

Gulargambone Central School Annual School Report 2014



School context statement

Gulargambone Central School caters to the learning needs of students from Years K-12 and has increased enrolments from 64 in 2009 to 77 in 2014. This includes approximately 75% Aboriginal students across the school. The school is located 120 km north of Dubbo and is a member of the Western Plains Education Group. The school has a remote rural setting allowing direct access to many practical employment oriented learning situations and unique environmental settings. Facilities at the school are comprehensive with Trade Training Centres in Schools Program for hospitality, agriculture and industrial technology. The school plays a highly significant role in the local community and is supported by an active Parents and Citizens Association and local Aboriginal Education Consultative Group. The school receives vital additional financial support from Equity Funding, Early Action for Success and the Norta Norta Program.

Principal's Message

This year has certainly been a year of variety for our students, with a great mix of study, sport, experiences and excursions.

One of the most exciting things on the academic front this year was the introduction of the Weilwan Language program, supported by Mrs. Coady, Richard McEwen and our Aboriginal Education consultant, Melissa Kirby. The language has spread from the Stage 4 classroom to Kindergarten-Year 1 and has even been heard in the playground.

Our efforts to emphasise Literacy in the early years have been strongly supported by the L3 program in Kindergarten and Years 1 and 2. We now have a Literacy specialist or Instructional Leader overseeing the project and the support of an extra teacher one day per week. This allows us to give students more individual attention and to carefully measure results. We have seen some excellent progress so far this year and look forward to seeing this continue in 2015.

We continue to receive wonderful support from many outside agencies and associations. Again this year the Lions Club has sponsored the public speaking competition. As well as being a great experience for our students, the confidence they gain can be seen when they are asked to lead an assembly or to make a speech during the election of school captains.

Mission Australia has given many of our students the sensitive and caring support they need during times of personal trouble. "Tiny" and Natalie always seem to be around at just the right moment, particularly with our lack of school counseling services. Despite a recent change in funding from Mission Australia to Murdi Paaki, it is business as usual.

The University of NSW ASPIRE program has continued this year even though it was also threatened with funding cuts. Year 8 students had a very enjoyable week at the University in Sydney learning about university life.

Our students have proven to be excellent leaders themselves with participation in the Coonamble Shire Youth Council and their own Student Representative Council. Both of these groups have given students opportunities to take part in decision making, budgeting and planning events. These have included Vacation Activities, the Youth Forum, catering and fundraising at numerous sporting events and strong financial support for the Sydney excursion.

The majority of the new programs started this year will continue into 2015, which promises to be a very successful year for our school community.

Student information

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

Student enrolment profile

Student Enrolment (Primary)

Gender	2008	2009	2010	2011	2012	2013	2014
Male	33	27	31	20	29	26	28
Female	28	20	18	19	13	14	14

Student Enrolment (Secondary)

Gender	2008	2009	2010	2011	2012	2013	2014
Male	11	11	8	11	11	14	15
Female	14	6	20	17	15	15	12

Class Sizes Primary

Roll class	Year	Total in class	Total per year
K/1	K	9	19
	1	10	19
2/3	2	7	12
	3	5	12
4/5/6	4	4	17
	5	8	17
	6	5	17

Student attendance profile

Student Attendance (Primary)

	Year	2009	2010	2011	2012	2013	2014
School	K	88.6	96.3	89.2	96.8	95.5	90.9
	1	92.0	85.3	92.0	87.7	92.9	93.3
	2	87.5	95.6	93.6	92.3	86.9	93.2
	3	87.2	85.9	87.2	95.2	91.1	82.2
	4	87.9	87.4	87.4	88.8	89.8	83.0
	5	92.3	75.3	99.6	90.1	97.1	93.0
	6	87.5	91.8	74.4	96.6	86.7	80.8
	Total	87.1	88.3	88.9	92.0	91.3	89.4
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

Student Attendance (Secondary)

	Year	2008	2009	2010	2011	2012	2013	2014
School	7		91.8	90.4	81.1	76.3	84.5	86.9
	8		81.4	85.4	77.2	71.3	71.8	86.7
	9		77.0	83.0	69.6	74.2	81.7	74.0
	10		64.0	81.9	73.2	71.3	63.4	87.6
	11		60.0	97.2	89.5	93.7	78.0	82.5
	12		0.0	0.0	86.2	86.4	90.7	47.9
	Total	88.5	83.2	86.0	78.7	80.2	76.3	81.9
	State DEC	7		92.3	92.6	92.5	92.4	93.2
8			90.0	90.5	90.1	90.1	90.9	91.1
9			88.8	89.1	88.8	88.7	89.4	89.7
10			88.7	88.3	87.1	87.0	87.7	88.1
11			89.4	89.1	87.6	87.6	88.3	88.8
12			89.4	89.8	89.2	89.3	90.1	90.3
Total		89.9	89.7	89.9	89.2	89.1	89.9	90.2

Post-school destinations for HSC 2013 Students

Post-school destinations	Year 10	Year 11	Year 12
	%	%	%
seeking employment			20
employment			40
TAFE entry			0
university entry			40
other			0
unknown			0

NB. There are no students undertaking the HSC in 2014.

Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teachers	1
Classroom Teacher(s)	6
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.6
Teacher Librarian	0
Teacher of ESL	0
School Counselor	0.1
School Administrative & Support Staff	4.58
Total	14

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

The allocation of teaching positions in 2014 was based on student enrollments in early Term 1. Essentially, staffing levels were maintained at those of 2013. The school has three executive staff and six classroom teachers. A highly experienced Learning and Support teacher has been employed and is actively involved in the implementation of the L3 Program in Years K to 2. This program is also supported by an Instructional Leader and the equivalent of a full time teacher for one day per week. The teaching staff is supported by six permanent and five temporary school administrative and support staff. The school also employs a Chaplain under the National School Chaplaincy Program. Six staff members identify as Aboriginal.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	30

Beginning Teachers and Teacher Accreditation

The school has two New Scheme Teachers. One is accredited at Proficient Teacher standard and at the time of completing this report the second has submitted the required documentation.

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	30/11/2014
Income	\$
Balance brought forward	303118.29
Global funds	147799.10
Tied funds	320235.06
School & community sources	12506.09
Interest	10793.92
Trust receipts	11439.37
Canteen	0.00
Total income	805891.83
Expenditure	
Teaching & learning	
Key learning areas	21132.97
Excursions	11124.16
Extracurricular dissections	7841.62
Library	1377.43
Training & development	1396.99
Tied funds	275087.53
Casual relief teachers	27404.02
Administration & office	46276.37
School-operated canteen	0.00
Utilities	48474.09
Maintenance	7972.08
Trust accounts	17176.12
Capital programs	3228.80
Total expenditure	468492.18
Balance carried forward	337399.65

A full copy of the school's 2014 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 2014

Academic achievements

NAPLAN

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

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

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

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

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

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

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au>

and enter the school name in the *Find a school* and select *GO* to access the school data.

Alternatively:

NAPLAN Year 3

Minimum Standards data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	60.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 3 NAPLAN Reading

	School	SSG	State DEC			
Average score, 2014	397.7	316.3	416.3			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	0	1	3	1	0
Percentage in Bands	0.0	0.0	20.0	60.0	20.0	0.0
School Average 2010-2014	7.4	18.5	25.9	25.9	11.1	11.1
SSG % in Bands 2014	27.8	28.8	19.8	14.7	5.5	3.4
State DEC % in Bands 2014	6.1	9.9	15.3	22.6	18.5	27.6

Year 3 NAPLAN Spelling

	School		SSG		State DEC	
Average score, 2014	405.5		324.4		418.8	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	0	2	1	2	0
Percentage in Bands	0.0	0.0	40.0	20.0	40.0	0.0
School Average 2010-2014	14.8	11.1	25.9	7.4	37.0	3.7
SSG % in Bands 2014	21.1	32.9	15.8	19.2	8.0	3.0
State DEC % in Bands 2014	4.2	12.6	12.2	22.5	23.4	25.2

Year 3 NAPLAN Grammar and Punctuation

	School		SSG		State DEC	
Average score, 2014	369.6		306.4		427.1	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	1	1	3	0	0
Percentage in Bands	0.0	20.0	20.0	60.0	0.0	0.0
School Average 2010-2014	18.5	7.4	33.3	25.9	3.7	11.1
SSG % in Bands 2014	24.3	25.3	24.5	16.5	6.5	3.0
State DEC % in Bands 2014	4.7	8.3	15.3	21.1	20.9	29.7

Year 3 NAPLAN Writing

	School		SSG		State DEC	
Average score, 2014	273.5		308.6		401.5	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	2	1	2	0	0	0
Percentage in Bands	40.0	20.0	40.0	0.0	0.0	0.0
School Average 2011-2014	9.5	23.8	28.6	19.1	19.1	0.0
SSG % in Bands 2014	24.0	22.7	35.0	12.3	5.5	0.4
State DEC % in Bands 2014	4.1	8.3	21.3	22.8	33.3	10.1

NAPLAN Year 3 - Numeracy

Year 3 NAPLAN Numeracy

	School		SSG		State DEC	
Average score, 2014	375.3		315.8		401.6	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	0	2	3	0	0
Percentage in Bands	0.0	0.0	40.0	60.0	0.0	0.0
School Average 2010-2014	7.4	25.9	37.0	22.2	3.7	3.7
SSG % in Bands 2014	22.2	33.0	24.0	13.2	6.0	1.5
State DEC % in Bands 2014	4.1	12.6	20.7	23.2	23.0	16.4

NAPLAN Year 5

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	50.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 5 NAPLAN Reading

	School		SSG		State DEC	
Average score, 2014	502.9		405.9		497.3	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	2	2	1	1	2
Percentage in Bands	0.0	25.0	25.0	12.5	12.5	25.0
School Average 2010-2014	25.0	25.0	25.0	4.2	12.5	8.3
SSG % in Bands 2014	34.3	30.1	17.8	11.3	4.0	2.5
State DEC % in Bands 2014	6.8	14.3	22.1	24.7	16.7	15.4

Year 5 NAPLAN Writing

	School		SSG		State DEC	
Average score, 2014	418.6		377.7		467.1	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	4	1	1	2	0	0
Percentage in Bands	50.0	12.5	12.5	25.0	0.0	0.0
School Average 2011-2014	30.0	25.0	25.0	20.0	0.0	0.0
SSG % in Bands 2014	44.1	18.7	27.9	7.7	1.5	0.0
State DEC % in Bands 2014	9.8	11.2	37.2	26.1	10.7	4.9

Year 5 NAPLAN Spelling

	School		SSG		State DEC	
Average score, 2014	488.5		420.4		502.7	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	1	2	4	1	0
Percentage in Bands	0.0	12.5	25.0	50.0	12.5	0.0
School Average 2010-2014	8.3	20.8	37.5	25.0	8.3	0.0
SSG % in Bands 2014	26.7	21.5	27.2	15.6	8.6	0.5
State DEC % in Bands 2014	6.3	9.0	19.0	24.6	26.5	14.5

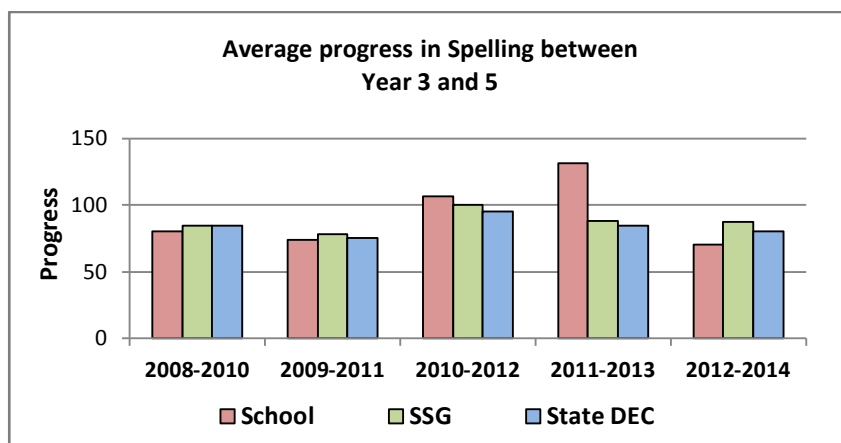
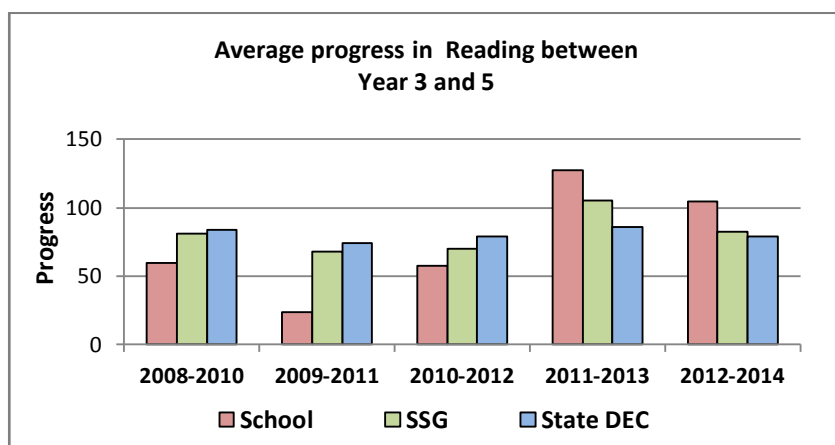
Year 5 NAPLAN Grammar and Punctuation

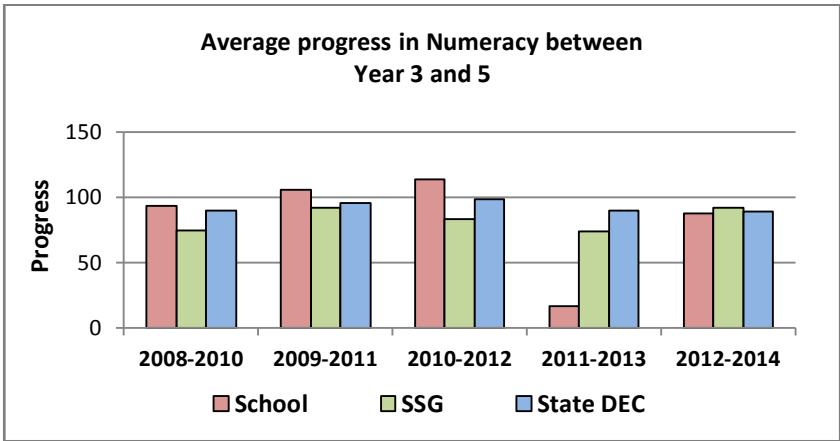
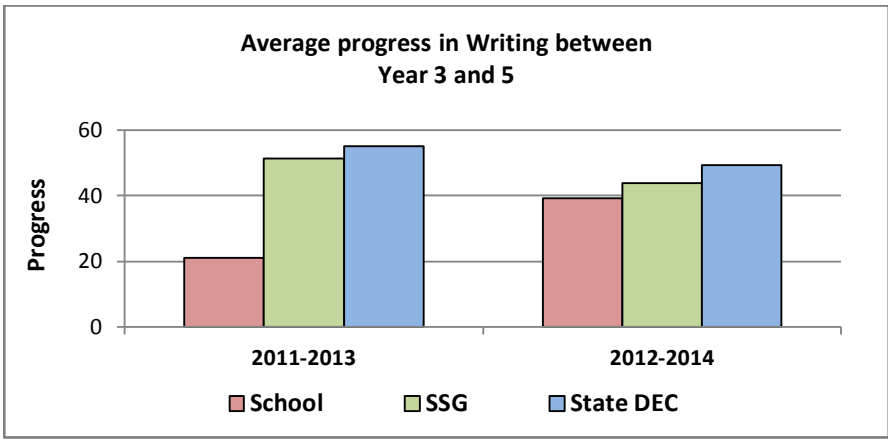
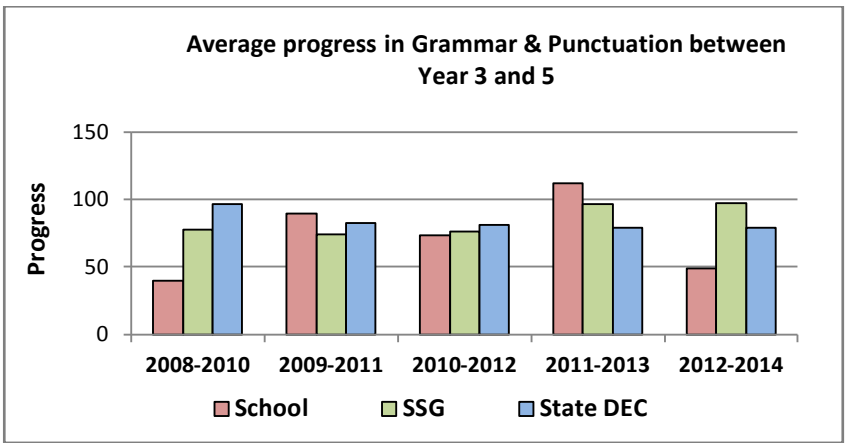
	School		SSG		State DEC	
Average score, 2014	454.9		392.7		504.7	
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	2	3	3	0	0
Percentage in Bands	0.0	25.0	37.5	37.5	0.0	0.0
School Average 2010-2014	16.7	33.3	29.2	16.7	4.2	0.0
SSG % in Bands 2014	40.2	25.7	15.8	11.9	5.4	1.0
State DEC % in Bands 2014	7.1	12.5	18.4	20.8	20.2	21.0

NAPLAN Year 5 – Numeracy

Year 5 NAPLAN Numeracy

	School	SSG	State DEC			
Average score, 2014	446.5	405.6	488.5			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	3	3	1	1	0
Percentage in Bands	0.0	37.5	37.5	12.5	12.5	0.0
School Average 2010-2014	17.4	30.4	21.7	17.4	13.0	0.0
SSG % in Bands 2014	31.7	33.0	20.8	11.9	1.8	0.8
State DEC % in Bands 2014	6.4	15.7	23.5	27.8	13.5	13.0





NAPLAN Year 7

Minimum Standards data

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)	
Reading	60.0
Writing	80.0
Spelling	60.0
Grammar & Punctuation	80.0
Numeracy	100.0

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 7 NAPLAN Reading

Average score, 2014	School		SSG	State DEC		
		437.6		487.0	538.9	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	2	2	1	0	0	0
Percentage in Bands	40.0	40.0	20.0	0.0	0.0	0.0
School Average 2010-2014	31.6	47.4	21.1	0.0	0.0	0.0
SSG % in Band 2014	15.0	31.2	30.1	15.4	6.3	2.1
State DEC % in Band 2014	5.0	16.3	26.8	24.8	15.7	11.4

Year 7 NAPLAN Writing

Average score, 2014	School		SSG	State DEC		
		444.9		439.2	499.0	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	1	3	1	0	0	0
Percentage in Bands	20.0	60.0	20.0	0.0	0.0	0.0
School Average 2011-2014	21.4	50.0	21.4	7.1	0.0	0.0
SSG % in Band 2014	31.4	38.7	18.6	7.5	3.4	0.4
State DEC % in Band 2014	12.1	26.8	27.9	17.9	11.3	4.0

Year 7 NAPLAN Spelling

	School		SSG		State DEC	
Average score, 2014	467.5		494.4		545.1	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	2	0	2	1	0	0
Percentage in Bands	40.0	0.0	40.0	20.0	0.0	0.0
School Average 2010-2014	21.1	26.3	26.3	26.3	0.0	0.0
SSG % in Band 2014	18.5	21.2	26.5	20.3	9.8	3.7
State DEC % in Band 2014	7.4	13.1	19.8	25.0	20.7	14.1

Year 7 NAPLAN Grammar and Punctuation

	School		SSG		State DEC	
Average score, 2014	466.1		479.5		538.5	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	1	3	0	1	0	0
Percentage in Bands	20.0	60.0	0.0	20.0	0.0	0.0
School Average 2010-2014	52.6	31.6	10.5	5.3	0.0	0.0
SSG % in Band 2014	23.0	32.0	18.1	17.7	6.3	2.8
State DEC % in Band 2014	8.5	18.7	18.3	25.3	16.0	13.2

NAPLAN Year 7 - Numeracy

Year 7 NAPLAN Numeracy

	School		SSG		State DEC	
Average score, 2014	484.1		487.1		542.9	
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	0	2	3	0	0	0
Percentage in Bands	0.0	40.0	60.0	0.0	0.0	0.0
School Average 2010-2014	33.3	33.3	27.8	5.6	0.0	0.0
SSG % in Band 2014	12.4	38.3	29.4	12.9	4.7	2.2
State DEC % in Band 2014	4.0	19.2	28.1	21.7	13.1	13.9

NAPLAN Year 9

Percentage of Year 9 students achieving at or above minimum standard (exempt students included)	
Reading	66.7
Writing	50.0
Spelling	66.7
Grammar & Punctuation	50.0
Numeracy	100.0

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 9 NAPLAN Reading

	School		SSG	State DEC		
Average score, 2014	502.7		523.1	575.0		
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	2	3	0	1	0	0
Percentage in Bands	33.3	50.0	0.0	16.7	0.0	0.0
School Average 2010-2014	50.0	30.8	11.5	7.7	0.0	0.0
SSG % in Band 2014	26.8	31.4	22.6	13.3	4.7	1.2
State DEC % in Band 2014	10.6	19.0	23.8	23.3	16.4	6.9

Year 9 NAPLAN Writing

	School		SSG		State DEC	
Average score, 2014	479.6		459.0		530.2	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	3	1	2	0	0	0
Percentage in Bands	50.0	16.7	33.3	0.0	0.0	0.0
School Average 2011-2014	73.7	10.5	10.5	5.3	0.0	0.0
SSG % in Band 2014	52.3	23.9	12.5	8.6	1.9	1.0
State DEC % in Band 2014	26.1	22.1	20.1	18.6	7.7	5.3

Year 9 NAPLAN Spelling

	School		SSG		State DEC	
Average score, 2014	519.0		529.7		582.1	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	2	1	2	1	0	0
Percentage in Bands	33.3	16.7	33.3	16.7	0.0	0.0
School Average 2010-2014	34.6	19.2	26.9	19.2	0.0	0.0
SSG % in Band 2014	22.5	22.7	29.5	17.4	5.6	2.3
State DEC % in Band 2014	10.2	13.5	26.1	25.4	12.6	12.2

Year 9 NAPLAN Grammar and Punctuation

	School		SSG		State DEC	
Average score, 2014	489.3		511.9		566.5	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	3	3	0	0	0	0
Percentage in Bands	50.0	50.0	0.0	0.0	0.0	0.0
School Average 2010-2014	65.4	19.2	11.5	3.9	0.0	0.0
SSG % in Band 2014	32.3	32.5	21.6	8.3	4.3	1.0
State DEC % in Band 2014	14.4	22.3	25.4	17.2	14.0	6.8

NAPLAN Year 9 - Numeracy

Year 9 NAPLAN Numeracy

	School		SSG		State DEC	
Average score, 2014	525.6		533.0		587.8	
Skill Band Distribution						
Band	5	6	7	8	9	10
Number in Band	0	3	3	0	0	0
Percentage in Bands	0.0	50.0	50.0	0.0	0.0	0.0
School Average 2010-2014	34.6	30.8	30.8	3.9	0.0	0.0
SSG % in Band 2014	12.4	40.0	28.7	13.7	3.9	1.3
State DEC % in Band 2014	4.3	21.9	27.5	21.1	11.9	13.3

Higher School Certificate (HSC)

Retention to Year 12

	SC06- HSC08	SC07- HSC09	SC08- HSC10	SC09- HSC11	SC10- HSC12	SC11- HSC13	NAPLAN 11- HSC14
School	42.9	0.0	0.0	100.0	60.0	66.7	0.0
State	60.3	61.0	62.7	64.7	63.4	64.5	53.2
Previous Methodology (SC to HSC apparent retention)							

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

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies. With a small cohort it is not possible to report on individual achievement without breaching this requirement.

Other achievements

Sport

2014 produced some excellent sporting achievements at Gulargambone Central School. The highlight of the year was undoubtedly the Boys' 14's "Super Eight" cricket team members who were NSW Central Schools' State Champions, a first for Gulargambone Central School in any sport! Highlight of the final series was the Senior Boys' Team coming in as runners up after a close count back on the final score. High levels of community involvement throughout the year, particularly by the swimming club, have greatly enhanced students' skill development. Bailey Hammond finished a great season by winning the Coonamble Zone 11 Years Primary Boys swimming championship. Bailey is on a "Hat Trick" as he was the Zone 10 Years Champion in 2013.

The 2014 Award for Best All Round Achievement in sport was awarded to Sam Knight for his success in rugby league, cricket, touch football and athletics.

The 2014 P&C Award for High Achievement in Sport was awarded to Bailey Hammond for his achievements in 11 Years State Rugby League.

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.

Significant programs and initiatives

Aboriginal education

The school values highly the excellent relationship we have with our local Aboriginal people. In the absence of an active Aboriginal Educational Consultative Group (AECG), the local Aboriginal Lands Council provides a forum 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 day of traditional activities in which our students learned about the ways local Aboriginal people lived in the past.

Our highly successful Breakfast program 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.

With the lack of school counseling services this year, our Aboriginal School Chaplain has widened her role of a friendly face for students in need.

Multicultural education and anti-racism

Both of these aspects of school life receive a prominent place in all activities, planning and programming.

Significant programs and initiatives –equity funding

Aboriginal background

Equity funding has allowed the school to support Aboriginal students in the academic and extra-curricular aspects of school life. The production of detailed Individual Learning Plans was possible by the release of class room teachers and the involvement of the Learning and Support teacher to work closely with parents and support staff. Many students were able to attend curriculum based excursions and other activities with the financial assistance afforded by this funding.

Socio-economic background

Students at the school are supported by an Occupational Therapy Aide. This position involves ensuring compliance with treatment regimens prescribed by Occupational Therapists, Speech Therapists and Vision Specialists. Under this program, a video-link connection with speech therapists in major centers was established, allowing conditions to be diagnosed and therapy strategies put in place remotely.

With this funding, many students were able to attend curriculum based excursions and other activities which widened their life experiences and supported learning and engagement.

Learning and Support

Additional funding has allowed the school to employ a Learning and Support teacher above the allocated staffing level. Additional support has come from the L3 program which has given the school an Instructional Leader and additional teaching staff to support literacy in Years K to 2.

The Western Access program continues to give our students access to a broad curriculum with the effect of widening post-school options beyond the immediate area.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- The school has recently undertaken a Review of School Culture which highlighted a number of aspects of the school's administration and general operations which benefited from scrutiny and adjustment.
- Boomalli Consulting, an independent, Aboriginal consulting agency carried out a series of surveys with community members, staff and students to gauge satisfaction and to highlight any areas for improvement.
- A comprehensive Parent and Community Engagement program (PaCE) was conducted.
- Analysis of Benchmarking and SMART/NAPLAN data informed decisions around curriculum and Teaching and Learning.

School planning 2012-2014:

School priority 1

Literacy

Target: All students in Years 5, 7 and 9 will achieve or exceed expected growth in writing as measured by NAPLAN testing.

Outcomes from 2012–2014

Evidence of achievement of outcomes in 2014:

NAPLAN Writing	Year 5	Year 7	Year 9
Achieving or exceeding anticipated growth	38%	40%	40%
<i>At or above minimum standard</i>	50%	80%	50%

- The small size of these groups means that single results can affect overall results disproportionately.
- Where growth equaled or exceeded that anticipated, the growth was generally significantly better than the projected growth.

Strategies to achieve these outcomes in 2014:

- Continued individual support through NORTA tutoring
- Participation in Multi-Lit program
- Ensuring explicit literacy instruction and scaffolding in all classes.
- Planning for a Literacy focus in all Secondary teaching programs.
- Use of Literacy Continuum to ensure progress.

School priority 2

Numeracy

Target: All students in Years 5, 7 and 9 will achieve or exceed expected growth in Numeracy as measured by NAPLAN testing.

Outcomes from 2012–2014

Evidence of achievement of outcomes in 2014:

NAPLAN Numeracy	Year 5	Year 7	Year 9
Achieving or exceeding anticipated growth	38%	75%	80%
<i>At or above minimum standard</i>	100%	100%	100%

- Where growth equaled or exceeded that anticipated, the growth was generally significantly better than the projected growth.
- The small size of these groups means that single results can affect overall results disproportionately.

Strategies to achieve these outcomes in 2014:

- Use of strategies to teach Mathematical operations effectively while ensuring that students are able to interpret the literacy aspects of solving mathematical exercises.
- Emphasis on concrete examples, resources and learning strategies.
- Ensure that numeracy is included across the curriculum during planning.
- Use of Numeracy Continuum to measure progress across all stages.

School priority 3

Engaged Students

Target: Develop PLPs for all students with specific literacy and numeracy targets.

Outcomes from 2012–2014

Evidence of achievement of outcomes in 2014:

- Personalised Learning Plans (PLP's) have been prepared for all students
- Students have focused on the relevance of their learning.
- The consultation between the school and home during this process has in many cases led to a greater understanding of how parents and carers can support students and what is available in terms of alternative study patterns and post-school options.

Strategies to achieve these outcomes in 2014:

- Intensive program to ensure all students have a PLP and that these are updated regularly.
- Opportunities for very effective consultation with parents and carers.
- Whole school testing associated with the National Collection of Data around learning ability provided an opportunity to quantify many aspects of student academic need.

Future Directions

2015-2017 School Plan

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

About this report

In preparing this report, information was gathered from evaluations conducted during the year and the analysis of other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>