Goooooga Central School
Annual School Report

2012
Our school at a glance

Students
Student enrolment in 2012 was 47 students. Aboriginal students comprised 98% 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 2012 there were 13 teaching staff members and 12 administrative and support staff.

Significant programs and initiatives
The school has literacy and numeracy, quality teaching and the 8 Ways of Learning as a priority. It has worked with Regional staff in the continuation of programs such as Reading to Learn, Reading Recovery, Focus on Reading, Multilit and Go Maths. Extensive use has been made of Quality Teaching Coordinator and National Partnerships Mentor in staff professional learning.

Student achievement in 2012
Three students were eligible for the award of a ROSA in 2012.

One student who was enrolled primarily in Distance Education, was successful in gaining a Higher School Certificate in 2012 and accepted early entry to university studies.

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. 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 National Partnerships Program and the Schools in Partnership Program has 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 the Country Areas Program, Priority Schools Program 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. Primary staff continued training in Focus on Reading during 2012 and this will continue during 2013.
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
It was an honour to be recognized by my peers and be elected primary school leader in 2012. I really enjoyed my time as school leader and it became a highlight of my school year. I took up a number of leadership responsibilities including the running of school assemblies and special ceremonies like ANZAC Day. I also enjoyed looking out for other students and helping them when needed.

The school provides many activities outside of the classroom and I enjoyed participating in these along with the other students. This included the Indigenous Games, Bourke Outback Challenge, Gala Days and NAIDOC activities. Myself and the other students also enjoyed making dioramas in science.

Being a school leader comes with lots of responsibilities and I really enjoyed my time in this role.

Priscilla Barker
Primary School Leader

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>Gender</th>
<th>2008</th>
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Student attendance profile

Primary

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<thead>
<tr>
<th>Year</th>
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Secondary

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<td>87.4</td>
<td>85.8</td>
<td>85.1</td>
<td>85.4</td>
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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.

Post-school destinations
The one HSC student successfully achieved entry into a degree course in 2013.

Year 12 students undertaking vocational or trade training
No Year 12 student undertook vocational or trade training in 2012.

Year 12 students attaining HSC or equivalent vocational educational qualification
No Year 12 student student attained HSC or equivalent vocational educational qualification in 2012.

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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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 Teachers</td>
<td>6.2</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11.8</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
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</table>

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

The school workforce is composed of 53% Indigenous staff. This number includes teaching staff and support staff.

Staff retention
One secondary classroom teacher transferred out of Goodooga Central School at the end of 2012.

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>
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</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>
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<tbody>
<tr>
<td>Income</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
<td>26588.94</td>
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<tr>
<td>Interest</td>
<td>24385.23</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3438.05</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>1083326.13</td>
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Expenditure

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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
<td>9476.04</td>
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<tr>
<td>Library</td>
<td>5007.77</td>
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<tr>
<td>Training &amp; development</td>
<td>2494.54</td>
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<tr>
<td>Tied funds</td>
<td>310293.45</td>
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<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
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<tr>
<td>Administration &amp; office</td>
<td>51309.99</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>48743.97</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
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A full copy of the school’s 2012 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 2012

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. In addition Music Outback conducted music workshops for one week each term. This program culminated in the “Mobfest” in Lightning Ridge in Term 4 where our students performed.

In addition students

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 for team, 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 300 students participating from across the state, in a range of tabloid sports. These games are becoming increasingly popular. Once again the school benefited from some generous sponsorship from the Western Region Aboriginal Education Unit.

Academic

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

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

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

and/or

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

Reading – NAPLAN Year 3

In 2012 the small group of two students sitting for the National Assessment Program – Reading (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 2012 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.

Reading – NAPLAN Year 5

In 2012 the small group of four students sitting for the National Assessment Program – Reading (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

Numeracy – NAPLAN Year 5

In 2012 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.

Reading – NAPLAN Year 7

In 2012 the small group of five students sitting for the National Assessment Program – Reading (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 2012 the small group of five 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.

Reading – NAPLAN Year 9

In 2012 the small group of three students sitting for the National Assessment Program – Reading (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 2012 the small group of three 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.

Progress in reading

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.

Progress in numeracy

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.

RoSA

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

Higher School Certificate


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. 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 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. A Good Tucker program has been held on a regular basis.
where students and their parents learnt of other cultures and prepared food from each of those cultures.

**National Partnership programs**

Gooordooga Central School receives funding through the Low SES program. This funding is used to employ additional teaching staff, allowing staff to undertake professional learning activities with an emphasis on Quality Teaching and Learning and the continued implementation of the 8 Way of Learning program. The program also allowed the employment of an additional part-time secondary teacher to enable the provision of a more diversified Stage 4 curriculum.

**Other programs**

**Country Areas Program**

Gooordooga 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 as well as enhancing the educational outcomes for students.

Country Areas Program 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.

**Schools in Partnership Program**

The Schools in Partnership Program provides funding each year for a number of school initiatives including: further support for teachers in intensive literacy programs such as Reading Recovery and Focus on Reading; increased provision of in-class tuition; promotion of leadership development amongst staff and students, including involvement in the Murdi Paaki Young Leaders program; involvement of senior students in TVET programs and the NBSA program; employment of staff to assist in the implementation of Personalised Learning Plans; strengthening the implementation of the Aboriginal language program; improvements in community links; improvements in retention and attendance rates; professional learning for staff in the Quality Teaching and Learning Framework.

**Priority Schools Program**

Each year our school receives support from the Priority Schools Funding Program (PSFP). This year the funding was used to support the achievement of the school’s literacy and numeracy targets. Staff who commenced training in Focus on Reading in 2011 completed their training in 2012.

A number of other strategies have a positive effect on our students’ performance. The school employed six additional School Learning Support Officers. These positions provided additional support to classroom teachers and allowed individualized programs to be developed for students with particular needs.

**Early Childhood Program**

The aim of the Dhiiyan Guumali Project is to unite families, agencies and stakeholders toward the common goal of supporting families to enrich their connections with their children, access parenting and child development information and services to improve health, relationships and educational outcomes of Gooordooga children aged between 0 and 8 years. The project aims to build community support structures, increase capacity for self-growth and determination and act inclusively to all stakeholders in order to develop relationships between stakeholders, with the best interests of early childhood at the core of all interactions and actions.

Young mothers of children from 0-4 are engaged through the Early Childhood playgroup. This group meets twice weekly at the school. The project is funded through Families NSW and the Department of Education and Communities.

**Northern Borders Senior Access Program**

Combined classes from Boggabilla, Collarenebri, Gooordooga and Mungindi Central Schools provide access to HSC studies, while students stay in their home communities. Lessons are provided using state of the art video conferencing equipment between schools; between individual schools and providers at other Access Programs; and between individual schools and various TAFE campuses.

This flexible delivery model allows the greatest variety of options for a wide range of student
talents and abilities. Eight students across the four schools graduated from NBSA with Higher School Certificates in 2012.

In 2012 students joined together at Dubbo and Coonabarabran and the four schools to experience various assessment tasks, workshops and field studies. Stage 5 students had the ability to undertake block delivery TAFE VET courses once a term, including Hairdressing and Outdoor Recreation. These courses provide students with TAFE accreditation at an early stage of their school careers. In addition, many of the students have chosen Curriculum Frameworks courses to suit their learning styles and aspirations.

Gordooga Central School in 2012 had one student working towards their HSC. The student graduated with an ATAR and now studies at university. Maintaining a broad and relevant curriculum for students to study locally will remain the focus for Stage 6 through the Northern Border Senior Access Program.

**Target 1**

80% of students in Yrs 5, 7, 9 to achieve or exceed expected growth in literacy in 2012

Our achievements include:

- Continuation of Best Start initiatives including having teachers of Early Stage 1 and Stage 1 trained in Best Start.
- Focus on Reading implemented in some classrooms where explicit teaching of comprehension, reading texts and vocabulary occurred.
- Increased time allocated to Support Teacher Learning Assistance in assisting in the further development of literacy and numeracy skills.
- Increasing the amount of time allocated to formal library lessons and the increased emphasis on reading through the Books for Birralee program.
- Continued participation in the Virtual English Faculty where secondary English staff receive ongoing support and mentoring.

**Target 2**

80% of students in Yrs 5, 7, 9 to achieve or exceed expected growth in numeracy in 2012.

Our achievements include:

- The identification of staff professional learning needs and the planning of individual programs to ensure the continued use of the Quality Teaching framework.
- The continued use of SMART data to inform programming and the development of Personalised Learning Plans.
- Continued participation in the Virtual Maths Faculty where secondary Maths staff receive ongoing support and mentoring.

**Target 3**

Increase to 100% the number of staff embedding 8 Ways of Learning in their programs by the end of 2012.

Our achievements include:

- Aspects of the Aboriginal Education policy continued to be implemented and embedded in teaching practice and the school culture.
- All teachers now embed 8 Ways of Learning in teaching programs and teaching practice.

**Target 4**

Increase to 100% the number of staff embedding the QT framework in planning and programming by the end of 2012.

Our achievements include:

- All staff embedded Quality Teaching practice in their programs.

**Target 5**

Increase by 3% the attendance rate for 2012 compared to the attendance rate for 2011.

Our achievements include:

- Student attendance was closely monitored with contact being made
immediately with families who did not notify the school of an absence.

- Cooperation was maintained with the student welfare personnel in following up unexplained absences.
- The target was unable to be achieved, however there is data that indicates student attendance has not declined during the past four years.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the effectiveness of a Quality Teaching Mentor, both internal and external to the school. In addition the effectiveness of providing an expanded curriculum to Stage 4 and 5 students, in order to meet the mandatory requirements of the curriculum was also evaluated.

**Expanded Curriculum**

**Background**

As Goodooga Central School is a small central school with a small number of secondary staff, it becomes difficult to provide a comprehensive curriculum to students which is able to meet mandatory requirements. A part-time teacher was employed to teach Mandatory Technology to Stage 4 students and Technology – Metals to Stage 5 students.

In addition the services of a TAFE teacher was secured to teach Certificate I in Aboriginal Languages to Stage 5 students.

**Findings and conclusions**

The survey was conducted under two conditions. The first was with the students involved in an expanded curriculum. The second was conducted with the supervisory roles of the students involved. Stage 4 and 5 were asked questions that investigated the inclusion of Metal Work offered as a TVET component of the expanded curriculum. The conclusion was drawn that most students found Fridays to be their favourite day of the week, correlating with the TVET courses ran on this day. Additional comments provided insight that the students found courses ran on the Friday were ‘fun’ and ‘interesting’. A strong emphasis was on students enjoying the Metals course with supporting comments indicating students found it ‘cool’ as it provided creative opportunities where they could make useful things. All Stage 4 and 5 survey participants agreed that they use Mathematics in Metals as well as utilising their reading skills regularly. Most students enjoyed projects they made with some students indicating that the toolbox project was useful and a meaningful tool for them. In conclusion there was a strong response to Metals continuing as a course offered in 2013.

Stage 5 responded to survey questions regarding the Aboriginal Cultural Studies course. All students agreed that it was an interesting course to participate in. All students found all tasks engaged in were interesting. Most students strongly agreed that their appreciation of Culture and Country had been affected positively after the program with most students indicating that they would like to continue to participate in the program in 2013.

The adults in supervisory roles were asked similar questions with the students as their focus for their responses. There was mixed response to whether the students enjoyed the Metals course. Varied reasons were given to support these responses including ‘students had no interest’ and ‘activities were hands on and students could see what they had achieved at the completion of projects’. It was indicated with support that students regularly used Literacy and Numeracy skills in the course with most agreeing that the course met syllabus outcomes. All participants agreed that the course should continue in 2013 with suggestions made for the course or modified version to be offered to Year 6 students.

The supervisors also responded to the Cultural Studies program indicating that students were engaged in the course and found activities meaningful and appropriate to their level of understanding. Most participants strongly agreed that the students’ experiences had influenced
their appreciation of Country and Culture. All agreed that the program should continue in 2013.

**Future directions**
The program will be offered again in 2013

**Quality Teaching Mentor**

**Background**
During the years 2011 and 2012 Goodooga Central School engaged the help of the district Quality Teaching Consultant to improve staff understanding and use of Quality Teaching (QT). An ‘in school’ QT Mentor was also allocated from among the staff to help staff build on their knowledge and use of QT.

**Findings and Conclusions**
Staff believe that working with the consultants has assisted in their programming by:
- Increasing awareness of how to integrate units of work
- How to program interesting/engaging lessons for all students
- Showing where staff need to improve
- Concreting their understanding of QT
- Getting great ideas off a buddy
- Facilitating better process and reflection

Staff were also surveyed on their knowledge and understanding gained from working with the mentors. Staff indicated the following:
- Detailed insight was provided into planning and delivering engaging lessons.
- Advise was given on how to connect elements within the dimensions.
- Areas of improvement were indentified.
- Help with setting up whole school approach and 8 Ways of Learning was invaluable
- There is now a greater understanding of how elements relate to outcomes for the students
- Helped understand how to use TaLe
- Gave an appreciation of a lot of teaching pedagogies

**Parent, student, and teacher satisfaction**
The school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The school has had as a priority the engagement of parents/carers in school activities. Their response to the survey appears below.

The community believe that school programs and activities are regularly communicated to parents/carers. Information about student progress is clearly communicated to parents/carers. Information about student learning is shared between home and school. The community believes that the school communicates extremely well to parents/carers and community members.

The community believe that the schools learning activities connect students to family and community context. The school encourages parents/carers to be involved in their child’s learning and the class activities are interesting and engage students learning.

The community believe that community members come together to support student learning, that all members of the school community are supported to contribute to its success and backgrounds of all cultural groups are reflected in school practices and activities.

The community believe that teachers and families work in partnership to support students learning, that parents/carers are supported to assist their child’s learning and the needs of the family are considered when school activities are organised.

The community believe that when there are important decisions made about what goes on in the school the families need to be consulted. That parents/carers, community members including local AECG are not involved in the development and monitoring of key activities in the school plan and that community representatives on school committees need to be encouraged, valued and listened to.

The community believe that the school uses community resources and skills to support student learning, that school leaders are active members of community committees related to education and training and the wider community supports events to celebrate student achievements.

The community is divided as to believe if families are encouraged to be involved in classroom and school activities. If parents/carers, community members and local AECG are encouraged and supported to take on leadership roles within the school. Therefore it was difficult to determine if there is a positive relationship between the community and the school. Professional learning
Professional Learning
During 2012 staff participated in a wide range of professional learning activities. This included: Quality Teaching and Learning, Reading to Learn, Focus on Reading 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.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Literacy
To increase the percentage of students achieving at or above national minimum standards in literacy across the whole school as assessed in Years 3, 5, 7 and 9.

2013 Targets to achieve this outcome include:
All students to achieve goals in literacy as determined in their Personalised Learning Plans in 2013 (and informed by Best Start, NAPLAN, K-2 reading benchmarks and schools based assessment data).

Strategies to achieve these targets include:
Continue with the training of teachers from 3-6 in Phase 2 of Focus on Reading by:
- Utilising the resources of Regional literacy 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
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.

School priority 2
Numeracy
Outcome for 2012–2014
To increase the percentage of students achieving at or above national minimum standards in numeracy across the whole school as assessed in Years 3, 5, 7 and 9.

2013 Targets to achieve this outcome include:
All students to achieve goals in numeracy as determined in their Personalised Learning Plans in 2013 (and informed by NAPLAN and schools based assessment data)

Strategies to achieve these targets include:
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**

**Aboriginal Education**

**Outcome for 2012–2014**

To develop sustainable partnerships between home, school and community and to build community capacity.

2013 Targets to achieve this outcome include:

100% of staff are embedding 8 Ways of Learning in their programs by end of 2013.

100% the number of staff embedding the QT framework in planning and programming by end of 2013.

Increase by 3% the attendance rate for 2013 compared to attendance rate for 2012.

All students from K-10 are studying Aboriginal culture and language during 2013.

Strategies to achieve these targets include:

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

**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: