from Bridge 2 Bridge, Red Shield, Easter Egg run for the Guyra MPS and Kolora, Christmas in the Box and importantly a completely student run and organised team fund raiser for Relay for Life. Just recently Hope McClure and Ali Archibald did volunteer work in Timor Leste last month. Finally an important part of any school is our community. Parents have helped in the classrooms, transporting students to events, attending celebration days and assemblies, through to working with teachers at parent teacher and information nights. The P&C have also played a seminal role through the financial contributions they have made to the school and we thank them for all of the hours they have volunteered to raise funds. The school would like to extend a special thanks to the P & C President Anita Hunter and the P & C who ran the innovative and very successful fund raiser the Piggy Races.

We look forward to continuing to ensure that at GCS we continue to be best prepared to allow
students to embrace the challenges of 21st century learning and show that geography or size is no barrier to success and triumph.
Sam Hutton
Relieving Principal

**P & C Message**
Firstly I’d like to start by thanking the entire P & C Committee for their commitment this year. Although Haley Howarth, Christine Gellie and I haven’t been at Guyra Central or in our positions for very long, we have achieved a great deal this year. The first change we made on joining the committee was to move the venue of our meetings from the school to Rafters Restaurant. This definitely has been a change for the better. The relaxed warm atmosphere with a wine before starting makes for a much more friendly, productive and entertaining meeting with a delicious dinner or hot chocolate to look forward to at the end. You don’t have to stay for dinner, only if you’d like to.
We know everyone one is ‘time poor’ so we like to keep our meetings within the hour. At our last meeting we also decided to trial cutting the meetings back to one a term instead of two. We hope this encourages new members to join and help decide how best to help improve the school. We would love new members with fresh ideas and enthusiasm to join. I ASSURE you we are all a very WELCOMING and FRIENDLY bunch especially with the change of venue and a WINE before we start.
We had an overwhelmingly successful fundraiser this year. The Guyra Piggy Picnic Races was a HUGE success in spite of the cold weather and various sporting events on the same day. We raised over $11,600 after all expenses were taken out for the school and individual class fund raisers. Thank you to the entire school community including all the teachers, staff and parents who chipped in on the day to help the day run smoothly.
We haven’t decided whether to run the pig races next year. Some of the community have stated it would be wiser to run every second year. Other members of the community have suggested we definitely need to run it again next year as it would be bigger, better and more successful than last year as they know how it all works now. Again we call on new members of the parent body to join so you can voice your ideas and opinions. All the hard work has been done for now so we just need to decide where best to spend the funds raised to improve Guyra Central School.

I was overwhelmed and appreciative to receive a letter and statement certificate from Adam Marshall the other day. He addressed the ‘Business of the House of Legislative Assembly of NSW’ on the 5th November with the following;

**Mr Adam Marshall (Northern Tablelands)**
I recognise Anita Hunter and the hardworking team of the Guyra Central School parents and citizens association which recently held the successful 2014 Guyra Piggy Picnic races. Raising money for Guyra Central School was a GREAT community event, and it was a pleasure to attend. I acknowledge all the volunteers on the day who raised almost $12,000 for the school. I also recognise Guyra Lions Club and David Mills, which sold more than 70 kilograms of chips on the day and donated its profit of $800 to the school. I recognise also Roblin Godlorton and her team who put a large amount of time and effort into the little tailor-made piglet jackets with the sponsor’s name imprinted and sewn onto the jackets. I thought they made the day; they added to the experience and the flavour of the day. It was a fantastic occasion and a pleasure to be there. Congratulations to Anita Hunter and the hardworking parents and citizens association. Adam Marshall

I would like to make a special mention to one very special P & C member who has been involved in the school for over 14 years. Leanne Emerton has sadly finished up due to her youngest finishing school this year. Thank you Leanne for your many years of commitment to the school and the P & C. Your involvement and years of experience have been invaluable and will be missed. Haley and I had the pleasure of presenting Leanne with a gift voucher to Boutique Beauty by Pips earlier this week.
I would also like to say a HUGE thank you to Heidi Wilson and Alyssa Clarke for running the canteen so efficiently this year. I most gratefully acknowledge the band of ‘canteen duty’
volunteers whose support is such an important part to the ongoing success of the canteen. I remember my school days back at Armidale City Public known back then as The DEM School.

I MUST say the Guyra Central School Canteen has a HUGE CHOICE of food compared to the canteen I remember. Coming from a family of 4 it was a REAL treat to be given money for canteen. I used to get excited lining up with my 5 cents to buy ‘A SLICE OF DEVON WITH A DOLLUP OF TOMATO SAUCE’. That was exciting!!!!!! It was even MORE exciting when I spotted my MUM working at the canteen. I used to jump up and down and say to my friends ‘That’s my Mum’!!!! I used to be so proud to see mum helping out.

I can’t STRESS enough how important it is to your children when you involve yourself within the school. Whether it’s joining the P &C, giving a day to help out at the canteen or helping your kids in the classroom, DO SOMETHING. KIDS LOVE SEEING YOU INVOLVED IN THE SCHOOL. Not only do your kids love seeing you but you are leading by example by taking a keen interest in your kid’s lives at school. I’m not saying do it all but just do something. Your kids will remember it, you are teaching your children to be involved and contribute to their community. Both my parents were always involved with our school lives, indeed it appears I have followed in my fathers’ footsteps by becoming a P & C President.

Lastly, but not least, I thank Mrs Jo Burgess, Ms Sam Hutton & all the staff at Guyra Central School for their support for the P&C. Your assistance and co-operation has been genuinely appreciated especially with the organising of the Guyra Piggy Picnic Races.

In closing, it is my pleasure to announce the Yr 6 P&C Secondary Scholarship winner for 2014. Submitting a very worthy, impressive application, the recipient for the P&C Secondary Scholarship for 2015 is awarded to Kasey Gaukroger.

Student Representative’s Message

Primary SRC Report

We have enjoyed enormously the privilege of being the 2014 school captains and making a difference at Guyra Central School. Our most rewarding fundraiser was Operation Christmas Child, which was such a success. The SRC put together and covered 24 boxes to send to unfortunate children overseas. The Grip Leadership course in Armidale was inspiring and we have learnt so much about being school leaders, so we have tried to expand our public speaking with humour, especially compering the Grandparents Concert.

We have greeted and met many important people including Mrs Brown acting Regional Director for Education, Adam Marshall the Local Member for Northern Tablelands, the Bridge to Bridge bike riders and the Grandparent guests and senior citizens from Kolora”.

by Jackson Clark and Kasey Gaukroger (2014 K-6 School Captains)
(year 2) as well as our outgoing members of Claire Davidson, Benjamin Stevens, Violet Tully and Harris Dullaway.

The SRC have held fortnightly meetings to discuss student ideas and issues raised in circle time and these have been discussed in K-6 Welfare meetings with the staff and the Principal. Successful student driven initiatives have been the pet photo competition, the farming challenge reward day and mini fete fundraiser, requesting an outdoors lockdown practice and the very popular visits of every class to the school farm with Mr Miller.

The SRC members have rostered roles and have been responsible for the raising of the Australian and Aboriginal flags daily, greeting and thanking guests visiting the school, writing letters making requests to the P&C, running the fortnightly Friday Assemblies and the Tuesday Welfare assemblies to promote the weekly Positive Behaviour for Learning (PBL) focus and the “Guess Who” awards.

The School Captains wrote to our local member to request a new Australian flag and other SRC members wrote to the P&C to request more sand in our sand pits and long jump pit and photo frames for student art displays around the school.

SRC members have been involved in Community. They have helped out on the piggy stall at the Guyra Pig Races, attended the Anzac Day service and Rotary Christmas Carnival and dropped Red Shield Appeal envelopes into all Guyra businesses. On the 5th of May the four Year 6 SRC members attended a very informative Grip Leadership course at the Ex-services in Armidale.

Our community service events include Clean up Australia in our own playground and surrounding areas. We also did major fund raising supported generously by our parents and community. These include:

* Operation Christmas Child Samaritan’s Purse International Relief sending 24 boxes and $60 postage.
* Red Friday 13th for the Red Shield Appeal and donation envelopes raising $170.50
* Super hero dress up day raising $112.65 for Muscular Dystrophy
* Jump Rope for Heart raising just over $3000
* Cystic Fibrosis raising $176.55
* A coin bicycle of $205.00 donated to the Bridge to Bridge riders who visited our school again this year for cancer.

It is rewarding as the Student Representative Council coordinator working with students who have certainly earned their role as SRC members showing Pride, Respect and Responsibility. This was reflected in the thank you letter we received.
from 86 year old Marjorie Fowler from Kolora who enjoyed our concert and was impressed by our staff and students.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>2009</td>
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<td>44</td>
<td>44</td>
</tr>
<tr>
<td>2014</td>
<td>42</td>
<td>42</td>
</tr>
</tbody>
</table>

Management of non-attendance
Regular and consistent attendance is essential for students to reach their full potential. This year we have continued (in a limited form) the Phone Intervention Program (PIP) to target students whose education is ‘at risk’ because of poor attendance. The purpose of the PIP program is to contact the parents to request a brief explanation to their child’s absence. This helps resolve issue relating to unexplained absences, lateness to school and reduce the frequency of truancy.

Teachers are encouraged to contact parents directly to discuss concerns regarding a student’s attendance. This is a proven way to improve attendance as issues relating to the welfare of the students at school can be discussed and measures put in place to improve attendance at school and help form positive relationships between the parents and the school community.

Attendance is discussed at weekly welfare meetings where teaching staff can raise concerns, discuss interventions already in place and seek clarification regarding future steps to improve student attendance. At these meetings staff are also informed of students, deemed ‘at risk’, whose parents have been contacted by executive staff via an attendance letter or who may be on the caseload of the Home School Liaison Officer (HSLO).

Post-school destinations
Guyra Central School is a K-12 school with approximately 125 students enrolled in years 7-12. In 2014 there were 7 HSC students. The group were by comparison with previous years considered to be a small group with 4 boys and 3 girls sitting for the HSC.

Three students are enrolled at University, 3 were working either part time or full-time. 1 Student has a full time apprenticeship. 1 is continuing her School based traineeship in hairdressing and 1 is completing extension in fitness.

The offer of early entry to University had been granted to 3 of the respondents.

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.
Year 12 students undertaking vocational or trade training

Of the group 43% studied at least one VET course either at school or at TAFE. Courses were Metals & Engineering (3 students), Primary Industries (1 student) undertaking a school based traineeship, Construction (3 students). Sport, Fitness and Recreation (1 student), Automotive (1 student), Hairdressing 1 student undertaking a school based apprenticeship (TAFE).

Year 12 students attaining HSC or equivalent Vocational educational qualification

There were 7 HSC students in 2014 and 70% of them sat for the Higher School Certificate.

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>
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</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 Teacher(s)</td>
<td>21</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7,904</td>
</tr>
<tr>
<td>Total</td>
<td>39.204</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Members of staff identifying as Aboriginal is 1

Professional learning at Guyra Central School was delivered in accordance with the Professional Learning Policy for Schools (2004) and aligned to the School Plan. Every teacher, in consultation with their supervisor, developed a Professional Learning Plan identifying the professional learning required to attain the goals within their plan. Professional learning plans are monitored regularly to ensure that learning needs on multiple aspects of teaching practice and leadership aspirations are being met.

The focus for professional learning in 2014 was for the implementation of new Australian Curriculum, leadership development, and targeted support for teachers in their first year of teaching.

Funds were provided to support Australian Curriculum implementation, while National Partnership funds were utilised to continue ongoing leadership development programs.

Teacher Professional Learning (TPL) funds in the 2014 Resource Allocation Model (RAM) were $20,604.00, which was targeted to support professional development in literacy, numeracy, quality teaching, student welfare and well-being. Teacher mentors were funded to support three teachers in their first year of teaching. The newly appointed teachers were provided with release time to engage in professional dialogue with their mentors.

A large proportion of teaching and administration staff undertook a broad range of online professional learning.

In 2014, two teachers were accredited at Professional Competence with the NSW Institute of Teachers while two executive staff continued their accreditation journey at Professional leadership with the NSW Institute of Teachers.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Opening Balance  
(538,278)

Revenue  
(4,373,906)

- Appropriation  
(4,256,036)
- Sale of Goods and Services  
(13,466)
- Grants and Contributions  
(98,622)
- Investment Income  
(5,782)
- Gain and loss  
-
- Other Revenue  
-

Expenses  
4,354,054

- Recurrent Expenses  
4,354,054
- Employee Related  
3,994,013
- Operating  
360,042
- Capital Expenses  
-

Surplus/Deficit for the Year  
-19,852

Balance Carried Forward  
(558,130)

The information provided in the Finance Summary is current at the date shown. This summary includes reporting from 1 January 2014 to 31 December 2014.

Funds received through the Resource Allocation Model (Guyra Central School)*


A full copy of the school’s 2014 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 2014

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).

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 2014 there were 30 students in Year 3 who sat the NAPLAN. In reading, 43.3% of students were above the National minimum standard. We were
below the state and regional mean and 33% of students performed in the lowest band. In writing, 30% of students were above the National minimum standard. 10% of students scored in the lowest band. 70% of students did not meet National minimum standard. In spelling, 40% were above the National minimum standard and 16.7% of students were in the bottom band. In the grammar and punctuation component of the NAPLAN, 43.3% of students performed in the top three bands while 56.6% of students did not meet National minimum standards. In all areas of literacy girls outperformed the boys. Writing, spelling, grammar and punctuation will continue to be a focus in 2015.

NAPLAN Year 3 Numeracy

Numeracy

29 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. 86.7% of students were above the national minimum standard with 31% of students scoring in the top three bands. In all areas of Numeracy the boys performed slightly better than the girls. Questions relating to Number, Patterns and Algebra were answered slightly better than questions relating to Data, Measurement and Space.

NAPLAN Year 5 - Literacy

In 2014, there were 26 Year 5 students who sat the NAPLAN. In all aspects the students at Guyra Central performed below the state mean. In reading, 52% of students were above the National minimum standard with 19% in the top band. In writing, 42.3% of students scored in the top three bands. In spelling, 49.9% were in the top 3 bands, whilst there were 19.2% of students in the bottom band. This will continue to be a focus area for 2015. The Grammar and punctuation results show 46.1% of students above National minimum standard. This will also continue to be a focus area. When comparing the achievement of boys and girls, girls outperformed the boys in all areas of literacy.
NAPLAN Year 5 Numeracy

26 students sat the Numeracy component of NAPLAN in 2014. Overall, our results in Numeracy show that students at Guyra Central School were below the state mean. 81.8% of students met the minimum national standards while 46.1% of the cohort scored in the top three bands. Students answered questions relating to Number, Patterns and Algebra slightly better than questions in Data, Measurement and Space. Overall, girls performed better than boys in all areas of Numeracy.

NAPLAN Year 7 - Literacy

In 2014, thirty two Year 7 students undertook the NAPLAN Literacy tests at Guyra Central School. Overall, the 2014 Year 7 cohort achieved improved results in Reading, Writing and Grammar & Punctuation on the 2013 test results. There were some very pleasing individual results with 3.1% of our students gaining Band 9 and 12.5% gaining Band 8 in Reading and Writing, 9.4 % Band 9 and 6.2% Band 8 in Spelling and 6.2 % Band 9 and 25% Band 8 in Grammar & Punctuation.

Although overall the Year 7 students at Guyra Central School performed below the State average in NAPLAN, 50% of our students gained greater than or equal to expected growth in Writing, Spelling and Grammar & Punctuation. In Reading, 37.5% of our students performed in the three higher achievement levels compared with 58.6% across the state; in Writing 18.7% of our students performed in the three higher achievement levels compared with 39.9% for students across the state; in Grammar & Punctuation 50.1% of our students performed in the top three bands compared to 60.9% for the state.

The area in greatest need of attention for our Year 7 cohort is Spelling.

NAPLAN Year 7 – Numeracy

In 2014, the NAPLAN Numeracy test saw the trend data from 2013 remain static for the
students at Guyra Central School. In 2014, 27% of year 7 students achieved above expected growth and 90% of all students achieving positive growth. At Guyra Central School, 34.4% of students gained results in the top 3 bands (7 & 8). No students recorded results below the National Minimum standard and 72% of students achieved results above the National Minimum Standard. The improvement for the girls in year 7 saw growth of 1.4% with 24% achieving above average growth.

NAPLAN Year 9 - Literacy

Twenty one Year 9 students undertook the NAPLAN Literacy tests at Guyra Central School in 2014. Overall, the 2014 Year 9 cohort achieved improved results in all aspects of the NAPLAN literacy tests on the 2013 results. In Writing, GCS Year 9 students were marginally below the NSW DEC average by 1.5% with the boys gaining results 12.6% above the NSW DEC average. 68.4% of our students gained greater than or equal to expected growth in Reading, 50% greater than or equal to expected growth in Writing, 60% in Spelling and 40% in Grammar & Punctuation. There were some pleasing individual results with 14.3% of our students gaining Band 9 and 19.0% gaining Band 8 in Reading, 19% Band 8 in Writing, 4.8% Band 9 and 4.8% Band 8 in Spelling and 19.0% Band 9 and 4.8% Band 8 in Grammar & Punctuation. In Reading 33.3% of our students performed in the three higher achievement levels compared with 53.6% for students across the state; in Writing 19% of our students performed in the three higher achievement levels compared with 38.9% for students across the state; in Grammar & Punctuation 23.8% of our students performed in the top three bands compared to 44.1% for the state. The area in greatest need of attention for our 2014 Year 9 cohort is Spelling.

NAPLAN Year 9 – Numeracy

In 2014, the NAPLAN results for year 9 students at Guyra Central School saw 52% of the students achieve above expected growth from their results in year 7. 80% of the year 9 boys achieved equal to or better than expected growth from 2012. The trend line increased from the 2013 mark of 521.7 to the 2014 mark of 561.8, an increase of 8%. This is still below the state average but does show the trend is moving towards the state average. 32% of year 9 students at Guyra Central School achieved results in the top three bands with one student gaining a band 10, three students gaining band 9 and two students gaining a band 7. 28.6% of students gained results at the National Minimum standard with 76.6% above the National Minimum standard in 2014.
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 General Mathematics II course in 2014, 66% achieved a Band 4 result. Whilst 33% of students achieved a Band 1 result which severely affected Guyra Central Schools placement when compared to the state Mean.

Guyra Central School had a mean of 10.02% below the state verses school comparison. This is a slight improvement over the 2013 mean and remains an area targeted for improvement in 2015.

Higher School Certificate English


Guyra Central School’s English results for the 2014 cohort in English were very good. We achieved above State Average results in Standard English, English Extension 1 and English Extension 2. Band E4 was achieved in English Extension 1 which placed Guyra Central School’s English Results in the Top 100 for the state.

HSC Modern and Ancient History

Two students studied Modern History at GCS in 2014, with both students gaining very good, above state average results. Four students studied Ancient History at GCS in 2014 with 50% of the cohort gaining well above state average results.

Information Processes and Technology

In the 2014 HSC Information Processes and Technology examination a Band 5 was achieved in this subject area.

This Band 5 result was 7.9% above the NSW state average. The result attained in 2014 for Information Processes and Technology is 3.5% higher than the mean results from 2010 when the course was last studied at Guyra Central School.

Agriculture

In the 2014 Agriculture HSC course there were two students who sat the examination. Both of these students performed well and achieved Band 4 results. Guyra Central School had a mean of 1.57% above the state average which has shown a positive improvement compared to previous years. The mean mark for Agriculture at Guyra Central School was extremely pleasing.

Primary Industries

In the 2014 HSC Primary Industries course there was on student who sat the HSC Primary Industries examination. This student achieved their best result for Primary Industries of all their courses undertaken and received a Band 4. Although Guyra Central School had an average mean of 3.99% below the state average these results were very pleasing.

Other achievements

Guyra Central School Secondary Sports Report

Swimming

The year’s sporting events started with the Secondary Swimming Carnival in February. There were many participants throughout the day as well as a lot of cheering and enthusiasm from students. The most enjoyable and inspirational parts of the day were the house chants.

Age Champions Girls: 12 years: Ashleigh Richardson, 13 years: Bronte Stanley, 14 years:
Sophie Gaukroger, 15 years: Briana Merritt, 16 years: Abby Walls, 17 plus: Chayla Johnson

**Age Champions Boys:** 12 years: Taylor Brennan, 13 years: Zac Rolff, 14 years: Sebastian Gee, 15 years: Brodie Harman, 16 Years: Robert Mulligan, 17 plus: Jake Ellis.

Outstanding participation awards went to: Andrew Bull, Sarah Walls and Liam Surawski.

With excellent results from the carnival, Bronte Stanley, Sophie Gaukroger, Taylor Brennan and Robert Mulligan qualified to advance to the regional swimming trials in Armidale. From this carnival Taylor Brennan was selected on the North West Swim Team to compete at the Combined High Schools State Championships at Homebush in April. He swam in the 100m breaststroke and was placed 7th in his heat.

**Cross Country**
We had a good roll up for the Cross Country held at the Guyra Golf Course. There was a new introduction of some extra awards:

- **King of the Shed** (first runner to the shed) Brodie Harman
- **King of the Corner** (first runner to the half way mark of the 3km course): Huw Knox

**Age Champions**
- 12 Year Girls: Ashleigh Richardson
- 12 Year Boys: Taylor Brennan
- 13 Year Girls: Savannah Roberts
- 13 Year Boys: Miles Mongta
- 14 Year Girls: Kelsie Youman
- 15 Year Boys: Logan Stanley
- 16 Year Girls: Tyhla Jones
- 16 Year Boys: Huw Knox
- 17+ Year Girls: Chayla Johnson
- 17+ Year Boys: Austin Youman

Guyra Central School had 14 representatives run at the Regional Cross country at Coolah. All students showed wonderful sportsmanship.

Results include:
- 16 Years - Huw Knox: 1st and North West Champion
- 14 Years - Kelsie Youman: 1st and North West Champion
- 17 Years - Austin Youman: 5th
- 15 Years - Brodie Harman: 5th
- 15 Years - Logan Stanley: 4th

Congratulations also to
- 13 Years - Savannah Roberts: 11th
- 13 Years - Bronte Stanley: 17th
- 13 Years - Gemma Sisson: 16th
- 13 Years - Madison Morgan: 13th
- 12 Years - Ashleigh Richardson: 12th
- 12 Years - Sarah Rosten: 7th (shadow reserve)
- 12 Years - Zac Rolff: 23rd
- 12 Years - Garth Walls: 16th
- 12 Years - Taylor Brennan: DNF.

We are extremely proud of the tremendous encouragement and support provided from the sideline by the whole team.

**State Cross Country**
Results from the State Cross Country even held at Eastern Creek in July: Austin Youman 70th (50th state schools); Kelsie Youman 32nd (15th in state schools), Logan Stanley was 47th (31st state schools), Brodie Harman 76th (58th state schools), Huw Knox 45th (27th state schools). It was a great effort on a very windy day.

Thanks must go to Mrs Nadine Youman for the enormous time and effort she dedicates to the students. It is an amazing effort for our small school to have so many runners at state level.

**Lawn Bowls**
In the CHS Lawn Bowls knockout competition
Guyra Central School competed against Duval High School at the Guyra Bowling Club in March. Vinnie Abayan, Logan Stanley, Ben Turner and Hunter Davidson went down in their games, however the level of sportsmanship displayed by both sides was outstanding.

Bowls at Bonalbo
At the Regional Central Schools Lawn Bowls Carnival held in Bonalbo in June we had Hunter Davidson, Logan Stanley and Vinnie Abayan represent GCS. GCS were defeated by Bowraville Central in a very close game 15:12. The second game was against Bonalbo Central School the boys played very well to secure a 28:3 victory. The win elevated Guyra Central School to the State Final held in Dubbo where the competition was very strong. The boys played well, but finished with four points in their pool. They had very close losses in all our four games to Peak Hill, Bowraville, Warren and Trundle. We would like to thank the Guyra Bowling and Recreation Club for their kind contribution to assist Guyra Central School in making this trip. Thanks also must go to Mr Smith for transporting the bowlers to Dubbo.

Touch Football
The open boys played in a Touch GALA Knockout Day at Inverell. The boys defeated AHS in their first match. The Guyra boys went down 12-2 against a well drilled Inverell HS team. Against Tenterfield High they played well, but went down 7-4 and finally against Bundarra we scored 4 goals but went down 6-4.

The Under 16’s girls participated in the North West Central Schools Regional Touch Competition. Our representatives included: Ebonie Ellis, Tyhla Jones, Kelsie Youman, Casey Lennon, Zakiya Blair, Nicole Dixon & Sophie Gaukroger. The girls went down to Bundarra 4:0 in the first match but they came back strong in the second match against Bowraville winning 7:1. Their third game was a close encounter against a well drilled Ashford team. The Guyra girls went down 4:1. They then played off for 5th and 6th position and lost to Manilla 3-1.

At the Touch Football trials Sophie Gaukroger was selected in the zone team and then was selected for the North-West regional team to play in Newcastle.

At the State Touch Carnival Sophie and the NW team had a very successful carnival winning a couple of games and in their other matches only going down by 2 points in each.

Soccer
The Open Boys soccer team played Duval in March and went down 5-0. They played very well in wet conditions but Duval were just too strong.

The open Girls soccer team played Armidale High School in the first round and went down 6-1. In the 16’s Bill Turner Trophy (boys) we travelled to Tenterfield and played a fantastic game but unfortunately went down 2-0.

The girls played in the U16’s Bill Turner Cup and were successful in their first round defeating Glen Innes in a home game. They then met Tenterfield in the second round and went down 3-0.

Guyra Central School had a team of girls go to the
Soccer trials in Inverell. Both Casey Lennon and Sophie Gaukroger were selected as shadow reserves for the Zone team.

**Girls League Tag**
The girls League Tag team competed in a GALA day in Inverell. They played four games that were all very competitive and with a little more training next year we should be able to come away with some wins.

**Rugby League**
In May students from GCS had the opportunity to participate in a Rugby League GALA day in Armidale. They combined with students from Duval High, Armidale High, O’Connor and had players in the 13 -16 Years divisions. The boys were commended for their commitment and behaviour.

At the Rugby League Trials Kyle Mongta was selected in the Zone rugby league side as winger to trial for the North West regional team. Kyle played exceptionally well only was very unlucky to miss a place in the team.

Dylan Bishop was selected to represent a combined Armidale and Inverell and District Rugby League side that played against a Gold Coast Titans feeder school at Ballina during the month of October. The match was part of the Armidale and District High Schools Gold Coast Titans development squad program. Jamie McCormack from the Titans and former Guyra resident, said Dylan played well. Dylan is now waiting to hear if he has been successful in being selected in the Titan’s U17’s squad.

**Hockey**
Jodi Ellis and Abby Walls combined with the Duval High School’s Hockey team to play in the Open Girls Hockey knockout competition. It was a very tough game and the girls went down 11-1.

Jodi Ellis and Abby Walls also participated in the Hockey Zone Trials. Jodi Ellis was successful and

Guyra Central School held a fantastic athletics carnival in May at the school grounds. One of the many highlights was the boys 16/17 High Jump. Cooper Blair and Kyle Mongta soared through the air, Cooper successful over 1.70m.

We had many students who went to the Zone Trials held in Armidale in June.

Some of the highlights include:
- Logan Stanley: 2nd 1500m
- Brodie Harman: 2nd 800m
- Huw Knox: 1st 200m, 400m & 800m
- Kelsie Youman: 1st 800m, 1500m & 3000m

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- Kelsie Youman: 1st 800m, 1500m & 3000m

Miles Mongta: 1st 13 Years Javelin
Gnarley Mongta: 2nd 15 Years Javelin
Kyle Mongta: 2nd 17 Years Javelin
Austin Youman: 2nd 3000m

These athletes progressed to the North West Regional Athletics Carnival held in Tamworth in July.

Relay Teams: 17 Years boys Vicente Abayan, Austin Youman, Mason Harman & Huw Knox 2nd Place,
13/14 Years Girls Relay Team: Carly Harman, April Heagney, Kelsie Youman, Madison Morgan, Ashleigh Richardson & Sarah Rosten 6th Place. 13 Years boys Relay Team: Jack Radford, Taylor Brennan, Miles Mongta & Isaiah King. 4th Place.

Secondary Athletics in Tamworth
At the North West Athletic titles in Tamworth, both Kelsie Youman (1500m & 3000m) and Huw Knox (400m & 800m) won both of their events giving them two North West Champion titles each. Brodie Harman (800m) was placed second in his event and Austin Youman (3000m) and Logan Stanley (1500m) were placed third. Kelsie, Huw and Brodie represented Guyra outstandingly well at the state athletics carnival in Sydney. Huw Knox: 2nd place in the 16 years 800 metres final. Brodie Harman: 5th place in the 15 years 800 metres heat and 12th overall. Kelsie Youman: 8th in the 14 years 1500 metres final and 5th place in the 14 years 3,000 metres final. Mrs Nadine Youman, their coach is extremely proud of their dedication and commitment to training all year.
Congratulations to Huw Knox who came 2nd in the 800m at the All Schools Athletics Championships, which was held at Olympic Park in Sydney on the 13th and 14th of October.

Premier’s Sporting Challenge
GCS registered in the 2014 NSW Premier’s (Primary and Secondary) School Sport Challenge. The purpose of the Challenge was to encourage students to participate in sport, games and physical activity and to have more students, more active, more often!
The challenge was for 10 weeks and Guyra Central School (students and staff) participated to a high standard. The participation by Staff provided excellent role modelling to students, demonstrating a healthy lifestyle is important for everyone.

Guyra Gift


K-6 Annual Sports Report
Students at Guyra Central School in the primary department participated in a very busy year of sport for our school.
We began the year with our swimming carnival in February. Kasey Gaukroger achieved selection on the North West team to represent our school at the state carnival held at Homebush.
In cross country, many students competed in the zone carnival at Armidale and the regional carnival at Coolah. Students received extra support and training from Mrs. Nadine Youman. Jake Cook and Matthew Sisson represented our school on the North West team which competed at Eastern Creek.

In May, we held our annual athletics carnival. A team of 36 students represented Guyra Central School at the zone carnival in Armidale. Students again received extra support and training from Mrs. Nadine Youman. Several students went on to represent North West at the state carnival at Homebush. Jake Cook was selected for the junior boys long jump and high jump, Archie Dowden for the 8 years boys 100m and Bailey Wilson for the senior boys shot put.

In PSSA hockey, Dylan Sutton and Kasey Gaukroger made it to state in the boys and girls teams, after attending trials in both Armidale and Tamworth.

Our three sports carnivals were also attended by our partner schools in the ‘Highland Community of Schools’ and St Mary of the Angels, providing the perfect opportunity for students from other schools and Guyra Central to compete against a wider range of abilities.

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, lost their first round match against Ben Venue Public School.

The boys’ and girls’ soccer teams, again coached by Eunice Blair played exceptionally well, the girls making it all the way to the semi-finals, losing to Forster. Forster went on to come second in the whole competition, demonstrating how well our girls played in the competition.

Touch Football became a focal point during Term Three. Six teams from Years 3 to 6 to compete in
a non-competitive gala day in Inverell. These teams were expertly coached by Mrs Vidler, Lorraine Brazier and Mr. Morell. All our teams proved to be great ambassadors in sport for our school.

Our School Swimming Scheme program was held in late Term Four. Mrs. Lorraine Brazier, Lucy Moffatt were employed as Austswim trained community members to assist us in the program. Two of our Austswim trained teaching staff, Mrs. Vidler and Miss Burey, also participated on a daily basis to support students in this program. Mrs Vidler becoming qualified as Austswim trained means there is now 5 trained teachers on staff.

Students from Kindergarten to Year 6 enjoyed the implementation of the Fundamental Movement Skills program. Gross motor skills and ball handling skills was part of their daily routine and activity set. The sports program aims to develop each student’s fine motor skills, coordination and ball handling skills and is an opportunity for parents to become involved in their child’s physical education and development each week. Our school sport weekly program provided a wide range of activities for students to participate in. These included: soccer, tennis, touch football, cricket, Oztag, mini-hockey, basketball, softball and swimming.

For the first time the primary has implemented a ‘sports shed’. The sports captains opened the shed Monday, Wednesday and Friday lunches, and students from Kindergarten to Year 6 were able to borrow equipment and play before returning their items to the shed. This initiative proved to create a positive atmosphere in the playground.

ARTS
The Arts K-6

In 2014, the students began the year with numerous successful entries in the Guyra Show. The continuation of the whole school music program has seen Mrs Justine Eddy working with all classes K-6. She has formed a guitar and choral group with a number of older students.

The annual Guyra Central School Snow Ball was again extremely well supported. Students were provided with the opportunity to display their creative talents such as singing and dancing.

Every fortnight 2 classes present an item at assembly that range from class plays, musical items, dances and sharing visual arts projects.

The K-2 choir practises every week and performs at assemblies and community functions such as the Senior Citizens’ Ball, grandparent’s day and celebration assemblies. This year they also performed at the Armidale Eisteddfod.

Some students from year 6 participated in weekly dance lessons as part of an Aboriginal dance group. They performed at NAIDOC celebrations not only at our school but also in Armidale.

The students were also entertained by visiting performances, such as Cinderella Rocks.

Significant programs and initiatives – policy
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 each day and including a welcome to country in all formal events including weekly assemblies.

This year we formed a traditional Aboriginal dance group called the Jarjums (meaning
children). The dance group consists of students from years 5-9. The students were lucky enough to be taught dances by Shannon Smith and students from Duval High School. The Jarjums have performed at various places around the New England area including Armidale Bowling Club, Duval High School, Guyra Central School, Kolora, Tamworth Dance Festival and NAIDOC Celebrations at Guyra Central School, Guyra Lands Council and ‘A Day in the Dale’ at Armidale & Black Mountain Public School.

Reconciliation Day this year was well attended by Elders and community members, staff and students with the Junior AECG coordinating the morning tea. There is some discussion and planning underway to create a Reconciliation Garden at the school that will be built by students, staff and the community as a shared teaching and learning area. Our arts coordinator and students are designing the project with plans to begin the project (pending funding for materials) next year.

This year we had another successful NAIDOC celebration. Students participated in a celebration assembly that was well led by the Junior Aboriginal Education Consultative Group (AECG). This was followed by a BBQ lunch organised by the junior AECG. The students also got to participate in Aboriginal tabloid games once again led by the junior AECG.

Norta Norta Funds were used 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. Norta Norta funds were used to support year 4 and year 6 students not meeting national minimum standards in 2014 NAPLAN testing. Norta Norta funds were also used to mentor and support students at risk in years 7, 9 & 10.

Such programs were also supported by Aboriginal students having an Individual Learning Plan. This involved interviews with the Aboriginal Education Officer Miss Eunice Blair. The Aboriginal Education Committee continues to meet on a regular basis and we are continuing to develop a strong junior AECG.

Multicultural education and anti-racism
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.

Significant programs and initiatives – equity funding

RAM Equity funding
In 2014, Guyra Central School received equity funding through the Resource Allocation Model (RAM) to support the needs of students based on Aboriginal background, Socio-economic background and Low level adjustment for disability. The total equity funding for Guyra central School was $311,388.

Aboriginal background- Managing Resources
In 2014, there were 65 Aboriginal students who represent 19.5% of the school community. Resources were targeted to provide extra support for students to purchase uniforms and school requisites. Several students received assistance to participate in school excursions and sporting events. Funding was provided to support the newly form Jarjums Dance group. The dance group was invited to locations across the region to perform and the equity funds were utilised to pay for transport for students. Student engagement, confidence and attendance have increased for all students involved in the dance group. Funds were also used to promote and strengthen the Junior AECG and provide senior students opportunities to participate in leadership training opportunities and mentor programs. The Norta Norta Learning Assistance component of the Equity Loading- Aboriginal Background, provided for a School learning Support Officer (SLSO) to provide intensive learning support for targeted Aboriginal students identified through NAPLAN data analysis. The role of the Aboriginal Education Officer (AEO) has been reviewed to incorporate professional learning opportunities such as student performance data analysis. All of the programs funded though this equity loading have further increased and strengthened the connections.
between the school and the local Aboriginal community.

**Socio-economic background**

Socio-economic background - Managing Resources

*The children with the greatest need; need the most attention*

In 2014, 236 of students were identified as low socio-economic (SES) status. During the year, all staff participated in professional learning to raise awareness of the needs of low SES children and plans were established to channel RAM equity funds where they most need to go to meet the specific needs of low SES students. Three Teacher Support Officers were employed to work with Kindergarten, primary and secondary students to support both learning, social, well-being and welfare needs. The impact has been profound, notably in the secondary context where students now have a trusted adult who is working to build their confidence in learning and self-esteem. The learning support officer in Kindergarten is another highly successful early intervention strategy to meet the varying needs of students as they enter school with varied learning profiles.

RAM low SES equity funding was utilised to establish and fund a homework centre for students who require the extra support that may be not be available to them in the home environment. Low SES students received support for uniform, classroom requisites, excursions and travel to sporting events which is working towards building a stronger home school connection.

**Learning and Support**

Low level adjustment for disability - Managing Resources.

This equity loading is based on the number of students with low level disability and learning support needs. The loading is determined by the school’s enrolments and student needs using a Student Learning Need Index (SLNI). The SLNI is a needs based index drawn from 3 years of longitudinal NAPLAN data. The methodology applied is that developed under the program, *Every Student, Every School* (ESES). Under the ESES program, a learning and support teacher (LaST) was allocated to Guya Central School to support students with lower levels of additional need in learning and behaviour. Furthermore, the equity loading provided the school with flexible funding to engage an additional school learning support officer as well as to fund the release of the LaST and support officer for specific professional learning to address learner diversity in the classroom. The funding provides for more personalised learning and support programs which engages students and their parents/carers in collaborative processes to personalise learning to reflect student’s needs. An improvement in student engagement and performance has resulted from this additional resource.

**Other significant programs and initiatives**

**Transition to Kindergarten**

2014 had a number new students and new families into the transition program. 28 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.

**Programs for students with additional educational needs**

During 2014, the model of STLA withdrawal followed the L3 framework of teaching, reading
and writing in small groups. The program has been more stable with a full time member of staff, providing consistent and structured support to children within the school at risk in literacy. We have targeted our lowest achievers, as determined by NAPLAN results and classroom teachers’ referrals. These students are monitored regularly and discussed at Primary Learning Support meetings. It has been extremely successful; particularly for some students who were referred off Reading Recovery to maintain their reading levels and help them progress steadily with regular reading and writing practice.

We have had twenty-seven children access this literacy intervention program, with only four making limited progress due to absences and three aboriginal children leaving the school. Four successful students reached a level thirty reading level and made way to take on the two Reading Recovery students later in the year on a level nineteen.

Eleven primary students on STLA were former reading recovery students, four of these were referred off the Reading Recovery program due to absence, processing or behaviour problems. Only three students remain on a level five in Years two and three. Two students in year three and four are on a level thirteen and the majority are on a level eighteen or above.

Taking words apart in reading and writing is a major focus and has resulted in improved sentence writing and spelling in all students, proven in their South Australian Spelling test results and general class work.

Some children with significant reading processing problems have not benefited from this group approach and have required individual sessions, which this role has been flexible enough to accommodate on occasions. However, additional time with these students on sound work and writing in an individual setting would be beneficial in 2015.

The STLA role has also involved classroom assistance in numeracy in the Primary years, providing group work to better cater for individual differences.

An initiative called “Circle of Friends” was implemented on Wednesday lunch times in Term 4 to cater for students on the autism spectrum and those with some challenges in the playground. It involved eleven students who came together with a teacher to discuss the positives at school, the troubles at school and some social skills or PBL rules in a non-threatening environment. They then spent time playing board games or sharing computer or I-pad games. The children thoroughly enjoyed these shared lunches and it helped in making new friends and sorting out some issues.

Quick Smart has successfully run in Primary throughout 2014 for fifteen hours per week, supporting ten students in years five and six with two finishing the program and a further two doing extension work until the end of the year. There is evidence of significant growth in general maths skills shown in PAT test results. A support management tutor provides a further ten hours per week in literacy and seven and a half hours in numeracy support to over a dozen selective students in years four and six. Spelling, editing and comprehension skills have improved in classroom situations and shown in TORCH tests. Support has been provided to various students as determined by the Learning and Support Team in both the K-6 area and in the secondary throughout 2014.

In Semester 1, small groups of students were created from grades 1 – 6, and the Learning and Support Teacher provided intervention to increase and consolidate the social skill development of these students. Support was also provided in class during Mathematics sessions in 3/4 Magenta two days per week.

In Semester 2 support was provided in Yr 1 Purple during the morning literacy session. The Mathematics sessions in 3/4 Magenta continued throughout this semester also.

In secondary the support has been provided to Year 7 through in class support, accompanying the class through their regular timetable and providing additional support to students during these classes.

**Reading Recovery 2014**

Guyra Central School continues to run a very successful Reading Recovery program, which we have been committed to for twenty-two years. It targets Year One students who are at risk in early literacy learning after one year of good teaching in Kindergarten. It is designed to reduce reading
and writing failure by supplementing the classroom instruction with a structured thirty minute daily lesson, individually designed to meet each child’s unique literacy needs based on proven theory by Marie Clay.

Reading Recovery funding at Guyra Central School in 2014 was allocated three students per day to be taught during the morning session, as it is the most productive part of the day. A total of eight students from the twenty-nine enrolled in Year One accessed the program. This included a Year Two student who began at Armidale City and continued his program during both 2013 and 2014 as a carry-over student. There were five boys and three girls receiving instruction, of which three were Aboriginal (ATSI) students and five were from disadvantaged lower socio-economic families. Two students fell into both the above categories.

The maximum amount of six students successfully discontinued, with one carry over into 2015 and no referrals off the program. To achieve this there were two shadow students who came onto the program when there were absences due to long medical illnesses.

One student left during his ‘Roaming Around the Known’ lessons in the first week of entering the program and his new school was informed. Another student, who was initially a shadow student, was discontinued early at five weeks and only twenty-one lessons on a level 16 as she was enrolling in a small school without access to the Reading Recovery Program.

Children at our school who discontinued this year were monitored regularly and were also involved in follow up group STLA (Support Teacher Learning Assistance) sessions. These involved L3 focused lessons to help maintain their skills and all children have continued to make significant gains both in reading and writing. All students are on or above a level 19, at least one level above their discontinued level and one student is reading a level 27.

The children in Years Two and Three that are past Reading Recovery students were also monitored regularly and many were involved in the STLA program, particularly those that had been referred off due to processing issues. Only two were students that had previously discontinued and they are now back up to their discontinued level with all testing above a level 18 and many others reading chapter books 25+.

Thus the teaching load of Reading Recovery and STLA has been a very successful combination in providing for students at our school.

Two students were taken to Armidale City Public to be taught behind the screen. One student’s parents were able to observe the lesson and were most impressed by his progress. Both these children’s parents value the program and ensure that the homework component is completed daily. However, the majority of students had to have special homework arrangements made at school involving reading to library monitors at lunch times. Other barriers to the Reading Recovery program this year have been students not returning reading books, absences and late arrival to school.

Guyra Central School values Reading Recovery. We celebrate the achievements of successfully discontinued students by presenting them with a special book prize and certificate of achievement at an assembly for community recognition.

This is an extremely rewarding program for both students and teachers involved and it is wonderful to see confident students return to their classroom at the class reading average who are better able to participate in the literacy instruction provided by the classroom teacher.

Belinda Clark
Reading Recover Teacher
School planning and evaluation 2012—2014

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

Alice Cairns as part of the school evaluation used the school wide evaluation tool to assess how the school is performing with the implementation and usage of Positive Behaviour for Learning (PBL). The school achieved a 100%. The information for the SET was collected through product, interview and observation. The SET looked specifically at expectations being defined, behaviour expectations being taught, the ongoing system for rewarding behavioural expectations and responding to behavioural violations. The SET also looked at monitoring and decision making, management and district level support. This is our second SET and with both Guyra Central School has achieved 100% which speaks to the commitment of the school community to PBL.

School planning 2012-2014:

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 (2014)

Outcomes from 2012–2014
Evidence of achievement of outcomes in 2014: Evidence of progress towards outcomes in 2014:
• 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

School priority 2
Numeracy
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 (2014).

Outcomes from 2012–2014
Evidence of progress towards outcomes in 2014:
• 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 2014:
• 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

Future Directions
2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the 1st May 2015.

Our strategic directions are:
• Strategic Direction 1: Enabling school environments where quality teaching and learning engages students to provide opportunities to enhance life chances.
• Strategic Direction 2: Building collective capacity through responsive, distributed leadership; quality learning alliances; organisational innovation and student voice.
• Strategic Direction 3: Strong collaborative educational community.

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

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Samantha Hutton Deputy Principal
Jennifer Atkin Assistant Principal
Dale Smith Head Teacher Mathematics
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Lynda Hopwood Head Teacher Teaching and Learning
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: