

Ardlethan Central School

Annual Report



2016



1051

Introduction

The Annual Report for **2016** is provided to the community of **Ardlethan 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.

Kerrilee Logan

Principal

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Message from the Principal

Our school runs with the motto Small School...Big Opportunities and throughout 2016 we have, without a doubt lived up to this. When you take the time to reflect on the quality of experiences provided for students and the quality of the standards of student achievement I am sure that you will too – come to the conclusion that we are indeed a small school offering our students very BIG opportunities. The opportunities range from Academic, Cultural, the Arts and Sporting Arenas; our students have been engaged with many and varied activities, inspiring them to grow and develop and challenge themselves to be the best that they can be.

In saying this we, as a school are challenged not only to accept the current standards as the norm but rather use them as a benchmark, as a minimum, and then work together to exceed our previous standards and strive to continue to inspire, engage and build our children's futures together

Our school plan has three Strategic Directions which guide all that we do:

1. We want to inspire and engage students to be all that they can be, to set challenging and aspirational goals to make a positive difference in our world.
2. We want to be a high performing school with a community that is inclusive, informed and engaged.
3. We want to build leadership capacity and ensure consistently high standard educational practices.

To do this, it is no surprise, that we need to have safe and happy students who love coming to school; we need to continue to build our high expectations of these students so that they actually learn more than they ever thought possible and we need to inspire them to be the very best that they can be. As a school and as a community this is what we have been, and will continue to, work towards.

We are very fortunate to have extremely professional and dedicated staff at our school who work tirelessly to not only develop students' knowledge and understanding of the world, but to develop their emotional wellbeing. They work to develop the skills of resilience, responsibility and adaptability; skills which are essential to become a positive community citizen. I thank all our staff members, both teaching and non-teaching for their commitment to our students each and every day.

The P&C and community are integral to any great school and we are certainly lucky to have such wonderful parents and community members who are so supportive of the school. We appreciate your time and support and hope that you realise how important you are in the development of the children in this community.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

Ardlethan Central School is a supportive, productive and dynamic environment where all students strive to reach their potential. We embrace the small school environment that allows us to ensure every individual is engaged with purposeful and meaningful learning to grow and develop into engaged, independent and reflective learners. Ultimately our students are motivated to reach their full potential becoming positive responsible and respectful citizens in an ever changing world.

Small School Big Opportunities...

School context

Ardlethan Central School is a K–12 rural school in the Riverina Region, South Western NSW. Our aim is to deliver quality education and training that inspires all students to succeed. Students attain outstanding success in all areas, including cultural, sporting and academic pursuits.

Dedicated teachers and support staff create a supportive, dynamic learning environment for our students. Teachers receive ongoing professional development focusing on the latest teaching practices to deliver quality learning experiences to all students. Our professional and caring staff understands that each student is an individual and learns in a variety of ways.

A community of schools partnership program utilising shared staffing arrangements, the Riverina Access Partnership continues to extend students' academic, sporting, social and leadership opportunities.

The focus and strength of the school is the ability to provide tailored and individualised learning opportunities for every child from Kindergarten to year 12.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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. 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. By evaluating our practices in the school against the School Excellence Framework the following general conclusions have been drawn:

1. In the Learning Elements the school is generally operating at a sustaining and growing level.
2. In the Teaching Elements the school is generally operating at a sustaining and growing level. Continued professional learning and emphasis still needs to be applied to the Data Skills and Use area which is currently ranked at a delivering level.
3. In the Leading Elements the school is working at the delivering and sustaining and growing level, though is some aspects within this element the school is achieving at some levels of excellence, particularly in terms of staff having purposeful leadership roles and in terms of succession planning.

Learning

In the Learning domain our focus during 2016 has been on building a culture of educational aspiration and ongoing performance improvement where students and staff take responsibility for their own learning. To achieve this we have embarked on a Higher Order Ways to Learn (HOW2Learn) journey. The executive has been trained as trainers and throughout 2016 have presented Phase 1 Modules 1–3 to all staff. these modules have specifically targeted the school culture and involved staff in critically analysing the current school culture and determining where we want our school to be in the future. A greater understanding of fixed versus growth mindsets has led to a change in language amongst staff which has been translated into the classroom. There has been a high expectation set across the school for student learning. The continual mapping of students literacy and numeracy levels has led to a greater understanding of students learning requirements. Individual learning is supported by individual learning plans being developed for all students K–10.

Teaching

In the Teaching domain during 2016 Ardlethan Central School has been focussing on ensuring that our teaching is contextual and needs focused. Teachers regularly use student performance data and other student feedback to evaluate the performance of their teaching. The use of literacy and numeracy continuums and students identified goals has led to and understanding across the whole school community of individual student needs. Teachers have been developing a repertoire of ways to provide explicit, specific and timely formative feedback to students on how to improve. Staff undertook training in A Learning and Responding Matrix (ALARM) as a method of enabling students to have consistent feedback. All staff developed professional learning goals based on the Teaching Standards and completed their Performance and Development Plans based on self-identified professional learning.

Leading

In the Leading domain the school executive has been consciously developing a culture with the school and wider community of high expectations which will lead to sustained and measurable whole-school improvement. The new approach to school planning has given specific focus for the leadership team and has enabled successes to be acknowledge and celebrated at the same time as mapping out where the next step is to be taken. Across the school the leadership team seeks to identify staff talents and aspirations and provide opportunities for developing these areas of expertise.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Build leadership capacity and ensure consistently high standard educational practices

Purpose

Our shared purpose is to create a professional environment that is aligned with the Australian Professional Standards, where teachers engage professionally and collaboratively to deliver 21st century learning with expertise; where they commit strongly to the development of their pedagogy, modelling reflective self-learning to ensure high standards in all areas of their professional life. We will embed quality leadership and organisational structures to support innovation, relationships and sustainability.

Overall summary of progress

All staff at Ardlethan Central School engage in professional development that is, relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders. In 2016 the focus has been on developing a 21st Century Learning Culture within the school. This has been achieved through the Higher Order Ways to Learn model in which staff have been training in. This has underpinned all that has been planned throughout the year. The journey has begun and a shift in culture and thinking is evident across the school.

Improvement in student wellbeing through implementing whole-school approaches to student welfare that build positive relationships, foster respect and responsibility, and by providing targeted early intervention and support as appropriate has seen positive outcomes for students. The new Well Being levels have been embraced by students and have resulted in greater student engagement across all areas of school life..

The teaching staff at Ardlethan Central School have worked within the school and across networks to demonstrate and share expertise, there has been development of contemporary content knowledge and of best teaching practices, which rely on evidence-based teaching strategies. This has been particularly evident through improved professional discussions at whole school and faculty meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All teachers and leaders will have a high level of understanding about all Australian Professional Teaching Standards & The Performance Development Framework and will confidently demonstrate strong evidence to validate achievement of all standards linked to professional learning goals.	<p>Staff have been working with the Professional Teaching Standards to develop their individual Performance Development Plans. Through undertaking professional learning in HOW2Learn staff across the school have developed a deeper understanding of the links between the Melbourne Declaration and reforms that have been implemented into NSW schools.</p> <p>Professional Development in the form of Aspiring Leaders mentor program for executive and non executive staff.</p>	<p>Professional Learning Funds</p> <p>\$10,000.00</p>
There will be an increase number of teachers being accredited at Professional Accomplishment or above.	All staff who are required to are accredited at a Professional Accomplishment level, Currently there are staff members who have commenced the early stages of undertaking the accreditation at Higher Levels journey. To support these staff the Principal has undertaken panel training to gain an understanding of what is required to attain these levels.	<p>Professional Learning Funds</p> <p>\$3,000.00</p>
Increases in the proportion of tertiary education students from underrepresented groups.	All Higher School Certificate students who wanted to gain university entry were successful. Across the Riverina Access Partnership of schools Higher School Certificate results were consistently above State average.	<p>Riverina Access Partnership Funds</p> <p>\$2000.00</p>

Next Steps

Identify specific leadership roles within the school for staff to develop leadership skills.

Encourage staff to become engaged in professional networks that are purposeful, inclusive and optimise success.

Continue to build on the shared vision and culture for the school.

Develop a planned Professional Development Schedule for Whole school and Faculty Meetings where shared knowledge is linked to the teaching standards.

Strategic Direction 2

Inspire and engage students to be all that they can be, to set challenging and aspirational goals for themselves to make a positive difference in our world

Purpose

Our shared purpose is to promote a culture of excellence by providing challenging and stimulating learning experiences and opportunities so that our students are motivated to reach their full potential. Students will develop to be engaged, independent, reflective learners exhibiting responsibility, resilience and adaptability with their learning.

Overall summary of progress

Students at Ardlethan Central School have become increasingly actively engaged in learning that is meaningful and developmental and their behaviour is of a high standard. Through the recognition of positive behaviours students are working toward these outcomes.

Staff are becoming proficient at evaluating and monitoring teaching and learning practices by using expert knowledge of the value and significance of the skills, interests and prior achievements of students. Through the development of Individual Learning Plans for every student there is a shared and collaborative understanding of the direction of students learning by staff, parents/carers and the student.

Students are developing greater self-awareness allowing them to build positive relationships and actively contribute to the school and community. The Student Representative Council is an important vehicle for student leadership.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the proportion of students in Years 3, 5, 7 & 9 in the top two performance bands for reading and numeracy.	Student Progress has been plotted more regularly allowing staff to monitor progress. In terms of the 2016 NAPLAN the following results were achieved: Year 5 for both reading and numeracy a greater proportion of students achieved a Band 5 than in 2015 Year 7 reading saw 12% of students in the top band for reading which is greater than the number in this band in 2015 Year 9 reading achieved 34% of students in the top two Bands for reading which is greater than the number in 2015	Literacy & Numeracy Funds \$1000.00 RAM Low Socio Economic Funds \$20000.00
All students will achieve at least one cluster of growth on all aspects of the Literacy and Numeracy continuums.	Students progress has been substantial on the Literacy and Numeracy continuums with all students moving by at least one cluster. Staff understanding and interpretation of the Continuums has improved considerably.	Literacy & Numeracy Funds \$1000.00 RAM Low Socio Economic Funds \$20000.00
All Teachers' utilising 21st Century learning opportunities for students	Staff have commenced the HOW2Learn training; during 2016 we have completed Phase 1 Modules 1–3 which have revolved around building a culture of high expectations and developing skills for the 21st Century learner.	\$1000.00

Next Steps

Continued professional development of the analysis and use of data

Targeted leadership positions within the school. Ladder Up and Step Up project concepts implemented.

Development and refinement of Individual student Learning Plans to incorporate not only Literacy and Numeracy goals but to also look at executive function skills.

Continuation of the HOW2Learn journey with Phase 1 to be completed by the end of 2017

Implementation of ALARM across year 11 and 12 with Ardlethan Central School joining a Community of Schools already along the ALARM pathway

Strategic Direction 3

A high performing school and a community that is inclusive, informed and engaged

Purpose

Our shared purpose is to develop community trust and strategic support to ensure our students become successful learners, confident and creative individuals and responsible, respectful and tolerant citizens as members of a diverse community.

Overall summary of progress

Throughout 2016 Ardlethan Central School has continued to build and create new community partnerships and networks by promoting, developing and participating in school, cultural and community projects. The completion of the Primary Industries Trade Training Centre has paved the way to form new and innovative partnerships with the local community. The school was also a focal point for the cultural event 'Upcycle Dog' in which the school, community and award winning Fashion Designers worked together to look at reducing waste through the upcycling of products. Students were involved in the organisation of another hugely successful Rainbow Run in conjunction with local businesses and wider community health workers.

There has been an increase in parental involvement brought about by the increased use of digital media to engage all groups within the community. The incorporation of parent/carer, student and staff conferences to develop individual learning plans for all students has ensured all parents/carers have been involved with positive planning for student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
We increase opportunities for children and young people to contribute to and connect with their communities.	Senior student leadership team liaised with local businesses and wider community organisations to coordinate a hugely successful fun run, raising funds for Mental Health Awareness. Students attended leadership forums in both Sydney and Wagga Wagga to develop leadership skills and develop wider networks from which students could draw ideas from.	RAM Locality Funds \$5000.00
We will share our vision with students, parents and families, other stakeholders and from this continue to create a shared vision.	Through newsletters, community forums and social media parents have been kept informed of school strategic directions and the steps being taken to move toward achieving goals.	Community Consultation Funds \$1000.00
All school community members will know the school's Strategic Directions and educational opportunities.	Strategic directions are publicized regularly in school newsletters, at parent meetings and during school events both formally and informally.	No funding attached
The school will enjoy a significant increase in the contributions made to achieve the school's vision by school and wider community members.	Community input into the school's vision is invaluable, Parent feedback is sought regularly through formal and informal processes including parent meetings, surveys, P&C meetings and through regular informal conversations.	No funding attached

Next Steps

Further develop community involvement in the school

Refine school strategic directions so that they are more easily embraced by the community

Continue to develop community partnerships within the local community and across partner school communities

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Personalised Learning Plans were developed for all Aboriginal students and monitored throughout the year. School Learning Support Officers (SLSO) provide support in the classrooms for students in targeted areas.	RAM Funding: \$736.98
Low level adjustment for disability	Students have been supported in classrooms by both School Learning Support Officers and through the employment of additional classroom teachers . Individual student learning plans have been developed for all students with a focus on targeted specific literacy goals.	RAM Funding: \$10837.00
Quality Teaching, Successful Students (QTSS)	<p>Quality Teaching, Successful Students (QTSS) staffing allocation allowed for collaborative professional learning that was linked to the School Plan and staff needs.</p> <p>Release has been provided for a school executive and/or teachers to establish collaborative practices in the school, and across schools. In particular it allowed staff at Ardlethan Central School time to look at the ALARM model with other partner schools.</p> <p>Support provided for teachers in the accreditation processes and to work within the new Performance and Development Framework</p>	0.035 FTE for Semester 2 2016
Socio-economic background	<p>Students have been supported in classrooms by both School Learning Support Officers and through the employment of additional classroom teachers . Individual student learning plans have been developed for all students with a focus on targeted specific literacy goals.</p> <p>Students were provided with learning environments that catered for their individual needs, through flexible staffing arrangements that utilised individual expertise and delivered quality teaching and learning opportunities.</p>	\$9585.72

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	53	49	41	44
Girls	45	46	46	39

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.4	91.6	94.9	86.6
1	90.3	93.6	92.9	91.4
2	94.4	91.3	96.3	91.4
3	93	93	95.7	93.5
4	91.1	94.8	93.2	93
5	90.3	90.4	94.9	95.6
6	89.9	90.6	95.2	93.3
7	92.4	92.7	94.4	94.9
8	90.2	90.3	90.1	89.9
9	91.2	97	93.9	90.1
10	86.6	91.5	94.3	87.8
11	82.5	91.3	91.4	95.9
12	93.8	93.2	83.9	92.7
All Years	90.5	92.3	93.4	92.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Management of non-attendance

Student attendance is recorded daily by teachers. Parents/carers are required to provide an explanation of students non-attendance within seven days. Student attendance is monitored by the Student Well Being Team and where necessary students are referred to the Principal for further action. The Home School Liaison officer conducts regular attendance checks and works with the school, students and parents/carers to achieve

improved attendance.

*Full Time Equivalent

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	40	0	0
TAFE entry	0	0	0
University Entry	0	0	66.6
Other	0	0	33.3
Unknown	0	0	0

Students who complete their schooling at Ardlethan Central School have a positive trend for gaining successful post school destinations. Of our 2016 Year 12 students, all who were looking to gain university entrance did so and to their first preference degrees. Students in Year 10 who have elected not to return to school have done so due to entering trade apprenticeships.

Year 12 vocational or trade training

In 2016 students in Year 12 completed Trade Training Certificates in Primary Industries utilising the Trade Training Centre at Ardlethan Central School. This certificate formed part of a School Based Traineeship.

Year 12 attaining HSC or equivalent

100% of students in Year 12 in 2016 were successful in attaining their Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	2.75
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.38
School Administration & Support Staff	3.48
Other Positions	3.9

Currently there are no staff at Ardlethan Central School who identify as being of Aboriginal heritage.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	2

Professional learning and teacher accreditation

All teachers at Ardlethan Central School participated in a range of professional learning activities throughout 2016 related to both the schools strategic directions and to their personal goals as identified in their Professional Development Plans.

Higher Order Ways 2 Learn (HOW2Learn) formed the core concept of staff professional learning for the year. Executive staff were trained as trainers and then presented core modules to staff. All teaching and non-teaching staff were involved in this training.

Staff Development Days throughout 2016 covered:

Mandatory Professional Learning in Child Protection, Emergency Care, First Aid, Anaphylaxis, Cardiopulmonary Resuscitation (CPR) and resuscitation. These days were also invaluable in enabling staff to complete HOW2Learn modules.

Staff attended a joint Term 2, 2016 Staff Development Day where the ALARM model was presented to staff in the Riverina Access Partnership Schools.

During 2016 one staff member undertook the maintenance of proficiency accreditation process with a second staff member working towards maintaining proficiency. Maintenance of accreditation is assessed every five years and requires teachers to participate in at least 100 hours of professional development whilst maintaining professionally competent teaching practice.

One staff member has made initial inquiries into the process of attaining their highly Accomplished Level. To support this professional development opportunities across the Griffith Principals Network were taken up by this staff member.

Total funds expended on Teacher Professional Learning: \$13,284.98

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	116 919.69
Global funds	201 095.33
Tied funds	147 814.19
School & community sources	27 878.23
Interest	2 463.70
Trust receipts	7 969.15
Canteen	0.00
Total income	504 140.29
Expenditure	
Teaching & learning	
Key learning areas	14 791.39
Excursions	13 162.76
Extracurricular dissections	36 214.31
Library	1 553.02
Training & development	9 285.62
Tied funds	206 107.20
Short term relief	23 481.03
Administration & office	84 418.23
School-operated canteen	0.00
Utilities	30 084.78
Maintenance	13 976.27
Trust accounts	4 366.17
Capital programs	0.00
Total expenditure	437 440.78
Balance carried forward	66 699.51

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

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.

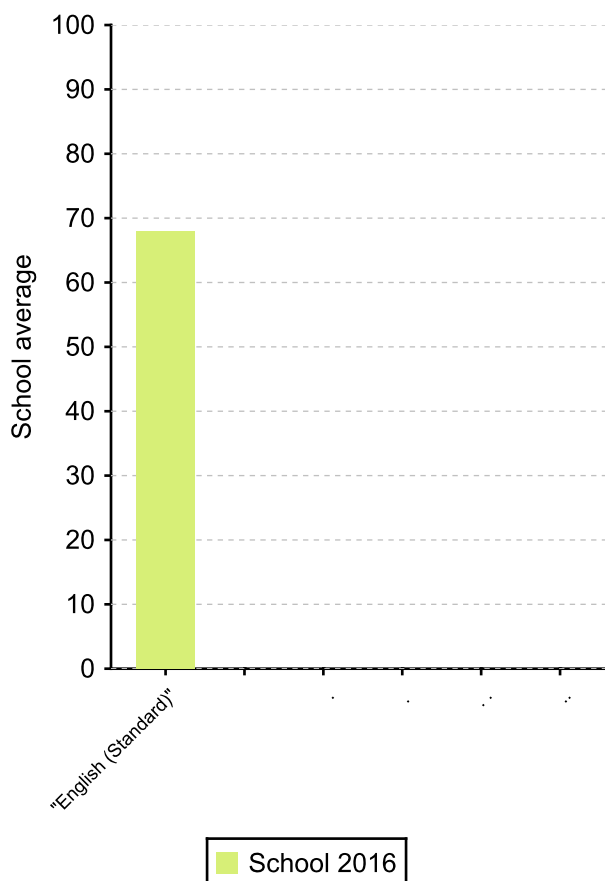
Due to the small cohort sizes these results cannot be included in this report.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Higher School Certificate (HSC)

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

Due to the small cohort size, HSC data has been withheld from this report.



Parent/caregiver, student, teacher satisfaction

Through various methods, students, staff and community members have been given the opportunity to give feedback on the performance of the school. Tell them from me surveys formed a basis of this feedback, however parent/community uptake of this survey was limited. Informal conversations with parents and more formal feedback during parent meetings have given an insight into parent perceptions of the school and its operations.

Student responses in the Tell Them From Me survey indicated for Primary students (Year 4,5 & 6):

100% of students in this school valued School Outcomes. The NSW Government Schools norm for these years is 96%.

95% of students in this school tried hard to succeed. The NSW Government Schools norm for these years is 88%

Student responses in the Tell Them From Me survey indicated for Secondary students (Year 7, 8 & 9):

89% of students in this school had a high sense of belonging. The NSW Government norm for these years is 69%.

89% of students in this school tried hard to succeed. The NSW Government norm for these years is 69%.

Parents/caregivers were:

Supportive of the targeted learning program and the school's attention to accommodating students specific learning needs.

Positive about the ability of the school to utilise the skills of specialist teachers across the school (K–12)

Impressed by the schools involvement with the community

Parents and caregivers would like to see the school:

Continue to build on the Personalised Learning Initiative

Continue to build on communication between the school and parents/caregivers

Policy requirements

Aboriginal education

Ardlethan Central School is committed to promoting Aboriginal awareness, education and cultural understanding within the school community. The school has implemented a teaching and learning Program 'Communities' which focuses on the students looking at their individual heritage and then the community heritage and Australian Heritage. It is a platform for

students to explore Indigenous Australia and its importance in Australian history and culture.

Aboriginal perspectives are incorporated across all subjects so that all students are immersed in Aboriginal history and culture as well as learning about contemporary Aboriginal Australia.

The school celebrates NAIDOC week with a whole school day which celebrates and educates students about Aboriginal Heritage and Culture.

The acknowledgement of country is made at all school assemblies and meetings

Multicultural and anti-racism education

In following the Multicultural Education and Anti-Racism Policies all students are taught the department's values and continue to be involved in activities which raise their awareness of other cultures.. The school has inclusive classroom and school practices and an Anti-racism Contact Officer. Teaching programs cover multicultural content and perspectives, incorporating these in the Cross Curriculum perspectives of the syllabus.