Guyra Central School
Annual School Report
2012
Our school at a glance

**Students**
In 2012 school enrolment was 325 students, with 20% identifying as Aboriginal.

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

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

The continued National Partnerships Low SES funding in 2012 strengthened the delivery of learning programs and innovative staffing arrangements. This enabled the school to continue to address the areas for development as noted in the School Improvement Plan. Providing intensive support for students in their preparation for the HSC has been the most positive outcome of the Intensive Learning Centre which was funded to provide specific and targeted support for students in Year 7 to 12. It has also been used to allow for Gifted and Talented programs to run.

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

There has been a strong focus on building leadership capacity throughout the school to lead the implementation of the School Plan, as well as to engage in accreditation at higher levels of the NSW Institute of Teachers continuum.

These programs and initiatives will be continued in 2012 to build on the successes in achieving the targets set for 2013.

---

**Student achievement in 2012**
The students achieved outstanding results well above state average in ESSA.

- Year 3 students were above state and well above region in Grammar and Punctuation.
- Year 3 Numeracy was well above the regional mean.
- Year 5 Literacy, our students exceeded the average growth in all aspects of Literacy. 56.3% of students have achieved greater than expected level of growth in numeracy.
- Year 7 students were above the state average of growth in literacy and had positive growth in numeracy.
- Growth in Year 9 literacy was 48.6% compared to 29.1% for state which was the best in region.

**Messages**
**Principal’s message**
Welcome to the 2012 Annual School Report for our very unique Kindergarten to Year 12 School. As the report indicates we have so much to celebrate at Guyra Central School. Students achieved success in academic, creative and performing arts, sport, agriculture, gifted and talented pursuits and experienced a vast range of extracurricular activities. 2012 was a year of change. We welcomed Miss Kristine James and Mrs Meagan Vidler to the K-6 staff and Mrs Jennifer Atkin assumed the role of Assistant Principal. In the secondary Mr Terry Curran became the Industrial Arts, Construction and Metals Engineering teacher. Mrs Deborah
Boileau-Little was appointed as Learning and Support teacher.

The school celebrated many outstanding achievements. A group of talented Year 5 students made it to the finals of the Great School Show Off with their excellent promotional video of Guyra Central School.

A team made it to the finals of the Science and Engineering Challenge and we were successful in the UNE Science and Engineering Investigation Awards.

Both Primary and Secondary fielded teams for Tournament of the Minds at UNE for the third year.

Two students were awarded Australian Defence Force Scholarships.

We were astounded by the news that Art student, Emily Butler had her artwork selected for ARTEXPRESS.

Two students attended the National Youth Science Forum in Canberra and Perth, funded by our P & C.

In sport three students represented Guyra Central School at state level swimming, while four students ran at state level cross country and a further four students wore the Guyra colours at State Athletics.

Two students were awarded Australian Defence Force Scholarships.

Our champion lawn bowler, Braden Sole was awarded the NSW Combined High Schools Champion and the Regional Blue, a distinctive honour.

The National Partnership program continued to fund the two teacher Kindergarten, the success of this proven in excellent Best Start and L3 data.
Quicksmart continued to deliver outstanding learning outcomes for students.

Our Agricultural programs are exemplary, with addition of Agriculture in Year 6 a great success.

Year 11 student Tyrone Clough was nominated for Guyra Young Citizen of the Year and was awarded the Regional Aboriginal Education Scholarship.

The Secondary Creative Arts night was sensational and our dance groups danced their way to the Dance Festival in Tamworth.

The school enjoys outstanding support from our parents, P & C and community groups which enables us to offer a wide range of extracurricular and work experiences to our students.

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

Guyra Central School could not function on a daily basis without the contribution from the administration staff as well as the support officers who assist the teaching staff to provide rich and meaningful learning to students who require extra support.

I thank the highly dedicated staff who make Guyra Central School an inspiring school to work in.

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.

Mrs Joanne Burgess
Principal

P& C and/or School Council message

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

Another exciting project has been the sponsorship of students to attend gifted and talented camps for Science. Dylan Turner will be attending The National Youth Science Camp which is held in Perth.
The P&C also helped to fund the school captains to fly to Sydney to attend a leadership function at parliament house.

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

The P & C also purchased new equipment for the school most notably the purchase of projectors and screens for the gymnasium which look amazing. The P&C has funded other projects in the school ranging from assisting students attend the Year 5&6 school camp, the Year 6 Graduation dinner and sponsoring prizes for this presentation night.

I wish to acknowledge the tireless work of our canteen volunteers, the Canteen Committee, the Treasurer Mrs Sally White, and to Jeanie Tierney, Suellen Trattles, Pauline Wright and Leanne Emmerton without whom, our canteen could not function and over 40 volunteers helping throughout the year. However none of these projects could have occurred without the hard work of this P&C, the school community and previous P&Cs.

I would like to extend my thanks to the P&C executive for their hard work and to all members of the P&C. This has been most evident at the successful Trivia night, the P&C shift at the Lamb and Potato festival, open gardens and the raffles that have been held throughout the year.

Expenditure: $26,000.00 this year 2012

Already there has been much enthusiasm for fund raising events for 2013 with new blood and ideas, and it all looks very exciting.

Last, but not least, I thank Mrs Jo Burgess, 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".

The P&C funded scholarships for gifted and talented
8 Agriculture- Briana Merritt
8-Music-Kelsie Youman
8-Sport- Callum Fleming
10- Agriculture- Hannah Williams
10-Music- Georgia Taylor
10-Sport- Abby Walls
Rodney Merritt
P & C President

Student representative’s message
Primary
K-6 SRC Annual Report
Being elected as school captains for 2012 has been an awesome experience for us. We have thoroughly enjoyed representing Guyra Central School and have learnt a lot along the way.

Danielle Sutton and Hunter Davidson2012
K-6 School Captains
The K-6 SRC has had another successful and enjoyable year. This year our SRC expanded to include the sports house captains and library monitors. Every fortnight the SRC meets to discuss issues brought up by other students in class during the circle time. These issues could range from raising money for a charity group to organising sports at lunch. These issues are then
taken to the K-6 Welfare meeting and discussed with the primary staff.

Each fortnight the SRC take turns to run the primary assembly and inform parents of what is happening around the school. Each day the SRC raise and lower the Australian and Aboriginal flags. The SRC have also been called upon to meet and greet special visitors to the school. The school grounds working bee and the ANZAC day march were other events the SRC were involved in. This year the SRC helped to coordinate the Jump Rope for Heart fundraiser as well as holding a Pyjama Day to raise money for Camp Quality.

Our senior SRC leaders attended a Student Leadership Day in Tamworth this year to focus on further developing future leadership skills. Our thanks go to Mr Barry Knowles for transporting the students on this occasion. Our school captains also attended PBL training organised by Ms Hutton as part of the school’s welfare and discipline policy.

Mr Stephen Alletsee
K-6 SRC Coordinator

Secondary SRC

The secondary SRC seeks to deliver the leadership skills of the students. This year the SRC representatives delivered a number of lessons as part of the PBL program. They delivered these on areas as diverse as from playground expectations through to the using of mobile phones in class.

The SRC also plays a central role in driving and organising charity drives. This is important as the school believes that it is important to do service for the community. These involved the very successful “Relay for Life”, team. Up to 40 members of the school community participated in this event. The SRC continued with its traditional Easter Egg drive. Eggs were distributed to residents of the Multi-Purpose Service and Kolora Homes. As well substantial funds were raised for Genes for Jeans and Footy Colour Day, a childhood cancer research fund.

Importantly the students are leaders of the student body and this was evident in the student’s contribution to the Presentation Night, Education Week Assembly, the Snowball and the year 7 to 12 assemblies.

The SRC also has a vision and this is to host the Central Schools Carnival. Planning has been put in place to host this for 2013.

Ms Sam Hutton
SRC Coordinator (Secondary)

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>120</td>
<td>40</td>
</tr>
<tr>
<td>2009</td>
<td>120</td>
<td>40</td>
</tr>
<tr>
<td>2010</td>
<td>120</td>
<td>40</td>
</tr>
<tr>
<td>2011</td>
<td>120</td>
<td>40</td>
</tr>
<tr>
<td>2012</td>
<td>120</td>
<td>40</td>
</tr>
</tbody>
</table>

Student attendance profile

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**

Of the 16 students who completed their HSC in 2012, two students were offered places at the University of New England, two at University of Southern Cross, one at University of Western Sydney and one at the Sydney University of Technology. Students will be studying a range of degree options from criminology, childcare, engineering, events management and teaching. Students also continued in traineeships and TAFE post Year 12, while other students secured local employment.

**Year 12 students undertaking vocational or trade training**

Guyra Central School offers a wide and relevant curriculum to our students, which aims to cater for their diverse needs, abilities and interests. Our vocational education program is an important component of our curriculum offerings.

In 2012 the school delivered three industry framework courses and they include: Retail, Metals and Engineering and Primary Industries.

Staff in 2012 accredited to deliver industry framework courses included: Ian Buchanan (Retail), and Yvette Ballard (Primary Industries), Bernadette Birmingham (Hospitality), (currently not delivering). Terry Curran is currently undergoing training to deliver and assess Metals and Engineering.

In 2012 80% (37) students have accessed VET Framework Courses either as School delivered VET Frameworks or TVET Courses. School delivered Frameworks include Retail, Preliminary Metals & Engineering and Primary Industries while TVET courses accessed include HSC Metals and Engineering, Automotive, Health Services (Nursing), Children’s Services, Media and Screen and Animal Care.

There were 14 students enrolled in TVET Frameworks. Four Year 12 students completing Metals and Engineering, one completing Media and Screen, four in Nursing and Allied Health, three in Children’s Services, one in Animal Care and one in Automotive.

19% of students were enrolled in more than one curriculum framework. 2.7% are enrolled in more than two frameworks. 10% of students are completing their respective framework course after having started as Stage 5 students. This included four students for Primary Industries and one student in TVET Metal and Engineering. Just over 16% of VET students across Year 11 and 12 are School Based Trainees and 50% of these are Stage 5 students. Traineeships continue to play a vital role in vocational education for students at Guyra Central School. Students gain worthwhile experience in paid employment in industry, as well as engaging in a supportive learning environment at a school level.

Throughout 2012, four Year 12 students (including two early commencements) were involved in school based part time traineeships in Primary Industries. We have one Year 10 student signed up to begin a Primary Industries Traineeship for 2013 with another Year 9 student preparing for sign up to begin a Traineeship in Hairdressing in 2013. Our Careers Adviser, School Based Apprentice and Trainee Contact and regional Traineeship Co-coordinator are working tirelessly to have students signed up before the end of 2012 so they can begin accruing workplace hours that will contribute towards their Traineeship. The school has been involved in the *Bright Futures Campaign* where we have collected data from parents, teachers and employers to develop case studies of student trainees. This will be used as promotional material for students who are contemplating taking up School Based Apprenticeships or Traineeships, as well as those who are searching for engaging programs that will enable them to remain at school to achieve their Higher School Certificate.

Students engaged in VET Frameworks have the opportunity of achieving a dual accreditation i.e. 98% of VET students will receive a minimum of Certificate II qualification as well as contributing towards the Higher School Certificate.
These figures are based on Board of Studies entries of students enrolled in HSC VET courses.

Outcomes from Vocational Education in 2012 include:
- Continuing close working relationship with Careers Network for student work placements.
- Continuing close working relationship with local Guyra businesses for student work placements and traineeships in Retail and Primary Industries.
- Increased student access to a variety of VET Frameworks.

**Year 12 students attaining HSC or equivalent vocational educational qualifications**

100% of students of Year 12 completed the requirements for a HSC.

**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>0.25</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.904</td>
</tr>
<tr>
<td>Total</td>
<td>35.454</td>
</tr>
</tbody>
</table>

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

Members of staff identifying as Aboriginal is 1.

**Staff retention**

Staff numbers remained stable throughout 2012.

**Teacher qualifications**

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

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

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>223,118.52</td>
</tr>
<tr>
<td>Global funds</td>
<td>294,596.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>500,183.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>97,940.14</td>
</tr>
<tr>
<td>Interest</td>
<td>15,749.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>45,329.42</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1,176,917.21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the Annual General Meeting of the P & C and Finance Committee. Further details concerning the statement can be obtained by contacting the school.
School performance 2012
Achievements

Arts

2012 continued the tradition of Guyra Central School providing its students with access to a very broad spectrum of Creative and Performing Arts. Some of those activities included the second running of the biannual Creative Arts Performance evening, Regional Dance Festival, Creative and Performing Art Excursion to Sydney. HSC Visual Art and Music students travelled to Sydney to attend ARTEXPRESS and ENCORE. These are showcases of the top HSC artworks and music performances from the previous year’s HSC. This is a fantastic opportunity for students to witness the high standard of the top HSC artworks and performances and gives students the chance to see what they need to do to achieve a band 6 in their respective HSC courses. This offered students ideas for their own major works and allowed the Visual Arts students to see the work of internationally acclaimed artists as well as the work of influential contemporary artists. Students were given access to opportunities that are not readily available to students living in rural areas. The outcome of this excursion was that students understood the standard that was expected of them to achieve success at HSC level. They gained ideas for major works and experienced a variety of exhibitions and performances which is a requirement of the Visual Arts and Music Syllabus. Opportunities provided by this excursion had a huge impact on one HSC student which led to her receiving a Band 6 for her major artwork. Emily Butler had her major work nominated for 2013 ARTEXPRESS. This was not only a fantastic accolade for Emily, but also a testament to the exceptional support and professionalism of Art teacher Clea Townsend.

Guyra Central School held its annual Creative Arts Night on Thursday 23rd August in the Bills Wicks Gymnasium. This year there were items from both secondary and primary students, including musical items, speeches, dance items and drama performances. The highlights of the evening were the performances by our Stage 6 Music and Drama students.

Many students were involved in the Creative Arts Night, showcasing talents from singing, dancing and gymnastic routines. The evening was very well supported by the school community.

2012 saw an early running of the Regional Dance Festival which meant manic decision making, costume preparation and practise to meet the May deadline. With the outstanding support of Mrs Birmingham and Miss Reim, the students were successful and met the early deadline. However, students at Guyra Central grabbed this opportunity with both hands and this year both primary and secondary School students had teams travel to Tamworth. For the first time in many years both teams had boys play major roles in performances.

Song chosen by secondary students was “Blow” by Ke$sha and Rebecca Wolfenden, Jessica Handebo and Kelsie Youman choreographed an upbeat hip hop style performance that was superbly presented and thoroughly enjoyed by performers and audience alike.

The song chosen for the primary dancers was ‘Waiting on the World to Change’ and was choreographed by Miss Reim and students.
The dance appropriately reflected the song title and it was easy to see that ‘Change’ was on the horizon.

**The Arts K-6**

In 2012, the students began the year with numerous, successful entries in the Guyra Show.

The continuation of the whole school music program has seen Mr Derek Craigie working with a number of classes in Years 3 to 6.

4 students attended the Creative Arts Camp, held at Thalgarrah.

Miss Kirsten Reim choreographed a performance with a group of dancers from year 3 to 6. They performed at the North West Dance Festival in Tamworth.

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

The 3-6 and K-2 choirs practise every week and perform at assemblies and community functions such as the Senior Citizens’ Ball.

The musical that the students were involved in this year was called *What a Knight*. It was a fantastic performance with parents and community members enjoying seeing their children up on stage.

Mrs Jenny Atkin

**Sport**

**Secondary Sports Report**

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

The annual Guyra Central School PBL *SnowBall* was again extremely well supported. Students were provided with the opportunity to display their creative talents such as whip cracking, singing and dancing in the talent quest.
Swimming Age Champions:
12 years girls Sophie Gaukroger
12 years boys Callum Fleming
13 years girls Montana Brazier
13 years boys Brodie Harman
14 years girls Abby Walls
14 years boys Robert Mulligan
15 years girls Samantha Cox
15 years boys Mason Harmon
16 years girls Jessica Gaukroger
16 years boys Brenten Jackson
17+ years girls Sarah Fleming
17+ years boys Jared Layland

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 as representatives in the North West Swimming team at the CHS championships.

Athletics House Championship went to Chandler.

2012 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 Kelsie Youman
12 years boys Callum Fleming
13 years girls Briana Merritt
13 years boys Logan Stanley
14 years girls Abby Walls
14 years boys Cooper Blair
15 years girls Hannah Williams
15 years boys Austin Youman
16 years boys Brenten Jackson
17+ years girls Sarah Fleming
17+ years boys Lachlan Brazier
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; lawn bowls, 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 girls open football team was narrowly defeated in the second round.

Braden Sole was selected as Skip for the Northwest Lawn Bowls Team to attend the State Championships. Braden attained a Northwest Sports Blues for his outstanding achievement in Lawn Bowls.
Maxwell Hammond attended the Northwest under 16 years selection trials for tennis, narrowly missing out on selection in the Northwest team to attend the state championships.

In the Armidale Interschool rugby league competition Guyra Central School combined with Uralla Central School for a successful season. The under 15 years were narrowly defeated by O’Connor High School to finish in second place.

From this competition Brenten Jackson, Erick Klabe, Jake Ellis, Zac Kelleher Alefosio, Vinnie Abayan and Brock Laybutt were selected to play in the Armidale District representative teams against Inverell.

Brenten Jackson, Jake Ellis, Dylan Bishop and Brock Laybutt were selected in the Titans Rugby League Development Squad which culminated in a visit to the Gold Coast Titans, to tour their facilities, participate in a training session with the Titans and attend a Titans’ NRL home game. 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.

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. We have appreciated the support from Nadine Youman who has helped across a range of sports.

Primary Sports Report
Our K-6 students participated in another busy year of sport and fitness here at Guyra Central School.

The year commenced with our annual swimming carnival. Kasey Gaukroger and Dylan Sutton broke five of the schools’ records between them, while the Malpas girl’s relay team also broke a long standing record.

Our school was well represented at both zone and regional levels with Kasey Gaukroger and Tori Brazier representing the school at the state carnival at Homebush in March.

This year we moved our athletics carnival to the end of Term One in anticipation of warmer weather; we were rewarded with a perfect autumn day. Thomas Morgan broke the only record for the day in the boys 200m event. Thirty-two students represented the school at the zone carnival and a further eight represented Guyra at the regional carnival in Tamworth. Evey White and Nicholas Ward were successful in making it on to the North West team to compete at the state athletics in Sydney in October. We thank Nadine Youman and Kelly Ward for their assistance with athletics training this year.

Our cross country carnival took place at the Guyra Gold Course early in Term two. Students turning eight, nine and ten competed in a two kilometre run while those turning eleven and twelve competed in a three kilometre run. Our zone team was made up of 40 students who competed at the University of New England. Evey White and Matthew Sisson represented us at the state cross country at Eastern Creek in Term three. 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 cricket, boys and girls soccer and boys and girls hockey as part of the Primary School Sports Association knockout events. Our boy’s cricket team, coached by Mr Eric Reeves, played an outstanding home game against Glen Innes Public School. It was a narrow loss against the visitors.

We thank Mr Reeves for his assistance with cricket over the past few years.

Our soccer teams were again coached by Eunice. Both the boy’s and the girl’s teams played exceptionally well with the girl’s team making it to the second round only to be defeated by Glen Innes Public School. Mrs Moffatt coached both our boys and girls hockey teams.

This was the first time in a number of years we entered a boy’s side. Both teams did very well progressing to the second round, going down to Ben Venue Public School.

In August our school participated in a Rugby League Backyard Blitz program, coordinated by the Country Rugby League association. Students from K-2 were taught basic skills and drills and were encouraged as individual classes to come up with their own modified game of Rugby League they could play at school. During the final session each class implemented their own modified game with great success.

This September we participated in the New South Wales Touch Football’s gala day in Inverell. We fielded seven teams from Years 3 to 6. The aim of this day was to build experience and confidence in students participating in Touch Football and to promote the sport throughout the region. The students had a fantastic day participating in a non-competitive environment. We thank the many parents who helped coordinate the teams during the gala day.

Our School Swimming Scheme was held in late November. The school was allocated 40 tuition hours which were used to employ Lorraine Brazier as an Austswim instructor 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 Moffatt acted as our two Austswim trained members of staff.

Our weekly school sports program provided a wide range of activities for students to participate in. These included: soccer, touch football, cricket, mini-hockey, tennis, basketball, netball, softball, tennis, handball and swimming.

Other

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

and/or

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

Literacy – NAPLAN Year 3

In 2012 there were 25 students in Year 3 who sat the NAPLAN. In reading, 96% of students who sat the test reached National minimum standards. 24% achieved a band 6. The mean for reading was equal to the state mean and above the regional mean. Our writing results were slightly below the state mean but above regional mean. 48% of students achieved band 5 or 6. Spelling continues to be an area for improvement in 2013. This year
we were below the state mean for spelling but were above the regional mean by 14 points. 8% of students were below National minimum standard with 44% of students achieving at proficiency level. Grammar and punctuation results show that we were above the state mean and well above the regional mean. 76% of students achieved in the top 3 bands. Reading, comprehension and spelling will continue to be priorities in 2013.

Numeracy – NAPLAN Year 3
25 students sat the NAPLAN numeracy test in 2012. Overall numeracy results show that students at Guyra Central School performed well above the regional mean but slightly below the state mean. Girls in Year 3 outperformed boys by 14.2 points and in the test aspects of number, patterns and algebra the girls were comparable to state mean for girls.

Literacy – NAPLAN Year 5
In 2012 there were 33 students in Year 5 who sat the NAPLAN. In all aspects the students at Guyra central School performed within the state mean. In reading 21% of students were below National minimum standard, while 39% met proficiency. In writing students performed within the state mean, with 38% of students at proficiency. The schools mean for writing was 50 points above the regional mean. Spelling and grammar and punctuation have been focus areas for improvement for the last couple of years. This year our results show an improvement in spelling with 56% of students in the top 3 bands. In grammar and punctuation there was also a great improvement. 85% of students achieved at or above National minimum standard and 31.3 % of students achieved the top band (8). We will continue to focus on spelling, grammar and punctuation and reading comprehension for areas for improvement in 2013.
Numeracy – NAPLAN Year 5
33 students sat the numeracy component of NAPLAN in 2012. In overall numeracy our results show that students at Guyra Central School were 27.2 points above the regional mean and extremely comparable to state, being only 5.3 points below the state mean. This was an excellent result. Girls performed above the state average for girls by 2 points. 40% of students scored in the top 3 bands. Year 5 students performed better on questions relating to number, patterns and algebra while questions relating to measurement, data, space and geometry will be an area for improvement in 2013.
While trend data is affected by various cohorts, the data shows movement in an upward direction an indication that the school’s results are moving in a positive direction.

Student Growth
This year we were able to match 32 students in all areas of the NAPLAN. Students at Guyra Central School exceeded the average growth for students across the state in all aspects of literacy. Student growth in the area of grammar and punctuation was particularly outstanding with 61.3% of students exceeding the expected level of growth.
While student growth was strong in Numeracy (all students showed growth), with 56.3% of students achieving greater than expected levels of growth, we were slightly below the state average. In all areas there were some strong individual growth performances. The data shows that student growth between Year 3 and Year 5 continues to be a significant achievement.

Literacy – NAPLAN Year 7
In 2012, the Year 7 cohort at Guyra Central School achieved some pleasing results. The Year 7 students were 23.5 scaled scores above the State average growth in Grammar and Punctuation and performed slightly above the Regional average in Spelling. The Year 7 Boys gained results above the Regional average in Writing, the Year 7 Girls performed above the region in Reading and Writing and the Year 7 Aboriginal students gained results above the State average in Reading, Writing, Spelling and Grammar and Punctuation. Overall the Year 7 students at Guyra Central School performed below the State average in NAPLAN. In Literacy, 36.4% of our students performed in the three higher achievement levels.
compared with 60.1% across the state. The area in greatest need of attention for our Year 7 cohort is spelling.

**Numeracy – NAPLAN Year 7**

In 2012, the NAPLAN numeracy test saw improvement in the trend data by 3.5% for the students at Guyra Central School from 2011. This year 55% of year 7 students achieved at or above expected growth, with 85% of students showing positive growth.

At Guyra Central School, 18% of year 7 students gained results in the top two Bands (8 & 9), with one student gaining results in band 4. 25% of the girls in year 7 achieved band 8, 10% above the state average for this band.

Guyra Central School participated in the local Central Schools communal scope and sequence and assessment model with improved skills based assessment tasks has assisted in improving the Numeracy standards at Guyra Central School.

**Reading – NAPLAN Year 9**

Guyra Central School’s Year 9 results for NAPLAN in 2012 were very pleasing. The average growth achieved in Literacy for our Year 9 cohort was 48.6% compared to 29.1% for the State; this was by far the best growth achieved by any school in the region. In particular Year 9 Girls were 42 scale scores above the state average growth in the test aspect of Reading.

Guyra Central School Year 9 students achieved above state average growth in Spelling and gained results above the Regional average in both Writing and Grammar and Punctuation.

In Literacy, 38.7% of our students performed in the three higher achievement levels compared with 42.8% across the state. The area in greatest need of attention for our 2012 Year 9 cohort is spelling.
Numeracy – NAPLAN Year 9
In the 2012 NAPLAN test for year 9 students, 90% of students achieved growth from year 7. The trend line has been steadily increasing since 2008 with 3.3% growth shown over this period. The trend line has been steadily increasing since 2008 with 3.3% growth shown over this period. One student achieved a band 5 result, with the other 95% of students performing at or above the National benchmark, with 55% gaining growth greater than or equal to expected growth.

Students at Guyra Central School in 2012 were included in a community of Central Schools Mathematics program that shared common assessment and skills building tasks which has assisted the overall growth of the students in Numeracy in 2012.

Higher School Certificate

Higher School Certificate English 2012
In 2012, ten students sat for the Higher School Certificate English at Guyra Central School, three for Advanced English and seven for Standard English.

The 2012 results in Standard English were very good and maintained the upwards trend that this course has been experiencing for several years. Although the class performance was below the state average, the growth for students in this course was excellent and well above the state average with value adding of 5.45 achieved.

Advanced English results were below the state average.

Higher School Certificate History
Three students studied Ancient History in 2012 at GCS. Although the Ancient History results overall were below the state average, positive value adding was achieved.

Three students also studied Modern History and although the results for this class were below the state average, excellent value adding of 10.52
was achieved which was well above the state average and the best value adding for any course within the school.

**Higher School Certificate Business Studies**
One student studied Business Studies in 2012 at GCS. This student achieved results well above state average and very good value adding. This result was the student’s best result for all courses undertaken.

**Higher School Certificate Retail Services (VET)**
The Retail Services exam was undertaken by four students at GCS in 2012. The results for this exam were solid. Overall the results were below state average but positive value adding was achieved and this was also the best result achieved for 75% of the students undertaking the course.

**Higher School Certificate Mathematics.**
In the Higher School Certificate in 2012, 100% of Guyra Central School students achieved a band 3 result. The overall trend for Mathematics is upward over the past 3 years, but is still below the state average.

The student representation in Band 3 is 86.6% above the state average. The average mark for Mathematics students at Guyra Central School in 2012 was 65.5% which is an increase of 4% on the 2011 figures.

**Significant programs and initiatives**

**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 2012 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 2012 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 2011 NAPLAN testing.

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 2012 as part of our commitment to supporting Aboriginal students the Aboriginal Education Committee nominated students for the 2012 Giyahana Dirrabu Murri awards.

**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 partnership programs**
Our singular focus as a National Partnership Low SES school is to provide students with access to the highest quality learning experiences.
The school has proven its capacity to provide innovative educational experiences and opportunities for all students through the Best Start program, gifted and talented initiatives, Quicksmart numeracy, the introduction of an Intensive Learning Centre, a range of state and regional literacy programs 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.

The National Partnership program enables a focus on building leadership capacity within the executive team and for teachers aspiring to leadership roles. 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 and this has determined professional development.

**Empowering Local Schools National Partnership**

Guyra Central School was selected in 2012, to be one of the 229 NSW schools to participate in the Australian Government Empowering Local Schools initiative.

The aim of this initiative is to empower participating schools to make decisions at the local level to better respond to the needs of students and the school community.

**Other programs**

**Programs for students with additional Educational needs**

2012 has been an extremely busy year for staff involved in provision of programs for secondary students with additional educational needs.

Learning support in the secondary department of Guyra Central School in 2012 included the continuation of Quick Smart and *Norta Norta*. The *QuickSmart* 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.

2012 saw the conception of the Secondary Learning Support Team as a stand-alone team. This idea was introduced to provide greater advantage to secondary students with additional educational needs as the Secondary Learning Support Team would be better able to focus on the needs of secondary students alone. The team consists of Learning Support Co-ordinator, Secondary Support Teacher Learning Assistance, Learning and Support Teacher, Deputy Principal, School Counsellor, Aboriginal Education Officer, faculty representatives along with any other interested staff. The role of the Learning Support Team is to ensure that there is a process in place to support the individual needs of students requiring learning assistance.

Coupled with this change, 2012 also saw the development and introduction of the Secondary Learning Policy. Referral procedures were adjusted and based on best practice models across the region. The team has met regularly to discuss student needs and decide on the most appropriate course of action and / or strategies to be implemented. This information has then been communicated to all teaching staff.

Secondary STLA and LaST support the classroom teacher and assist in the delivery of course content to ensure that all students have access to the curriculum. Students are now being assessed to evaluate the success of learning Support programs. STLA, LaST, Year Advisors and Aboriginal Education Officer have been actively involved in the development of Personalised Learning Plans to identify student strengths and guide goal development.

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

2012 saw another successful transition program for students who will be attending Kindergarten in 2013. 27 students this year were involved in a variety of activities including letter and number recognition, recognising and writing their names, music and art. All of these assess their readiness for school and prepare them for the following year.

Transition to High School

2012 saw the continuation of the rejuvenated Year 7 Transition Initiative Action Plan. Guyra Central School contacted the Guyra Community of Schools to endorse and promote Guyra Central School as the ‘school of choice’. There were four Transition Days throughout the year, one in each term. These days displayed the broad range of subjects available to students, extra curricula activities such as debating, gifted and talented programs, social events, fundraising and community support such as Red Shield Appeal. School newsletters are emailed to community of schools so that students and teachers can keep in touch with events at Guyra Central School.

Each secondary faculty held an orientation day during 2012 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. The Term 4 day concentrated on a welfare perspective with the Year Adviser. Ten Year 9 students supported the students throughout the day and organised and implemented a barbeque lunch and a sport afternoon for the 31 Year 6 students. All students thoroughly enjoyed this experience and the opportunity to establish new friendships. Year 10 students will play an important role in 2013 as Peer Leaders for the incoming Year 7 students. This will ensure the transition into high school will be a happy and memorable event.

High school information booklets were distributed that clearly provided uniform and book requirements for the incoming year, tips on starting high school and a DEC checklist.

Progress on 2012 targets

Target 1

Repeat target for 2012 from 2011 report

- Reduce the number of students not achieving (NMS) band of the Reading aspect in NAPLAN in Year 5 from 7% to below 7% in 2012
- Maintain or increase the proportion of students in the proficient bands in 2012 in Year 7 Numeracy NAPLAN from 24% to 35%
- Increase the number of students accessing HSC and VET courses from 75% to 80%
- To improve the overall attendance of Aboriginal students from below state average to state average
- 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 Strongly Agree that the school provides information about their child’s progress from 12% to 50%

Our achievements include:

- Aboriginal student attendance has improved.
- Maintained the number of students accessing HSC and VET courses.
- Community partnerships established effective partnership and profile within the school community.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of.
Learning Support Review
To evaluate where Guyra Central School achieved in meeting Learning Support needs of the students, members of the community and staffing were surveyed. The two areas identified were: School Organisation and Resource Management and Teaching and Learning personalised learning.
It was identified that the school needed to ensure that disability awareness training was completed by all the staff. The school has now completed this element. In the school there are Learning Support Team meetings that occur at regular intervals and these teams have systematic review procedures in place and that there are set meeting procedures in place. Case Managers have also been identified for students. As part of this process there is evidence of curriculum adjustments and accommodations that have been put into place.

Findings and Conclusions
The school reaches a level 4 in terms of ensuring that records in regards to referrals are set. The staff would however benefit by exploring the role of the Learning Support Team and why these processes are in place.

Data Usage to inform practices could play a larger role and other committees such as the PBL committee and Welfare committee could also refer more cases to the Learning Support Team.

The majority felt that Guyra Central School was level 4 in ensuring that the teaching and learning cycle supported the curriculum requirements of students with additional needs. This was done by the monitoring and follow up of plans. Staff were aware of previous practices and accommodations and adjustments were made for identified students.

Future Directions
Guyra Central School needs to ensure plans that are developed by individual staff are not done in isolation from others and these would also benefit from input from parents.

Technology
Background
In response to the changing need of technology and the challenges of meeting these in K-12 environment a Technology committee was formed. This included members from primary and secondary. As a result the Technology committee ran a number of trials to look at different technologies. As a result Kindles were introduced to Year 12 Advanced English where the core texts were loaded on to them as part of a Literacy initiative.

Findings and Conclusions
Initial surveys have indicated that the majority of students found these difficult to navigate especially when making notes. However, a student who had his own Kindle preferred to have his texts on this medium. In response to this a new approach was decided upon and that was to try and put a range of supplementary texts on the Kindle. This will then be evaluated.

Staff were surveyed on what professional development they would need to develop technology based resources to improve the delivery of educational outcomes for students. Staff were then given time to work on a range of resources to engage students and give significance to the learning environment. These range from blogging, the development of a face book page for visual arts, the creating of sound files to post on the computer and developing Prezzie presentations for English. The staff members also worked on Adobe Connect. To develop resources the staff spent time working with the Regional Technology Consultant on programs ranging from Prezze to SRN and how to use the I Pad and Galaxy tablet with their apps to help deliver lessons. The follow up sessions were
seen as being particularly helpful to staff as it allowed them to reinforce newly learnt skills.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below. A detailed evaluation of the School Image and parent surveys has provided comparative data on the level of community confidence in the school. This data showed improvement but has not yet met the set target. This shall remain a target in the School Improvement Plan in 2013.

There has been an increase in student enrolments. There is a more positive image; a strong P & C; the continued employment of a community liaison officer: the continued employment of a Phone Intervention Officer to monitor attendance and a stronger link with the partner schools in the Highland Learning Network have aided in the growth in parent community engagement in the school.

**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 2012 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 2012, 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.

**Professional Learning Expenditure**

- Teacher Professional Learning: $18,128.22
- Beginning Teacher Support: $2482.79
- Digital Education Revolution: $2823.58
- National Partnerships Low SES: $29,295.80

**School planning 2012—2014**

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

**School priority 1**

**Outcome for 2012–2014**

2013 Targets to achieve this outcome include:

- **Literacy**: To increase the % 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)
- **Numeracy**: To increase the percentage of students in Year 5 (2011) who achieve greater than or equal to expected growth in numeracy from 45% to 50% in Year 7 (2013)

Strategies to achieve these targets include:

- **Literacy and Numeracy**
  - Team teaching Year 7
  - Intensive analysis of NAPLAN performance Data, item analysis and development of specific strategies based on weaknesses
  - Cross faculty marking of NAPLAN literacy and numeracy

**School priority 2**

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

Strategies to achieve these targets include:

- To provide individual interviews to all Year 10 students in order to map their HSC career pathway and subject selection choice. Interviews shall include Principal, Deputy Principal
- Increase awareness of VET courses and career pathways both at school and through TAFE.
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 schools 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
Jenny Atkin Assistant Principal
Lou Moffat Assistant Principal
Dale Smith Head Teacher Maths
Susan Dolby Head Teacher English
Bernadette Birmingham Head Teacher Teaching and Learning
Kerrie McFarlane Assistant Manager National Partnerships
Natasha Roberts School Administration Officer
Nolene Dawson School Administration Officer
Judi Toms Regional Support

Guyra Central School
Marne Street GUYRA NSW 2365
Phone: 02 6779 0844
Fax: 02 6779 2035
Email: guyra-c.school@det.nsw.edu.au
Web: http://www.guyra-c.schools.nsw.edu.au
School Code: 2114

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: