Low SES School Communities
National Partnership

2011 Evaluation Report
Table of contents

School Data

Introduction

The focus of the annual evaluation
Planning the annual evaluation
What is the scope of the Evaluation Report?

School context

Methodology

Progress toward targets and strategies

Changes in schools’ systems and practices as a result of participation in the Low SES School Communities National Partnership

Optional section: Sharing Partnership Achievements
School Data

The following is a report prepared as a result of an evaluation at Guyra Central School from November 2010 to October 2011

School Code: 2114
Region: New England

- **Annual school evaluation team members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joanne Burgess</td>
<td>Principal</td>
</tr>
<tr>
<td>Samantha Hutton</td>
<td>Deputy Principal</td>
</tr>
<tr>
<td>Sonya Rogers</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Louise Moffatt</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Dale Smith</td>
<td>Head Teacher Maths</td>
</tr>
<tr>
<td>Susan Dolby</td>
<td>Head Teacher English</td>
</tr>
<tr>
<td>Robert Valler</td>
<td>Head Teacher Teaching and Learning</td>
</tr>
<tr>
<td>Kerrie McFarlane</td>
<td>Assistant Manager National Partnerships</td>
</tr>
<tr>
<td>Natasha Roberts</td>
<td>School Administration Assistant</td>
</tr>
<tr>
<td>Judi Toms</td>
<td>Regional Support</td>
</tr>
</tbody>
</table>

- **Report authors: names and positions**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joanne Burgess</td>
<td>Principal</td>
</tr>
<tr>
<td>Kerrie McFarlane</td>
<td>Assistant Manager National Partnerships</td>
</tr>
<tr>
<td>Natasha Roberts</td>
<td>School Administration Assistant</td>
</tr>
</tbody>
</table>

I endorse the contents of this report.

A copy of this report has been lodged with the School Education Director with responsibility for this school.

Principal: Joanne Burgess
Guyra Central School
Introduction

Schools participating in the Low SES School Communities National Partnership are required to undertake an annual evaluation and report on the effectiveness of the strategies.

Evaluation is an agent of change based on evidence that has been systematically collected and interpreted. It can be used to plan, monitor and improve activities, make judgements about their impact and the allocation of resources. Evaluation is an integral and essential part of all education programs and supports a culture of continuous improvement and critical review.

The 2011 Evaluation Report template is provided to assist schools in reporting information, and will inform revisions to the school plan and ways in which schools will allocate National Partnership funds for the coming year.

The focus of the annual evaluation

The annual evaluation should focus on reporting progress and achievement on the key targets and strategies in the School Plan, to inform decisions about future actions. This includes the revision of targets (where required), the continuation or cessation of current strategies, and whether new strategies need to be developed/implemented.

The annual evaluation should address the following questions:

- What did we say we would achieve?
- How well did we do it? How effective were our strategies?
- Where to next? Future directions?

Planning the annual evaluation

The annual evaluation should be led by the school principal and involve participation of and consultation with key stakeholders. Schools should allocate National Partnership resources to support the annual evaluation process and could include this as an accountability strategy (Reform 5) in their school plans.

What is the scope of the 2011 Evaluation Report?

The annual evaluation will build upon the extensive work already undertaken for the Situational Analysis, and focus on changes and progress over the last twelve months. It should contain information about:

- those aspects of the school context that have changed since the Situational Analysis was prepared (this section of the Report only requires completion where the context has changed)
- a summary of the methodology used by the school to gather information
- evidence of progress towards targets and the effectiveness of Partnership strategies undertaken to achieve the targets
- revised targets (where appropriate) and future strategies
- changes in the school systems and practices as a result of participation in the Partnership.
School context

Guyra Central School has a student population of 342, 18% of whom identify as Aboriginal. It is a progressive school with responsive leadership and highly motivated staff providing excellent learning opportunities for all students from Kindergarten to Year 12.

The school is currently experiencing an unprecedented growth in student enrolment, experiencing a 17% growth across Kindergarten to Year 11 in 2010/2011 and has been reclassified from PC3 to PC2, commencing in 2012.

A unique feature of a central school is the capacity to share teaching expertise and skills across primary and secondary contexts. As such, an extensive and challenging curriculum can be offered which further enriches the learning for all students.

Guyra Central School promotes the notion that learning is paramount to broaden horizons and life choices. With high expectations as a core belief, each student can experience success in academic, sporting, cultural and vocational pursuits. Our singular focus as a National Partnership Low SES school is to provide students with access to the highest quality learning experiences to ensure that they are provided with comparable opportunities to students in other contexts.

The school has proven its capacity to provide innovative educational experiences and opportunities for all students through the Best Start program, gifted and talented initiatives, QuickSmart numeracy, the introduction of an Intensive Learning Centre, a range of state and regional literacy programs such as Accelerated Literacy and excellent music and drama programs. The school has adopted a whole school approach to student and staff welfare through the highly successful Positive Behaviour for Learning Program and promotes the core values of Pride, Respect, and Responsibility within the whole school and broader community contexts.

Guyra Central is well resourced by way of a new science centre, agricultural facility, refurbished library, canteen and administration centre. It is a future focused school in terms of technology provision and implementation into classroom practice. The school boasts two Connected Classrooms as well as interactive whiteboards in all learning spaces.

The school believes that strong and genuine links with the home and the school have a significant and positive impact on student learning. Parents are encouraged to actively participate in and contribute to the learning of their child. Guyra Central School students have achieved success at local, regional and state sporting competitions and been acknowledged in regional Aboriginal leadership and sporting award programs. There is a strong, pro-active Student Representative Council. The school has received acclaim in academic performance in the Higher School Certificate and in regional and state gifted and talented initiatives.

The ultimate goal at Guyra Central School is to empower our students with the values, skills, knowledge and confidence to become valuable members and future citizens of their local community and adequately prepare them for life beyond school.
Methodology

- Analysis of policies and programs, School Improvement Plan, assessment data, SMART data analysis of NAPLAN performance in literacy and numeracy Years 3, 5, 7 and 9, QuickSmart data, Best Start data and Higher School Certificate / School Certificate performance data.

- Surveys of parents to determine levels of community confidence and organisational effectiveness in the school.

- Professional learning feedback from all staff engaging in professional development activities.

- Parent interviews with all Year 10 and 12 parents.

- Whole school and community communication audit conducted.

- Data from Phone Intervention Program to evaluate attendance data.

- Regional Audit of VET provided data on vocational learning options, delivery and student retention.

- Regular analysis of National Partnerships budgets.

- Regular reviews of the School Improvement Plan.

- Undertaking SET (‘School Wide’ Evaluation tool), to evaluate impact of PBL

- Principal, Executive, Teaching staff completed Smarter Schools National Partnerships Cross Sectional Impact Survey.

- All staff completed Connected Learning Advisory Service (CLAS) – Aggregated data received to inform ICT professional learning
### Progress towards targets and strategies from the School Plan

<table>
<thead>
<tr>
<th>What did we say we would achieve?</th>
<th>How well did we do it?</th>
<th>How effective were our strategies?</th>
<th>Where to next?</th>
<th>Future directions?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To increase the percentage of students achieving equal to or greater than expected growth in <strong>numeracy</strong> from 58% to 63%</td>
<td>Limited (little or no progress)</td>
<td>Implementation of K-12 numeracy policy, Establish a numeracy team, Ongoing development of continuum of numeracy learning, QuickSmart</td>
<td>Maintain or increase the proportion of students in the proficient bands in 2012 in Year 7 numeracy NAPLAN from 24% to 35%</td>
<td>NAPLAN results indicated Year 7 numeracy was an area we need to develop</td>
</tr>
</tbody>
</table>

**Select:**

**Evidence of progress towards target**
- This year students achieving equal to or greater levels of growth was 41%

**Key strategies to achieve the target**
- Implementation of K-12 numeracy policy
- Establish a numeracy team
- Ongoing development of continuum of numeracy learning
- QuickSmart

**Target for next year**
- Maintain or increase the proportion of students in the proficient bands in 2012 in Year 7 numeracy NAPLAN from 24% to 35%

**Reason for maintaining or revising target for next year**
- NAPLAN results indicated Year 7 numeracy was an area we need to develop

**Strategies for next year**
- **Describe new/revised strategy:** Continue with existing strategies and include:
  - Provide intensive PL in SMART to increase staff confidence and capacity in the full use of SMART including item analysis and teaching strategies
  - Continue involvement in Walcha/Uralla/Guyra (WUG) Network - develop assessment tasks which reflect NAPLAN style questions
  - Cross faculty marking of Numeracy tasks Years 7 & 9.

- Continue implementation of QuickSmart Numeracy Program
- Train Aboriginal Education Officer as STLA in QuickSmart delivery
- Continuation of the Exemplary Maths programs.
<table>
<thead>
<tr>
<th>What did we say we would achieve?</th>
<th>How well did we do it?</th>
<th>How effective were our strategies?</th>
<th>Where to next?</th>
<th>Future directions?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td><strong>Progress towards target</strong></td>
<td><strong>Evidence of progress towards target</strong></td>
<td><strong>Key strategies to achieve the target</strong></td>
<td><strong>Target for next year</strong></td>
</tr>
<tr>
<td><strong>To decrease the percentage of students achieving at or below minimum standard in spelling in Years 3 &amp; 5 by 50%</strong></td>
<td>Year 3 achieved</td>
<td>Year 3 trend data in spelling shows improvement 2010 at or below 24% 2011 at or below 11%</td>
<td>Continued focus in 2011 on spelling across K-6 NAPLAN strategies incorporated into teaching programs Phonemic awareness training Scope and sequence Accessing regional support Increasing STLA support</td>
<td>Reading is our priority area for 2012 Reduce the number of students not achieving the National Minimum Standard (NMS) band of the Reading aspect in NAPLAN in Year 5 from 7%</td>
</tr>
<tr>
<td><strong>To increase the number of executive staff completing Team Leadership for School Improvement from 0 to 8 staff</strong></td>
<td>Sound (target achieved)</td>
<td>Executive staff attended Team Leadership Workshop on the 31st March 2011 Executive staff completed School Evaluation Resource booklet</td>
<td>Executive staff informed K-12 staff of the 10 core areas of the program Executive staff undertook activities within the Team Leadership for School Improvement handbook</td>
<td>No target Not a priority area</td>
</tr>
<tr>
<td>What did we say we would achieve?</td>
<td>How well did we do it?</td>
<td>How effective were our strategies?</td>
<td>Where to next?</td>
<td>Future directions?</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------</td>
<td>----------------------------------</td>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td><strong>Progress towards target</strong></td>
<td><strong>Evidence of progress towards target</strong></td>
<td><strong>Key strategies to achieve the target</strong></td>
<td><strong>Target for next year</strong></td>
</tr>
<tr>
<td>To increase the local communities' confidence in the ability of Guyra Central School to meet the educational needs, interests and abilities of all students. To increase the % of parents selecting <strong>Strongly Agree</strong> that the school provides information about their child's progress from 12% to 50%</td>
<td>High (target exceeded)</td>
<td>Parents re surveyed September 2011- data analysed</td>
<td>School image program</td>
<td>No target</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Communication Audit</td>
<td>Not a priority area</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stronger links with P &amp; C</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Personalised Learning Plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Year 10 &amp; 12 parent interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Engaging with school community regional program and school team participation</td>
<td></td>
</tr>
<tr>
<td>To increase the number of students accessing HSC and VET courses from 75% to 80%</td>
<td>Sound (target achieved)</td>
<td>80% of students completing HSC in 2011 have completed a VET course to Certificate II level. Basic figures based upon Board of Studies entries and percentages of students completing HSC incorporating a VET course</td>
<td>Increased awareness of TAFE options</td>
<td>Maintain target at 80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Publicity of SVET options through student interviews and specialist subject teacher promotions</td>
<td></td>
</tr>
<tr>
<td>What did we say we would achieve?</td>
<td>How well did we do it?</td>
<td>How effective were our strategies?</td>
<td>Where to next?</td>
<td>Future directions?</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------</td>
<td>------------------------------------</td>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td><strong>Progress towards target</strong></td>
<td><strong>Evidence of progress towards target</strong></td>
<td><strong>Key strategies to achieve the target</strong></td>
<td><strong>Target for next year</strong></td>
</tr>
<tr>
<td>To increase the number of teaching staff who have completed the CLAS ICT Framework survey by Week 5 Term 1 2011 from 0% to 100%</td>
<td>Basic (progress made)</td>
<td>82% of permanent or part time teaching staff have completed the CLAS ICT Framework Survey</td>
<td>Continued revision of staff who have not yet completed the survey Targeted survey completion upon entry of newly appointed staff</td>
<td>100% of teaching staff at Guyra Central School to have completed the CLAS ICT Survey</td>
</tr>
<tr>
<td>To improve the overall attendance of Aboriginal students from below state average to state average</td>
<td>Limited (little or no progress)</td>
<td>K-2 Aboriginal attendance has declined from 92.2% to 90.7% 7-12 Aboriginal attendance has declined from 90.4% to 86% The PIP Program, meeting with parents has already seen an improvement on Semester One attendance</td>
<td>PIP- Links to parents Lands Council Attendance Awards School Attendance Awards Yarn Up Junior AECG Personalised Learning Plans AEO to visit partner schools as Transition initiative</td>
<td>Maintain target to improve overall attendance of Aboriginal students</td>
</tr>
<tr>
<td>What did we say we would achieve?</td>
<td>Progress towards target</td>
<td>Evidence of progress towards target</td>
<td>Key strategies to achieve the target</td>
<td>Target for next year</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------</td>
<td>-----------------------------------</td>
<td>-------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>To increase the percentage of students achieving equal to or greater than expected growth in literacy from 58% to 63%</td>
<td>Limited (little or no progress)</td>
<td>This year students achieving equal to or greater than expected levels of growth was 48.5%</td>
<td>Professional Learning punctuation and grammar NAPLAN writing K-6 Using NAPLAN teaching strategies and incorporating into classroom teaching and monitored through the TARS process</td>
<td>Reduce the number of students in the National Minimum Standard (NMS) band of reading aspect in NAPLAN at Year 5 from 7% (2010) to below 7% (2012)</td>
</tr>
</tbody>
</table>
Changes in schools’ systems and practices as a result of participation in the Low SES School Communities National Partnership

Section 3 of the 2011 Evaluation Report requires reporting against specific targets and Partnership strategies. Section 4 is an opportunity to identify more broadly the changes occurring as a result of your school’s participation in the Partnership. What overall changes are occurring in school functioning – in learning and teaching practices, relationships, student engagement, networks? For example, you might be seeing changes in:

- provision of leadership development opportunities appropriate to staff at differing career points (Reform 1)
- teacher capacity to mentor and lead innovation or action research in classroom practice (Reform 1)
- the quality and quantity of teacher professional learning plans (Reform 2)
- differentiated mentoring programs for early career teachers and/or developing teacher leaders (Reform 2)
- partnerships with other schools, universities or community organisations around student learning (Reform 3)
- levels of student engagement in learning as a consequence of tailored mentoring programs (Reform 3)
- staff confidence in use of student data to inform planning (Reform 4)
- support for target groups including Aboriginal, ESL and refugee students, and students with disabilities (Reform 4)
- school accountability processes including through use of the Situational Analysis (Reform 5)
- processes to strengthen parent/family engagement in school life (Reform 6)
- building pathways/transition points for students, including transition from preschool to school, or from alternative to mainstream schooling (Reform 6).

Please identify and briefly explain below the key changes occurring as a consequence of the Partnership to date, and the Partnership reforms that the changes align with.

- It is expected that the level of change will relate to length of time on the Partnership.
- Schools should identify three to four changes.
- Please be specific and where possible draw on evidence to substantiate the identified change.

Change: Stable Leadership (Reforms 1& 2)

The school had experienced many leadership changes in past years. The National Partnership program brought a focus on building leadership capacity within the executive team and for teachers aspiring to leadership roles. The school executive participated in the Team Leadership for School Improvement program and four members of the executive participated in the Covey Leadership course. The school has appointed an Assistant Manager, utilising National Partnership funds to manage the administration and financial aspects of the National Partnership agenda. There is now a focus on distributed leadership across the school.

Change: Growth in Parent/Community engagement in the school (Reforms 3, 5 & 6)

A detailed evaluation of the School Image; parent surveys and a comprehensive communication audit provided benchmark data on the level of community confidence in the school and became a target in the School Improvement plan in 2011. There has been a significant increase in student enrolment (17% in 2011). There is a more positive school image; a strong P & C; a representative team engaging in a regional school promotion initiative; the employment of a community liaison officer; the employment of a Phone Intervention Officer to monitor attendance and a stronger link with the partner schools in the Highland Learning Network.
Change: Improved/enhanced teaching & Learning (Reforms 4 & 5)
National Partnership funding has enabled the school to implement the QuickSmart numeracy program; provided for an Intensive learning Centre; implemented a team teaching program into Kindergarten, extended targeted professional learning opportunities for teachers (Accelerated Literacy, Reading to Learn) and QuickSmart numeracy; training in Positive Behaviour for Learning. There has been a renewed focus on quality teaching practice, effective differentiation and consistent assessment practices. Teachers have engaged in ongoing training in performance data analysis and encouraged to contribute to data informed planning and decision making.
A professional learning feedback system has been made mandatory to ensure that the professional learning and new concepts are integrated into improved teaching and learning practice and shared with colleagues.
Performance data in NAPLAN, School Certificate & Higher School Certificate indicates growth in student learning.

Change: Improved student & staff welfare (Reform 2)
The implementation of Positive Behaviour for Learning (PBL) has had a significant and positive impact on student welfare. Suspensions have decreased considerably and a positive school culture has emerged. The growth in student enrolments is another result of an improved school culture/image. This has a flow-on effect to enhance the welfare of the staff.

Change: Transition Initiatives (Reform 6)
There has been a focused and systematic approach to building stronger links with the partner schools in the Highland Learning Network. A transition coordinator has been nominated to plan and initiate transition days each term and maintain communication with the network. The P & C has supported a scholarship program in Gifted & Talented, Agriculture and Music as a transition incentive.
### Sharing your school’s Partnership achievements

A major element of the Low SES School Communities National Partnership is sharing schools’ achievements so that all NSW schools can benefit.

We warmly invite you to nominate below an effective strategy, program or initiative that is working well in your school that we can share with others.

We will follow up with you once your nomination has been received.

<table>
<thead>
<tr>
<th>I would like to nominate the following strategy/program/initiative to share with other schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>QuickSmart Numeracy Program</strong></td>
</tr>
</tbody>
</table>

The QuickSmart numeracy program is a partnership initiative with the University of New England and has had a positive impact on student learning not only in numeracy but in overall confidence in learning.

Students are withdrawn for 30 minutes three times per week to work with trained tutors to develop memory and recall.

Student feedback has been overwhelmingly positive. One student commented on his excellent progress, “I just get it”.

Sustainability after National Partnerships represents a challenge.