Our school at a glance

Students
Student enrolment in 2011 was 55 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 2011 there were 13 teaching staff members and 12 administrative and support staff.

Significant programs and initiatives
The school has literacy and numeracy as a priority. It has worked with Regional staff in introducing programs such as Reading to Learn, Reading Recovery, Focus on Reading, Multilit and Go Maths. Reading to Learn has also been introduced into the secondary curriculum. In addition the school has placed an emphasis on the Quality Teaching and the 8 Ways of Learning into the school teaching program.

Student achievement in 2011
Three students sat for the School Certificate in 2011.
Three students were successful in gaining their Higher School Certificate in 2011.

Messages
Principal’s message
Goonooga 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 Goonoooga. The nearest service centre is Lightning Ridge. Goonoooga 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 Goonoooga Central School live in the immediate township and local area. 98% of students attending Goonoooga Central School are Aboriginal. Goonoooga Central School is an inclusive, community based K-12 central school. Community members are involved in and demonstrate strong ownership of a broad range of school activities. The Goonoooga community is proud of its Aboriginal history and culture. There is a strong sporting tradition in Goonoooga 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 Goonoooga 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. Aboriginal School Learning Support Officers are present in each primary and secondary classroom. This has enhanced the learning in every classroom and also allowed increased professional learning to occur for all staff.

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 undertook training in Focus on Reading during 2011 and this will continue during 2012.
Further emphasis was placed on Quality Teaching and the 8 Ways of Learning and both are included in Teaching and Learning programs.

The Hospitality and Metals Trade Training Centres were installed during 2011 and will be a valuable asset in the delivery of VET programs to students and the community.

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

P & C and/or School Council message

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

Aboriginal Education Consultative Group

The following Committee was elected in 2010 at the Annual General Meeting of the AECG.

President: Marie Barrs
Secretary: Jardu Walker
Treasurer: Helen Stanton

The AECG is a very important body within our school and is widely supported throughout the state. We must all work together to provide our students with the best possible outcomes in their Education. Therefore, we are dedicated towards making an effective partnership with the School and the Community.

The AECG meetings are held once per term.

Student representative’s message

Once again our school year began with our town being isolated by floods. Our spirits were dampened and our school operated as normal. Once again our school participated in a variety of academic, sporting and cultural events. Our senior students participated in the HSC seminars in Dubbo and also undertook excursions to the zoo whilst there as part of the Senior Science course.

We were encouraged to participate in the Murdi Paaki Young Leaders program and attended workshops which assisted in our leadership development.

There were many sporting events during the year including swimming and athletics carnival, rugby league and netball gala days and knockouts.

The school encourages us to be involved with our culture and conducts activities during NAIDOC Week as well as Sorry Day activities and Back to the River Day.

Our school gives us opportunities to grasp and achieve. Once again three students completed the HSC in 2011 and are now following their interests.

Shay Hooper
Secondary Student Leader

Year 12 Graduation Message

We would like to thank all of our teachers throughout our school years who have helped us make it to the end of Year 12, and making us become the young achievers we are. Although we feel scared to enter a whole new world, we are excited to have the opportunity to accomplish new things this world may throw at us.

Our teachers have encouraged, inspired and threatened to accomplish our goals and give us the education we need for our futures.

To get here tonight has been a team effort. Surviving your HSC takes friendship and the support of your classmates. Without it, the four of us might not have made it to the end.

In finishing we would like to say that we did not get here alone. In addition to the staff of all four NBSA schools, TAFE Western and TAFE New England we would not be here tonight without the help and support of our family and friends. Whether it was a helping hand, a word of advice or just being there, we thank each and every one of you. We hope that our achievements make
you proud. On behalf of all NBSA students, I would like to wish everybody good luck in their HSC exams and all the best for the future.

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

Primary

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>11</td>
<td>16</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>19</td>
<td>15</td>
<td>17</td>
<td>20</td>
</tr>
</tbody>
</table>

Secondary

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9</td>
<td>7</td>
<td>11</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>11</td>
<td>7</td>
<td>11</td>
<td>10</td>
</tr>
</tbody>
</table>

Student attendance profile

Primary

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>85.6</td>
<td>90.3</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>89.4</td>
<td>91.9</td>
<td>88.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>97.0</td>
<td>91.7</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>85.0</td>
<td>96.6</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>92.4</td>
<td>96.6</td>
<td>96.6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>90.2</td>
<td>86.7</td>
<td>92.0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>96.4</td>
<td>94.4</td>
<td>88.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92.7</td>
<td>89.5</td>
<td>91.8</td>
<td>92.0</td>
</tr>
</tbody>
</table>

Secondary

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>97.0</td>
<td>88.3</td>
<td>89.1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>79.1</td>
<td>89.6</td>
<td>86.2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>89.7</td>
<td>89.0</td>
<td>84.1</td>
<td></td>
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<tr>
<td>10</td>
<td>85.7</td>
<td>79.9</td>
<td>91.0</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>85.5</td>
<td>80.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>83.3</td>
<td>90.3</td>
<td>86.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96.3</td>
<td>87.4</td>
<td>85.8</td>
<td>87.4</td>
</tr>
</tbody>
</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.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Primary

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1-2</td>
<td>K</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>K-1-2</td>
<td>1</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>K-1-2</td>
<td>2</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>3-4</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>3-4</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>5-6</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>5-6</td>
<td>6</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>

Structure of classes

Classes are structured in Stages to allow the most focused use of resources, both teaching and physical. Classes in 2011 were composed of one ES1 class, one S1 class, one S2 class, one S3 class, one S4 class, one S5 class and one Year 12 class.

Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
<th>SC09-HSC11</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>36.4</td>
<td>50.0</td>
<td>50.0</td>
<td>25.0</td>
<td>60.0</td>
</tr>
<tr>
<td>SEG</td>
<td>37.5</td>
<td>37.5</td>
<td>36.4</td>
<td>39.6</td>
<td>18.5</td>
</tr>
<tr>
<td>State</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.4</td>
</tr>
</tbody>
</table>
Staff information

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

During 2011 Goodooga Central School accessed two teachers through the Teacher Release Scheme to provide relief for staff who attended professional development activities as well as to participate in programs such as the National Partnerships Low SES Program. No casual staff are available in Goodooga for daily release. Additional School Learning Support Officers were employed through the Schools in Partnership Program and the National Partnerships Low SES Program.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6.3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</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>
</tr>
<tr>
<td>Total</td>
<td>22.1</td>
</tr>
</tbody>
</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 2011

Teacher qualifications

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

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

Financial summary

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

Date of financial summary: 30/11/2011

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>482808.26</td>
</tr>
<tr>
<td>Global funds</td>
<td>143317.57</td>
</tr>
<tr>
<td>Tied funds</td>
<td>300826.91</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>60797.72</td>
</tr>
<tr>
<td>Interest</td>
<td>28436.75</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7873.31</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1024060.52</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>7982.11</td>
</tr>
<tr>
<td>Excursions</td>
<td>242.16</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>16369.84</td>
</tr>
<tr>
<td>Library</td>
<td>7563.41</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>298248.87</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>47003.95</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>40518.06</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5057.67</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10661.31</td>
</tr>
<tr>
<td>Capital programs</td>
<td>41990.93</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>475638.31</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>548422.21</td>
</tr>
</tbody>
</table>

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

School performance 2011

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 Walgett in Term 4 where our students performed.

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 was once again successful in winning the Ricky Walford Rugby League Shield, in conjunction with Lightning Ridge. 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 returned this year with over 300 students participating from across the state. 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 School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 3**

In 2011 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.

**Numeracy – NAPLAN Year 3**

In 2011 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.

**Literacy – NAPLAN Year 5**

In 2011 the small group of seven students sitting for the National Assessment Program – Literacy (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

**Numeracy – NAPLAN Year 5**

In 2011 the small group of seven students sitting for the National Assessment Program – Numeracy (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

**Literacy – NAPLAN Year 7**

In 2011 the small group of two students sitting for the National Assessment Program – Literacy (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

**Numeracy – NAPLAN Year 7**

In 2011 the small group of two students sitting for the National Assessment Program – Numeracy (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

**Literacy – NAPLAN Year 9**

In 2011 the small group of five students sitting for the National Assessment Program – Literacy (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

**Numeracy – NAPLAN Year 9**

In 2011 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.

**School Certificate relative performance comparison to Year 5 (value-adding)**
Three students sat for the School Certificate in 2011. Details of School Certificate relative performance comparison to Year 5 cannot be reported for privacy reasons.

**Higher School Certificate**


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

[Enter your text and graph from Electronic Data Summary Sheet where appropriate.]

**Minimum standards**

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

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

[Enter your text and one or two data tables for each of Years 3, 5, 7 and/or 9 from Electronic Data Summary Sheet as appropriate.]

**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 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.

**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.

Staff and students participate in Harmony Day where the students are exposed to different cultures.

**National partnership programs**

Goodooga 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.

**Country Areas Program**

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

The funding is used to extend both the professional development and training of staff 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). In 2011, this support was an additional $21,600.

This year the funding was used to support the achievement of the school’s literacy and numeracy targets. Four staff commenced training in Focus on Reading which will continue in 2012.

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

The school continued to employ five 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 Dhiyan 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 Goodooga 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**

The Northern Border Senior Access Program, comprising Boggabilla, Collarenebi, Goodooga and Mungindi Central Schools, continued for the 20th year to coordinate classes across the four schools. In 2011, sixteen Preliminary students from the four schools were offered 10 Category A courses, three Content Endorsed courses, four Curriculum Frameworks courses, and seven TVET courses through Western and New England Institutes of TAFE. A feature of the present-day NBSA is its close relationship with a number of faculties within TAFE. Four HSC students from Boggabilla and Goodooga collectively, graduated in 2011 with formal celebrations occurring in Moree at the conclusion of Term 3. In line with a policy of increased flexibility, some students undertook courses offered through other Access Programs and schools, utilising state of the art video-conferencing equipment. Constant upgrading of technology and learning applications continues to be a feature of the NBSA style of teaching and learning.

In Week 9 of each term, students undertaking Vocational courses are scheduled to complete
mandated work placement in various places including Tamworth. A Senior excursion was conducted at Dubbo so Senior Science students could undertake a Field Study, Hospitality students could demonstrate practical skills for assessment, and Primary Industries students visited a rural facility. A small group of HSC students attended Dubbo’s annual HSC Seminars to learn expectations for future assessments and exams. English students travelled to Tamworth to see a performance of an assessable text, The Shoehorn Sonata.

Progress on 2011 targets

Target 1

Improved student achievement in literacy K-12, leading to growth in external testing and internal A-E report data.

Our achievements include:

- Continuation of Best Start initiatives including having teachers of Early Stage 1 and Stage 1 trained in Best Start
- Continue with the Reading to Learn program with all primary teachers trained in Reading to Learn and further training of secondary teachers to continue.
- The training of all primary teachers in Focus on Reading. This commenced in 2011 and will continue into 2012. This program will complement the Reading to Learn Program.
- Increasing the amount of time devoted to reading and having primary students participate in formal library lessons. Peer reading was used in conjunction with the Books for Birrlee program.
- Further training was provided for staff in the interpretation of NAPLAN data with this information being used in the development of Personalised Learning Plans.
- School Learning Support Officers were placed in every primary and secondary classroom where the supported the classroom teacher in the development of literacy skills as well as providing support to students who has specific learning needs.
- The school continued with the Multi Lit program where students identified as needing additional literacy support were given additional tuition by the School Learning Support Officers.

Our success will be measured by:

Student growth in literacy identified through internal and external reporting.

Target 2

Improved student achievement in numeracy K-12, leading to growth in external testing and internal A-E report data.

Our achievements include:

- Continuation of Best Start initiatives including having teachers of Early Stage 1 and Stage 1 trained in Best Start
- Provide focused support to classroom teachers to enhance their syllabus knowledge and teaching practice in maths so teachers are explicitly programming for space and measurement.
- Focus on QTL deep knowledge and deep understanding of syllabus sub-strands. Provide opportunities for collaborative support within faculties. Provide professional mentors for teachers in Maths including close supervision of teaching programs.
- Further training was provided for staff in the interpretation of NAPLAN data with this information being used in the development of Personalised Learning Plans.
- School Learning Support Officers were placed in every primary and secondary classroom where the supported the classroom teacher in the development of numeracy skills as well as providing support to students who has specific learning needs.
- The school continued with the use of the Go Maths program which caters for the individual skills of students and provides a personalized approach to the development of mathematics skills.

Our success will be measured by:
Student growth in literacy identified through internal and external reporting.

**Target 3**

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

Our achievements include:

- Consultants and school executive to provide support to teachers of K-12, developing appropriate networks of teachers and the provision of appropriate professional learning. Including common assessment via NBSA and Bourke Connected Schools. Regular meetings were held with member schools of the NBSA which included professional learning workshops. The Connected Classrooms Coordinator and the Quality Teaching Mentor were used extensively by the school.

- Promote Leadership development across school staff, to promote staff retention and development, active student leadership within the school and across the SEG and Region, including in the Murdi Paaki Young Leaders.

- Students in stages 5 & 6 were involved in TVET / NBSA courses with the assistance of mentor teachers and tutors. Subjects studied included: Information Technology, Business Services and Shearing. Students were given the opportunity to undertake work placement in centres such as Tamworth and Dubbo.

- Transition programs were conducted within the school including the Early Childhood playgroup, Pre-school and Year 6 into 7. A part-time facilitator was employed to enhance the transition of children from pre-school to school.

**Target 4**

**To improve 2010 attendance rates by 5% in 2011**

Our achievements include:

- There was a small increase in attendance during 2011. Daily contact was made with all parents/carers when a child was absent from school. This was a responsibility of the Aboriginal Education Officers.

- Teachers received continued professional learning in the Quality Teaching Framework. These skills were incorporated into classroom practice which then enhanced student engagement.

- The 8 Ways of Learning Aboriginal perspective was incorporated into teaching programs. Teachers also undertook an awareness program in Aboriginal culture.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Assessment and Reporting, Quality Teaching/Quality Learning and Community engagement.

**Curriculum**

**Assessment and reporting**

**Background**

As part of the evaluation cycle students and parents/carers were asked to participate in a survey. The areas that were highlighted were: Understanding Assessment; Participating in Assessment; Improving Assessment; Understanding Reporting and Improving Reporting.

**Findings and conclusions**

**Understanding Assessment**

Teachers are explaining their assessments clearly in most cases but explicit explanations should become common practice across the whole school.

Teachers are mostly explaining what is to be learnt and to be assessed at the beginning of the term/theme/subject.

That there should be more opportunities for students to help discuss and explain their work and results to parents.

Teachers are explaining assessment results to their students but that it needs to be happening more habitually.
That there should be more opportunities for students to meet with their teacher 1-on-1 to discuss work and assessment results. These meetings could either be incorporated into class or out of class times.

**Participating in Assessment**

Students should be given more of an opportunity to self-assess their work.

Peer-assessment should be used more often as a type of assessment.

Students should be given the opportunity to choose which type of assessment they could do to show their learning more often.

**Understanding Reporting**

That students are happy with the layout of the reports. Reports should be explained clearly when handed over. This would alleviate the confusion with language used in the comments and would help students understand the bar and the achievement boxes.

Most students have indicated that reports are explained to them. This process should be an integral part of PLP meetings or parent meetings.

**Improving Reporting**

The majority of students believe that two reports a year are enough. Discussing assessment results and short 1-on-1 meetings throughout the year may help those students who believe there needs to be more reports.

**Future directions**

A majority of the students have indicated that a more varied approach to assessments would improve interest and completion of assessments. A review will occur during 2012.

**Education Management and Practice**

**Background**

As a component of its Management Plan the school had as a priority the further development of Quality Learning and Teaching practices in the classroom. Students were surveyed in relation to the Quality Teaching Elements.

**Findings and conclusions**

**Teachers know their subject content and how to teach that content to their students Future directions**

A significant proportion of students find school an enjoyable and interesting experience.

Students do not understand the relevance of homework, resulting in the majority of students never completing homework.

**Teachers know their students and how they learn**

The vast proportion of students believe teachers provide programs that allow students of different abilities to succeed and provide a range of activities for students to demonstrate their achievements.

Student directed learning could have a greater emphasis in relation to demonstration of learning outcomes as well as scaffolded choices in learning activities.

**Teachers plan, assess and report for effective learning**

The majority of students believed that teachers provided a challenging classroom with high expectations for each student.

**Teachers communicate effectively with their students**

Students enjoy attending school each day and understand the importance of doing so.

Respect for teachers is not consistently engendered in all students.

**Teachers create and maintain safe and challenging learning environments through the use of classroom management skills**

A significant proportion of students believe that the teacher provides a safe, challenging and caring classroom environment, if not always, them most of the time.

There are greater opportunities for the students to experience the range of classroom roles in learning activities.
Future Directions

Staff will continue to be trained in Quality Teaching practices. The school will appoint a Quality Teaching Mentor and also utilize the expertise of the Bourke School Education Group, Quality Teaching Coordinator. Continued emphasis on professional learning in this area will improve student engagement, attendance and learning outcomes.

Parent, student, and teacher satisfaction

In 2011 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

During 2011 staff participated in a wide range of professional learning activities. This included: Quality Teaching and Learning, the connected Classroom, 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 up on the teachers 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

2012 Targets to achieve this outcome include:

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

Increase the allocation of STLA from 0.6 to 1.0 to work with students in further developing their literacy and numeracy skills

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.

School priority 2

Outcome for 2012–2014

Numeracy

2012 Targets to achieve this outcome include:
80% of students in Yrs 5, 7, 9 to achieve or exceed expected growth in numeracy in 2012

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.

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.

School priority 2

Outcome for 2012–2014

Aboriginal Education

2012 Targets to achieve this outcome include:
Increase to 100% the number of staff embedding 8 Ways of Learning in their programs by end of 2012
Increase to 100% the number of staff embedding the QT framework in planning and programming by end of 2012
Increase by 3% the attendance rate for 2012 compared to attendance rate for 2011

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.

Support the establishment of an Aboriginal Education Committee and encourage its
involvement in the continued implementation of the Aboriginal Education Policy.

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 (2.0 FTE) to support students in literacy and numeracy. Ensure that all SLSO’s are trained in Multilit.

Review 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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School Code 2033

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