Our school at a glance

Students

Student enrolment in 2009 was 67 students. Aboriginal students comprised 96% of the enrolment, which is similar to the previous year.

Staff

All teaching staff meet the professional requirements for teaching in NSW public schools. In 2008 there were 13 teaching staff members and 12 administrative and support staff.

Student achievement in 2009

NAPLAN results in 2008/9 demonstrate that the school's involvement in Reading To Learn (R2L) has provided improved results in writing and language conventions.

However, there is a need to strengthen reading approaches, including devoting an increased time in the literacy cycle to teaching and practising reading.

Numeracy results indicate an over representation in the lower bands. Number results are better than space and measurement.

Growth rates between year 3 and 5 in 2009 were considerably less than the previous three years. This reflects teaching challenges experienced during the previous 12 months in this 3/4 class.

Growth between year 5-7 and 7-8 was at or above state averages.

School Certificate

Five students sat the School Certificate in 2009. The best results were in English and Computer Skills.

Higher School Certificate

One student was successful in gaining their HSC at Goodooga Central School in 2009.

Messages

Principal's message

Goodooga is an isolated rural community located in the far north west of New South Wales. There is a limited range of services and infrastructure in Goodooga. The nearest service centre is Lightning Ridge. Goodooga Central School provides a focus for a range of programs and community activities. The school's facilities are utilised by community groups and there is emphasis on development of partnerships between home, the school and community. Students attending Goodooga Central School live in the immediate township and local area. 93% of students attending Goodooga Central School are Aboriginal. Goodooga Central School is an inclusive, community based K-12 central school. Community members are involved in and demonstrate strong ownership of a broad range of school activities. The Goodooga community is proud of its Aboriginal history and culture. There is a strong sporting tradition in Goodooga including annual indigenous games and a range of summer and winter sports.

The small local economy is based on primary production including agriculture and opal mining, and services provided by government agencies. There are limited employment opportunities for students transitioning from school to post-school. To address these challenges the school has developed links with Western Institute TAFE and New England Institute TAFE, and is a member of the Northern Borders Senior Access program. These links enable the school to provide vocational education and training and a broader curriculum for students in Years 11-12.

Students at Goodooga Central School have an enthusiastic approach to learning and are supported by staff committed to the long-term development of the school and education provisions in Goodooga. Parents and community members provide strong, positive and ongoing support. Additional resources provided by the In Class Tuition Program, Country Areas Program and the Priority Schools Program support the school. The school motto is "Fair Play" and there is a strong focus on achieving equitable education outcomes for all students.

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.

Ron Ritchie
Principal

Aboriginal Education Consultative Group

Goodooga Local Aboriginal Education Consultative Group (AECG)
The following Committee have been voted in this year at the Annual General Meeting of the AECG.
President: Catherine Cubby
Secretary: Mindy Gibbs
Treasurer: Phyllis Cubby
The AECG is a very important body within our school and is widely supported throughout the state. We must all work together to provide our
students with the best possible outcome in their Education. Therefore, we are dedicated towards making an effective partnership with the School and the Community.

We have made a very positive start this year with thirty financial members and look forward to becoming more active in the future.

**Student representative's message**

Last year students participated in a range activities that were planned by the teachers, students and community members. Aunty Nick has led the Journey to Respect project that supports people learning about respect of ourselves, families and communities. Reading to Learn has been successful in helping to improve our reading and writing skills in the primary classes. The Barwon Cross Country event was again held at Goodooga. This involved participants from all schools in the area who had an enjoyable day in Goodooga.

Many students participated successfully in athletics, swimming, rugby league and netball carnivals throughout the year. However the biggest event for the year was the annual Goodooga Indigenous Games Day with over 300 students from New England and Western Region and even the South Coast attending. A fantastic day was had by all.

Nikki Orcher
Student Representative

**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></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>36</td>
<td>30</td>
<td>20</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>37</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>88.0</td>
<td>91.2</td>
<td>92.7</td>
<td>89.5</td>
</tr>
<tr>
<td>Region</td>
<td>92.0</td>
<td>92.2</td>
<td>92.2</td>
<td>89.9</td>
</tr>
<tr>
<td>State</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Student non-attendance is monitored on a daily basis. Contact is made with parents/carers of students who are absent each morning, either by telephone or making a home visit. This contact is initiated by an Aboriginal Education Officer.

**Class sizes**

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1-2</td>
<td>K</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>K-1-2</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>K-1-2</td>
<td>2</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>7/8</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>7/8</td>
<td>8</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>9/10</td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9/10</td>
<td>10</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>11/12</td>
<td>11</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>11/12</td>
<td>12</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

**Structure of classes**

Classes are structured in stages to allow focused instruction.
Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC03- HSC05</th>
<th>SC04- HSC06</th>
<th>SC05- HSC07</th>
<th>SC06- HSC08</th>
<th>SC07 - HSC09</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>33.3</td>
<td>0.0</td>
<td>36.4</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>SEG</td>
<td>37.1</td>
<td>39.7</td>
<td>37.5</td>
<td>37.5</td>
<td>36.4</td>
</tr>
<tr>
<td>State</td>
<td>61.0</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
</tr>
</tbody>
</table>

Post-school destinations

Year 12 students undertaking vocational or trade training
The current year 12 graduate has taken up employment in the Agricultural field and will hopefully return to part time vocational education in the future.

Year 12 students attaining HSC or equivalent vocational educational qualification
100% of Year 12 students attained a HSC or equivalent vocational educational qualification in 2009.

Staff establishment
During 2009 Goodooga Central School accessed the Teacher Release Scheme to provide staffing to operate special programs and provide release for staff in professional development and leave.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8.6</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Aboriginal Ed Resource Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
</tr>
</tbody>
</table>

As well as the above teaching staff the school employs 6 in-class tutors, 2 AEO’s, 4 admin staff and 2 groundsmen. All of these staff members are Aboriginal.

Staff retention
There were 2 transfers out of GCS at the completion of the 2009 school year.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department was 98.2%

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></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>30/11/2009</th>
</tr>
</thead>
</table>

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>0.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>0.00</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>0.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>0.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>0.00</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>0.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>0.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>0.00</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>0.00</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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 2009

Achievements

Sport
2009 was a busy year for Goodooga Central School students in the sporting arena. As a school
we try our hardest to involve the students in many sporting fixtures throughout the year. Our three main carnivals of cross country, swimming and athletics were highly successful, and our numbers of participation during these carnivals has increased dramatically over the last few years. This in turn increased our numbers at representation levels of area and zone level, with one student representing at state athletics.

Outside of carnivals we regularly send students to Netball and Rugby League competitions. The Primary students were successful in taking out the Brewarrina Rugby League carnival in both senior and junior divisions and the junior mixed team were undefeated at the Goodooga Carnival.

If a team is unable to be formed due to student number constraints, we will branch out and source other school teams within the area. Our students thrive at sport and long to learn new and interesting sports, and this is delivered during stage PE lessons.

Special Events

Indigenous Games Day saw many new schools attend this year, and with each year brings more interested schools vying for a position for the day. Our students and others enjoy the healthy competition and the chance to make new friends by splitting school groups among each team. The day was a huge success, this success is increased by backing of Murdi Paaki who sponsors the event and visitors attended and opened our games. I hope that this successful day continues.

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 the assessments.

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

and/or

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

Literacy – NAPLAN Year 3
In 2009 the small group of two students sitting for the National Assessment Program – Literacy (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

Numeracy – NAPLAN Year 3
In 2009 the small group of two students sitting for the National Assessment Program – Numeracy (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

Literacy – NAPLAN Year 5
80% of all Year 5 students who sat the NAPLAN Literacy test in 2009 were at or above the minimum standard.

Numeracy – NAPLAN Year 5
100% of all Year 5 students who sat the NAPLAN Numeracy test in 2009 were at or above the minimum standard.

Literacy – NAPLAN Year 7
In 2009 the small group of two students sitting for the National Assessment Program – Literacy (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

Numeracy – NAPLAN Year 7
In 2009 the small group of two students sitting for the National Assessment Program – Numeracy (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

Literacy – NAPLAN Year 9
In 2009 the small group of two students sitting for the National Assessment Program – Literacy (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

Numeracy – NAPLAN Year 9
In 2009 the small group of two students sitting for the National Assessment Program – Numeracy (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

School Certificate

5 students completed the School Certificate in 2009. The best performing subjects were English and Computer Skills.
School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate
One student sat for the HSC in 2009. Details of HSC relative performance comparison to School Certificate (value-adding) cannot be reported for privacy reasons.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009
In 2009 the small group of two students sitting for the National Assessment Program – Literacy and Numeracy (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009
90% of all Year 5 students who sat NAPLAN in 2009 were at or above the minimum standard.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009
In 2009 the small group of two students sitting for the National Assessment Program – Literacy and Numeracy (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009
In 2009 the small group of two students sitting for the National Assessment Program – Literacy and Numeracy (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

Significant programs and initiatives
Aboriginal education
Effective teachers of Aboriginal students have an understanding of Aboriginal cultures and histories and of their students’ home and family backgrounds and circumstances.

Goodooga Central School has a significant population of Aboriginal Students (96%). There is a valuable and rich source Indigenous people within the community who can provide local perspective and history and support teachers in evaluating their lessons for culturally appropriate content.

The Schools in Partnership (SiP) initiative has provided for further dialogue with the community around educating students and direct input into decision-making and future direction as demonstrated in our school plan.

Involvement in Community Working Party meetings has also provided for formal decision-making opportunities within the community.

The Journey To Respect program has provided opportunities for parents to be involved in developing ‘community’ within the school on a weekly basis.

On a less formal front we have provided opportunities for parents and community to participate in celebrating education and culture
through Indigenous games, NAIDOC week, sports carnivals, excursions, Open Days, etc

**Multicultural Education**

The school maintains a clear focus on the importance of knowledge of other cultures, societies and backgrounds. Programs are designed to develop in all students the knowledge, skills and attitudes required for a culturally diverse society. Within both primary and secondary schools, integration of multicultural perspectives into the curriculum and implementation of anti-racism education strategies feature strongly.

**Respect and responsibility**

The Journey To Respect program at GCS deals with issues that context demands: family, power and relationships, violence in the family and bullying, assertive communication, drug education, self-esteem and health.

The program runs weekly and involves students, teachers, Aboriginal Education Officers (AEO) and community.

The program is seen to be effective in addressing issues of respect and responsibility.

**Other programs**

**In-class Tuition Program**

Ggoodooga Central School has participated in the In-Class Tuition Program for the past four years. The program funds tutors in literacy and numeracy to work with students in K-6 classrooms. Over the past four years fifteen community members have been trained and have worked as community tutors. A number of these people have taken the opportunity to further develop their skills in other employment.

The In-Class Tuition Program has been a most successful programs ever at Goodooga Central School. The program has contributed to improved retention of students, better Basic Skills Tests results and increased engagement of students in their studies.

**Country Areas Program**

Goodooga Central School receives funding from the Country Area Program (CAP) to assist the school in providing for equitable learning outcomes.

The funding is used to extend both the professional development and training of staff and students.

Country Areas Program funding has been used to enhance many aspects of whole school learning.

The training aspects of the program provide increased teaching and learning opportunities in the area of quality teaching.

There is also a component that enables the school to purchase current technology to ensure that teachers and students are working with the most up to date resources.

The focus in 2010 will be on provision of TVET, quality teaching and learning and technology.

**Priority Schools Funded Program**

Each year our school receives support from the Priority Schools Funding Program (PSFP). In 2009, this support was an additional $21,400 and an extra teacher for a 1/2 day per week.

This year the funding was used to support the achievement of the school’s literacy and numeracy targets.

The extra teacher time was used to allow all teachers to be involved in the assessment of students to gain benchmarks (starting points) in literacy and numeracy. Teachers needed to be trained in this process prior to undertaking assessment with their class.

A number of other strategies have a positive effect on our students’ performance.

- Two staff members were trained in the Reading to Learn processes using scaffolded literacy techniques that will assist in their classroom teaching.

- A review of literacy resources was conducted and areas of need identified.

- Six additional tutors were employed to work in class during literacy and numeracy sessions. This reduced the student to teacher ration by half, thereby enabling more individualised tuition.

- Two workshops were held for parents with an emphasis on practical maths activities. Students have made comment that the help they receive from parents during home reading and maths Pac. has assisted them with their oral reading and number facility.

**Aboriginal Early Learning Development Program (AELDP)**

This program enhances the educational experiences and improves literacy standards of Indigenous students.
AELDP provides critical support for learning in the early years, for developing community and cultural links, provision of culturally appropriate curriculum and transition from home to school.

In 2010 the AELDP program will be continued in its current form with extended contact with the Goodooga Preschool.

Community Language Program – Yuwaalaraay

This program enables culture and language to be developed and enhanced while improving student understanding of their own heritage and family.

Community language receives positive acclaim by students, teachers and parents. During 2008 the program continued to offer students cultural language experiences within the school confines.

In 2010 the program will continue in its current form with a stronger link to the community for support and resources. A language team will be established to investigate the writing of units of work to support the program.

Future programs could extend the learning environment to include local excursions to cultural sights and local community elders as sources of rich knowledge.

Youth Centre

The Goodooga Youth Centre provides an excellent after school and weekend program for school aged children.

The Youth Centre co-ordinator, Gloria McDonald and her support workers Bob and Karen Lane do a wonderful job at providing extra curricula activities for community youth both inside and outside the community. Some of the activities include sporting representation, youth leadership development and social events.

Parents and community are very fortunate to have such dedicated people working with their children.

Healthy Canteen

The Goodooga Community Co-operative has this year continued with providing the school and community with a healthy menu from within the recently renovated school canteen.

A number of community members have been provided with traineeships in food catering and are doing an excellent job at providing a much-needed service to the school.

Progress on 2009 targets

Target 1

*Increase the proportion of students meeting or exceeding the national minimum standard in literacy by greater than 5% in 2009 when compared with 2007 NAPLAN*

Our achievements include:

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>% change since 07</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of all students who met National or State benchmark for literacy</td>
<td>65</td>
<td>67</td>
<td>83</td>
<td>73</td>
<td>9%</td>
</tr>
</tbody>
</table>

Target 2

*Increase the proportion of students meeting or exceeding the national minimum standard in numeracy by greater than 5% in 2009 when compared with 2007 NAPLAN*

Our achievements include:

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>% change since 07</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of all students who met National benchmark for numeracy</td>
<td>47</td>
<td>67</td>
<td>78</td>
<td>73</td>
<td>9%</td>
</tr>
</tbody>
</table>

Target 3

100% of Yr 10/12 students who commenced Year 10/12 in 2009 successfully complete their SC/HSC

Our achievements include:

All students who commenced Year 10/12 in 2009 completed their courses.

Target 4

*Reduce the gap in the K-6 attendance rates when compared with the State’s rates by 25% in 2009 when compared with rates in 2007*

Our achievements include:

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>T 1</th>
<th>T 2</th>
<th>T 3</th>
<th>T 4</th>
<th>Without T2</th>
<th>With T2</th>
</tr>
</thead>
<tbody>
<tr>
<td>School % change on 2007</td>
<td>94.1</td>
<td>88.2</td>
<td>92.3</td>
<td>91.5</td>
<td>92.6</td>
<td>50%</td>
<td>14.3%</td>
</tr>
</tbody>
</table>
As you can see from the above data Term 2 2009 had a considerable fall in attendance. This was due to an outbreak of influenza and a number of students were absent due to sickness (explained absence).

**Without these explained absences target would be met.**

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of:

**Educational and management practice**

**School Planning**

**Background**

School planning provides opportunities for principals to lead their school communities through evaluation processes to determine priorities, identify outcomes and targets, develop strategies and indicators, set time frames and allocate resources flexibly.

The intent of the school planning process is to strategically and systematically focus on the areas identified as priorities for change. These priorities address specific local needs and make explicit the school’s contributions to improvement across the public education system by incorporating the Department’s priorities into the planning process. School plans do not necessarily record everything that happens or is valued in a school.

**Findings and conclusions**

School planning documents are developed with the support of staff, students and parents. However there is a perceived need for greater input from community and students in the development of strategies and programs.

The school implements a comprehensive management plan that clearly outlines future directions and strategies to achieve its intended targets.

The school’s planning processes are responsive to emerging needs.

The processes used to allocate resources is not as open and/or understood by all recipients.

**Curriculum**

**Background**

The school evaluated this area of the curriculum as part of a cycle to evaluate all Key Learning Areas. The evaluation focussed on the effectiveness of the teaching of Literacy from Kindergarten to Year 6.

Literacy is taught in the Primary classes for two hours every day. This session occurs in the morning periods between 8:50 and 10:50am. Each class focuses on one stage of the syllabus.

Data was collected by examining teacher programs, observing classroom displays and surveying teachers students and parents.

**Findings and conclusions**

The literacy programs in the school are well resourced with both physical and human resources.

Kindergarten students are provided with an intensive literacy program which includes Jolly Phonics to ensure students get the best start to their schooling.

All but one teachers in the Primary years are trained in the Reading to Learn processes using scaffolded literacy techniques that assists in their classroom teaching.

Reading to Learn training and strongly support across the school through R2L consultant and In-school Co-ordinator.

Tutors are trained in the Multilit program but only some instruct targeted students experiencing difficulty in literacy.

NAPLAN results across all stages, taking into consideration that small numbers in any cohort causes volatility in the percentage representation, indicate that students at Goodooga Central School are over represented in the lower skill bands in literacy. Results are stronger in writing and number.

**Future directions**

NAPLAN results across all stages, taking into consideration that small numbers in any cohort causes volatility in the percentage representation, indicate that students at Goodooga Central School are over represented in the lower skill bands in both literacy and numeracy. Results are stronger in writing and number.

While there needs to be a continued focus on these areas there needs to be a concerted effort in accelerating results in reading.
Tutors trained in the Multilit program and instruct target students experiencing difficulty in literacy.

Tutor mentors employed at each stage level to work in classes during literacy and numeracy sessions. This reduced the student to teacher ration by half, thereby enabling more individualised tuition.

A stronger focus on explicit teaching practices in literacy including guided and modelled literacy.

Strong T&D around teaching of reading. What does a balanced reading program consist of? Strong input by AP and K/1/2 teacher who are both reading recovery trained. Also provide training in the reciprocal reading process and meta thinking.

Focus on scaffolding approach to teaching and QTL frameworks. Staff will be required to program and deliver using QTL terminology.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All recipients were happy or very happy with the way the school was going. Some of the things people thought the school was doing well were:

• new facilities and upgrades to school facilities,
• employment of in-class tutors as learning facilitates in the classrooms,
• Personal Learning Plans for students,
• positive relationships within the school, both between staff and between staff and students,
• the Reading To Learn program,
• the Indigenous Hip Hop group activities/visits, and
• lots of opportunities for educational and sporting excursions at the school.

Some of the things people thought the school could do better in were:

• more language and cultural activities and perspectives in classrooms and across the school,
• improving the academic results of students,
• more ‘hands on’ activities for Secondary students such as woodwork and agriculture,
• improve the use of the school library and teaching resources, and
• more students wearing school uniforms.

Professional learning

In 2009, staff engaged in a wide variety of professional learning activities, including QTL frameworks, Reading To Learn, syllabus implementation, professional association training and meetings, induction programs for beginning teachers, CPR and emergency care, anaphylaxis training and child protection.

School development 2009 – 2011

Targets for 2010

Target 1

Increase the proportion of students meeting or exceeding the national minimum standard in literacy by greater than 10% in 2010 when compared with 2009 NAPLAN

Strategies to achieve this target include:

Implement Reading to Learn (R2L) in Murdi Paaki Project including continuation of R2L in MP Coordinators by training two more teachers and providing parent/tutor workshops

Implement strengthened reading approaches, including devoting an increased time in the literacy cycle to teaching and practising reading. Strategies will include the implementation of peer reading, Books In Homes, Reading Bug activities and parenting workshops.

Teacher with Reading Recovery Training to work with Kindergarten students in intensive literacy program throughout the year and, provide in-class tuition for students across all stages to support learning and engagement.

Our success will be measured by:

A reduction in proportion and number of students in lower skill bands

Target 2

Increase the proportion of students meeting or exceeding the national minimum standard in numeracy by greater than 10% in 2010 when compared with 2009 NAPLAN

Strategies to achieve this target include:

Provide focused support to classroom teachers to enhance their syllabus knowledge and teaching practice in maths so teachers are explicitly programming for number demands of all KLA’s
Focus on QTL deep knowledge and deep understanding of syllabus sub-strands. Provide opportunities for collaborative support within faculties. Provide professional mentors for teachers in Maths.

Build capacity of executive leadership to support quality numeracy teaching and learning through expanded training in the use of Newman’s Analysis

**Our success will be measured by:**

A reduction in proportion and number of students in lower skill bands

**Target 3**

80% of Yr 10/12 students who commenced Year 10/12 in 2010 successfully complete their SC/HSC

**Strategies to achieve this target include:**

• Mentoring training for teachers AEA’s Tutors interested students

• Ensure all year 7/8 students are involved in the Step Ahead Program

• All students in stages 5 & 6 will be involved in TVET / NBSA

• Case management strategies implemented with mentoring training support for stage 5 & 6 students

• Student study area established within the school.

• Laptop take-home loan system established for stage 6 students to complete course work

**Our success will be measured by:**

Student completion of HSC.

**Target 4**

Reduce the gap in the K-6 attendance rates when compared with the State’s rates by 20% in 2010 when compared with rates in 2007

**Strategies to achieve this target include:**

• Learning support teams meet regularly to focus support for students with learning support needs

• Attendance Plan in place with clear strategies for monitoring

• Individual attendance plans for targeted students developed for students with >10 absentees/term

• Continue to refine the Journey to Respect program around resilience and relationships

**Our success will be measured by:**

Increased attendance and engagement of students in classrooms

**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.

Ron Ritchie - Principal
Cherie Loughrey – Assistant Principal
Kate Blunt – Head Teacher Secondary Studies
Belinda Rasmussen - Teacher
Hayley O’Connor - Teacher

**School contact information**

Godooga Central School
Doyle Street
Godooga NSW 2831
Ph: 02 6829 6257
Fax: 02 6829 6294
Godooga-c.school@det.nsw.edu.au
School Code: 2033

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: