Goooola Central School
Annual School Report 2013
School context

Goodooga is an isolated rural centre located in the north west of New South Wales. Students are drawn from the immediate township and the surrounding area. The school's location and isolation leads to a high turnover of staff and few job opportunities for students in post-school life. To counteract the obstacles the school has firm links with TAFE and is a member of the Northern Borders Senior Access program which provides a broad curriculum for students in Y11 and Y12 by linking with staff from three other schools via teleconferencing and the internet. Goodooga Central School is committed to providing quality educational experiences in a safe, positive environment, in partnership with the community. Particular emphasis is placed upon student well-being in meeting the needs of all students through individual and group practices that concentrate on the development of literacy and numeracy skills. The goal of Goodooga Central School is to provide quality education in a safe and stimulating learning environment and in so doing encourage students to be respectful and responsible learners.

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. 98% 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, including the teaching of Aboriginal culture and language to the students. 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 which comprises Goodooga Central School, Collarenabri Central School, Boggabilla Central School and Mungindi Central School. These links enable the school to provide vocational education and training and a broader curriculum for students in Years 11-12. The students of the school have an enviable record in either entering tertiary studies or gaining employment once they complete their studies.

The now completed National Partnerships Program allowed the school to employ additional staff which has facilitated further staff professional learning. In addition Aboriginal School Learning Support Officers are present in each primary and secondary classroom. This has enhanced the learning in every classroom.

In addition funding was received through Equity programs and the Norta Norta Program. All these programs support the school in the delivery of quality and equitable education programs.

The school has literacy and numeracy as a priority and all primary teachers have been trained in Reading to Learn. Go Maths has proved to be a successful numeracy program in all primary stages. Personalised Learning Plans are developed for all students where their learning goals are continuously monitored and reviewed.

Continued emphasis was placed on Quality Teaching and the 8 Ways of Learning and both are included in Teaching and Learning programs.

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.

Ray Brooks
Principal
P & C and/or School Council message

The school does not have an active P & C or School Council.

Student representative’s message

Our school provided us with many learning opportunities during the year. This kept us very busy but also made our learning very enjoyable. Some of our learning activities included:

River Day, where we started with a Sorry Day commemoration to the stolen generation. At the river we did fishing, reading, painting, made jonny cakes and mulligan.

NAIDOC Week was full of activities from painting wall murals of totems and repairing the Aboriginal flag.

Many students were involved in sport. In athletics students competed at Coonamble and then the Regional carnival at Tamworth.

In August we held our 10th Anniversary Indigenous Games. Many students from schools across the state came to the games, Brigidine College at St. Ives came for the week and helped in painting the murals. Some of the schools camped overnight.

As part of our Journey to Respect program we visited the Narran Lakes and also Angledool to look at cultural sites, message stick holes, snake and turtle totems, grinding stones and the Chinaman’s Weir.

It has been a very busy year for us.

Kirsten McDonald (Year 6) Priscilla Barker (Year 7)

Student information

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

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Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
<td>16</td>
<td>15</td>
<td>17</td>
<td>12</td>
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<tr>
<td>Female</td>
<td>15</td>
<td>17</td>
<td>20</td>
<td>18</td>
<td>21</td>
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</table>

Management of non-attendance

Attendance is monitored on a daily basis. Contact is made with parents/carers whose child is absent, by office staff or the Aboriginal Education Officer and reasons for the child’s absence is confirmed. Home visits are undertaken where parents/carers cannot be contacted. Attendance Plans are implemented for those students with unsatisfactory attendance. Students are also referred to the Home School Liaison Officer for further intervention.

During Semester 2 a school liaison officer was employed to monitor attendance and to liaise with parents/carers in building positive relationships with the school.

Post-school destinations

Two students completed the Higher School Certificate in 2013. Both students are undertaking further tertiary studies.

Year 12 students undertaking vocational or trade training

All Year 12 students have undertaken vocational training in Information Technology during 2013.

Year 12 students attaining HSC or equivalent Vocational educational qualification

All Year 12 students attained their HSC or equivalent Vocational Education program.

Workforce information

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

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<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
<td>Female</td>
<td>15</td>
<td>17</td>
<td>20</td>
<td>18</td>
<td>21</td>
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Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>5.8</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11.8</td>
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<tr>
<td>Total</td>
<td>21.6</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The school has one Aboriginal Education Resource Teacher on staff and 10 Aboriginal SAS staff.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>32%</td>
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Financial summary

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

Date of financial summary 30/11/2013

**Income**

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<tr>
<th>Source</th>
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<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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**Expenditure**

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<td>Key learning areas</td>
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<td>Extracurricular dissections</td>
<td>32063.51</td>
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<td>Library</td>
<td>3557.99</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>559143.07</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>473471.18</td>
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</tbody>
</table>

Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Despite the school’s isolation, it is involved in a range of activities which enhance the school curriculum. School performances are a regular feature of the school program and students travel, at times great distances to participate in sporting events.

Achievements

Arts

Students were entertained by a number of visiting performers during the year. These performances had both cultural and curriculum links.

Sport

Sport plays an important part in the school life of students at Goodooga Central School. The students are involved in many sporting events including carnivals, gala days and zone
and regional trials. Due to our small numbers it is often difficult to form teams, forming teams with Lightning Ridge and Weilmoringle schools. The school conducts a swimming and athletics carnival. The school competed in Gala Days conducted by the Country Rugby League and also in the Bourke Outback Challenge. In addition students participated in North West Regional Sports trials with some being successful in gaining selection in Regional teams. The Indigenous Games were once again held in August with over 250 students participating from across the state, in a range of tabloid sports. These games are becoming increasingly popular.

**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.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013 the small group of six 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.

**NAPLAN Year 3 - Numeracy**

In 2013 the small group of six 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.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013 the small group of six 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.

**NAPLAN Year 5 - Numeracy**

In 2013 the small group of six 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.

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013 the small group of four 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.

**NAPLAN Year 7 - Numeracy**

In 2013 the small group of four 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.
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013 there were no students enrolled in Year 9.

NAPLAN Year 9 - Numeracy

In 2013 there were no students enrolled in Year 9.

Higher School Certificate (HSC)

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

Two students sat for the Higher School Certificate in 2013. Details of Higher School Certificate relative performance comparison to School Certificate cannot be reported for privacy reasons.

Record of School Achievement (RoSA)

Two students sat for the Record of School Achievement (RoSA) in 2012. Details of RoSA performance cannot be reported for privacy reasons.

Other school based assessments

School based assessments were conducted by class teachers on a regular basis. Details 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 (98%). There is a valuable and rich source of Indigenous people within the community who can provide local perspective and history and support teachers in evaluating their lessons for culturally appropriate content. Involvement in Community Working Party meetings has also provided for formal decision-making opportunities within the community. The Journey To Respect program provides opportunities for parents to be involved in developing ‘community’ within the school on a regular basis.

On a less formal front we have provided opportunities for parents and community to participate in celebrating education and culture through, NAIDOC week, Sorry Day, sports carnivals, excursions, Open Days, etc. The staff have undertaken professional learning in implementing the Aboriginal Education Policy. The 8 Ways of Learning program is now embedded in all teaching programs. Secondary students in Stage 5 undertook Certificate I in Aboriginal Languages, provided by TAFE, with all students successfully completing the course.

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 occurs across the curriculum and implementation of anti-racism education strategies feature strongly. The Good Tucker program was once again been held on a regular basis where students and their parents learnt of other cultures and prepared food from each of those cultures.

Transitional Equity Funding

Goodooga Central School receives Transitional Equity Funding to assist the school in providing for equitable learning outcomes. The funding is used to extend both the professional development and training of staff as well as supporting the achievement of the school’s literacy and numeracy targets. The funding has been used to enhance many aspects of whole school learning. It has allowed students to participate and regional sporting activities, major excursions and TVET activities provided through TAFE and the NBSA. The training aspects of the program provide increased teaching and learning opportunities in the area of quality teaching.
National partnerships and significant Commonwealth initiatives (participating schools only)

Goorooga Central School received funding through the Low SES program. This funding was used to employ an additional part-time teacher who was able to work individually with students from Stages 1 to 3 in improving their literacy skills. The teacher is trained in literacy programs including Reading to Learn, Multilit, Reading Recovery and Focus on Reading and was able to utilise these skills in improving literacy outcomes for the targeted students.

School planning and evaluation 2012—2014

School evaluation processes

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

- A focus on data analysis for target setting
- Analysis of leadership skills in working in a systematic, measurable, achievable and realistic timeframe
- Monitoring and evaluation of School Management Plan and Professional Learning Plans

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

- Improve literacy levels of all students with a focus on reading in Years 3-6
- Diminished gap in literacy achievement between Aboriginal students and other students
- Strengthen teacher capacity to improve student learning outcomes

Evidence of progress towards outcomes in 2013:

- Percentage of students not achieving to National minimum Standards has fallen by 17% between 2012 and 2013.

- All primary students withdrawn from class for intensive literacy, demonstrated growth in literacy through school based assessments

Strategies to achieve these outcomes in 2014

Continue with the training of teachers from 3-6 in Focus on Reading by:

- Utilising the resources of school staff
- Providing additional release time to allow teachers to integrate their new learning into the classroom

Year 3-6 teachers implement Focus on Reading about the explicit teaching of comprehension, reading texts and vocabulary into their classrooms.

A range of literacy, factual, visual and multimedia texts is available to support the implementation of Focus on Reading School

Continue with Best Start initiatives that identify student’s literacy knowledge and skills and will be used to inform teaching.

Continue with Reading to Learn in all classes and ensure all tutors are trained in Multilit.

Provide PL on scaffolds for sustained writing with quality assessment and feedback using explicit and systematic teaching across all KLA’s

Continue to support the English virtual faculty with staff being given the opportunity to be involved in further professional learning.

Increase the allocation of teacher librarian from 0.3 to 0.7 to assist staff in developing literacy based programs and provide and encourage increased usage of library resources by all students. All secondary students to participate in the DEAR program.

Employ a teacher (0.4) to work individually with students using the Reading Recovery program.

Priority 2

Numeracy

Outcomes from 2012–2014

Diminished gap in numeracy achievement between Aboriginal students and other students
Improved student engagement and learning through quality teaching practice

Teachers have enhanced skills in the use of data to inform programming and planning for the teaching of numeracy

**Evidence of progress towards outcomes in 2013:**
- All staff explicitly recording quality teaching practices in programs
- Continued use of data, both external and local to inform teaching practices and goal setting through Personalised Learning Plans.
- Continued use of the Go Maths program in Stage 4 to enhance the explicit teaching of numeracy.

**Strategies to achieve these outcomes in 2014:**
Continue with Best Start initiatives that identify student’s numeracy skills which will be used to inform teaching

Identification of staff PL needs and plan individual programs to ensure implementation of QT framework in classrooms with a focus on the teaching of numeracy

Teachers undertake further training in analysis of SMART data and use this data along with Best Start and internal assessment data to explicitly inform programming and planning for teaching and learning.

Continue to support the Mathematics virtual faculty with staff being given the opportunity to be involved in further professional learning.

Continued implementation of the Go Maths program in all primary classes.

SLSO’s are used to support students in literacy and numeracy

**School priority 3**
**Engagement and Attainment**
**Outcomes from 2012–2014**
Improved overall student engagement through quality transition programs.

Quality teaching practices used for every student with a particular emphasis on personalised learning.

Increased proportion of students completing Year 12 or recognised vocational training

Established professional learning networks supporting teacher professional learning

**Evidence of progress towards outcomes in 2013:**
- All students who commenced their HSC studies in 2012 completed the HSC in 2013
- All staff are involved in setting goals with the students through Personalised Learning Plans.
- Effective transition programs have been implemented for the transition of students from Year 6 to Year 7 and from Pre-school to school.
- Staff continued to be involved in the Maths Virtual Faculty which has enhanced the professional learning outcomes of the younger and inexperienced staff.

**Strategies to achieve these outcomes in 2014:**
Consolidate connections between prior-to-school and school settings and build a recognition of connections between the Early Childhood Curriculum Framework and ES1/S1 syllabus documents, including shared and modelled reading, continuation of peer reading and Books for Birralee

Employ a project coordinator (0.2) to liaise with the pre-school and playgroups in implementing programs for the transitioning of pre-schoolers to school, including the provision of workshops and information sessions for parents.

Develop capacity of SLST including further development of effective attendance strategies and learning plans for targeted students. Ensure students are fully prepared for external assessments through mentoring and practice opportunities.

Involve all students in Stages 5 and 6 in TVET and NBSA. Increase TVET opportunities and diversity, utilising school TTC facilities

Promote leadership development across school staff, to promote staff retention and
development as well as promoting active student leadership within the school through Regional and SEG activities and the Murdi Paaki Young Leaders program.

Continue with the implementation of PLP’s and homework centre, (2 days per week), for all students K-10. Identified needs in numeracy are reflected in the PLP’s. Provide support for development of PLP’s.

School priority 4
Curriculum and Assessment
Outcomes from 2012–2014
Enhanced connected learning and community partnerships that support student learning and retention. Strengthened teacher capacity to improve student learning outcomes. Staff utilise networks beyond their own school and beyond their own learning community to support teacher professional learning. Enhanced school leadership capacity for school improvement. Provide an expanded curriculum to secondary students that provides for increased student engagement.

Evidence of progress towards outcomes in 2013:
- Staff attended professional learning activities associated with the implementation of the Australian Curriculum.
- School assessment policy has been revised.
- Temporary teacher is employed to offer an expanded curriculum to Stages 4 and 5 students.
- School joined with other schools within the School Education Group to focus on onsite professional development opportunities with an emphasis on quality teaching classroom practice and the effective integration of interactive technology.

Strategies to achieve these outcomes in 2014:
- Provide support to staff in the implementation of the Australian Curriculum through PL, planning workshops and collegial programs.
- Plan and provide opportunities for students, staff and community to connect with the world beyond the classroom and school through involvement in out of school curriculum activities.
- Promote Multiculturalism and cultural events to whole school community and embed Multiculturalism in units of work and school programs.
- Assessment policy developed that provides clear, concise standards, expectations and consequences that encourage all students to work to their potential.
- Join with other schools in the employment of a SEG DP to increase onsite professional development opportunities with a focus on quality teaching classroom practice and the effective integration of interactive technology.
- Join with other schools to release a person at PH2 level to support leadership development programs provide training in analysis of data and coordinate professional learning networks.
- Join with other schools to release a person at PH2 level to support leadership development programs provide training in analysis of data and coordinate professional learning networks.
- Employ a QT mentor (0.4) who, in conjunction with the appropriate school executive, support and further develop quality teaching practice within the school.

School priority 5
Aboriginal Education
Outcomes from 2012–2014
Increase Aboriginal student learning outcomes to match or better outcomes for all students. Teaching programs reflect, where appropriate, integration of 8 Ways of Learning. Improve attendance rate of all students to strengthen student outcomes.
Increased Aboriginal community participation in school.

Increased proportion of Aboriginal students completing Year 12 or recognised vocational training

Evidence of progress towards outcomes in 2013:

- Aspects of the Aboriginal Education Policy, including the 8 Ways of Learning Aboriginal pedagogy are included in teacher programming.
- Journey to Respect program is regularly conducted in the primary school.
- Certificate II course in Aboriginal Culture and Language is conducted with all students in Stages 4 and 5.
- Aboriginal SLSO’s are employed to work with students in each classroom.

Strategies to achieve these outcomes in 2014:

- Continue with the implementation of the Aboriginal Education Policy and embed it in teaching practice, programming and school culture.
- Continue with the implementation of 8 Ways to Learning and ensure it is embedded in teaching programs and teaching practice.
- Continue with the Journey to Respect program around respect, resilience and relationships
- Employ 6 Aboriginal SLSO’s (1.2 FTE) to support students in literacy and numeracy. Ensure that all SLSO’s are trained in Multilit.
- Continue with the review of the Student Welfare Policy and continue with the implementation of PBL and the student merit system
- Strengthen the continuation of Aboriginal Yuwaalaraay language program in K-6
- Aboriginal language and culture teacher is employed (0.2) to continue with Aboriginal language, culture and art program in the secondary school and implementation of a community Aboriginal culture program.

Professional learning

During 2013 staff participated in a wide range of professional learning activities. This included: Quality Teaching and Learning, Reading to Learn, the Virtual Maths and Virtual English Faculty, Aboriginal education and culture, 8 Ways of Learning, induction programs for beginning teachers and various curriculum based activities based upon the teacher’s professional learning plan.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

In 2013 the school undertook an evaluation of the Welfare and Discipline Policy, in particular the implementation of the Positive Behaviour for Learning (PBL) program and the “Swoops” reward system.

Their responses are presented below.

Students and parents appreciated the connection between the naming of the reward system and its connection to their culture.

The majority of students responded to positive recognition by members of staff and eagerly accepted rewards at school assemblies.

The amount of negative behavior in the classroom and playground has diminished with a corresponding reduction in school suspensions.

Staff have embraced the introduction of the “Swoops” reward system as the initial development of the PBL program was concentrating on addressing the consequences of negative behavior.

In 2014 there will be further development and refinement of the PBL program with the priority being the targeting of behavior in the playground.

Program evaluations

Background

For the past four years the school has participated in the Low SES National Partnerships program. The school undertook an evaluation of the Changes in schools’ systems and practices, as a result of participation in the Low SES School
Communities National Partnership. The findings from this evaluation appear below.

Findings and conclusions
There has been further improvement in literacy and numeracy outcomes again as demonstrated in individual student growth in NAPLAN data and internal assessment data. School growth in relation to 2013 NAPLAN data has shown that the school was equal to or above the state average in Year 5 Reading, Writing and Spelling and Year 7 Reading, Spelling, Grammar/Punctuation and Numeracy.

By having the capacity to utilise a QT mentor over the past three years, QT is now embedded in all staff programming and pedagogy. Additionally NP funding has allowed alternate school funds to be utilised in the employment of staff to work individually with students on programs such as Reading Recovery. Students from Years 1, 3 and 5 have been continually assessed in the Reading Recovery areas of Letter Identification, Hearing and Recording Sounds in Words, Burt Reading Test, Vocabulary and Concepts about Print. All students have exhibited substantial growth in these areas.

The QT Mentor has continued to work with staff in ensuring that QT is embedded in programming and pedagogy. A peer “buddy” program is also being established with staff which will assist staff in evaluating their teaching.

Students, when surveyed, have indicated that:

- Their work is displayed more often
- There is more interaction when discussing ideas and information
- They are able to choose the activity they would like to complete in order to display their knowledge
- They are provided with different styles of activities within the classroom
- There is more frequent use of metalanguage
- Teachers communicate information in a variety of different ways

The ongoing development of QT practices has contributed to growth in student outcomes. This is evidenced in NAPLAN results and data extracted from school reading programs. The school will continue to utilise literacy and numeracy programs including R2L, Focus on Reading, Multilit and Go Maths. In addition a part-time Reading Recovery teacher will continue to be employed. The incorporation of these programs have brought about improvement in student outcomes and continued growth.

Future directions
The school will concentrate on the application of literacy programs in further developing the literacy skills of students. Where practicable a reading recovery teacher will work individually with students.

With the embedding of Quality Teaching in teaching programs and pedagogy, there will be further improvement in student engagement and retention.

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.

Ray Brooks – Principal
Kate Blunt – Head Teacher Secondary Studies
Sandra Huntly-Nott – Assistant Principal
Melinda Gibbs – Aboriginal Education Resource Teacher
Christine Thompson – Teacher
Hayley O’Connor - Teacher

School contact information
Goodooga Central School
Doyle Street, Goodooga 2838
Ph: 02 6829 6257
Fax: 02 6829 6294
Email: goodooga-c.school@det.nsw.edu.au
School Code: 2033

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