2008 Annual School Report

Goolooga Central School

NSW Public Schools – Leading the way
Our school at a glance

Students

Student enrolment in 2008 was 51 students, with an even number of boys and girls. Aboriginal students comprised 94% 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 2008

Literacy – NAPLAN Year 3
Six students sat the NAPLAN literacy in 2008. Students performed best in the writing and spelling components of the test.

Numeracy – NAPLAN Year 3
Six students sat the NAPLAN numeracy in 2008. All students were placed above the national benchmark for numeracy

Literacy – NAPLAN Year 5
Three students sat the NAPLAN literacy in 2008. Students performed best in the spelling and grammar and punctuation components of the test.

Numeracy – NAPLAN Year 5
Three students sat the NAPLAN numeracy in 2008. All students were placed above the national benchmark for numeracy

Literacy – NAPLAN Year 7
Six students sat the NAPLAN literacy in 2008. Students performed best in the writing and spelling components of the test.

Numeracy – NAPLAN Year 7
Six students sat the NAPLAN numeracy in 2008. However at the time this report was written these results were not available.

Literacy – NAPLAN Year 9
Three students sat the NAPLAN literacy in 2008. Students performed best in the spelling and grammar and punctuation components of the test.

Numeracy – NAPLAN Year 9
Three students sat the NAPLAN numeracy in 2008. However at the time this report was written these results were not available.

School Certificate

Four students sat the School Certificate in 2008. The best results in subject areas was by far Computer skills.

Higher School Certificate

One student was successful in gaining their HSC at Goodooga Central School in 2008. This student was successful in gaining university entrance through UAI.

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.

Melinda Gibbs (Secretary)

Student representative's message

Last year primary students had lots of fun participating in activities that were planned by the teachers, students and community members.

Aunty Nick and Billy Boy have lead the Journey to Respect project that supports people learning about respect our selves families and communities.

Reading to Learn has been introduced to all primary classes and stage 4 and 5 Secondary to help improve our reading and writing skills.

The Barwon Cross Country was again held at Goodooga and everyone had fun but were puffed at the end of their races.

Many students participated successfully in athletics, swimming, rugby league and netball carnivals through out 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 attended. A fantastic day was had by all.

Emma Rae McDonald
Student Representative

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></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>37</td>
<td>36</td>
<td>30</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>Female</td>
<td>36</td>
<td>33</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>86.9</td>
<td>88.0</td>
<td>91.2</td>
<td>92.7</td>
</tr>
<tr>
<td>Region</td>
<td>92.2</td>
<td>92.0</td>
<td>92.0</td>
<td>92.2</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>
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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>5</td>
<td></td>
</tr>
<tr>
<td>K-1-2</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>7/8</td>
<td>7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7/8</td>
<td>8</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>9/10</td>
<td>9</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>9/10</td>
<td>10</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>11/12</td>
<td>11</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes
Classes are structured in stages to allow focused instruction.

Retention to Year 12

<table>
<thead>
<tr>
<th>SC02 - HSC0 4</th>
<th>SC03 - HSC0 5</th>
<th>SC04 - HSC0 6</th>
<th>SC05 - HSC0 7</th>
<th>SC06 - HSC0 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>33.3</td>
<td>0.0</td>
<td>36.4</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>
</tr>
<tr>
<td>State</td>
<td>59.5</td>
<td>61.0</td>
<td>60.8</td>
<td>60.3</td>
</tr>
</tbody>
</table>

Post-school destinations
At the end of 2008 the graduating Year 12 student enrolled in Tertiary Education at the University of New England for a Bachelor of Education Degree.

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
During 2008 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</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>12.4</td>
</tr>
</tbody>
</table>

As well as the above teaching staff the school employs 5 in-class tutors, 2 AEA’s, 4 admin staff and 2 groundsmen. All but one of these staff members are Aboriginal.

Staff retention
There was 1 transfer out of GCS at the completion of the 2008 school year. There were no transfers from the school.

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 97.3%
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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>508 517.64</td>
</tr>
<tr>
<td>Global funds</td>
<td>120 491.80</td>
</tr>
<tr>
<td>Tied funds</td>
<td>312 466.84</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>64 778.30</td>
</tr>
<tr>
<td>Interest</td>
<td>39 076.31</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6 590.75</td>
</tr>
<tr>
<td>Total income</td>
<td>1 051 921.64</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>743.26</td>
</tr>
<tr>
<td>Excursions</td>
<td>13 892.73</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>9 113.70</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>299 018.53</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>58 145.10</td>
</tr>
<tr>
<td>Utilities</td>
<td>7 935.58</td>
</tr>
<tr>
<td>Maintenance</td>
<td>17 163.12</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5 134.54</td>
</tr>
<tr>
<td>Capital programs</td>
<td>57 361.80</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>467 021.84</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2008 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 2008

Achievements

Sport

2008 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. If a team is unable to be made 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.

Arts

As part of their VET Screen course the secondary students produced a short film called The Min Min Lights. The movie was entered in the Bingara Film Festival where it was awarded second place in its category.

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.

Marcus Geale was instrumental in facilitating an environmental project that raises environmental awareness and promotes cultural links to the river environment.

As part of the project students:

...
formed a community land care group who developed a plan of action.

**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)

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**

- 83% of students were proficient in literacy.

**Numeracy – NAPLAN Year 3**

- 100% of students were proficient in numeracy.

**Literacy – NAPLAN Year 5**

- 100% of students were proficient in literacy.

**Numeracy – NAPLAN Year 5**

- 100% of students were proficient in numeracy.

**Literacy – NAPLAN Year 7**

- 76% of students were proficient in literacy.

**Numeracy – NAPLAN Year 7**

At the time this report was written these results were not available.

**Literacy – NAPLAN Year 9**

At the time this report was written these results were not available.

**Numeracy – NAPLAN Year 9**

At the time this report was written these results were not available.

**Progress in literacy**

At the time this report was written these results were not available.

**Progress in numeracy**

At the time this report was written these results were not available.

**School Certificate**

Two students completed the School Certificate in 2007. The best results were achieved in Computer Skills and English and their poorest result was in Science.

**School Certificate relative performance comparison to Year 5 (value-adding)**

![Graph showing School Certificate relative performance comparison to Year 5](image)

**Higher School Certificate**

The student cohort is too small to report on these results.

**Higher School Certificate relative performance comparison to School Certificate (value-adding)**

![Graph showing Higher School Certificate relative performance comparison to School Certificate](image)
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 2008

83% of all Year 3 students who sat the NAPLAN in 2008 were at or above the minimum standard.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

100% of all Year 5 students who sat the NAPLAN in 2008 were at or above the minimum standard.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

At the time this report was written these results were not available.

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

At the time this report was written these results were not available.

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 (93%). 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, Croc Festival, 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**

Goorooanga 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 Goorooanga 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**

Goorooanga 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 2009 will continue on teachers’ professional learning with the emphasis on quality teaching and learning technology.

**Priority Schools Funded Program**

Each year our school receives support from the Priority Schools Funding Program (PSFP). In 2008, 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.

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

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

- Five additional tutors were employed to work in class during literacy and numeracy sessions. This reduced the student to teacher ratio 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 2009 the AELDP program will be continued in its current form with extended contact with the Goorooanga 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 2009 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, Beverly Forrester and her support worker 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 2008 targets**

This section of the report describes the progress made towards achieving our 2008 targets.

**Target 1**

8 of the 12 students in Yrs 5, 7 & 9 achieve national benchmark in literacy and numeracy in NAPLAN

Our achievements include:

- 8 of the 12 students in Yrs 5, 7 & 9 achieve national benchmark in literacy
- 3 of the 12 students in Yrs 5, 7 & 9 achieve national benchmark in numeracy

**Target 2**

Increase attendance rates for all students K-6 by 1% in 2008 compared with 2007 rates

Our achievements include:

- K-6
  - 2007 data: 91.2
  - Target: 92.2
  - Outcome: 92.7
  - 0.5% > than target

- Yrs 7-10
  - 2007 data: 90.8
  - Target: 91.8
  - Outcome: 94.4
  - 2.6% > than target

- Yrs 11-12
  - 2007 data: 89.3
  - Target: 90.3
  - Outcome: 94.3
  - 4% > than target

2.7% > average across school.

**Target 3**

6 of the 9 K/1/2 students will reach the Regional Benchmarks for reading

Our achievements include:

- 5 of the 9 K-2 students have met the Regional benchmark for reading at this stage. i.e. week 2 term 4.
- 1 below target < 11%

**Target 4**

100% of Yr 10 and Yr 12 students successfully complete their SC/HSC

Our achievements include:

- 100% of all students who commenced year 10/12 will complete their SC/HSC in 2008

**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 2008 our school carried out evaluations of School Planning and PD/H/PE

**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.

Future directions

Curriculum

The school evaluated this area of the curriculum as part of a cycle to evaluate all Key Learning Areas. The evaluation focused on the effectiveness of the teaching and learning in PD/H/PE, current training and development opportunities and the community attitude and involvement.

Background

PD/H/PE is taught by classroom teachers in the Primary section of the school. In the Secondary department there is no specialist PD/H/PE teacher this year and the position has been filled by a Primary trained teacher.

Data was collected through teacher surveys about Teaching and Learning and Training and Development, student surveys about Teaching and Learning and parent surveys about community attitude and involvement.

Findings and conclusions

75% of the students enjoy PDHPE at school compared
98.75% are confident to discuss and assist their children with PDHPE at home
100% believe it is important to be active and to play sport
85% of the parents/caregivers believe their children partake in some form of physical activity outside of school
50% of the parents/caregivers surveyed there is only an average amount of Physical Education taught at school
45% believe Personal Development is also taught moderately
40% stated Health Education is taught greater
55% indicated they have Personal Development Skills; Netball and Volleyball being the greater skills
45% identified they had health skills; ranging from delivering meals on wheels; cooking and cleaning and everyday parental knowledge
35% indicated raising children and life knowledge as their Personal Development skill
65% stated they didn't have any Personal Development Skills
65% of the parents/caregivers nominated having had an accreditation for Health; however, half of these indicated their First Aid/CPR Certificate was not current compared to 20% who have a current certificate for First Aid/CPR.
20% of the parents/caregivers expressed parental skills have changed over the years and believe with the low knowledge of basic health matters, eating habits, ears, dental and eyesight problems have increased
50% of the parents/caregivers point out there is an increasing lack of respect – including swearing and abuse from the children
35% indicates the consuming of alcohol and drugs are of concern
75% Parents/caregivers agreed to attend to the Information and training sessions

Future directions

Provide more Training and Development so that teachers are better able to meet syllabus requirements and feel more confident in their ability to plan and deliver quality lessons which engage students
Offer students a greater range of sporting activities
Ensure that there are alternative arrangements for students who refuse to participate or misbehave in PE/Sport
Provide some training for teachers in level 0 coaching courses
Make a list of community resources, people and equipment, and utilise within the school
Provide teacher training in Anti Bullying
Provide teacher training in Drug Education
Organise annual training in CPR / Senior First Aid for staff and community members
Arrange regular information sessions for parents / caregivers to advise them of current and future PD/H/PE areas of focus

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students indicated that they were strongly supported for learning at home and their families wanted them to do well.

Students also felt that the school provided a safe learning environment where they were treated fairly.

However, some students believed they did not have enough freedom at school. Further investigation into this area would be worth following up.

Professional learning

In 2008, 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

Each year as part of the annual school planning cycle the school in conjunction with various community representatives develop a School Management Plan which sets out key targets and strategies to be implemented within the school.

For 2009 the school plan has set the following targets.

Targets for 2009

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 2008 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 5% in 2009 when compared with 2008 NAPLAN

Strategies to achieve this target include:

Provide focused support to classroom teachers to enhance their syllabus knowledge and teaching practise 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**

100% of Yr 10/12 students who commenced Year 10/12 in 2009 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 25% in 2009 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

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**About this report**

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

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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: