

Goodooga Central School

2019 Annual Report



2033

Introduction

The Annual Report for 2019 is provided to the community of Goodooga Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

In 2019, we had up to 42 students enrolled in our school, from Kindergarten to Year 12. We are very proud of our Positive Behaviour for Learning School with the core values of safe, respectful learners. We provide a caring environment where every child is given the opportunity to achieve their best outcomes throughout their schooling life. every child is given the opportunity to grow and succeed academically, physically,spiritually and emotionally.

At Goodooga Central School we are committed to developing quality partnerships with parents and the local community through the AECG (Aboriginal Education Consultative Group), parent meetings and a range of community engagements throughout the year.

A significant benefit of a well-established co-curricular program is the opportunity for staff to build meaningful connections with students. Developing positive relationships between a teacher and student is a fundamental aspect of the school's quality teaching and student learning.

School background

School vision statement

At Goodooga Central School we will provide a dynamic, engaging and inclusive education for all students. We will ensure all of our learners are able to strive for their personal best and reach their full potential.

Goodooga Central School will create proud, respectful, confident and creative individuals through catering for differentiated learning styles, a dynamic use of Aboriginal pedagogies and a holistic curriculum.

School context

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 42 students who are studying from Kindergarten to Year 12.

Ninety–Eight Percent (98%) 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).

Goodooga Central School is a member of the Northern Borders Senior Access (NBSA) initiative which also incorporates Boggabilla, Mungindi and Collarenebri Central Schools.

Goodooga Central School is served by approximately 16 teaching, administration and support staff. There is some student mobility, due to connections to nearby communities. The school is well respected within the local community and it serves a diverse community of low socio–economic circumstances. The school is active in the Lightning Ridge hub, which comprises of one state primary school and two central schools. The school continues to deliver quality teaching and learning programs in a 21st century environment, in order to improve student outcomes in literacy, numeracy and engagement. We also provide a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. Our students are well behaved and are encouraged to become responsible citizens at school and in the wider community. It is the belief of parents and staff that our greatest strengths lie in having high expectations for our students. Goodooga Central School is characterised by motivated and enthusiastic students, highly qualified and dedicated staff, as well as fantastic parental and community support. We aim to offer the best education possible by providing a quality, comprehensive education in a caring environment, as we strive to educate the whole child. We maximise parent participation in the general life and management of the school. We also build links and promote partnerships within the wider school community, hence strengthening and increasing support and communication.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Excellence in Teaching and Learning

Purpose

At Goodooga Central School, we value teaching practice that is based on evidence that maximises learning growth and improvement for all students. Every student is important. Our purpose is to create and grow a professional learning environment where the practice is based on evidence, innovation and evaluation, supported by explicit systems of collaboration and feedback. We will sustain our focus on the explicit teaching of literacy and numeracy across all subjects and accurately assess and support our students in the coming years. We will plan for students' learning and wellbeing to ensure all are engaged in developing their skills as learners. All students have Individual Learning Plans, so that they are challenged and continually improve, having strong literacy and numeracy skills across all subject areas.

Improvement Measures

Well-being programs and career pathways will result in growth in attendance, particularly in the Primary school; a significant growth of positive behaviour entries in EBS4 and a reduction in suspensions.

Teacher understanding of the cyclic assessment processes in their teaching and learning and the incorporation of this process in their PDPs supports their effectiveness in measuring student growth through internal and external assessment measures. Teacher surveys and anecdotal evidence from meetings will measure this understanding.

All students will demonstrate above median movement across the learning progressions in both literacy and numeracy and teachers will accurately plot students on these progressions.

All students will have an Individual Education Plan that will follow them through school from Kindergarten to Year 12. Individual growth will be plotted on the Learning Progression. These plans will be modified as they progress through school, working towards a career pathway outcome in the latter years.

Overall summary of progress

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Progress towards achieving improvement measures

Process 1: Active engagement of staff in Professional Learning in Literacy, Numeracy and well-being with these sessions being closely tied to their Personal Professional Development Plans and goals, to ensure that all staff are focused on programming for student improvement and development.

Evaluation	Funds Expended (Resources)
<p>Staff starting to plan their PDP for next year, in consultation with Executive and Principal.</p> <p>In 2020, executive need to ensure that all staff PDPs are reviewed.</p> <p>Limited opportunities for literacy and numeracy professional learning were available due to our school's isolation and a lack of casual teachers. Some professional learning in literacy included MacqLit, Stage 2–3 Writing and Best Start Year 7.</p> <p>The whole staff received professional development in the Zones of Regulation at a whole staff meeting.</p> <p>In 2020, new strategies for releasing staff for PD will be examined. Online opportunities for PD should be utilised.</p>	

Process 2: Collaboration of whole school (K–12) in student well being, Literacy and Numeracy to foster a climate of high achievement, high support and positive student wellbeing throughout the school. Whole school wellbeing initiatives align to the Department of Education's Wellbeing Framework (it is essential to ensure that all staff are cognisant of this Framework and utilise it in their work).

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Some whole school activities to promote literacy, numeracy and wellbeing were undertaken. In 2020, we aim to increase these activities to further promote a whole school approach.</p> <p>All staff are committed to improving literacy, numeracy and wellbeing, and endeavor to deliver best practice teaching and learning activities at all times.</p> <p>While the Wellbeing Framework was discussed at whole staff meetings, and a copy of the document was available in staff room, more frequent discussions would have been beneficial for staff cognisance.</p> <p>Whole school wellbeing initiatives are clearly aligned with the wellbeing framework.</p>	

Process 3: Develop whole school community's understanding of the importance of clear career pathways for every student as a culmination of individual student work from Kindergarten, right through school.

Evaluation	Funds Expended (Resources)
<p>Promotional activities were undertaken in 2019 to promote community awareness of career pathways. These included announcements at assemblies, posters around town, items in the newsletter, and announcements in local newspapers.</p> <p>Student goals are set in twice yearly Yarn Up sessions. These provided an opportunity for staff, students and their parents/carers to discuss career pathways, and each individual students' interests.</p> <p>In the primary school, career pathway planning involved cultivating students interests, discussing a wide range of careers, and developing their strengths. In the high school, students began to think more specifically about their future. Year 9 students participated in work experience. Year 10, 11 and 12 students undertook school based traineeships. Students participated in career roadshows and workshops.</p>	

Strategic Direction 2

Community and Cultural Connections

Purpose

At Goodooga Central School, we value our collaborative school community partnerships. These create a culture of collective focus on student continuous improvement. Our purpose is to strengthen and build sustainable partnerships where students, parents, carers, teachers, non-teaching staff, leaders and communities in our hub collaborate to enhance learning, and support continuous improvement across our school.

Improvement Measures

Increase student satisfaction, indicating a positive sense of wellbeing and engagement in school life whilst enhancing community involvement and engagement with student learning.

All teachers demonstrate evidence of the Aboriginal 8 Ways pedagogy in their programs.

Staff, students and community are displaying an awareness and an embedded approach to the local language and a strong cultural awareness of our local land and its occupants.

Overall summary of progress

- The school has encouraged active involvement of parents as partners in their child's learning.
- Clear protocols and practices for parents to engage in communication with the school community.
- Effective reporting to the school community about all aspects of school life.
- Creation of networks with a broad range of external government and non-government organisations and agencies to work collaboratively for the mutual benefit of the school and the wider community

Progress towards achieving improvement measures

Process 1: Develop staff's understanding of the Aboriginal 8 Ways of learning and their capacity to authentically embed this into their teaching practice.

Evaluation	Funds Expended (Resources)
Continued efforts have been made for training in eight ways however it has been difficult to have trainers attend the school.	

Process 2: Strengthen community partnerships through consultative decision making practices.

Evaluation	Funds Expended (Resources)
Tell Them From Me (TTFM) Survey Data captured an increase in parent satisfaction related to students sense of belonging and clear communication.	Baseline Data was collected and analysed at the end of 2018. This data included negative and positive behaviour entries. The analysis was of trend data by Year, Behaviour, Time and Location

Process 3: Identify and implement strategies to promote and celebrate student learning and achievement throughout the school and community.

Evaluation	Funds Expended (Resources)
Students seem very engaged and are helping to produce further resources. Further programs are being developed by our Indigenous staff which are being taught in our cultural lessons.	The school's AEO's have attended workshops with other schools and through their own knowledge developed resources.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	All Year 7 and 9 students complete Numeracy assessment. Identified students complete a PAT Maths Assessment. Year 7 and 9 Aboriginal students identified supported by LAST and Ab Ed SLSO.	Students who have completed Literacy and Numeracy programs can transition to integrated classroom support. Attendance data reflects improved attendance of students with PAPs
English language proficiency	The school has introduced more learning time for Literacy.	The focus on student literacy learning this year has seen higher classroom expectations in all Key Learning areas. Extensive work has been done with students in the areas of text writing, grammar and punctuation. Mrs O'Connor has been an invaluable resource with the students one on one . They have developed our student's confidence and skill base in writing and reading across our school.
Low level adjustment for disability	<ul style="list-style-type: none"> Nationally Consistent Collection of Data on Students with Disability (NCCoD) was completed Current and new referrals, NCCoD spreadsheet, orientation day referrals, and pre-testing were used to identify students requiring additional support Programs of explicit teaching were established to be taught by the Learning and Support teacher (LaST) 	<ul style="list-style-type: none"> A focus on MultiLit, comprehension and reading programs and numeracy programs were provided After post testing of students on programs, feedback was given to teachers and parents through the reporting system All staff were provided with professional learning and workshops on Learning Difficulties.
Quality Teaching, Successful Students (QTSS)	\$3,500	Under the reform agenda of Quality Teachers Successful Students we have allocated funds to the strategic release of leading staff to provide modelling and quality professional development.
Socio-economic background	\$91,669– Used to pay for additional Student Learning Support Officers, providing support to students in the classroom and in the playground.	Funds have been allocated for the support of socio-economic background that allow all students to have an equitable access to educational experiences. This funding has also allowed the infants department to be provided with extra professional development opportunities that have enabled students to progress along the curriculum with increased rates of success.
Support for beginning teachers	\$14,481.00	As a result of the support provided, beginning teachers demonstrated more confidence in the classroom, particularly with student engagement. All beginning permanent teachers at GCS had access to a strong induction process, a trained mentor, reduced teaching load and greater opportunity to collaborate with other teachers. This process will be expanded in 2020 to include temporary beginning teachers with this high level of support – Mentoring and Program support from Lightning Ridge.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	16	17	13	21
Girls	21	26	16	20

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.5	91.5	94.2	83.3
1	83.5	89	83	85.1
2	83.5	85.4	89.8	75.8
3	93.3	80.7	85.5	98.1
4	84.3	81.7	81.3	77.6
5	85.3	89.6	82	69.8
6	91.8	90.2	94.9	85.8
7	88.2	89.6	95.9	86.7
8	84.7	92.3	93.5	85.1
9	71.8	78.8	79.1	78.4
10	69.8	78	76.6	61.3
11	80	76.8	88.6	46.1
12	80.6	82.9	57.9	90.8
All Years	85.6	85	86.2	77.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	1
TAFE entry	3	2	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

100.00% of Year 12 students at Goodooga Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Goodooga Central School are expected to complete Year 12 in 2019, and received a Higher School Certificate or equivalent vocational education and training qualification.

The school was very proud of our HSC student who not only received her HSC, but also completed her traineeship with the Commonwealth Bank and was offered permanent work with the bank.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	4.19
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.38
School Administration and Support Staff	4.84
Other Positions	0.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	257,171
Revenue	2,250,458
Appropriation	2,178,298
Sale of Goods and Services	3,820
Grants and contributions	67,419
Investment income	921
Expenses	-2,059,640
Employee related	-1,798,858
Operating expenses	-260,782
Surplus / deficit for the year	190,817

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	289,761
Equity - Aboriginal	142,750
Equity - Socio-economic	91,669
Equity - Language	10,918
Equity - Disability	44,424
Base Total	1,196,558
Base - Per Capita	6,805
Base - Location	36,105
Base - Other	1,153,649
Other Total	593,086
Grand Total	2,079,405

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - 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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

The school had one student

Parent/caregiver, student, teacher satisfaction

We held cultural days and surveyed students, teachers, workers and parents/carers on these days. The results of these surveys were very positive about the performance of our school and the connections between school and the community. Elders and community members were invited to the school for interaction with the students during class. Students were able to show their work in all subjects and also show the visitors how technology is used in the school. We devised our own student surveys this year, ensuring that they are appropriate for our community. Students were surveyed about communication in our school; Yarn Ups; feeling that they are a part of a team and feeling comfortable at school; whether they are happy at school and whether they believe that their teacher understands their culture. The results indicate that students are pleased with the Yarn Ups that the teachers have with students and their families twice a year, working through the individual learning goals.









Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.