

# Ashford Central School

## Annual Report



2016



1066

## Introduction

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

Ben Delanty

Principal (Relieving)

### School contact details

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6725 4101

## School background

### School vision statement

**Happy children, working with dedicated teachers in a pleasant and secure environment; preparing citizens who will become lifelong learners.**

### School context

Ashford Central School is a K–12 school, located in the small rural community of Ashford which has a population of 570.

Students of Ashford Central School are drawn from the township of Ashford and surrounding district. Some of the students travel a considerable distance to school by bus. Ashford is 57km north of Inverell and 40km south of the Queensland border.

The total enrolment of Ashford Central School in 2016 is 175 with 91 students in the primary department and 84 students in the secondary department.

The school is committed to the provision of a comprehensive, quality education program, the equal of any in the state. We achieve this through quality teaching and assessment practices, the provision of a broad and balanced curriculum, an emphasis on literacy and numeracy from Kindergarten to Year 12, comprehensive student welfare structures and effective use of technology.

## 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.

Results from the self–assessment demonstrate that the school is predominately in the 'Delivering' phase and is developing strategies to move into the 'Sustaining and Growing' phase on the self–assessment continuum.

#### *In the domain of Learning:*

The school is strengthening its learning culture, delivering strong growth in student wellbeing, is analysing and collaborating to produce quality assessment and reporting, has broadened the curriculum provision and integrates technology in its delivery and utilises internal and external performance measures to inform decision–making.

#### *In the domain of Teaching:*

The school is collectively building the effectiveness of classroom practice, its use of data skills and the capacity of teams to demonstrate collaborative practice. The learning and development involves teachers participating in targeted professional development, and adherence to the Professional Standards for Teachers.

#### *In the domain of Leading:*

Th school is working towards 'Delivering' in leadership as it begins to engage the community more effectively in collaborative decision–making. The school planning, implementation and reporting processes are working towards drawing on an authentic base of data to carefully align the school resources to the requirements and expectations of the community. The school does maintain a broad and expanded curriculum through the allocation of school resources across K–12; with investments in physical resources and and facilities. Learning spaces are well equipped and technology is accessible to all students and staff. The management practices and processes are continuing to be refined with regards to providing clearer communication to all stakeholders in a timely manner. Accountability is beginning to become more transparent with a widening breadth of the School Planning Committee moving into 2017.

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

Consistent, high standard education practices across our school.

### Purpose

To ensure that the learning of students across our school is based on quality educational delivery and consistent, high standards and shared professional practices.

### Overall summary of progress

Growth data indicates the school is achieving improvement measures for the majority of students . There are outlier concerns for a limited number of students in all year groups.

The level of proficiency in Reading has increased in Years 3,5 and 7 whilst there has been a decline in Year 9 in 2016.

The level of proficiency in Numeracy has remained steady in Years 3 and 5 whilst there has been a decrease in Years 7 and 9 in 2016.

In 2016 , 93% of students completing the VALID ( formerly ESSA) achieved at level 3 or above which was above the baseline.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the percentage of students achieving growth beyond the state wide growth in all areas of NAPLAN data for Years 5, 7 and 9. Baseline – 60% above state wide growth in 2014. 60% above state wide growth in 2013.	SMART Data demonstrates a small number of students in each cohort are not meeting the required growth across areas assessed.	\$0
100% of students seeking admission to university will gain entry following HSC results.	This was achieved and students are continually given support to access to this transition pathway.	\$0
Years 3, 5, 7 and 9 NAPLAN data will demonstrate 20% of students achieving at Proficiency in Reading. Baseline – 2014: Yr 3 – 20%, Yr 5 – 22%, Yr 7 – 8% and Yr 9 – 8%. 2013: Yr 3 – 14%, Yr 5 – 25%, Yr 7 – 8% and Yr 9 – 18%.	SMART Data demonstrates that Years 3, 5 and 7 showed increases from the baseline .	\$0
Years 3 ,5 ,7 and 9 NAPLAN data will demonstrate 20% of students achieving Proficiency in Numeracy. Baseline – 2014: Yr 3 – 13%, Yr 5 – 10%, Yr 7 – 15% and Yr 9 – 8%. 2013: Yr 3 – 14%, Yr 5 – 8%, Yr 7 – 14% and Yr 9 – 18%.	SMART Data demonstrates that half the cohorts achieved Proficiency in Numeracy against the baseline.	\$0
Year 8 ESSA data will demonstrate 90% of students achieving above Level 3. Baseline – 2014 92%, 2013 100%.	93% of students completing the VALID ( formerly ESSA) achieved at level 3 or above which was above the baseline.	\$0

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School based assessment data will demonstrate 90% of students achieving at or beyond expected stage standard in Numeracy. Baseline – 2014 Primary 97.7%, Secondary 89.1%. 2013 Primary 97.7%, Secondary 92.7%.	School Report Cards demonstrated that this target was achieved.	\$0
School based assessment data will demonstrate 90% of students achieving at or beyond expected stage standard in Literacy. Baseline – 2014 Primary 98.9%, Secondary 92.7%. 2013 Primary 98.8%, Secondary 96.3%.	School Report Cards demonstrated that this target was achieved.	\$0

## Next Steps

- 1. Development of staff teams:** School teams to be established to review, develop and implement programs in literacy, numeracy, curriculum and learning support
- 2. Quality teaching: Teacher Professional Development Plan & Professional Standards for Teachers and School Excellence Framework:** The capacity of teachers is lifted across the school through observation, program inspection, SEF immersion and Professional Standards For Teachers unpacking
- 3. Induction and beginning teachers:** All beginning teachers accredited at proficiency level and the processes and policies refined for new teachers at ACS

## Strategic Direction 2

Linking individual learning for all students in a secure, engaging and supportive way.

### Purpose

To establish and provide stimulating learning experiences which are personalised and responsive to each student.

### Overall summary of progress

The School Planning Committee determined that the strategies delivered in this strategic direction achieved mixed results including:

- A positive outcome in the areas of Positive Behaviour For Learning and Higher School Certificate completion.
- That little to no gain was achieved in the areas of attendance and suspension rates.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the percentage of students attending school in all stages. Baseline – 2014 92%, 2013 91%, 2012 93%.	During 2016, School attendance did not increase despite the fact that funds were expended in this area. The attendance rate was 89.1%. However, the School Planning Committee firmly believes that attendance would have been significant lower without the strategies delivered in 2016.	\$12030
To increase the percentage of our students achieving silver level or higher on the school's positive welfare levels. Baseline – 2014 Primary 18.9%, Secondary 30.6%, 2013 Primary 17.2%, Secondary 28.9%.	Internal evaluation conducted by the School Planning Committee through analysis of numbers of positive award slips and reinforcement of the PBL system found that ACS staff did recognise individual achievements of the majority of students. Primary 39.2 Secondary 32.4% achieved Silver Level or higher.	\$3138
To reduce the percentage of students being suspended from school. Baseline – 2014 6.2% (total 18 suspensions), 2013 1.7% (total 6 suspensions).	Internal evaluation conducted by the School Planning Committee through analysis of suspension data has seen an increase in suspensions in 2016. In 2016, 9.7% of students were suspended in a total of 31 suspensions. The initiative in place for this strategy has been removed.	\$21474
To increase the percentage of students who commence Stage 6 and then go on to complete the HSC. Baseline – 2014 71.0%, 2013 72.7%.	85% of students in Stage 6 completed their HSC in 2016.	\$0

### Next Steps

1. **Utilise STUDEC as an important tool to improve key target areas including Gifted and Talented:** STUDEC develops strategies to encourage attendance, engagement and ambition in the student body
2. **Positive Behaviour for Learning:** All staff to use PBL to both recognise student achievement as well as to implement well being policy
3. **Personalised Learning Plans:** All ACS students have a functioning PLP that is a dynamic document supported from home and student centred
4. **Aboriginal Education Initiatives:** Aboriginal Education prioritised at ACS and built into 2018–2020 school plan after analysis of what was completed in 2017.

### Strategic Direction 3

Collaborative and supportive engagement with the wider community to produce students who are confident to be involved in the wider world.

#### Purpose

To engage with the wider community to create citizens who actively engage with the world outside their small rural community

#### Overall summary of progress

The School Planning Committee determined that the strategies put in place to deliver results in collaborative and supportive engagement with the wider community to produce students who are confident to be involved in the wider world worked. That the school demonstrated an increase the percentage of students who participate in major excursions; that there was an increase to the percentage of Yr 10 students who seek placements for work experience outside the Ashford community; that the level of students attending university and gaining work has remained steady throughout 2016 and there was a significant increase in students participating in school based sporting events.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the percentage of students who participate in major excursions. Baseline – 2013: Yrs 5–6 96%, Yrs 10–11 76%.	During the course of 2016 the school held only two major excursions (Year 3/4 to Thalgarrah and Year 5/6 to Canberra). Participation on these excursions was above 96%. Both of these excursions were heavily subsidised to assist with participation.	\$10930
To increase the percentage of Yr 10 students who seek placements for work experience outside the Ashford community.	The number of Yr 10 work experience placements outside of Ashford increased from 2015 data.	\$0
To increase the percentage of graduating students attending university and gaining work after completing the HSC. Baseline – 2014 80%, 2013 87.5%.	The level of students attending university and gaining work has remained steady throughout 2016.	\$0
To increase the percentage of students who participate in sporting events outside the Ashford community.	During 2016, there was a significant increase in students participating in school based sporting events.	\$437

#### Next Steps

- Developing processes for each transition point across the school:** Processes are consultatively developed, trialled, implemented and reviewed to each transition point in schooling at ACS.
- Explore and establish VET opportunities with businesses:** More students who are undertaking VET subjects to gain local employment after school
- Tertiary education opportunities:** i, Form closer links with University of New England and other tertiary institutions to provide students with more tertiary education opportunities. ii, Analyse data on student ATARs as well as early entry offers.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	The School Planning Committee established through a review of expenditure and consultation with the Aboriginal Education Officer that PLPs and classroom support were meeting the milestone for 2016	\$49743
<b>Low level adjustment for disability</b>	The School Planning Committee reviewed the expenditure of funds in this area to establish their determination. The school provided an SLSO to support students and a specifically targeted numeracy support program 'Quicksmart'. The SPC determined that the milestone has been met.	\$21477
<b>Quality Teaching, Successful Students (QTSS)</b>	The School Planning Committee determined that the appropriation of this small amount of funds made an impact on the quality of teaching and learning across the 2016 monitoring period. The SPC reviewed the expenditure, met with the Principal and other executive to gain insight into the issues dealt with and system changes improved by the utilisation of these funds.	\$6937
<b>Socio-economic background</b>	The School Planning Committee reviewed the expenditure and the multitude of strategies implemented to determine that the school did meet the milestone for this area.	\$247606

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	80	83	92	88
Girls	82	85	85	80

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.6	92.3	93.3	87.7
1	93.8	90.6	90	89.4
2	92.3	93.5	91.5	87.4
3	94.1	90.6	92.4	91
4	90.8	95.6	91	92.6
5	86.8	92.4	91.6	91
6	92.5	85.9	92.8	91.4
7	94.7	94.2	87.2	88.5
8	92	89.9	89.4	88.1
9	88.6	93.6	89.3	87.6
10	79.3	90	92	90.9
11	79.7	86.3	92.5	86.8
12	86	83.7	88.1	81.4
All Years	89.6	90.9	90.9	89.1
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

### Retention Year 10 to Year 12

Retention rates for students Year 10 (2014) to Year 12 (2016) were down on previous years . 33% of students from the 2014 cohort left for other schooling options. Of the students remaining, Year 11( 2015) to Year 12 (2016) at this school , 80% completed Year 12.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	5.8	15.4	25
Employment	0	7.7	50
TAFE entry	0	0	25
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

## Year 12 vocational or trade training

75% of Year 12 students in 2016 were involved in vocational training. 25% were involved in school based apprenticeships or trainee-ships.

## Year 12 attaining HSC or equivalent

85% of Year 12 students enrolled were successful in achieving a Higher School Certificate.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	6.44
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration & Support Staff	6.89
Other Positions	3.3

\*Full Time Equivalent

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

15% of the workforce at Ashford Central School is of indigenous descent.

## Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

## Professional learning and teacher accreditation

Ashford Central School has a comprehensive Teacher Professional Learning and Teacher Accreditation Policy. Teachers are supported and encouraged to self-assess and articulate their skills and abilities against the Professional Standards for Teachers. Each teacher has a Professional Development Plan that outlines areas in which the teacher is seeking to demonstrate growth across the school year. This plan is implemented through peer to peer observations, programming meetings with the Principal and attending internal (school-based) as well as external professional development opportunities. Over 2016, teachers participated in:– Teacher Professional Development Plan– Apply First Aid– Anaphylaxis Training (Face to Face)– Asthma Management– Cardio Pulmonary Resuscitation (CPR)– Child Protection Awareness (CPAT)– Code of Conduct– Disability Standards Training– Emergency Care– Prescribed Medication– School Planning Committee (planning, monitoring, evaluations and review) .

Teacher accreditation was supported through a mentoring program by the executive. Teachers requiring support in accreditation to deliver a maintenance report or to progress to a level of proficiency were supported via their Teacher Professional Development Plan.

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

### Financial information

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

Income	\$
<b>Balance brought forward</b>	<b>177 002.00</b>
Global funds	227 900.74
Tied funds	388 825.15
School & community sources	70 389.55
Interest	5 021.21
Trust receipts	12 848.37
Canteen	0.00
Total income	881 987.02
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	23 535.06
Excursions	14 492.28
Extracurricular dissections	22 610.27
Library	482.05
Training & development	96.00
Tied funds	411 134.49
Short term relief	37 168.92
Administration & office	55 083.93
School-operated canteen	0.00
Utilities	51 800.75
Maintenance	47 708.75
Trust accounts	9 267.76
Capital programs	11 000.00
Total expenditure	684 380.26
<b>Balance carried forward</b>	<b>197 606.76</b>

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.

#### **NAPLAN – Literacy** (including Reading, Writing, Spelling, Grammar and Punctuation)

In 2016, 12 Year 3 students sat for the National Assessment Program tests (NAPLAN) in literacy, including reading, writing, spelling, grammar and punctuation.

The overall results for Year 3 students were below state average but above the SSG average for reading, spelling, grammar and punctuation and above in writing.

In 2016, 16 Year 5 students sat for the National Assessment Program tests (NAPLAN) in literacy, including reading, writing, spelling and grammar and punctuation.

The overall results for Year 5 students were below state average but above the SSG average for writing and grammar and punctuation, reading and spelling.

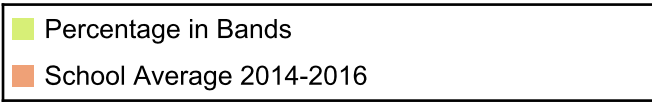
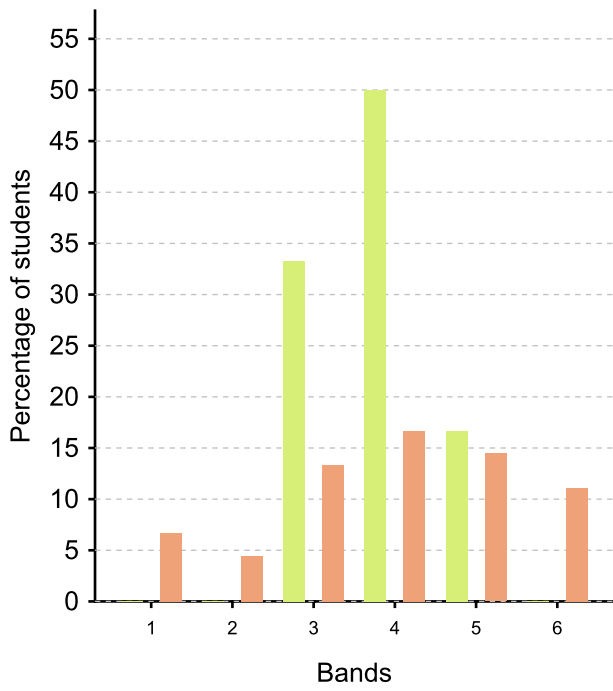
In 2016, 13 Year 7 students sat for the National Assessment Program tests (NAPLAN) in literacy, including reading, writing, spelling and grammar and punctuation.

The overall results for Year 7 students were below state average but above the SSG average for writing and grammar and punctuation, reading and spelling.

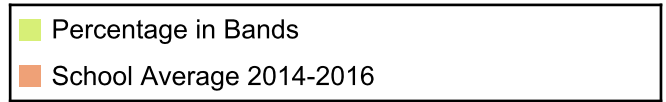
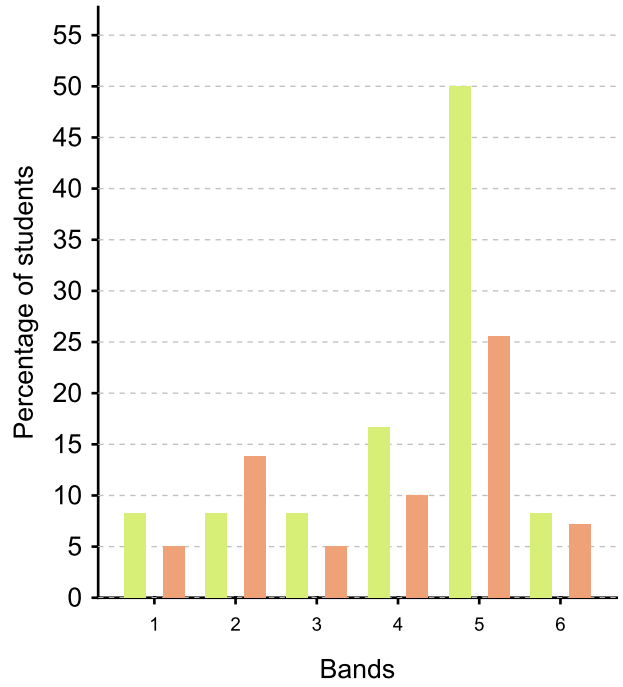
In 2016, 17 Year 9 students sat for the National Assessment Program tests (NAPLAN) in literacy, including reading, writing, spelling and grammar and punctuation.

The overall results for Year 9 students were below state average but above the SSG average for reading and spelling, writing and grammar and punctuation.

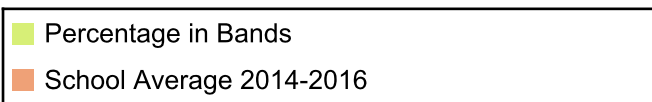
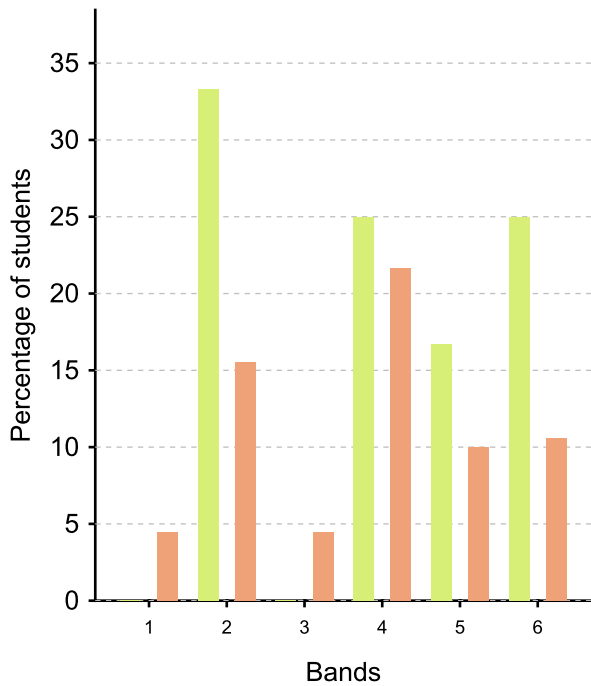
**Percentage in bands:**  
Year 3 Grammar & Punctuation



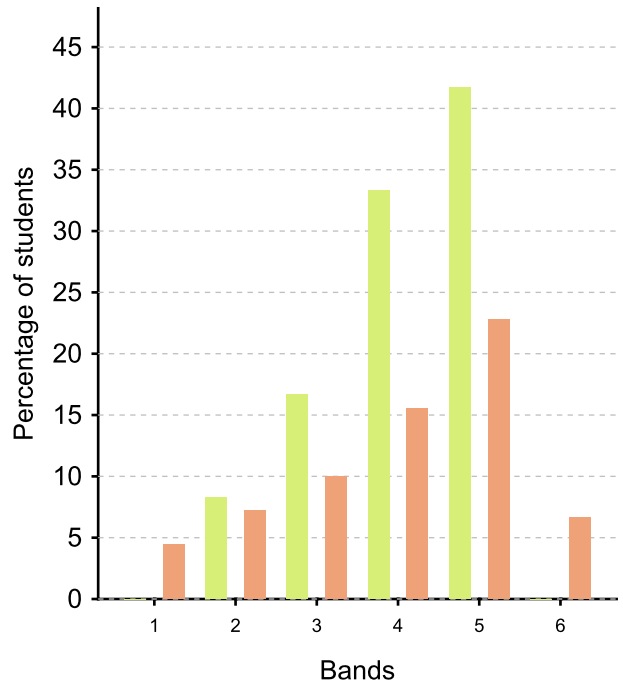
**Percentage in bands:**  
Year 3 Spelling



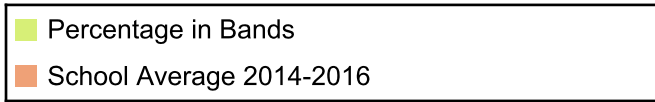
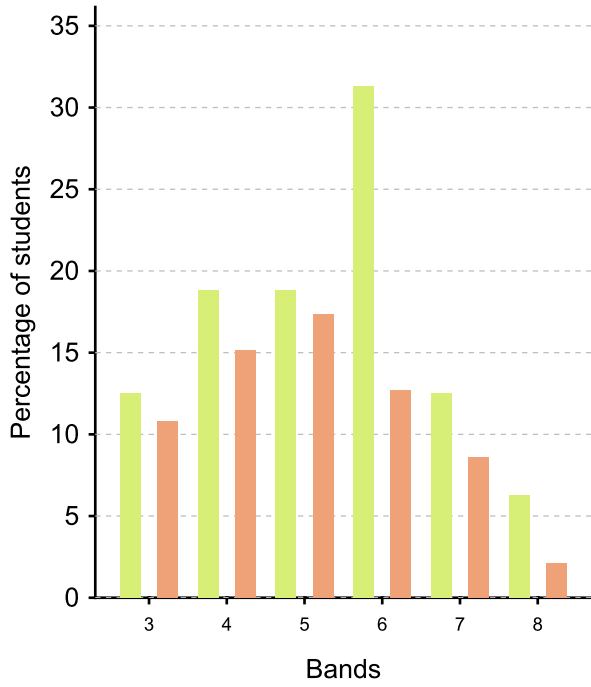
**Percentage in bands:**  
Year 3 Reading



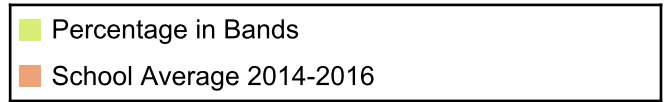
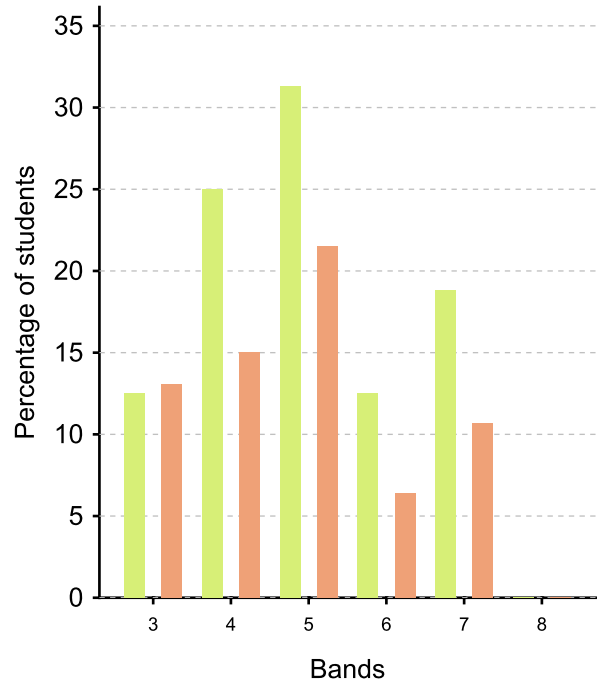
**Percentage in bands:**  
Year 3 Writing



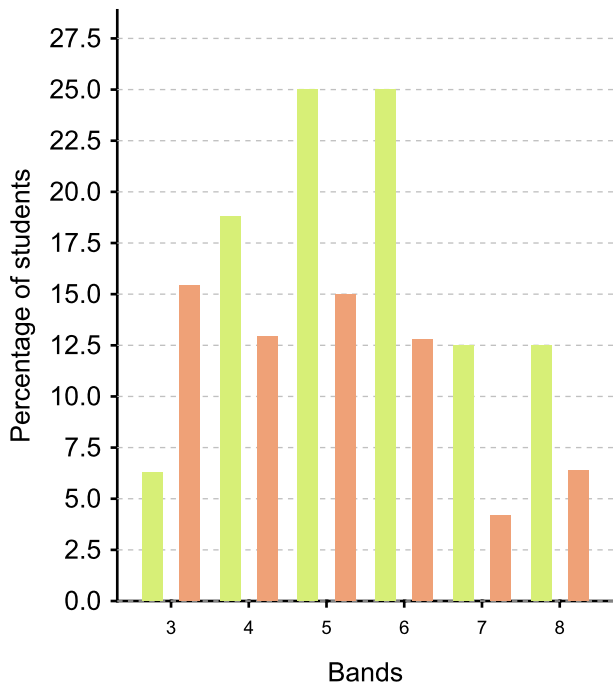
**Percentage in bands:**  
Year 5 Grammar & Punctuation



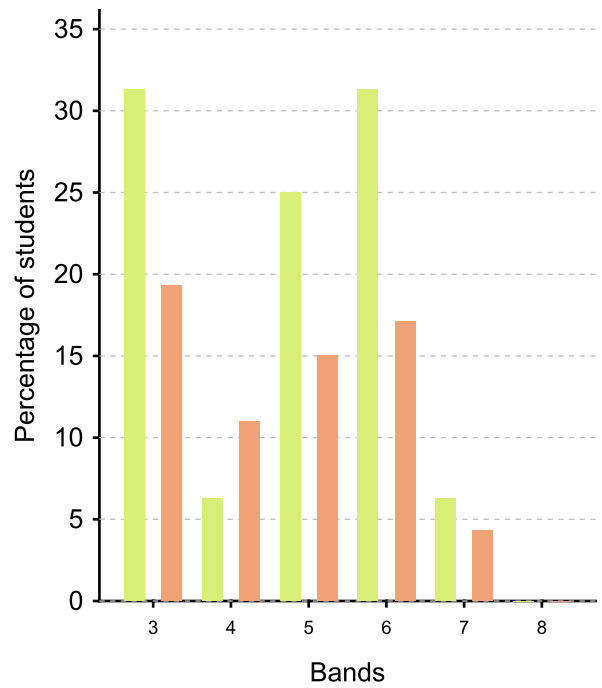
**Percentage in bands:**  
Year 5 Spelling



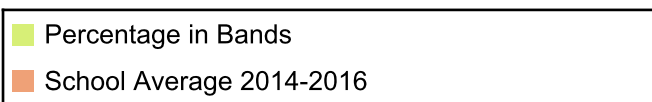
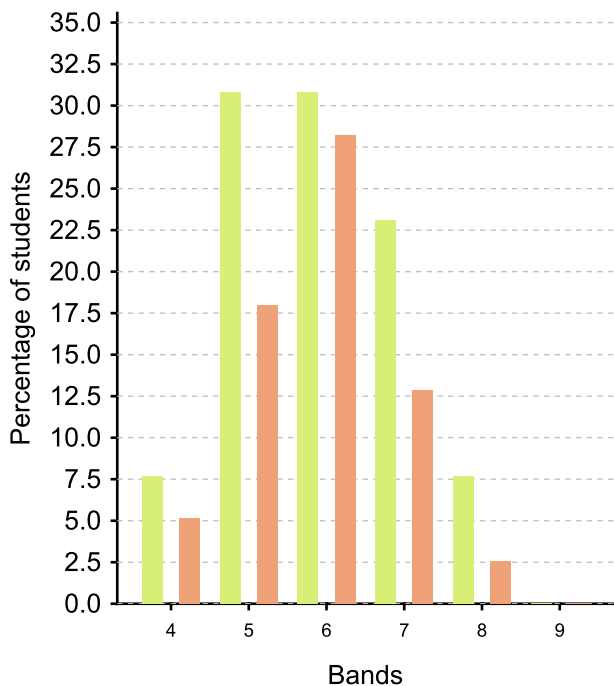
**Percentage in bands:**  
Year 5 Reading



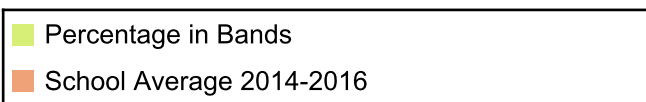
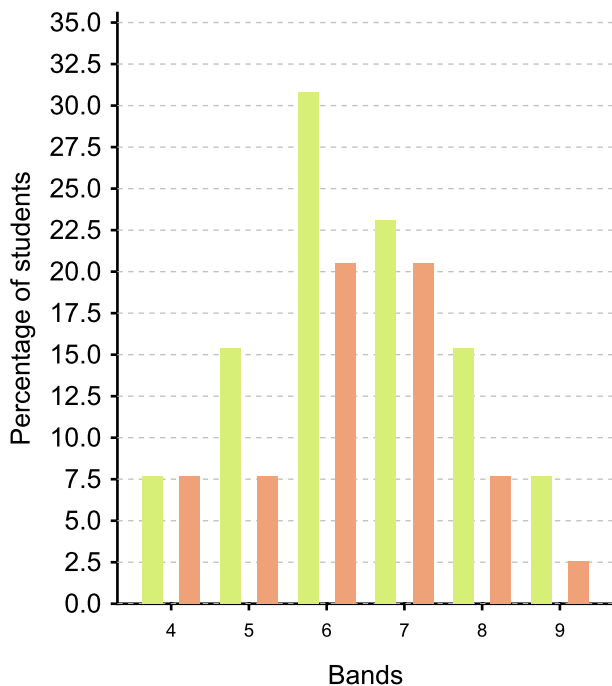
**Percentage in bands:**  
Year 5 Writing



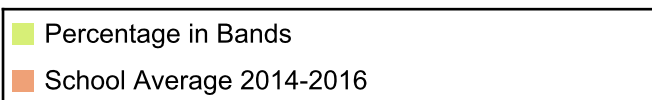
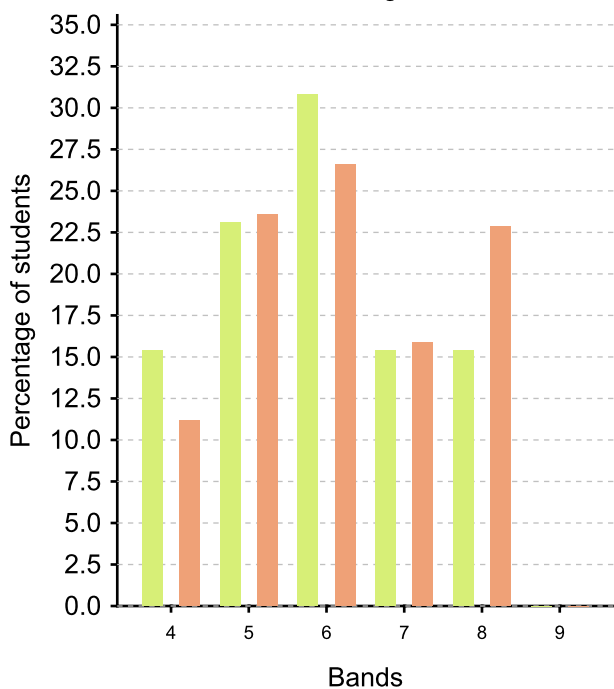
**Percentage in bands:**  
Year 7 Grammar & Punctuation



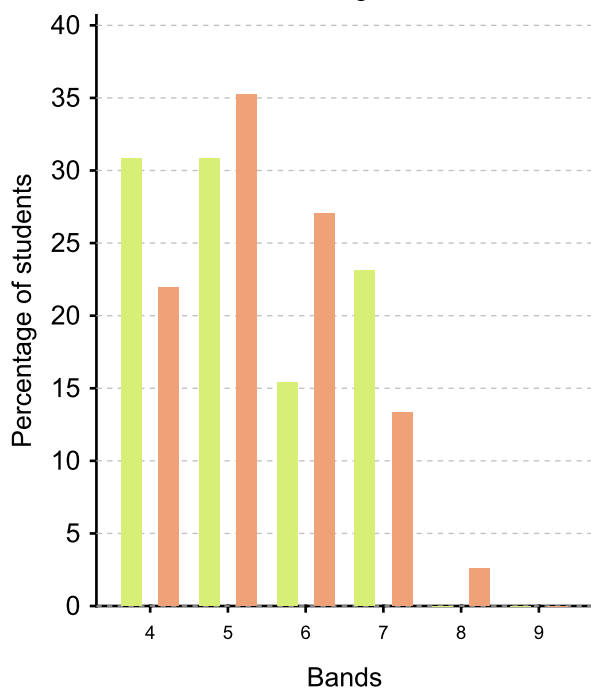
**Percentage in bands:**  
Year 7 Spelling



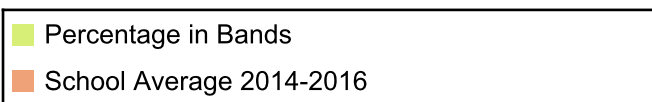
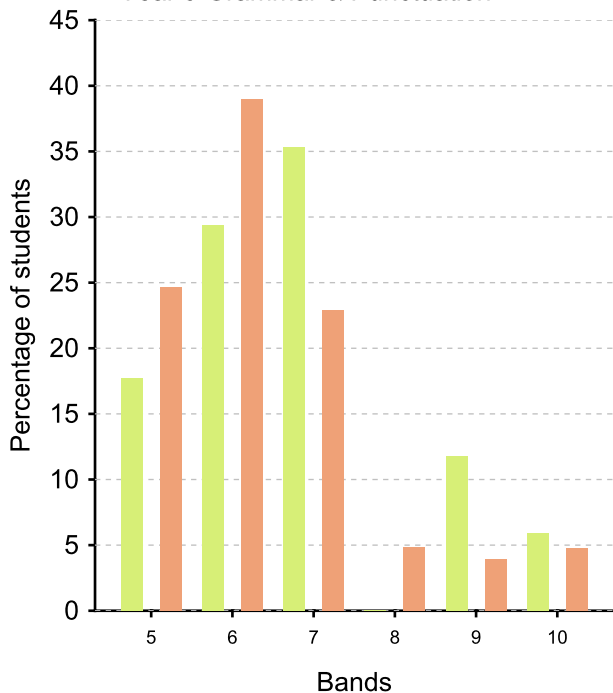
**Percentage in bands:**  
Year 7 Reading



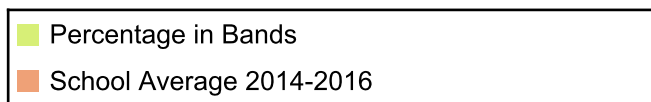
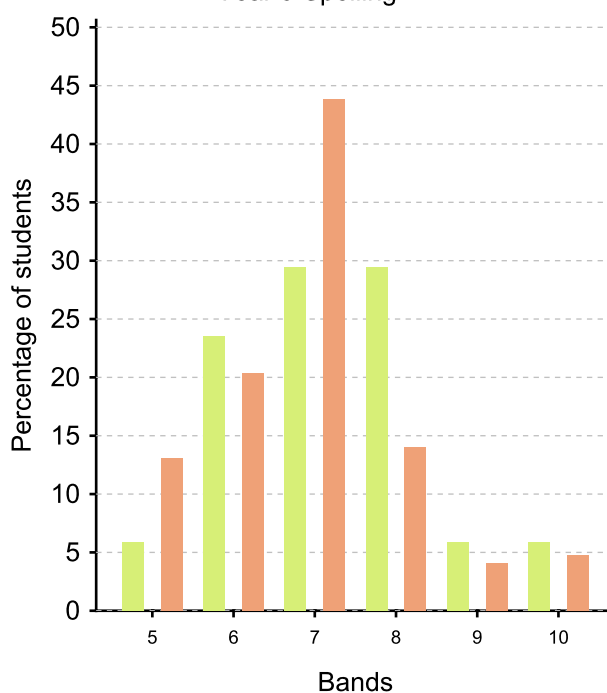
**Percentage in bands:**  
Year 7 Writing



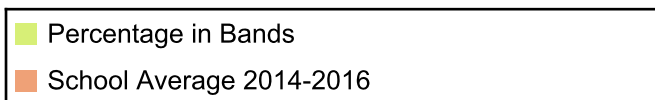
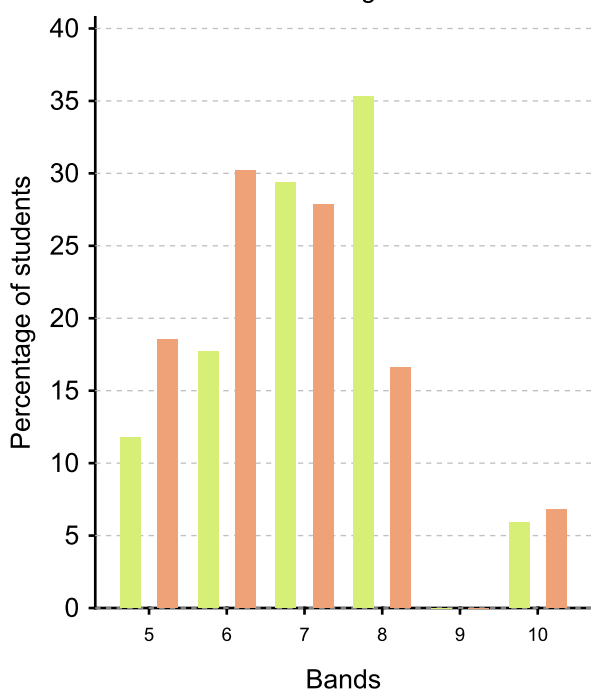
**Percentage in bands:**  
Year 9 Grammar & Punctuation



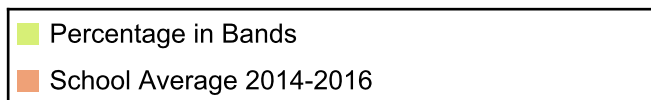
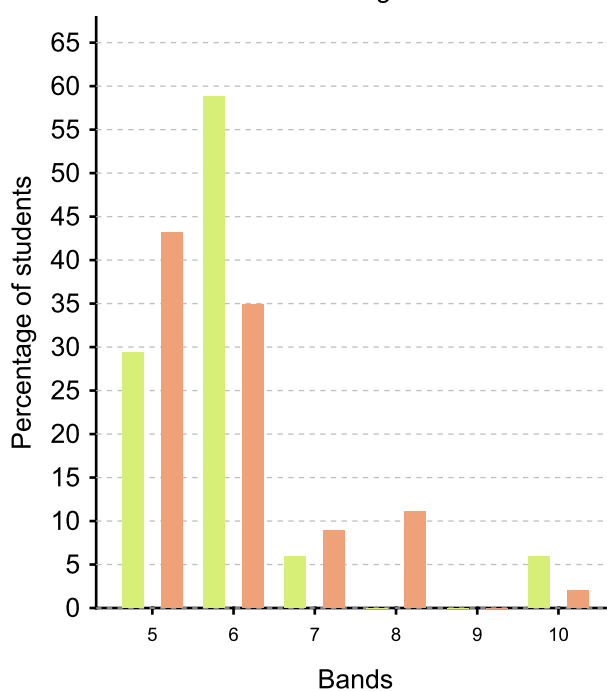
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:**  
Year 9 Writing



**NAPLAN- Numeracy**

In 2016, 11 Year 3 students sat for the National Assessment Program tests (NAPLAN) in numeracy. Students were tested in number and data, patterns and algebra, measurement and space and geometry.

The overall school results for Year 3 were below state



average but above the similar school group average.

In 2016, 16 Year 5 students sat for the National Assessment Program tests (NAPLAN) in numeracy. Students were tested in number and data, patterns and algebra, measurement and space and geometry.

The overall school results for Year 5 were below state average, but above the similar school group average.

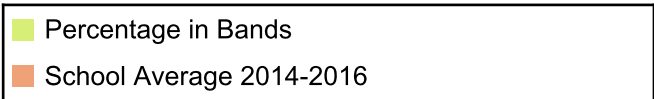
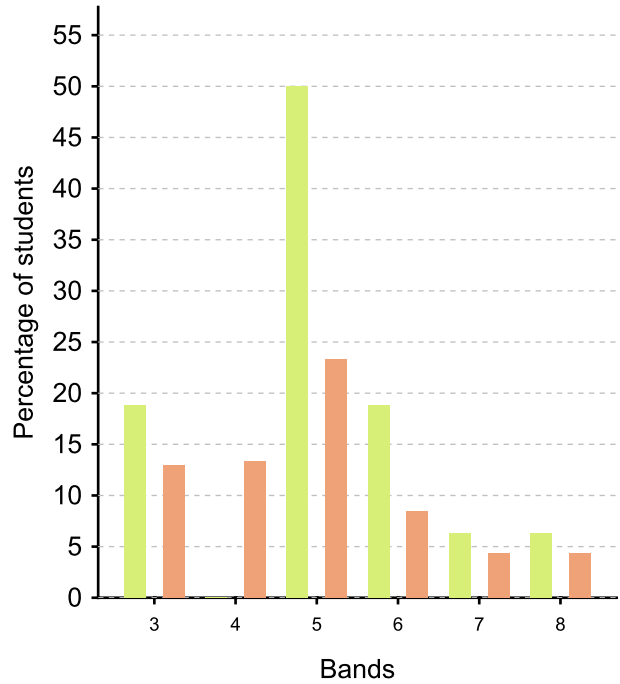
In 2016, 13 Year 7 students sat for the National Assessment Program tests (NAPLAN) in numeracy. Students were tested in number and data, patterns and algebra, measurement and space and geometry.

The overall school results for Year 7 were below state average but above the similar school group average.

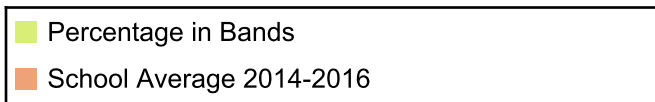
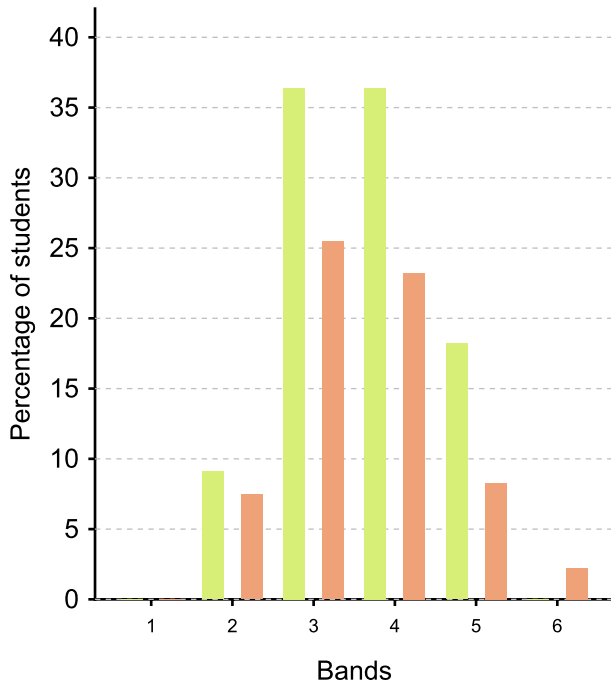
In 2016, 16 Year 9 students sat for the National Assessment Program tests (NAPLAN) in numeracy. Students were tested in number and data, patterns and algebra, measurement and space and geometry.

The overall school results for Year 9 were below state average but above the local school group average.

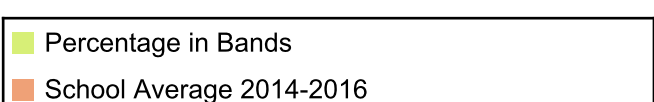
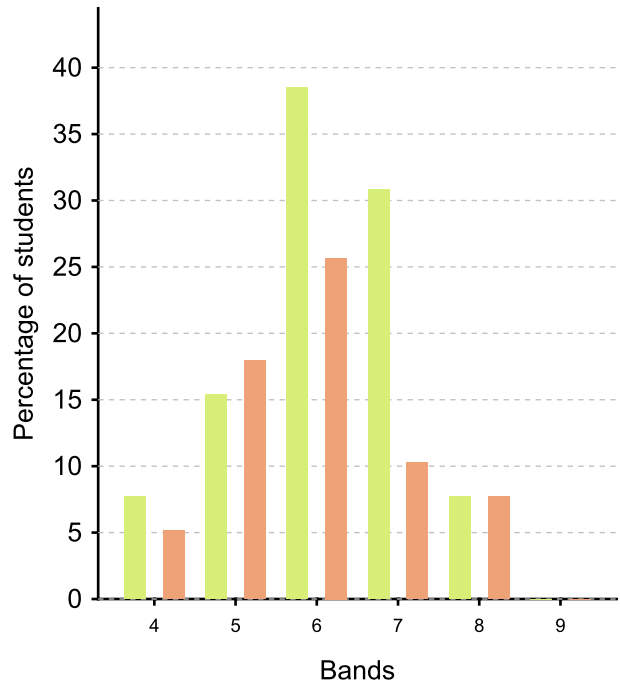
**Percentage in bands:**  
Year 5 Numeracy



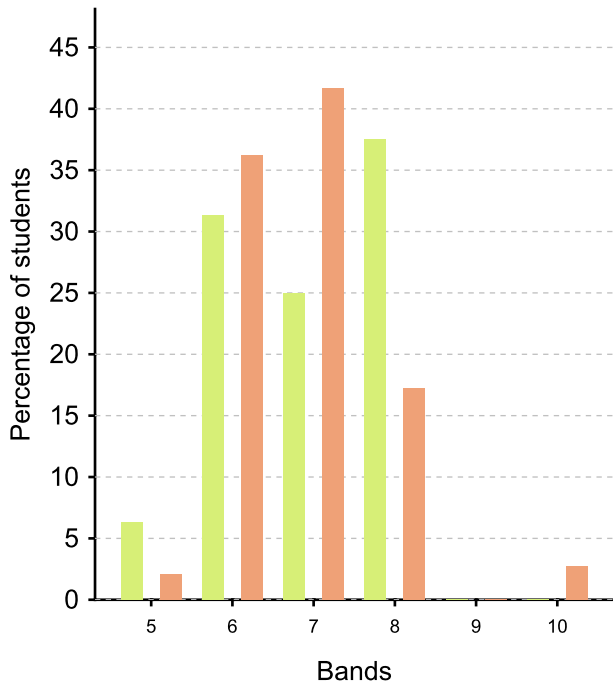
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:  
Year 9 Numeracy**



Legend:  
■ Percentage in Bands  
■ School Average 2014-2016

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.

*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

For the 2016 NAPLAN assessment, the outcomes were as follows:

- Total number of results (Primary) 105
- Top 2 bands percentage: 20%
- Total number of results (Secondary) 110
- Top 2 bands percentage: 10%

**Higher School Certificate (HSC)**

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

- 8 students sat for the Higher School Certificate in 2016.
- 13 of students sought university entrance and all students received a placement offer.
- Due to the small candidature in each subject, it is not possible to publish results compared to state

averages.

**Parent/caregiver, student, teacher satisfaction**

**Parental/Caregiver Satisfaction Survey Results:**

Parents and caregivers were given the opportunity to complete a survey the following is a summary of responses.

**Teaching**

- The vast majority of respondents believe the classroom is an interesting place to learn. The majority of parents (84%) expressed that they are satisfied with the content and delivery of lessons.
- A minority (12%) of parents do not have a clear understanding of how their child's assessment is carried out.

**Leadership**

- The majority of respondents felt positive about the school leadership.
- A minority of parents felt that school leaders could be doing a better job improving student outcomes.

**School Planning**

- A majority of respondents (55%) were happy with school planning and community involvement but a significant percentage (45%) felt not informed or involved.

**School Management**

- A small minority of respondents were concerned about some of the school's management systems.
- The vast majority of respondents were happy with the management systems in place.

**School Culture**

- A very high percentage (88%) of parents who responded believe the school has a good culture.
- A small percentage (12%) had concerns about inclusivity at the school.

**General Comment**

Many parents were happy about the increased communication between themselves and the school.

## Teacher Satisfaction Survey Results:

### Teaching

- The vast majority of teachers feel what they are doing in the classroom is appropriate. There was an acknowledgement that there is a need to continually improve their practice. Teachers also noted that parental support was integral to successful learning.

### Leadership

- In most cases the teachers were supportive of the leadership in the school. There were concerns about some management styles and a growing lack of consistency.

### Planning

- The majority of the staff felt part of the planning process but a minority felt that more involvement of staff and community was required.

### Management

- The majority of staff respondents (80%) were very happy with the overall school management systems but a minority felt more needed to be done with monitoring and evaluation of major school programs.

### School Culture

- Overwhelmingly the staff surveyed believe the school culture is strong. However, there were concerns about decreasing morale and that effective leadership would be required to maintain school culture.

cultural, sporting and academic activities. These activities immersed the students in Aboriginal cultural heritage and was collaboratively developed by the school through the Aboriginal Education Officer and community.

Aboriginal perspectives are embedded in teaching programs across all KLAs to ensure all students obtain a cultural and historical understanding of our indigenous past and its links to the modern world.

### Multicultural and anti-racism education

In line with the School Plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this, our programs foster students' understanding of cultures, cultural diversity, racism and active citizenship within a democratic, multicultural society.

The school maintains a comprehensive LOTE program (Indonesian) which incorporates both a language and cultural study of the country.

Teachers participated in including strategies for embedding multicultural and anti-racism education in to their teaching and learning programs.

STUDEC was involved in a major community cultural day helping at the Salami Festival which honoured Ashford's strong Italian heritage. Students participated in supporting the successful running of stalls and entertainment.

## Policy requirements

### Aboriginal education

Ashford Central School has a significant Aboriginal student population. In 2016, the school used RAM funding and Norta Norta funding to support students.

Each student had Personalised Learning Plans developed, based on discussions with the family, the student and relevant staff. Greater than 90% of students were able to establish a plan, based on this collaboration.

The school has a full time Aboriginal Education Officer, who worked predominantly with Infants/Primary students on literacy and numeracy.

Junior Secondary and Senior Secondary had a part-time tutor who worked with individuals and small groups on literacy and numeracy. This resulted in improvement of their skill levels and provided individuals with additional support to complete work successfully. This extra support allowed students to achieve a higher level of satisfaction with their schooling due to positive relationships developed with the tutor.

## Other school programs

### Extra-Curricular Activities

During 2016 the following activities were undertaken by Ashford Central School students:

- Royal Surf Lifesaving attended the school to carry out the " Beach to Bush " safety program.
- Kindergarten to Year 2 attended Bounce Fitness and Shake Rattle and Bowl as part of their annual excursion.
- Year 3 and 4 attended Thalgarrah Environmental Centre outside of Armidale for their annual excursion.
- Years 5 and 6 made the long trip to the nations capital Canberra for their excursion.
- Local Police visited to talk safety with K-6.
- NAIDOC week was celebrated with a series of cultural and sporting activities.
- "Transform the Nations " spoke to the whole school about issues in Nepal, India and Myanmar.
- The "Shine" program for girls from Years 5 to 8 was run in Middle School.
- Ashford Choir Students were part of the 'New England Sings' run by the New England Conservatorium of Music.
- Senior photography travelled to Kwiambal National Park to carry out work in the field as part of their course.

### Sport

2016 was a very successful year for the school with students achieving success in a wide variety of sporting areas. Some of these outstanding results include:

- Storm lavender was selected for the North West Swim Team
- Renae Brown was selected to attend State Cross Country with the North West team
- At the State Central Schools level Opens League came 2nd, Under 14's came 3rd, under 16's league 3rd. In Touch the U/16's boys came 3rd as did the Open Boys touch. Luke French was awarded the most valuable player in opens league and Luke Howard was awarded most Valuable player of the 16's Touch Carnival.
- The Ashford u/15 4 x 100m relay team were selected to travel to the state carnival as part of the North West team. Luke Howard , Jye Lavender ,Jeremy Julius and Jordan Graham represented the school and region with pride. Jamie Kliendienst competed in the boys triple jump for North West.

### Academic

- The achievements and contributions of our 2016 HSC class were celebrated at the Year 12 Farewell with the 8 students and a large crowd of family, staff and friends.
- Year 8 students attended the UNE Math Day in Armidale
- Jarred McClellan was a finalist in the Trainee of

the Year

- In the Australasian Academic Competitions, Mackenzie Fomiatti, Joe Lockett, Josie Doney, Paul Malinen, Harry Schneider gained credits and Ryley Batterbury a Distinction in Science . Emily Harvey, Paul Malinen Peter Dedula and Alexander Bradley achieved Credits in Mathematics.
- Year 10 students participated in the Realistic Assessment Program which involved them compiling resumes and taking part in mock job interviews.
- A large number of K-6 students completed the Premier's Reading Challenge. Several received Gold Awards for having completed 4 years of entry.
- Renae Brown was award an Outstanding Student Achievement Award at Education Week.