



Education &
Communities

Public Schools NSW

2094

Gulargambone Central School Annual School Report



2012

Our school at a glance

Students

The year started with an enrollment of 66 students and ended with 78, including 42 boys and 36 girls. Overall, 68% of students identified as Aboriginal, 62% in the Primary school and 79% in the Secondary.

Staff

The allocation of teaching positions in 2012 was based on student enrollments in early Term 1. Essentially, staffing levels were maintained at those of 2011 although the school lost its Teacher, Special Education position. This was anticipated but occurred one term earlier than expected. The school has three executive staff and seven classroom teachers. The teaching staff is supported by eleven school administrative and support staff, most of who are either part-time or temporary. The school also employs a Chaplain under the National School Chaplaincy Program. All teaching staff members meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

During 2012, student learning was supported by a range of programs including –

Country Areas Program (CAP)

Priority Schools Program (PSP)

Vocational Education Program (VET)

Student Welfare Program

Aboriginal Education Program

Program for Students with Disabilities

Learning Support Program

In-Class Tuition Program

Technology Program

Work Experience Program

Significant funding was made available under the National Partnership, Low Socio-Economic

program which allowed the school to employ additional staff to work exclusively on an intensive literacy/reading program.

Student achievement in 2012

[Enter summary statements regarding school performance on external test measures (NAPLAN, ESSA, ROSA where available, Higher School Certificate.)]

In 2012, twenty (20) students from Years 3, 5, 7 and 9 sat for the NAPLAN tests. In Year 3, all students achieved at or above the minimum standard in all areas. As this is the first year these students participate in this testing, there is no base-line data to allow their academic growth to be established. In Year 5, 83% of students achieved at or above the minimum standard in Reading, and all students achieved at or above the minimum standard in all other areas. In Numeracy, 66% of Year 5 students reached or exceeded the anticipated growth. In Numeracy, all of Year 9 students were measured at or above the expected growth rate, while in spelling, half of Year 9 students met or exceeded the anticipated growth rate.

All candidates for the Higher School Certificate met requirements to enter their chosen Tertiary study pattern. The Year 10 School Certificate Examination was discontinued in 2012. While students leaving school before Year 12 are issued with a Record of Student Achievement (RoSA), all students at Gulargambone Central School are intending to continue to Year 12. Students at Gulargambone Central School performed well above the district average in the School Certificate Computing Skills testing.

Messages

Principal's message

Looking back, this has been a paradoxical year. We have had a time of peaceful stability while also experiencing many changes. It has been a very fortunate time with extra funding to allow us to try new things and to build on what we have already achieved.

We have said farewell to old friends and made new friendships, we have visited amazing places and hosted guests from around the world. Our loyal supporters have stayed by our side as we have made changes and worked towards our goal of making a difference in the lives of our students.

We have been extremely fortunate in the talented and dedicated teachers we have attracted to fill vacant positions. Our extra funding allowed us to employ a very experienced Support Teacher Learning Assistance (STLA) to lead our Learning Support Team. This has significantly lifted the Literacy levels in the Primary school, ensuring that these students have all the skills they need for effective learning. After a long vacancy, our Secondary English-History position was filled during the year. Staff members were called on to act in the positions of Assistant Principal and Head Teacher for the year. Without their willing participation, the school would not be in the good shape it is.

In 2012, we hosted two extremely talented "prac" teachers who took away a wealth of experience and good ideas.

Our Special Religious Education (Scripture) teacher in the Secondary School introduced us to the Korean community with several visits by groups from Sydney. We had visitors from Japan and the Philippines studying how the Australian education system works and looking at the needs of young Australians. We also had a visit by students from England and also a German student just completing her University degree in

Anthropology. This student spoke several languages, worked with our French class and gave them an intense three weeks of language and cultural immersion.

It has been another year of sporting successes with teams representing the school in cricket, football, touch football, equestrian events, and netball. There is a full report on these events elsewhere in this report. School excursions to the Goldfields and to Canberra were highlights of the year, particularly as there was a dump of snow just as our students arrived! Students also participated in many interesting activities at school including Movie Maker workshops, the Mini Zoo, Science Day, Alternative Energy display and a Learner Driver Workshop. Our senior students visited the University of Western Sydney and the University of Newcastle to learn about the choices they have when they finally leave school.

We have been very fortunate in our links with Health Care providers. Our Occupational Therapy Aide has made it possible for our students to have hearing tests, eye tests and dental check-ups. We see that the health and wellbeing of our students is just as important as their learning. Our classroom Aides are active both in class and helping with all sorts of activities to support our students in their time at school. This dedicated group has taken on extra training to equip them to tutor students in Reading and Writing and must be acknowledged for their role in the great improvements we have seen in Literacy.

As an active part of the community, the school has been represented at many functions this year. To name a few, ANZAC Day, the dedication of the Vietnam Veterans' Memorial, the Gulargambone Show, Senior Citizens Week, Welcome to Gulargambone, NAIDOC Day and we also supported many others with the use of equipment and facilities. We have benefited greatly from the support of our community throughout the year, be that a donation of time, money or resources or the offer of a visit to a

business or farm to give our students a wider outlook to equip them for life.

Our job is to make a positive difference in the lives of the fine young people in our school. With the support of our community we will continue to plan, achieve and celebrate their successes as they move towards independence and building a life of their own.

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.

Robert Townsend

Principal

P&C Report 2012

As president of the Gulargambone Parents and Citizens Association for the Year 2012, I would like to acknowledge and thank our Principal Mr Bob Townsend and the staff of Gulargambone Central School for their tireless effort, commitment, enthusiasm and passion in helping the students to achieve their goals.

I would like to thank all those who continued to operate the clothing pool and school canteen. They provide the entire school community with great services and their tireless effort is appreciated.

The AGM was not held due to a lack of numbers this year, so the incumbent positions of president and secretary remained unchanged. The P&C was revived during the third term with greater interest from parents and citizens, enabling a few general P&C meetings to be held. The renewed enthusiasm of the P&C focused on promotion of the school. Some of the suggested activities to be pursued included:

- Highway signage for the school
- Community events calendar
- Closer Liaison with the Gulargambone Preschool Transition Group
- Bulletin board at Café Two Eight Two Eight promoting the school

I look forward to these pursuits being the focus for renewed interest in the P&C Association next year.

Patrick Ryan

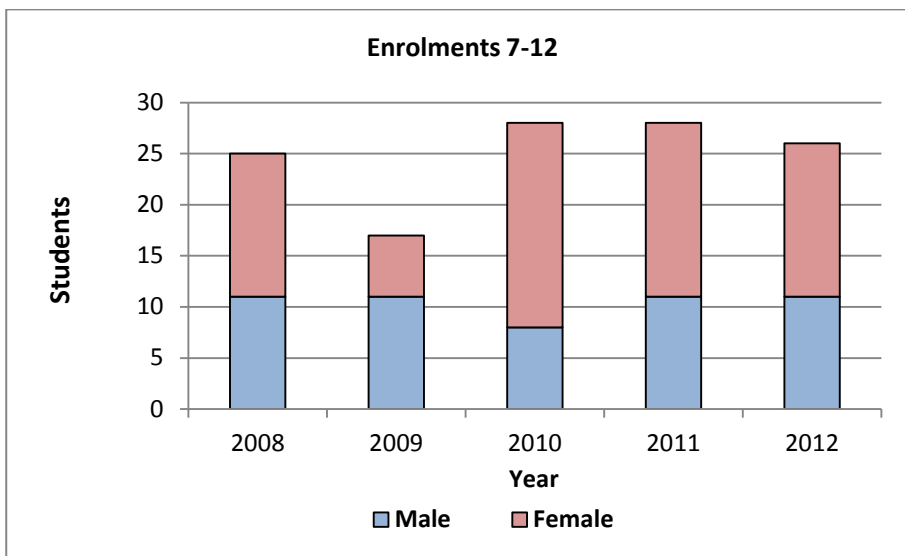
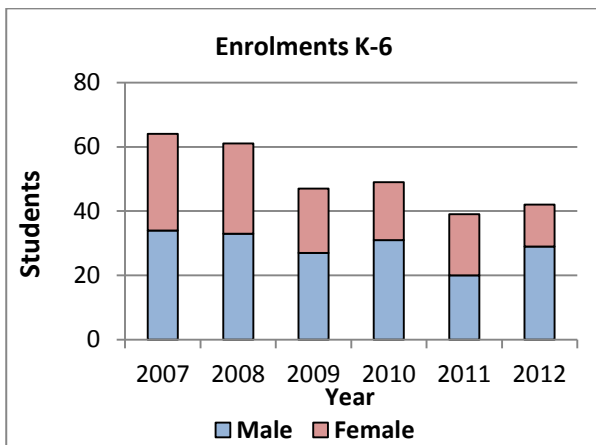
(President)

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 K-6						
Gender	2007	2008	2009	2010	2011	2012
Male	34	33	27	31	20	29
Female	30	28	20	18	19	13
Student Enrolment 7-12						
Male		11	11	8	11	11
Female		14	6	20	17	15



Student attendance profile

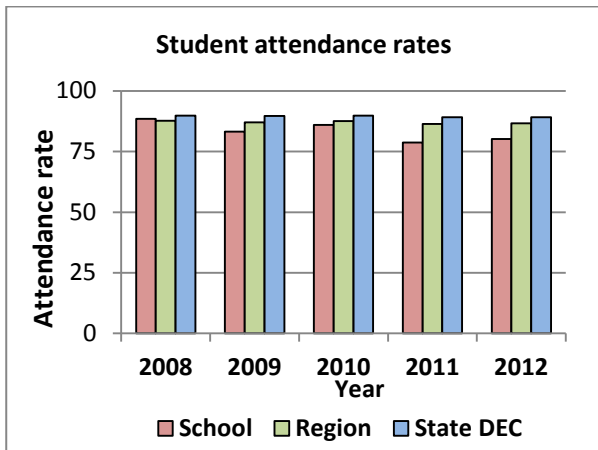
The marked improvement in general attendance in 2012 is again affected by chronic non-attendance by a very small number of students and by students leaving the district but not re-enrolling in a school at their destination.

Student Attendance K -6 (Percentage)

Year	2008	2009	2010	2011	2012
K		88.6	96.3	89.2	96.8
1		92.0	85.3	92.0	87.7
2		87.5	95.6	93.6	92.3
3		87.2	85.9	87.2	95.2
4		87.9	87.4	87.4	88.8
5		92.3	75.3	99.6	90.1
6		87.5	91.8	74.4	96.6
Total	95.4	87.1	88.3	88.9	92.0

Student Attendance 7 – 12 (Percentage)

	Year	2008	2009	2010	2011	2012
	7		91.8	90.4	81.1	76.3
8		81.4	85.4	77.2	71.3	
9		77.0	83.0	69.6	74.2	
10		64.0	81.9	73.2	71.3	
11		60.0	97.2	89.5	93.7	
12		0.0	0.0	86.2	86.4	
Total	88.5	83.2	86.0	78.7	80.2	
Region	7		90.0	90.2	90.0	90.2
	8		87.2	88.1	87.5	87.7
	9		85.5	86.3	85.4	86.1
	10		86.4	85.5	83.5	83.5
	11		87.0	86.8	84.8	85.7
	12		87.4	88.8	87.1	87.6
	Total	87.7	87.0	87.6	86.4	86.7
State DEC	7		92.3	92.6	92.5	92.4
	8		90.0	90.5	90.1	90.1
	9		88.8	89.1	88.8	88.7
	10		88.7	88.3	87.1	87.0
	11		89.4	89.1	87.6	87.6
	12		89.4	89.8	89.2	89.3
	Total	89.9	89.7	89.9	89.2	89.1



Management of non-attendance

Non-attendance has continued to be rigorously pursued in 2012. Student absences are monitored and recorded on a daily attendance sheet each lesson. Absences are reported at the end of each day and parents are contacted via a phone call, letter or home visit to provide a reason for any unexplained student absences. The Home-School Liaison Officer (HSLO) and Aboriginal Student Liaison Officer (ASLO) visit the school each week to follow up on student's whose attendance fall below 80% or those who are consistently late to school. Where attendance is of particular concern, data is supplied to Centrelink. GCS has in place a system for rewarding good and improved attendance. At the end of each term students who have achieved a 100% attendance rate for the term are rewarded with a certificate and a voucher to the school canteen. Those students whose attendance has improved and are at 95%, with all absences explained, receive a certificate at the end of term assembly.

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 2012 Class Size

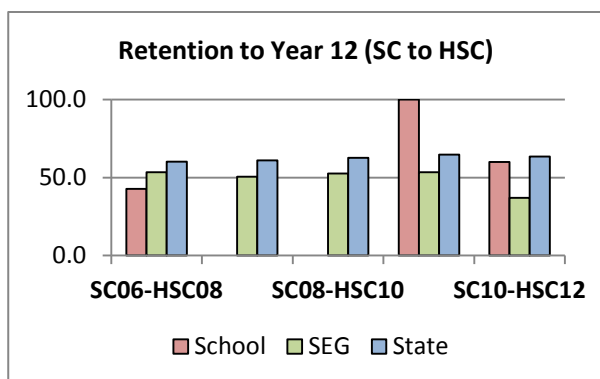
Audit

. Sizes and Structure of Primary Classes 2012

Roll class	Year	Total per year	Total In class
K/1/2	K	6	16
K/1/2	1	8	16
K/1/2	2	2	16
YEAR 2/3/4	2	4	13
YEAR 2/3/4	3	7	13
YEAR 2/3/4	4	2	13
YEAR 4/5/6	4	3	14
YEAR 4/5/6	5	5	14
YEAR 4/5/6	6	6	14

Year 12 students undertaking vocational or trade training

One student is undertaking vocational training in 2012. This student will complete a traineeship in Hospitality at the end of the year. This traineeship is with the local Café 2828 who have been generously supportive of students at Gulargambone Central School.



Year 12 students attaining HSC or equivalent vocational educational qualification

The 2012 Year 12 cohort is the largest at GCS for some years. The HSC outcomes in the following table clearly show that the achievements of this group compare favourably with other schools in the Bourke SEG. All students in the group were awarded their Higher School Certificate and one student Trade Certification in Hospitality.

HSC: Course Summary Table

Course	School 2012	School Average 2008-2012	SSG 2012	State DEC 2012
Chemistry	65.0	65.0		75.0
English (Standard)	56.3	54.4	58.4	66.4
General Mathematics	51.0	54.6	57.4	66.2
Modern History	52.0	56.3		73.1

Staff information

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

Staff establishment

Position	Number
Principal	1
Head Teachers	1*
Assistant Principal	1
Classroom Teachers	5
Support Teacher Learning Assistance	0.5
Teacher Librarian	0.4
Counselor	0.1
School Administrative & Support Staff	4.5
Total	13.5

* 1 = a full time position, 5 days per week.

0.2 = 1 day per week, etc.

The National Education Agreement requires schools to report on Indigenous composition of their workforce. At Gulargambone Central School, five staff members identify as Aboriginal.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	70%
Postgraduate	30%

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	30/11/2012
Income	\$
Balance brought forward	334253.86
Global funds	143914.67
Tied funds	171636.01
School & community sources	14880.42
Interest	14304.52
Trust receipts	15726.50
Canteen	0.00
Total income	694715.98
Expenditure	
Teaching & learning	
Key learning areas	21976.05
Excursions	7812.22
Extracurricular dissections	10148.72
Library	1419.52
Training & development	3129.72
Tied funds	177086.16
Casual relief teachers	12806.74
Administration & office	46393.32
School-operated canteen	0.00
Utilities	51181.32
Maintenance	13261.60
Trust accounts	15450.91
Capital programs	7253.40
Total expenditure	367919.68
Balance carried forward	326796.30

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Sport

2012 produced some excellent sporting achievements at Gulargambone Central School. The highlight of the year was undoubtedly the Senior Boys' cricket team who finished second in the Western Region Central Schools Cricket competition. The boys defeated Baradine and Collarenebri and went down narrowly to Dunedoo in the Western Region Final. High levels of community involvement throughout the year, particularly by the swimming club, have greatly enhanced students' skill development. Denzel Ryan was awarded the Coonamble Zone 12 Years Primary Boys swimming and athletics championship. Bailey Hammond qualified to compete at State level for High Jump. Brooke Harland was awarded the Coonamble Zone 12 Years girls athletics champion.

The 2012 WR Lambell Award for best all round achievement in sport was awarded to Denzel Ryan for his success in rugby league, cricket, touch football, athletics and cross-country.

The 2012 P&C Award for High Achievement in Sport was awarded to Bailey Hammond for his achievements in junior high jump at the State Athletics Carnival.

The school is very proud of all its outstanding success in the sport area. All students are actively encouraged to participate in all school sport including carnivals, PSSA and Combined High School and Central School knockout tournaments, and weekly sporting activities. We would especially like to thank our parent body for their strong support at all sporting events.

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.

Summary Tables

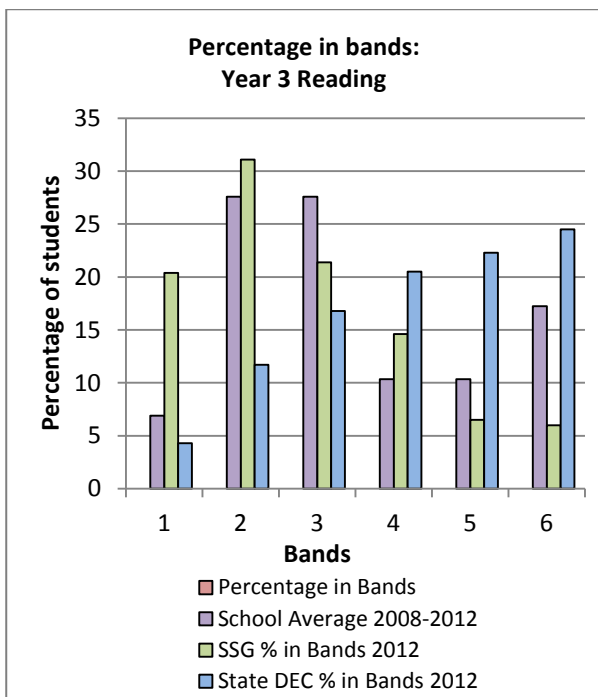
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Minimum Standards data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

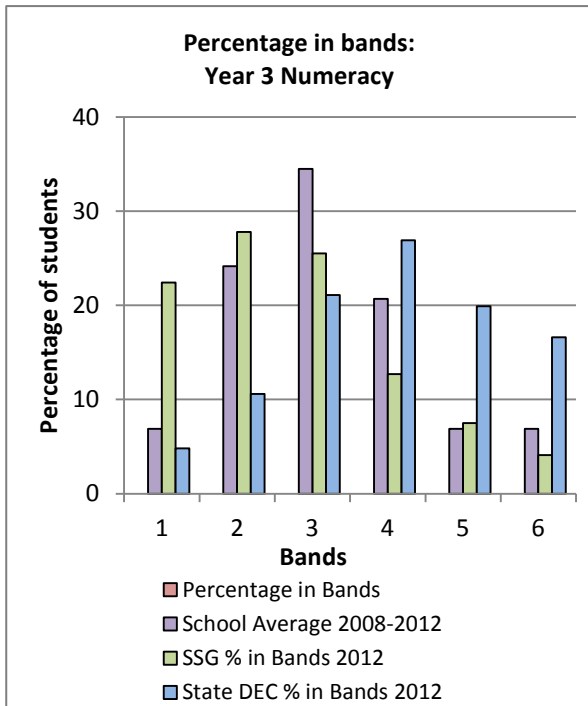
Year 3 NAPLAN Reading

	School	SSG	State DEC			
Average score, 2012	411.9	332.1	419.6			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	0	3	1	1	1
Percentage in Bands	0.0	0.0	50.0	16.7	16.7	16.7
School Average 2008-2012	6.9	27.6	27.6	10.3	10.3	17.2
SSG % in Bands 2012	20.4	31.1	21.4	14.6	6.5	6.0
State DEC % in Bands 2012	4.3	11.7	16.8	20.5	22.3	24.5



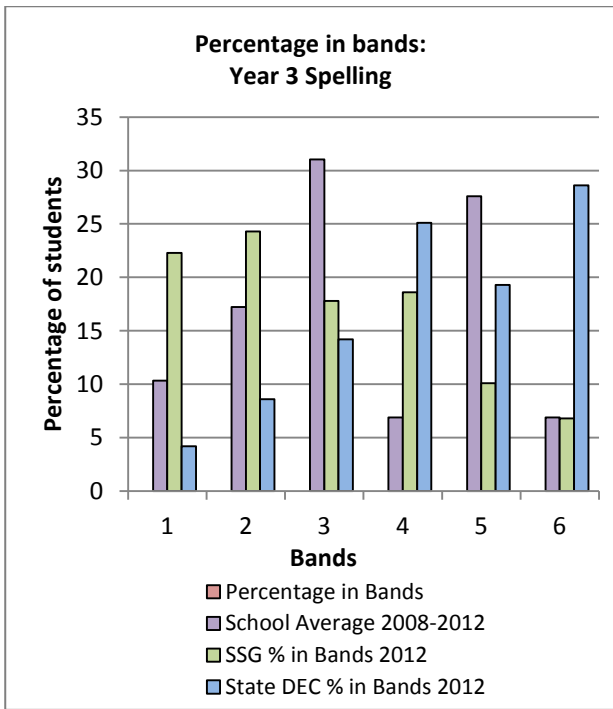
Year 3 NAPLAN Numeracy

	School	SSG	State DEC			
Average score, 2012	389.7	325.7	400.2			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	1	2	1	1	1
Percentage in Bands	0.0	16.7	33.3	16.7	16.7	16.7
School Average 2008-2012	6.9	24.1	34.5	20.7	6.9	6.9
SSG % in Bands 2012	22.4	27.8	25.5	12.7	7.5	4.1
State DEC % in Bands 2012	4.8	10.6	21.1	26.9	19.9	16.6



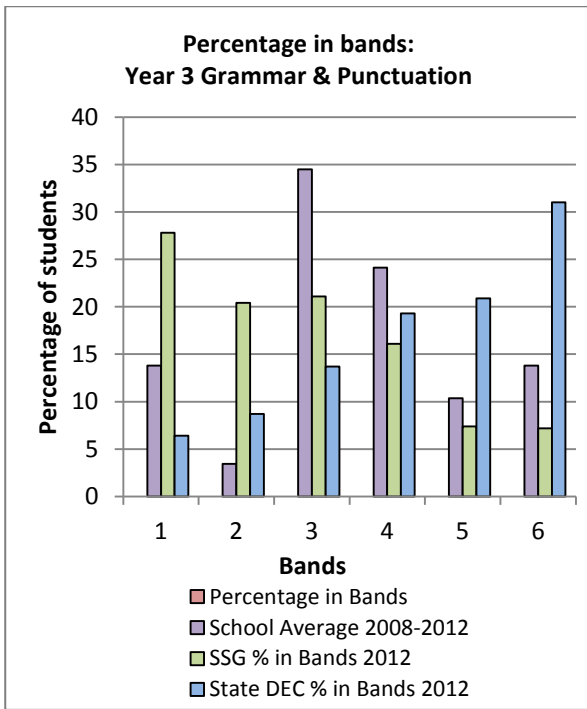
Year 3 NAPLAN Spelling

	School	SSG	State DEC			
Average score, 2012	435.7	342.1	422.9			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	0	2	0	3	1
Percentage in Bands	0.0	0.0	33.3	0.0	50.0	16.7
School Average 2008-2012	10.3	17.2	31.0	6.9	27.6	6.9
SSG % in Bands 2012	22.3	24.3	17.8	18.6	10.1	6.8
State DEC % in Bands 2012	4.2	8.6	14.2	25.1	19.3	28.6



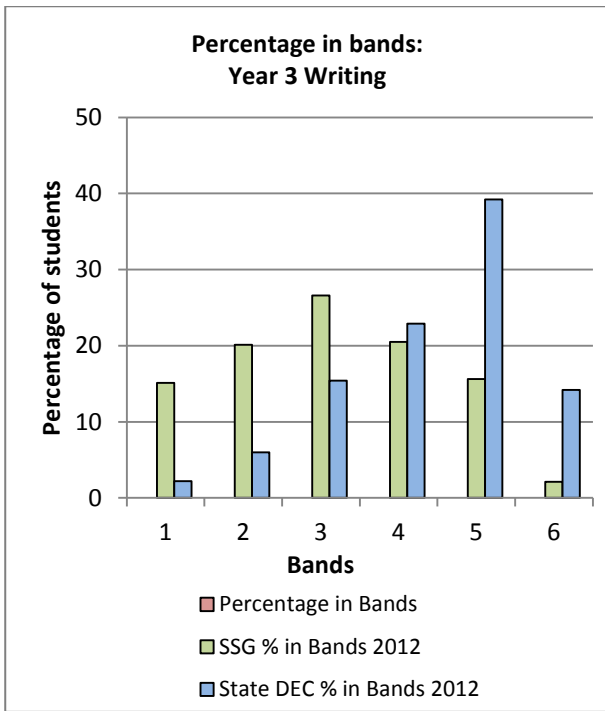
Year 3 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
Average score, 2012	419.4	327.9	426.0			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	1	1	0	1	3
Percentage in Bands	0.0	16.7	16.7	0.0	16.7	50.0
School Average 2008-2012	13.8	3.4	34.5	24.1	10.3	13.8
SSG % in Bands 2012	27.8	20.4	21.1	16.1	7.4	7.2
State DEC % in Bands 2012	6.4	8.7	13.7	19.3	20.9	31.0



Year 3 NAPLAN Writing

	School		SSG		State DEC	
Average score, 2012	396.1		342.6		418.7	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	0	2	3	1	0
Percentage in Bands	0.0	0.0	33.3	50.0	16.7	0.0
SSG % in Bands 2012	15.1	20.1	26.6	20.5	15.6	2.1
State DEC % in Bands 2012	2.2	6.0	15.4	22.9	39.2	14.2



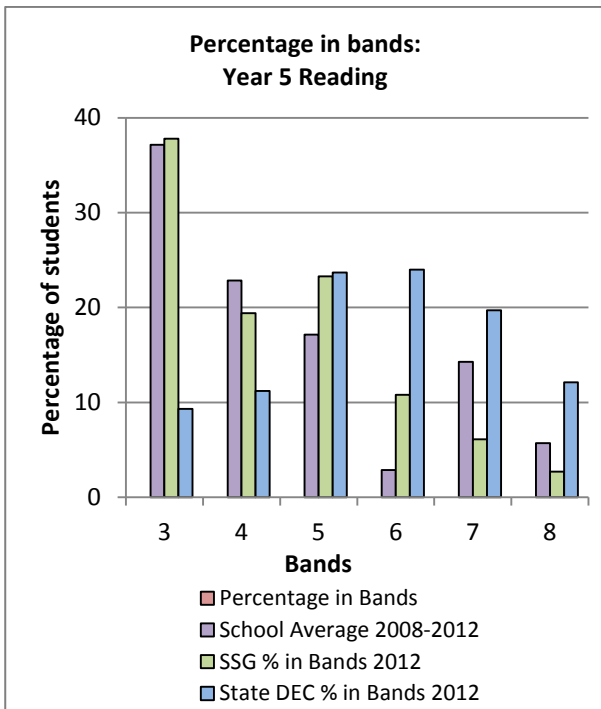
Note: School averages for Writing are **not** displayed due to the change in the Writing scale from Narrative to Persuasive in 2011.

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

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	83.3
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

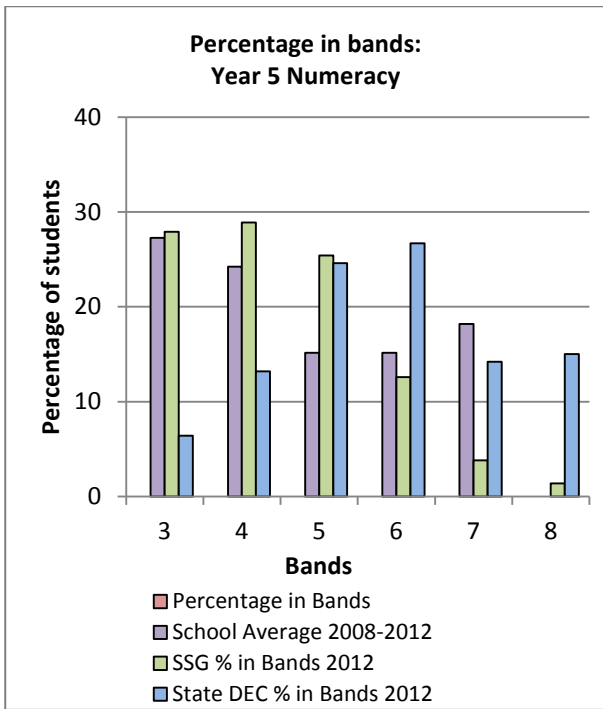
Year 5 NAPLAN Reading

	School	SSG	State DEC			
Average score, 2012	420.4	411.8	492.4			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	2	2	0	1	0
Percentage in Bands	16.7	33.3	33.3	0.0	16.7	0.0
School Average 2008-2012	37.1	22.9	17.1	2.9	14.3	5.7
SSG % in Bands 2012	37.8	19.4	23.3	10.8	6.1	2.7
State DEC % in Bands 2012	9.3	11.2	23.7	24.0	19.7	12.1



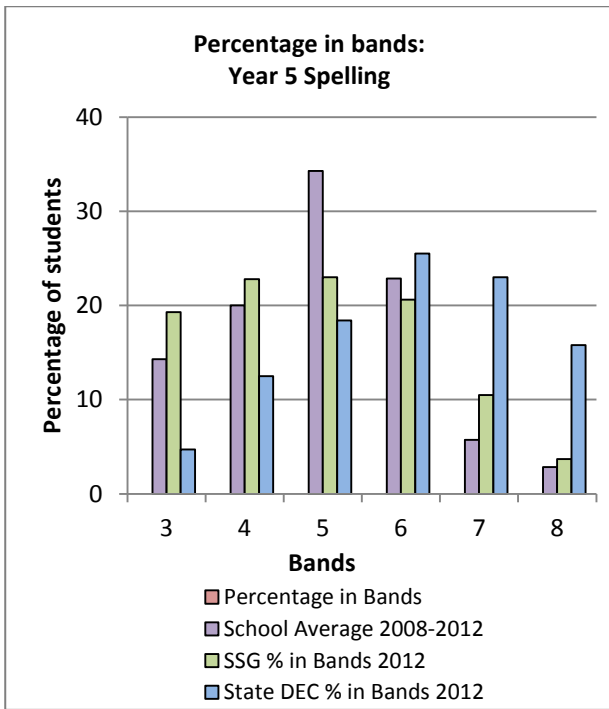
Year 5 NAPLAN Numeracy

	School		SSG		State DEC	
Average score, 2012	431.9		417.5		493.6	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	3	0	2	0	0
Percentage in Bands	0.0	60.0	0.0	40.0	0.0	0.0
School Average 2008-2012	27.3	24.2	15.2	15.2	18.2	0.0
SSG % in Bands 2012	27.9	28.9	25.4	12.6	3.8	1.4
State DEC % in Bands 2012	6.4	13.2	24.6	26.7	14.2	15.0



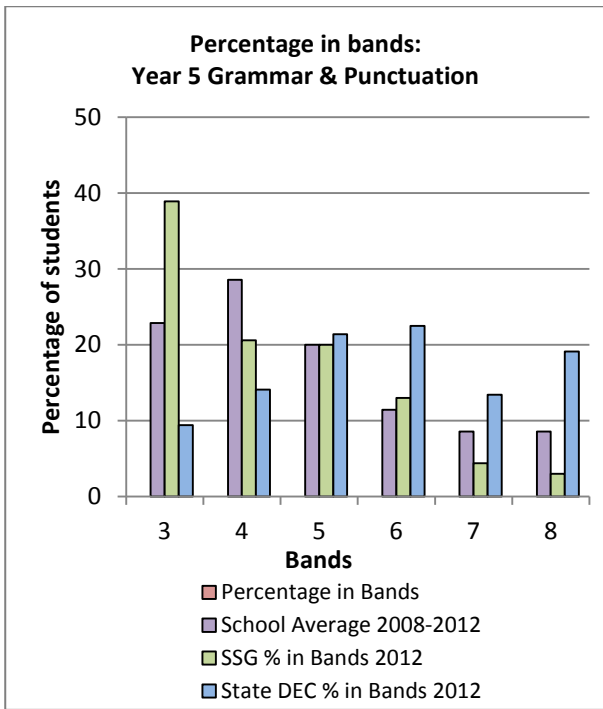
Year 5 NAPLAN Spelling

	School	SSG	State DEC			
Average score, 2012	435.9	439.6	502.9			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	2	3	1	0	0
Percentage in Bands	0.0	33.3	50.0	16.7	0.0	0.0
School Average 2008-2012	14.3	20.0	34.3	22.9	5.7	2.9
SSG % in Bands 2012	19.3	22.8	23.0	20.6	10.5	3.7
State DEC % in Bands 2012	4.7	12.5	18.4	25.5	23.0	15.8



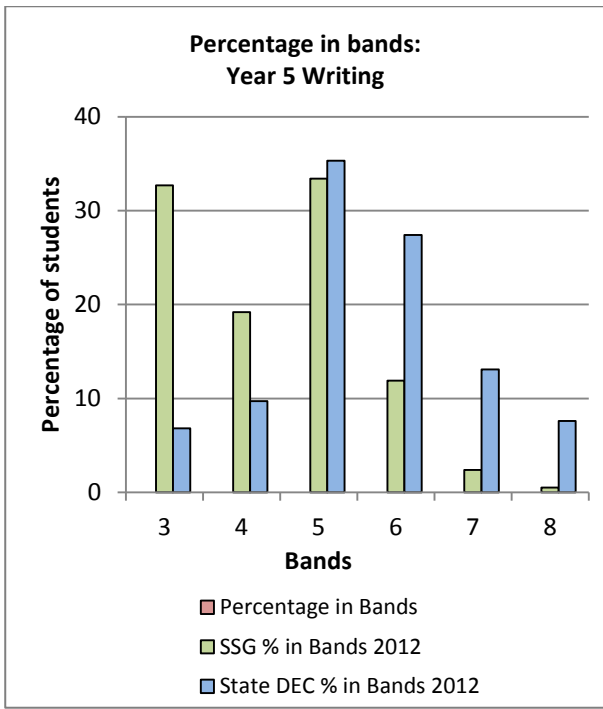
Year 5 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
Average score, 2012	423.8	408.0	496.5			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	4	2	0	0	0
Percentage in Bands	0.0	66.7	33.3	0.0	0.0	0.0
School Average 2008-2012	22.9	28.6	20.0	11.4	8.6	8.6
SSG % in Bands 2012	38.9	20.6	20.0	13.0	4.4	3.0
State DEC % in Bands 2012	9.4	14.1	21.4	22.5	13.4	19.1



Year 5 NAPLAN Writing

	School	SSG	State DEC			
Average score, 2012	454.6	402.5	479.8			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	1	4	1	0	0
Percentage in Bands	0.0	16.7	66.7	16.7	0.0	0.0
SSG % in Bands 2012	32.7	19.2	33.4	11.9	2.4	0.5
State DEC % in Bands 2012	6.8	9.7	35.3	27.4	13.1	7.6

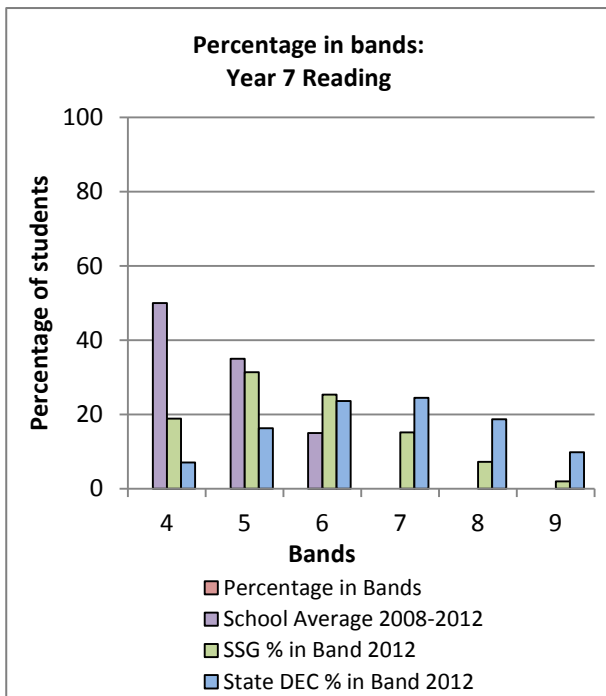


Note: School averages for Writing are **not** displayed due to the change in the Writing scale from Narrative to Persuasive.

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

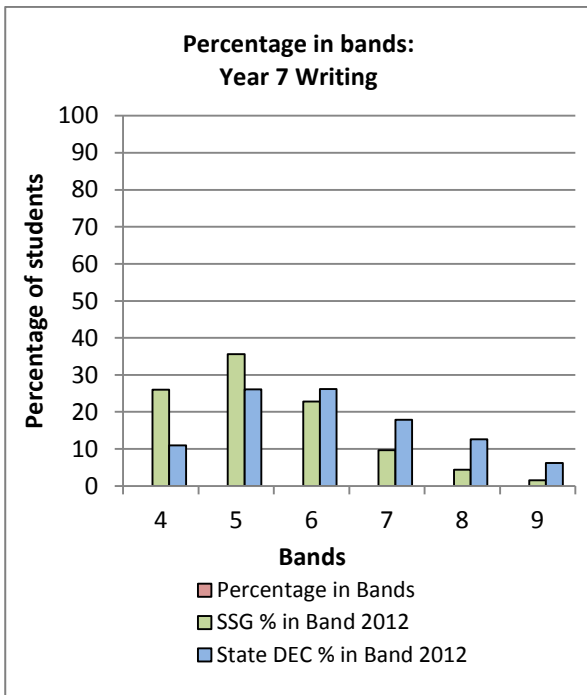
Year 7 NAPLAN Reading

	School	SSG	State DEC			
Average score, 2012	443.7	483.2	535.2			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	0	3	1	0	0	0
Percentage in Bands	0.0	75.0	25.0	0.0	0.0	0.0
School Average 2008-2012	50.0	35.0	15.0	0.0	0.0	0.0
SSG % in Band 2012	18.9	31.4	25.3	15.2	7.2	2.0
State DEC % in Band 2012	7.1	16.3	23.6	24.5	18.7	9.8



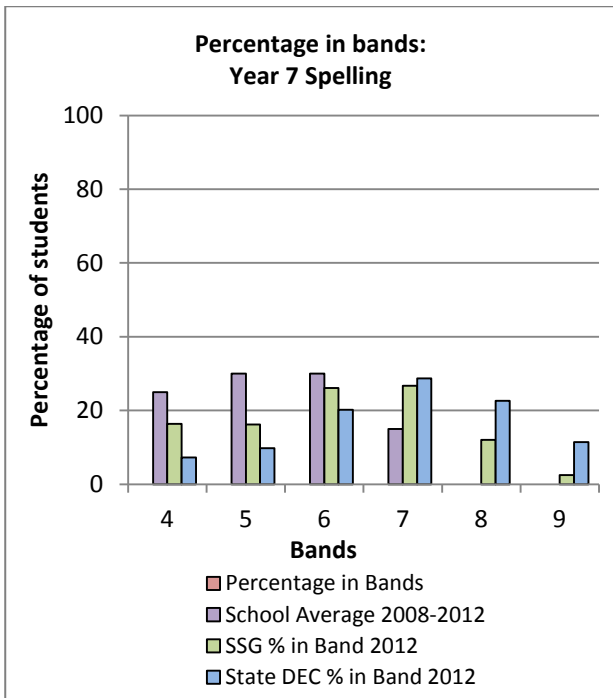
Year 7 NAPLAN Writing

	School	SSG	State DEC			
Average score, 2012	455.5	456.0	507.9			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	1	1	2	0	0	0
Percentage in Bands	25.0	25.0	50.0	0.0	0.0	0.0
SSG % in Band 2012	26.0	35.6	22.8	9.7	4.4	1.5
State DEC % in Band 2012	11.0	26.1	26.2	17.9	12.6	6.2



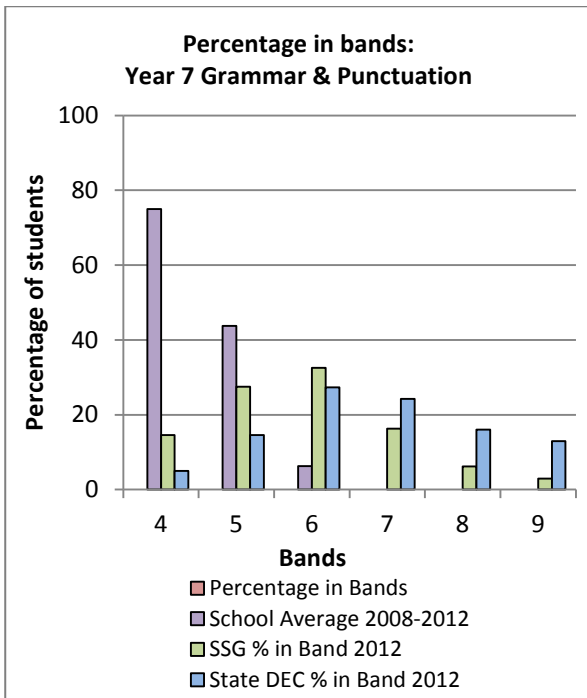
Year 7 NAPLAN Spelling

	School		SSG		State DEC	
Average score, 2012	471.8		506.5		548.2	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	1	1	1	1	0	0
Percentage in Bands	25.0	25.0	25.0	25.0	0.0	0.0
School Average 2008-2012	25.0	30.0	30.0	15.0	0.0	0.0
SSG % in Band 2012	16.4	16.2	26.1	26.7	12.0	2.5
State DEC % in Band 2012	7.3	9.8	20.2	28.7	22.6	11.4



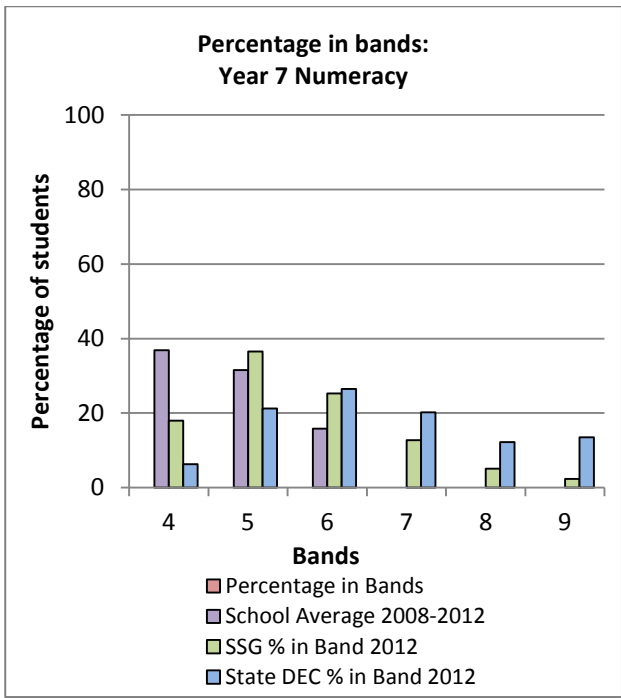
Year 7 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
Average score, 2012	440.1	489.4	541.6			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	2	1	1	0	0	0
Percentage in Bands	50.0	25.0	25.0	0.0	0.0	0.0
School Average 2008-2012	75.0	43.8	6.3	0.0	0.0	0.0
SSG % in Band 2012	14.6	27.5	32.5	16.3	6.2	2.9
State DEC % in Band 2012	5.0	14.6	27.3	24.2	16.0	12.9



**Year 7 NAPLAN
Numeracy**

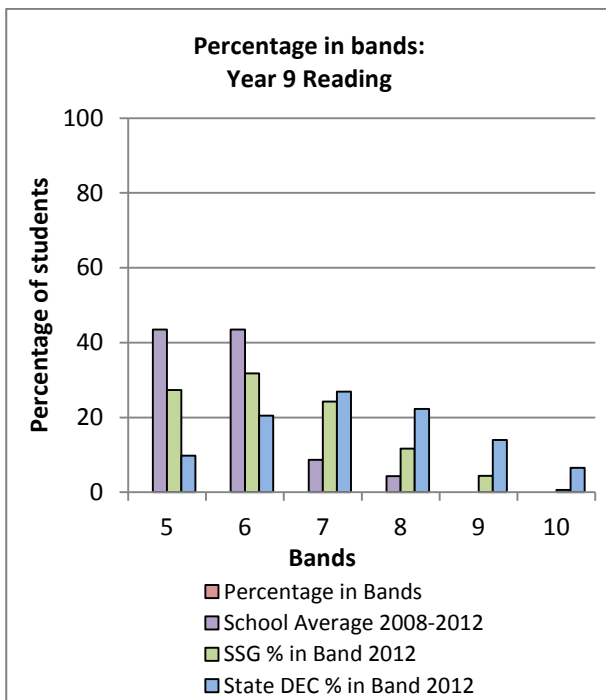
	School	SSG	State DEC			
Average score, 2012	493.4	481.7	536.3			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	0	1	2	0	0	0
Percentage in Bands	0.0	33.3	66.7	0.0	0.0	0.0
School Average 2008-2012	36.8	31.6	15.8	0.0	0.0	0.0
SSG % in Band 2012	18.0	36.5	25.3	12.7	5.1	2.3
State DEC % in Band 2012	6.3	21.2	26.5	20.2	12.2	13.5



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

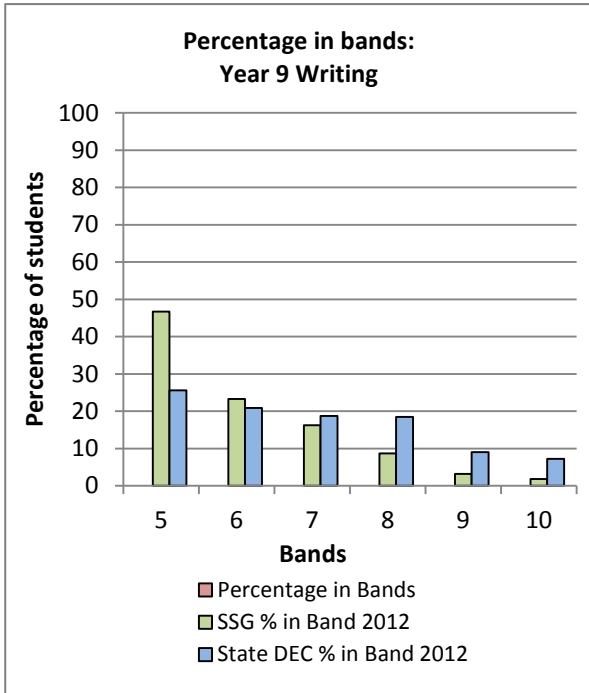
Year 9 NAPLAN Reading

	School	SSG	State DEC			
Average score, 2012	464.1	515.8	568.5			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	2	1	1	0	0	0
Percentage in Bands	50.0	25.0	25.0	0.0	0.0	0.0
School Average 2008-2012	43.5	43.5	8.7	4.3	0.0	0.0
SSG % in Band 2012	27.3	31.8	24.2	11.7	4.4	0.6
State DEC % in Band 2012	9.8	20.5	26.9	22.3	14.0	6.5



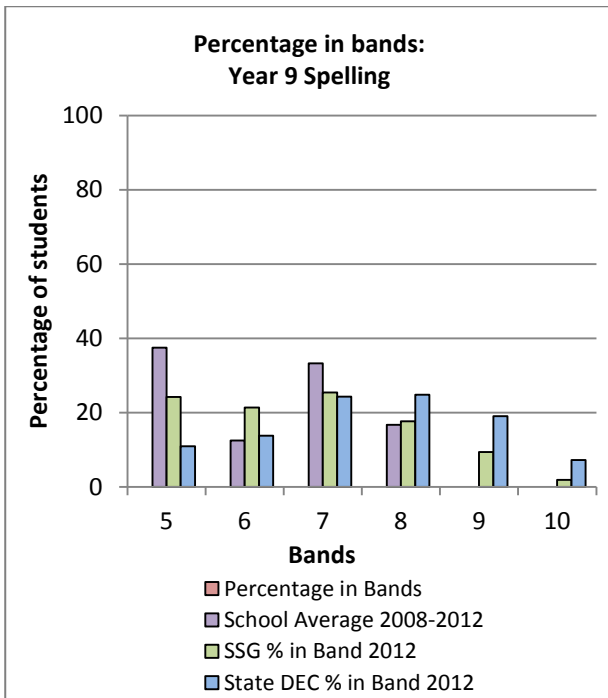
Year 9 NAPLAN Writing

	School	SSG	State DEC			
Average score, 2012	459.3	485.4	540.3			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	4	0	0	0	0	0
Percentage in Bands	100.0	0.0	0.0	0.0	0.0	0.0
SSG % in Band 2012	46.7	23.3	16.2	8.7	3.2	1.8
State DEC % in Band 2012	25.6	20.9	18.7	18.5	9.0	7.2



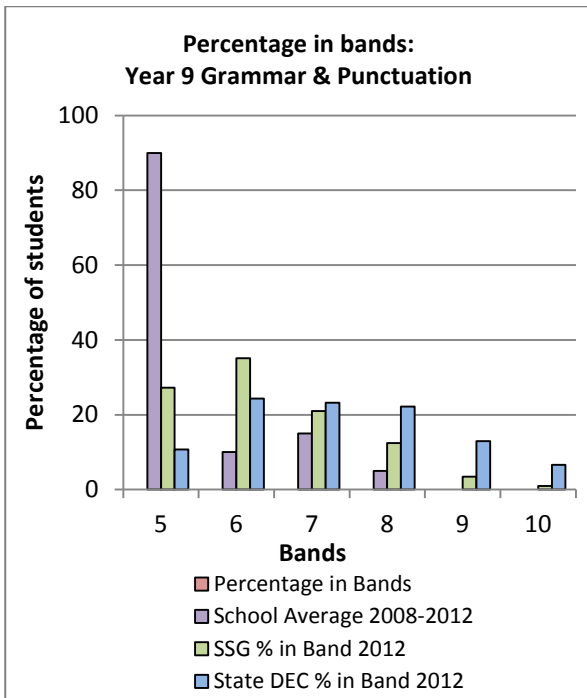
Year 9 NAPLAN Spelling

	School	SSG	State DEC			
Average score, 2012	536.7	532.1	577.3			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	1	0	2	1	0	0
Percentage in Bands	25.0	0.0	50.0	25.0	0.0	0.0
School Average 2008-2012	37.5	12.5	33.3	16.7	0.0	0.0
SSG % in Band 2012	24.2	21.4	25.4	17.7	9.4	1.9
State DEC % in Band 2012	10.9	13.8	24.3	24.8	19.0	7.2



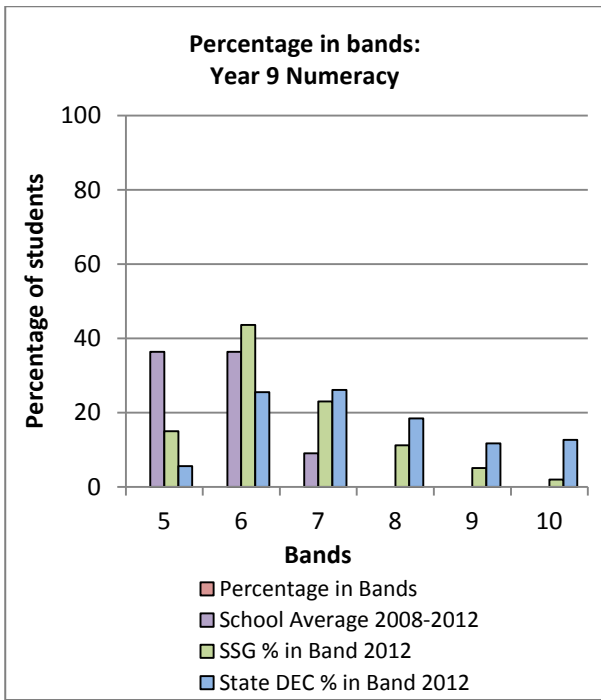
Year 9 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
Average score, 2012	472.6	515.2	10.0			
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	3	0	1	0	0	0
Percentage in Bands	75.0	0.0	25.0	0.0	0.0	0.0
School Average 2008-2012	90.0	10.0	15.0	5.0	0.0	0.0
SSG % in Band 2012	27.2	35.1	21.0	12.4	3.4	1.0
State DEC % in Band 2012	10.7	24.3	23.2	22.2	12.9	6.6



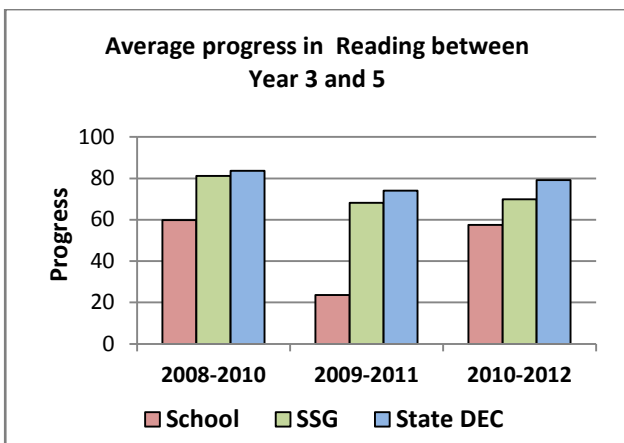
Year 9 NAPLAN Numeracy

	School		SSG		State DEC	
Average score, 2012	536.0		533.1		585.4	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	1	0	2	1	0	0
Percentage in Bands	25.0	0.0	50.0	25.0	0.0	0.0
School Average 2008-2012	36.4	36.4	9.1	0.0	0.0	0.0
SSG % in Band 2012	15.0	43.6	23.0	11.2	5.1	2.0
State DEC % in Band 2012	5.6	25.5	26.1	18.5	11.7	12.7



Progress in reading

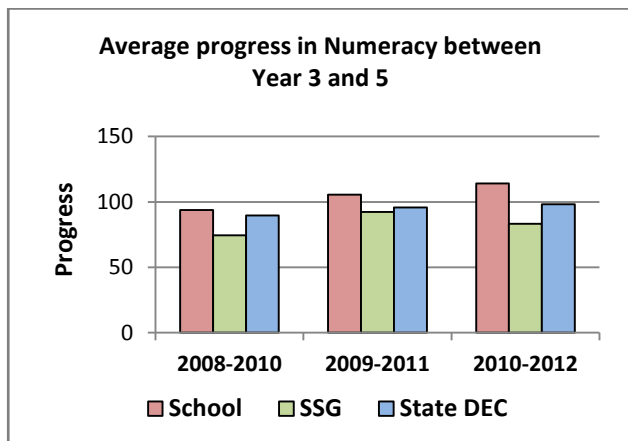
Average progress in Reading between Year 3 and 5*			
	2008-2010	2009-2011	2010-2012
School	59.9	23.6	57.6
SSG	81.2	68.2	69.9
State DEC	83.7	74.0	79.2



* Average progress data is for matched students from within the school.

Progress in numeracy

Average progress in Numeracy between Year 3 and 5*			
	2008-2010	2009-2011	2010-2012
School	93.8	105.6	114.1
SSG	74.5	92.3	83.3
State DEC	89.6	95.8	98.2



* Average progress data is for matched students from within the school.

Significant programs and initiatives

Aboriginal education

The school values highly the excellent relationship we have with our local Aboriginal people. The local AECG continues to be a focus for community involvement in the school, allowing members of the community to communicate with the school through a representative body independent of the Department of Education and Training.

NAIDOC week was again celebrated with a wide range of activities on the banks of the Castlereagh River including a visit by Elders from Gilgandra and a an exhibition of martial arts and traditional Korean dancing.



Aboriginal Elders and students at the site of the old "Mission", Gulargambone.

Our highly successful Breakfast programme is coordinated by the Aboriginal staff and gives students a formal beginning to the day. The

benefits in terms of concentration, participation and engagement in the classroom are obvious to all. The program also provides an opportunity for senior student volunteers to contribute in a concrete way to the well being of fellow students and the smooth functioning of the school.

National partnership programs

In 2012, the continued availability of National Partnerships funding has allowed the school to continue the highly effective Literacy and Numeracy program. Funds have been administered in such a way that the school will be able to employ our Learning Support Teacher (LST), Sheree Spora, into 2013. All students in the school have been tested and those with identified deficiencies in Reading meet regularly with the LST as part of an intense remediation program.

National Partnerships funding also allows the employment of Aides to support this and other vital programs.

Other programs

Country Area Program

CAP is designed to assist schools and their communities in enhancing learning outcomes for students in geographically isolated areas.

In 2012, CAP funding enabled the school to:

- Allow students to participate in advanced media workshops including Claymation and Moviemaker.
- Fund attendance at the Science and Engineering workshop in Dubbo, the nearest regional centre.

- Send HSC students to HSC Seminars in Dubbo.
- Participate in several educational excursions to allow students to experience aspects of Aboriginal Culture eg Ralph Naden Cultural Centre Gilgandra.
- Support several educational excursions to allow students to experience firsthand many of the things they had studied in class.

Priority Schools Program

The Priority Schools Program is an equity program which provides additional support to schools which serve high densities of low socio-economic status communities. This additional funding allows the school to provide extra staff and resources to address the priorities identified in the Office of Schools master plan. This document reflects the cohesive, interdependent and tri-level approach embedded within NSW public education, and demonstrates our commitment to continuous improvement in teaching and learning and our focus on raising the achievement bar and closing the performance gap for students in our schools. It has six priority areas:

- Literacy
- Numeracy
- Student Engagement and Retention
- Aboriginal Education and Training
- Teacher Quality
- Connected Learning.

The Plan provides regions and schools with clear direction for the highest possible standards for teaching and learning for every child.

Progress on 2012 targets

Target 1

Literacy and Numeracy

2012 Targets to achieve this outcome include:

- All students will achieve or exceed expected growth in reading as measured by NAPLAN testing.
- All students will achieve or exceed expected growth targets in Numeracy as measured by NAPLAN testing.
- Discrepancy between measured reading age and chronological reading age is significantly reduced in all identified students

Strategies to achieve these targets include:

- Evaluate and update current teaching and learning programs to ensure literacy and numeracy teaching strategies are included
- Individual Literacy Plans developed for identified students. Differentiated learning programs implemented at the classroom level with aide support.
- Identify students needing numeracy support. Programs implemented at the classroom level with aide support

Our achievements include:

- Data based on the analysis of NAPLAN testing shows that generally, individual students in Year 5 are showing Reading and Numeracy growth at or above the expected level. Students in Years 7 and 9 are also showing similar growth with a few exceptions. These students are participating in intensive remedial programs to address this.
- Reading benchmark levels from Kindergarten to Year 2 indicate that the majority of students are at a satisfactory level for reading skills. Students showing delayed reading development work intensively with the Learning Support Teacher and Reading tutors to close the skill gap.
- The revision of Individual Learning Plans has allowed the specific learning styles and needs of individual students to be identified and differentiation made to the curriculum being

taught. The involvement of parents in this process has strengthened the ties between the school and the community and allows parents greater participation in their childrens' learning.

School priority 2

Outcome for 2012–2014

Curriculum & Assessment

2012 Targets to achieve this outcome include:

- Quality assessment practices across the school.
- A relevant curriculum with alternative pathways to meet the diverse needs of students.

Strategies to achieve these targets include:

- Update senior assessment processes.
- K-10 revisit quality "assessment for learning" tasks using the QT framework.
- Continue the alternative pathways to learning with innovative projects like "Boys at Risk" offering Applied Maths and English Studies.

Our achievements include:

- Collaboration with the SEG Quality Teaching consultant has resulted in a better alignment between teaching programs and assessment practice in the Secondary school.
- Exploration of alternate curriculum has included Vocational Education courses including Beauty Therapy, Animal Care and Rural Skills. Traineeships in Hospitality also offer an entry level certification to employment.
- The use of texts related to Aboriginal experience has increased the relevance of the curriculum to the Aboriginal students who make up 75% of the school population.

School priority 3

Engagement and Attainment

2012 Targets to achieve this outcome include:

- Engaged students committed to personal excellence.
- Students excelling in a variety academic and non-academic fields.

Strategies to achieve these targets include:

- Implement Positive Behaviour for Learning
- Develop Trade Training Centre
- Join with other schools to increase onsite professional development opportunities with a focus on classroom practice and curriculum knowledge through employment of a SEG position focused on supporting quality teaching.
- Join with other schools to release a person at AP/HT level to facilitate professional learning focused on the effective integration of interactive technology into classroom practice.

Our achievements include:

- The introduction of the Positive Behaviour for Learning program has had an impact on almost all areas of the school. More focused engagement in class is evidenced by a marked drop in behavior referrals and the standard of student work. This is displayed more regularly in the school.
- Access to the new Hospitality Trade Training Center has supported Hospitality traineeships in years 10 and 12. A girls catering crew, "Sugar and Spice" has been formed to engage girls in Years 9 and 10 who were at risk of serious non-attendance and behavior problems. The wider effects of this program are evident in reduced class room problems and better attendance.
- The school developed "Rural Skills" course continues to give students in Stage 4 a focus on engaging hands-on activities at school and on neighbouring farming properties.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of parent perceptions and satisfaction with the way the school operated in achieving educational outcomes for students. Parents also commented on the role the school plays as a focus for all sections of the community.

During 2012, the school's finances were audited and found to be entirely in order. A number of innovations were recommended to make the administration of the new financial system easier.

Background

A School Evaluation was undertaken centered on surveys of staff, students and parents. Information was also gathered informally and during Focus Group discussions.

Findings and conclusions

As in previous years, the gap in perceptions about student learning between students and their teachers and parents was evident. Students felt that they held high expectations of themselves and reflected regularly on their own learning. This was not seen in the responses of teachers or parents who felt that expectations could be raised. The relevance of course content was also questioned by the students surveyed.

Moves to widen the curriculum have included:

- A strengthening of the Community Mentor scheme which is focussing on boys in Stage 4 at risk of serious disengagement. Boys meet once a week with a mentor and work on farm activities, basic mechanics and simple construction activities. This trial has led to the introduction of a school developed Stage 4 elective, Rural Skills, part of an Alternative Learning Pathways program. Activities outside the school are now regularly undertaken on neighbouring farms and some community work has also been carried out.
- The school has been able to offer courses outside teachers' expertise by joining the Western Access Programme for Preliminary and HSC subjects. This has

increased student engagement in the senior levels by increasing course options.

- Traineeships have been pursued with one student in Year 12 undertaking a traineeship with the local cafe.
- The upgrading of facilities in 2011, under the Trade Training Centre initiative, has allowed greater access to more students to learning activities such as cooking, beverage preparation, welding and farm activities.

Community activities organized by and supported by the school and the Department of Sport and Recreation have been universally well received within the community. These include a Community Touch Football competition and support of Aboriginal students to participate in the local Swimming Club. Many parents also see the school as a contact point in accessing social and welfare support services.

Future Directions

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 and Numeracy

2013 Targets to achieve this outcome include:

- All students in Years 5, 7 and 9 will achieve or exceed expected growth in writing as measured by NAPLAN testing.
- All students in Years 5, 7 and 9 will achieve or exceed expected growth targets in Numeracy as measured by NAPLAN testing.
- Develop PLPs for all students with specific literacy and numeracy targets.

The key areas identified are:

- Continued support of the Positive Behaviour for Learning package which has been highly successful in enhancing student engagement and achievement.
- Revised and strengthened monitoring and action around attendance.
- Closer links with "Prior to School" service providers to ensure more effective school readiness.
- A drive to raise Literacy levels based on an individual testing, diagnosis and remediation program supported by regularly revised PLPs.
- Continued building of links with the community.
- Interagency collaboration in terms
- of health services, welfare and other community services.

Strategies to achieve these targets include:

- Employ a LAST (0.6) to ensure that literacy and numeracy are taught systematically and explicitly including reference to Teaching Strategies suggested in SMART Data/NAPLAN Analysis and Minilit
- Engage parents to develop personalised learning Plans for their child, with the class teacher, by Term 2, 2013. Differentiated learning programs implemented at the classroom level with aide support.
- Existing Individual Literacy Plans to inform Differentiated Learning programs to be implemented at the classroom level and to underpin individual Literacy Support. Plans to be developed for other students identified with such a need.

School priority 2

Outcome for 2012–2014

Curriculum and Assessment

2013 Targets to achieve this outcome include:

- Quality assessment practices across the school.
- A relevant curriculum with alternative pathways to meet the diverse needs of students.

Strategies to achieve these targets include:

- Update senior assessment processes.
- Improve communication with staff, students and parents regarding assessment procedures and requirements.
- K- 10 revisit quality “assessment for learning” tasks using the QT framework.
- Developing units of work for Stage 4 that have integrated KLAs and cater for a variety of learning styles.
- Continue alternative learning pathways with innovative projects like Rural Skills, Sew Gorgeous and Sugar and Spice Girls Catering Crew. Offering Applied Maths and English Studies.

School priority 3

Outcome for 2012–2014

Engagement and Attainment

2013 Targets to achieve this outcome include:

- Engaged students committed to personal excellence.
- Students contribute to and are actively involved in school life
- Students excelling in a variety academic and non-academic fields.

Strategies to achieve these targets include:

- Continue Positive Behaviour for Learning
- Bring Trade Training Centres “on-line”
- Promote ongoing credentialing in Vocational activities
- Building links with neighbouring schools for sporting and academic events
- External competitions, eg. English, Maths, Science, Science and Engineering Day.
- Gifted and Talented students programs in targeted areas.

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.

Robert Townsend, Principal

Brett Ryan, Head Teacher (Relieving)

Renee Ryan, Assistant Principal, (Acting)

Tammy Jerrett, School Administration Manager

Sheree Spora, Learning and Support Teacher

School contact information

Gulargambone Central School

14 Yalcogrin Street, Gulargambone. 2828

Ph: 02 68 251205

Fax: 02 68 251208

Email: gulargambo-c.school@det.nsw.edu.au

Web: www.gulargambo-c.school.nsw.edu.au

School Code: 2094

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:

<http://www.schools.nsw.edu.au/asr>