

Ardlethan Central School

Annual Report



2017



1051

Introduction

The Annual Report for **2017** 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

School contact details

Ardlethan Central School

Mithul St

Ardlethan, 2665

www.ardlethan-c.schools.nsw.edu.au

ardlethan-c.School@det.nsw.edu.au

6978 2046

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.

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.
3. In the Leading Elements the school is working at the delivering and sustaining and growing level, though in 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 2017 has continued to be on building a culture of educational aspiration and ongoing performance improvement where students and staff take responsibility for their own learning. Through the continuance of our Higher Order Ways to Learn (HOW2Learn) journey we have begun to see a shift in mindset from both staff and students to a growth mindset.

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 which continue to be refined and developed for all students K–10. The community involvement and engagement with these plans continues to develop.

Teaching

In the Teaching domain during 2017 Ardlethan Central School has been focussed on ensuring that teaching and learning is data driven. 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 an 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. A data leader was employed in the school to enhance the use of and understanding of data within the school. This will be a continued focus in 2018.

Leading

In the Leading domain the school executive has been consciously developing a culture with the school and wider community of high expectations leading to sustained and measurable whole-school improvement. 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.

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

For more information about the School Excellence Framework:

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

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 2017 the focus has continued to be on developing and embedding a 21st Century Learning Culture within the school. This has been achieved through the Higher Order Ways to Learn model in which staff have continued training in. This has underpinned all that has been planned throughout the year. Through this journey a shift in culture and thinking, to include a growth mindset, 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 have seen positive outcomes for students. Staff have been trained in trauma informed practices which has fostered a deep understanding of teaching practices that improve learning outcomes for all students. Staff have worked closely with consultants to ensure all students needs are catered for. 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)	Funds Expended (Resources)	Progress achieved this year
<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.	\$10000	Continued emphasis on the effective use of data to inform teaching has continued throughout 2017. Through the deepening understanding of the Australian Professional Teaching Standards and how they guide and strengthen teachers work has enhanced teaching and learning at Ardlethan Central School.
There will be an increase number of teachers being accredited at Professional Accomplishment or above.	\$2000 Professional Network Groups including Primary Principals and Assistant Principals Networks, Secondary Principals Networks, Careers Networks, VET networks.	At the end of 2017 all staff were accredited at Professional Accomplishment as pre 2004 teachers migrated to the new system. Professional development around the teaching standards have been undertaken by staff to ensure they have a clear understanding of the new system. The role and requirements of the maintenance cycle have been discussed at length with staff engaging with the requirements and look at evidence to ensure they are meeting all of the Professional Teaching Standards.
Increases in the proportion of tertiary education students from underrepresented groups.	\$2000 Riverina Access Program staff	All Higher School Certificate students looking toward university entrance were successful in gaining entry. Through post school destination surveys all students completing their Higher School Certificate at Ardlethan Central School were either

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increases in the proportion of tertiary education students from underrepresented groups.		undertaking a tertiary course or in full time employment. Across the Riverina Access Partnership of schools Higher School Certificate results were consistently above State average.

Next Steps

Continue to identify leadership roles within the school allowing staff to develop and enhance leadership skills.

Provide staff the opportunity to be involved in professional networks that are purposeful, inclusive and data informed.

Refine in school professional development and discussion opportunities through increased emphasis on professional growth for all staff.



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.

Students are actively and consistently engaged in meaningful learning. Both staff and student value all learning opportunities. Distractions within learning time are managed appropriately by both staff and students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students in Years 3, 5, 7 & 9 in the top two performance bands for reading and numeracy.	Literacy & Numeracy Funds \$1000.00 RAM Low Socio Economic Funds \$20000.00	Student Progress has been plotted and reviewed each term allowing staff to monitor progress. In terms of the 2017 NAPLAN results showed positive trends. However cohort numbers are too small to make comment on in this report.
All students will achieve at least one cluster of growth on all aspects of the Literacy and Numeracy continuums.	RAM Low Socio Economic Funds \$20000.00	Students progress has been substantial on the Literacy and Numeracy continuums with all students moving by at least one cluster. Data gathered each term indicates that the percent of students at or above proficiency in both reading and comprehension is above the network average.
All Teachers' utilising 21st Century learning opportunities for students	Professional Development Funds	Staff have continued the HOW2Learn training; during 2017 we have completed Phase 1 Modules 4–7 which have revolved around building a culture of high expectations and developing skills for the 21st Century learner. Opportunities to incorporate career aspirations into the K–12 curriculum has commenced.

Next Steps

Continued professional development of the analysis and use of data

Targeted leadership positions within the school.

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 2 to be completed by the end of 2018 Continuing to examine and utilise 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 2017 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. A highly successful Creative and Practical Arts display held at the Ardlethan Hall showcased both student and community works. 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 increased 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)	Funds Expended (Resources)	Progress achieved this year
We increase opportunities for children and young people to contribute to and connect with their communities.	RAM Locality Funds	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 Wagga Wagga to develop leadership skills and develop wider networks from which students could draw ideas from. A major school excursion to Sydney for students from Year 3 to Year 12 provided many learning opportunities for students.
We will share our vision with students, parents and families, other stakeholders and from this continue to create a shared vision.	Community Consultation Funds	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.
All school community members will know the school's Strategic Directions and educational opportunities.	No funding attached	Strategic directions are publicized regularly in school newsletters, at parent meetings and during school events both formally and informally,
The school will enjoy a significant increase in the contributions made to achieve the school's vision by school and wider community members.	No funding attached	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.

Next Steps

Further develop community involvement in the school Refine school strategic directions so that they are more easily embraced by the community

Incorporate Positive Behaviour for Learning ethos into the school community

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4058	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.
Low level adjustment for disability	\$50455	This figure includes a staffing component of 0.3 which was utilised to employ a Learning and Support Teacher. Students were supported in classrooms by both School Learning and Support Officers and through the employment of additional classroom teachers . Individual student learning plans were developed for all students with a focus on targeted specific literacy goals.
Quality Teaching, Successful Students (QTSS)	\$6871	Quality Teaching, Successful Students (QTSS) staffing allocation allowed for collaborative professional learning that was linked to the School Plan and staff needs. 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. Support provided for teachers in the accreditation processes and to work within the new Performance and Development Framework
Socio-economic background	\$48977	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. 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. Excursions and other school activities have been subsidised to ensure all students could participate.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	49	41	44	33
Girls	46	46	39	33

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.6	94.9	86.6	83.3
1	93.6	92.9	91.4	94.3
2	91.3	96.3	91.4	94.8
3	93	95.7	93.5	94.8
4	94.8	93.2	93	94.7
5	90.4	94.9	95.6	94.4
6	90.6	95.2	93.3	93.4
7	92.7	94.4	94.9	93.3
8	90.3	90.1	89.9	95.2
9	97	93.9	90.1	88.9
10	91.5	94.3	87.8	93.1
11	91.3	91.4	95.9	81.8
12	93.2	83.9	92.7	87.8
All Years	92.3	93.4	92.2	91.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

Workforce information

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 rates.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	100	40
TAFE entry	0	0	0
University Entry	0	0	60
Other	40	0	0
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 2017 Year 12 students, all who were looking to gain university entrance did so and to their first preference degrees. Students in Year 11 who have elected not to return to school have done so due to entering full time employment.

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	5.94
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.38
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.48
Other Positions	0.1

*Full Time Equivalent

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	16

Professional learning and teacher accreditation

All teachers at Ardlethan Central School participated in a range of professional learning activities throughout 2017 related to both the schools strategic directions and to their personal goals as identifies in their Professional Development Plans. Higher Order Ways 2 Learn (HOW2Learn) again formed the core concept of staff professional learning for the year. All teaching and non-teaching staff have been involved in this training. Staff Development Days throughout 2017 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. During 2017 one staff member undertook the maintenance of proficiency accreditation process. Staff also attended Autism Training and Trauma informed Practice Training to enhance our ability to ensure successful teaching and learning for all students. Staff have worked closely and been mentored by specialist advisors to again ensure all students are suitably catered for.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	91,936
Global funds	127,699
Tied funds	124,844
School & community sources	9,150
Interest	1,932
Trust receipts	4,422
Canteen	0
Total Receipts	268,047
Payments	
Teaching & learning	
Key Learning Areas	13,378
Excursions	1,985
Extracurricular dissections	15,855
Library	1,044
Training & Development	1,317
Tied Funds Payments	120,557
Short Term Relief	9,482
Administration & Office	101,621
Canteen Payments	0
Utilities	19,130
Maintenance	9,971
Trust Payments	3,948
Capital Programs	0
Total Payments	298,289
Balance carried forward	61,694

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	221,216
Appropriation	197,762
Sale of Goods and Services	453
Grants and Contributions	22,857
Gain and Loss	0
Other Revenue	0
Investment Income	145
Expenses	-150,512
Recurrent Expenses	-150,512
Employee Related	-75,734
Operating Expenses	-74,779
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	70,704
Balance Carried Forward	70,704

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,318,452
Base Per Capita	12,685
Base Location	41,739
Other Base	1,264,029
Equity Total	103,490
Equity Aboriginal	4,058
Equity Socio economic	48,977
Equity Language	0
Equity Disability	50,455
Targeted Total	4,560
Other Total	301,431
Grand Total	1,727,934

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

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

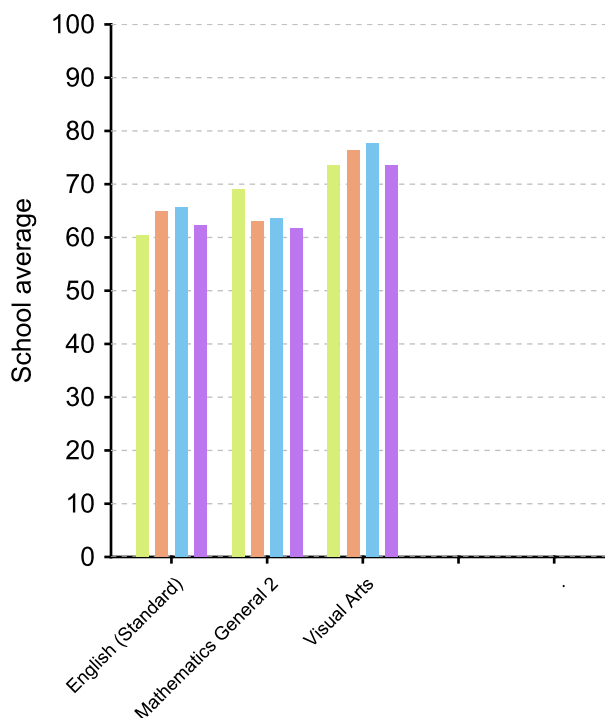
NAPLAN

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

Higher School Certificate (HSC)

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



■ School 2017 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
English (Standard)	60.3	64.9	65.6	62.3
Mathematics General 2	69.0	63.0	63.6	61.7
Visual Arts	73.5	76.2	77.7	73.4

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. 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 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. Through school excursions students visited a variety of important cultural and heritage sights that enhanced their understanding of acceptance, diversity and inclusion.