Goooola Central School
Annual School Report 2014
School context statement
Goodooga Central School is located in the Brewarrina Shire in the far north west of New South Wales. The school provides a highly personalised learning environment to our 35 students who are in Kindergarten to Year 12.

All of our students identify as being Aboriginal and the school strives to embrace the local Yuwaalaraay culture and language. The school is committed to making transparent decisions in consultation with community members, particularly through the strong Aboriginal Education Consultative Group (AECG) and Community Working Party (CWP).

The school has a highly dedicated staff with a mix of experienced and early career teachers. All staff constantly engage in purposeful professional learning to ensure the school is able to deliver high quality educational opportunities.

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

Student enrolment profile
Primary

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
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<th>2011</th>
<th>2012</th>
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Secondary

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Student attendance profile
Primary

<table>
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<tr>
<th>Year</th>
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Secondary

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<th>Year</th>
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<tr>
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<td>85.1</td>
<td>85.4</td>
<td>88.8</td>
<td>87.5</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training
All Year 12 students undertook vocational training in 2014. One student undertook an Information Technology course while another undertook Child Studies.

Year 12 students attaining HSC or equivalent Vocational educational qualification
During 2014 one student attained a HSC qualification in Information Technology.

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

Workforce composition

<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 Teacher(s)</td>
<td>6.8</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>24.3</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Goodooga Central School employs one Aboriginal Education Resource Teacher, two Aboriginal Education Officers and six Aboriginal Learning Support Officers. All administrative staff also identify as being Aboriginal.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.
Qualifications | % of staff
--- | ---
Degree or Diploma | 100
Postgraduate | 0

### Professional learning and teacher accreditation

During 2014, 3 teachers gained accreditation at the proficiency level.

All staff developed professional learning plans based on the goals of the school plan. The main focus for professional learning was the teaching of literacy and numeracy.

### 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>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>473471.18</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>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>967710.75</td>
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</table>

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

| **Balance carried forward** | 397841.94 |

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

### School performance 2014

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.

### 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 2014 the small group of students sitting for the 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 2014 the small group of students sitting for the 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 2014 the small group of students sitting for the 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 2014 the small group of students sitting for the 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 2014 the small group of students sitting for the 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 2014 the small group of students sitting for the 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 2014 the small group of students sitting for the NAPLAN means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

NAPLAN Year 9 - Numeracy

In 2014 the small group of students sitting for the NAPLAN means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

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 2014. Details of Higher School Certificate relative performance comparison to School Certificate cannot be reported for privacy reasons.

Significant programs and initiatives – Policy and equity funding

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 (100%). 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 and anti-racism

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.

Aboriginal background

During 2014, Goodooga Central School utilised Aboriginal background funding to strengthen community relationships, improve educational and social outcomes for Aboriginal students and improve attendance and engagement. The school worked in partnership with the AECG and local government and non-government agencies to support these initiatives.

Initiatives the school implemented to achieve these outcomes included:
- Journey to Respect program

Significant programs and initiatives –
● Sorry Day/River Day
● 8 Ways professional learning
● Attendance monitoring and acknowledging of positive attendance
● Employment of two Aboriginal Education Officers
● Creating, implementing and evaluating Personalised Learning Plans.

Socio-economic background

During 2014 the school implemented a range of strategies to ensure our students were not disadvantaged due to a low socio-economic background. These strategies focused on raising expectations, strengthening partnerships with families and improving the quality of teaching and learning practices. Strategies employed to achieve these outcomes included:

- The employment of an extra teacher to focus on improving students literacy and numeracy skills.
- Community engagement projects including resource development days and Indigenous Games Day.
- Implementing the Positive Behaviour for Learning methodology to support student’s welfare.

Low Level Adjustment for disability

Gooonga Central School has a number of students who require adjustments to the way they are taught and to their learning environment. To accommodate this, the school employed tutors to work intensively with students requiring extra support. These tutors worked closely with classroom teachers and other professionals to create individual learning plans which were monitored and reviewed in conjunction with parents and carer’s.

Early Action for Success

Towards the end of 2014 the school became involved in the Early Action for Success Strategy. This strategy is targeted at improving the literacy and numeracy outcomes for students in Kindergarten to Year 2. Involvement in this strategy has provided the school with an extra staff member who acts as an Instructional Leader. This position is an itinerant position and also services the schools of Engonia, Wanaaring, Weilmeringle and Gwabegar.

The school has also been given extra funding to purchase resources to support the teaching of literacy and numeracy.

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.

School planning 2012-2014:

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 achievement of outcomes in 2014:

- All primary students withdrawn from class for intensive literacy, demonstrated growth in literacy through school based assessments.
- All students achieved their goals in their Personalised Learning Plans.

Strategies to achieve these outcomes in 2014:

- 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.

**School 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 achievement of outcomes in 2014:**

- 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’ 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 achievement of outcomes in 2014:**

- All students who commenced their HSC studies in 2013 completed the HSC in 2014.
- 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.

**Strategies to achieve these outcomes in 2014:**

- Consolidate connections between prior-to-school and school settings and build 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 7 development as well as promoting active student leadership within the school through Regional and SEG activities and the Murdi Paaki Young Leaders program.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents and Carer’s

During 2014 parents and carers were consulted over their views of the school. The majority of parents reported that they would like to prioritise the following for 2015:

• Improved communication between the school and families.

• Improved collaboration between the school and families.

• Continuation of Personalised Learning Plans.

Teacher and Staff

During 2014 teachers were consulted over their views of the school. The majority of teachers reported that they would like to prioritise the following for 2015:

• Improved welfare and discipline.

• Increased professional learning on the curriculum.

• Implementation of the Early Action for Success strategy.

Students

During 2014 students were consulted over their views of the school. The majority of students reported that they would like to prioritise the following for 2015:

• Improve cultural awareness.

• Increase academic performance.

• Continue to reach the schools merit levels.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Strategic Directions

Following extensive consultation, the school has set three strategic directions to implement over the next three years. These are:

• Excellence in Teaching and Learning

• Community and Cultural Connections

• A Successful Learning Environment

School Planning Processes

During the planning process; staff, students and community were actively engaged in consultation which led to a collaboratively developed School Plan.

The school provided opportunities for the community to have input into the plan through community forums, AECG and CWP meetings and surveys. This consultation found that community members wanted more community collaboration, a focus on personalised learning, increased opportunities for students to engage in cultural awareness and increased leadership opportunities.

Students were surveyed and members of the school’s Student Representative Council were interviewed to determine priorities. Students believed they needed more sporting opportunities and a greater emphasis placed on the Creative and Performing Arts.
Staff engaged in professional learning around the new planning process, the Melbourne Declaration and current educational research to inform their decisions around the plan. As well as being surveyed, staff collected and interpreted data from sources such NAPLAN, PLAN, student assessments and student reports. The data analysis highlighted the need to focus on literacy and numeracy across a broad and inclusive curriculum.

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.

Nathan Forbes - Principal
Melinda Gibbs – Rel. Assistant Principal
Malcolm Banks – Rel. Head Teacher

School contact information

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Email: goodooga-c.school@det.nsw.edu.au
Web: http://www.goodoogac.schools.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: