

Ashford Central School Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Ashford 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.

Benjamin Delanty

Principal

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Message from the Principal

Ashford Central School, as an institution, has always engendered a high quality of education and now, more than ever, we need the support of our community in re–establishing that focus. I am proud of every strategy implemented this year. The time and quality placed into working through behavioural and curriculum complexities has been hugely beneficial and successful;. Staff have collaborated with the school planning committee to review and formulate a strong response to our situational analysis on where our school is currently situated.

I am leading a changing and dynamic school that services a markedly different demographic than a decade ago. We have forged a strong mindset for continuous improvement within the staff and hold the view of transparency in communication with the school community. Essentially, we have a large body of work to navigate in the next three years and only by working together can we possibly achieve the required growth.

2017 has been successful in many areas including academic and sporting achievements, gifted and talented, NAPLAN, and senior pathways after school. We have had students travel to represent Ashford as teams and individuals and I thank the parents and staff that have helped make that happen. A number of students have made their way to be gainfully employed this year and all students seeking university entry also achieved this. This demonstrates that we are meeting the individual learning needs of our students by ensuring we have well planned pathways for their future. We have seen many student receive awards for their hard work and I commend them for their effort.

Message from the school community

The P&C has had another successful year. Membership has increased and the committee has been actively involved in a variety of fundraising and catering activities. 2017 saw the completion of the covered walkway between the building area and the COLA, which was a joint project of the P & C and the Department of Education. The P & C has also continued to purchase school hats in conjunction with the Schools Sun Smart Policy and has also contributed to the Secondary and Primary excursions to reduce the costs for the students.

The P&C has monthly meetings which are held on the first Thursday of the month, allowing parents and community members the opportunity to be involved in the decision making process of school related matters. The community has been a strong part of the decision making in 2017 through the School Planning Committee and through informal and formal contact with parents and community members. This engagement between school, home and community fosters positive changes in the school environment.

Mrs Leza Luckett, President

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 2017 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 which is 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, by developing a planned approach to wellbeing including individual learning plans and behavioural monitoring. The school provides a broad curriculum provision through comprehensive teaching and learning programs that focus on differentiation. Teachers are utilising both formative and summative assessment procedures to track student achievement and engagement. Whole school reporting processes analyse internal and external assessment data to monitor and report on student and school performance. Individual student reports meet departmental requirements and include opportunities for parental engagement through interviews. The school is continuing to deliver student performance measures that aim to drive student growth in NAPLAN.

In the domain of Teaching:

The school is collectively building the effectiveness of classroom practice through explicit teaching, student feedback and positive classroom management. The 2017 Self–assessment Survey demonstrated that data skills and use are a priority moving forward for the school. Teacher accreditation was completed against Australian Professional Standards and measurable improvements in teaching practice has been documented through teacher professional development plans. During the course of 2017, teachers undertook professional development in lesson observations and feedback. This process will continue into 2018.

In the domain of Leading:

The school is working towards 'Delivering' in leadership as it continues to engage the community more effectively in collaborative decision-making. The leadership team monitors and tracks syllabus implementation and associated assessments that meet NESAs and departmental requirements. The executive ensures that the teacher performance and development policy is implemented in a culture of high expectations and is undertaken annually for teaching and non-teaching staff. A model of continuous improvement with reference to school planning, implementation and reporting is evident at the school. The school plan embeds clear processes, with accompanying timelines and milestones. School resources including: staff deployment, facilities, technology, community use of facilities and financial management are all at a delivering phase. 2018 will see an expansion of investment in technology. The school makes informed choices about administrative practices and systems that are responsive to the local context. All school staff are supported to develop skills and demonstrate positive customer service.

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

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

The School Planning Committee determined that the strategies delivered in this strategic direction achieved positive growth for the school via the monitoring document. Specifically:

Development of staff teams: Staff teams are consolidating across the school. The school planning Committee has been a large success, The Learning Support Team have successfully implemented their function, Curriculum changes have been positively received by staff and students as well as improving student achievement and the Instructional Leader EAfS was not functional having a large impact on professional development and student results.

Quality teaching: Teacher Professional Development Plan & Professional Standards for Teachers and School Excellence Framework: All teachers redeveloped and resubmitted quality TPDP's to reflect DoE standards. All staff completed the TPDP process and were signed off upon annual review by the Principal. Extrapolation of the Standards and the SEF was not completed satisfactorily and will be revisited in 2018.

Induction and beginning teachers: Induction processes were reviewed and updated. Beginning teachers were provided comprehensive support and 40% of staff requiring accreditation completions were finalised.

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 maintained in Years 3 & 5, and increased in Year 7 and Year 9 in 2017.

The level of proficiency in Numeracy has increased in all year levels in 2017.

In 2017 , 93% of students completing the VALID (formerly ESSA) achieved at level 3 or above which was above the baseline.

HSC results have declined in English, but have markedly increased in Mathematics in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$0	SMART Data demonstrates a small number of students in each cohort are not meeting the required growth across areas assessed.
100% of students seeking admission to university will gain entry following HSC results.	\$0	This was achieved and students are continually given support to access to this transition pathway.
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%	\$0	The level of proficiency in Reading has maintained in Years 3 & 5, and increased in Year 7 and Year 9 in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and Yr 9 – 8%. 2013: Yr 3 – 14%, Yr 5 – 25%, Yr 7 – 8% and Yr 9 – 18%.		The level of proficiency in Reading has maintained in Years 3 & 5, and increased in Year 7 and Year 9 in 2017.
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%.	\$0	The level of proficiency in Numeracy has increased in all year levels in 2017.
Year 8 ESSA data will demonstrate 90% of students achieving above Level 3. Baseline – 2014 92%, 2013 100%.	\$0	In 2017, 93% of students completing the VALID (formerly ESSA) achieved at level 3 or above which was above the baseline.
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%.	\$0	School Report Cards demonstrated that this target was achieved.
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%.	\$0	School Report Cards demonstrated that this target was achieved.

Next Steps

1. The school uses systematic and reliable assessment information (Assessment register and Markbook) to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. Focus areas: Literacy and Numeracy
2. 100% of teachers clearly understand, develop and apply a full range of assessment strategies (A4L, AasL and AofL) in all teaching programs to determine teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.
3. Student achievement, including equity groups is greater than students at statistically similar schools on external measures (NAPLAN, ICAS, VALID, HSC). Furthermore, strong student progress and achievement to be evident on internal measures (Mark book, PLAN2, Instructional Leader).
4. All teachers actively participate and improve practices through the implementation of 'The Art and Science of Teaching'(Marzano) across the whole school.

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:

1. **Utilise STUDEC as an important tool to improve key target areas including Gifted and Talented:** STUDEC was engaged for wellbeing review and executive members participated in many meetings with the group. Further engagement is required over 2018.
2. **Positive Behaviour for Learning:** All staff are using PBL to both recognise student achievement as well as to implement wellbeing policy
3. **Personalised Learning Plans:** All ACS students have a functioning PLP that is a dynamic document supported from home is student centred.
4. **Aboriginal Education Initiatives:** Aboriginal Education was prioritised at ACS and built into 2018–2020 school plan after analysis of what was completed in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the percentage of students attending school in all stages. Baseline – 2014 92%, 2013 91%, 2012 93%.	\$15000	89% attendance was recorded for the 2017 school year. The majority of absences are from transient and/or senior secondary students that remain enrolled at ACS despite moving out of the area.
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%.	\$0	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.
To reduce the percentage of students being suspended from school. Baseline – 2014 6.2% (total 18 suspensions), 2013 1.7% (total 6 suspensions).	\$20600	Suspensions remained high in 2017. Factors including multiple principals and systems must be taken into account. 26 Suspensions were recorded, which is a decline from 2016.
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%.	\$0	100% of students in Stage 6 completed their HSC in 2017.

Next Steps

1. Implement a whole school integrated approach to 21st Century Learning in which students and community are collaboratively engaged in the cross-curriculum priorities, general capabilities and other learning across the curriculum areas.
2. Implement, monitor and review initiatives via an annual work stream managed by the AEO including: Aboriginal Languages Program, Junior AECG, Connecting to Country/Cultural Awareness Programs, Cross Curricular Aboriginal Perspectives Program (ACS Staff and Community).
3. The school collaboratively develops, implements and regularly reviews a 'Transition Procedures' document that

informs and supports continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

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 delivered in this strategic direction achieved:

1. **Developing processes for each transition point across the school:** This process did not go ahead over 2017. A specific focus has been arranged for implementation in 2018.
2. **Explore and establish VET opportunities with businesses:** More students are undertaking VET subjects to gain local employment after school. Data shows that a significant percentage of Year 11 students successfully gained full-time employment in 2017.
3. **Tertiary education opportunities:** ie, Closer links with the University of New England to provide students with more tertiary education opportunities were developed including multiple excursions to the university. ii, Analysis of data on student ATARs as well as early entry offers demonstrated that students were gaining early entry offers and that HSC results have declined in English, but have markedly increased in Mathematics in 2017..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the percentage of students who participate in major excursions. Baseline – 2013: Yrs 5–6 96%, Yrs 10–11 76%.	\$27262	During the course of 2017 the school held three major excursions (Year 3/4 to Zoo Year 5/6 to Great Aussie Bush Camp and Secondary to Coffs Harbour). Participation on these excursions was approximately 94%. Both of these excursions were heavily subsidised to assist with participation.
To increase the percentage of Yr 10 students who seek placements for work experience outside the Ashford community.	\$0	The number of Yr 10 work experience placements outside of Ashford increased from 2016 data.
To increase the percentage of graduating students attending university and gaining work after completing the HSC. Baseline – 2014 80%, 2013 87.5%.	\$0	The level of students attending university and gaining work has increased during 2017. 90% of students attended university or gained work after completing the HSC.
To increase the percentage of students who participate in sporting events outside the Ashford community.	\$0	There has been a decline in students attending sport outside of Ashford as the school focus returns to academics.

Next Steps

1. Development, implementation and reviewal of an ACS 'Wellbeing Procedures' document that amalgamates: ACS Discipline, PBL and DoE Wellbeing Framework.
2. A school-wide, collective responsibility for student learning and success is demonstrated through the collaborative participation in School Planning Committee meetings, Aboriginal Education Consultancy Group, Parents and Citizens, STUDEC and the Learning Skills Assessment to engender a culture of Pride, Integrity and High Expectations.
3. Excellence in community engagement is measured in assessing the 7 Standards outlined in 'Strengthening family and community engagement' (DoE).

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8560	The School Planning Committee established, through a review of expenditure and consultation with the Aboriginal Education Officer, that PLP's and classroom support were meeting the milestone for 2017. Some more complex initiatives have been carried over to 2018.
Low level adjustment for disability	\$22014	The School Planning Committee reviewed the expenditure of funds in this area to establish their determination. The school provided additional SLSO's to support students and a specifically targeted personalised learning program to a cohort of 23 students. The SPC determined that the milestone has been met.
Quality Teaching, Successful Students (QTSS)	\$6907	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 2017 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. Additional time for Primary executive led to targeted student attendance and engagement improvements.
Socio-economic background	\$267977	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. Additional staff, heavily subsidised excursions, uniforms and elective fees supported families in participating equitably in all school activities.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	83	91	88	85
Girls	85	84	80	84

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.3	93.3	87.7	91.1
1	90.6	90	89.4	90.9
2	93.5	91.5	87.4	91.2
3	90.6	92.4	91	90.8
4	95.6	91	92.6	93.2
5	92.4	91.6	91	94.3
6	85.9	92.8	91.4	90.6
7	94.2	87.2	88.5	91.8
8	89.9	89.4	88.1	88
9	93.6	89.3	87.6	87
10	90	92	90.9	83.8
11	86.3	92.5	86.8	80.7
12	83.7	88.1	81.4	85.1
All Years	90.9	90.9	89.1	89
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

Management of non-attendance

School attendance is managed at Ashford Central School in a variety of ways. Firstly, a strong relationship between the school and home is established to engage families in the school. The school utilises Sentral (an ICT-based system of student management) to mark the roll each morning and during each period (secondary). The school office employs an additional SAO part-time to monitor attendance and make contact

with families around attendance issues. Text messages, phone calls and/or letters are issued for students that have an unexplained absence. Weekly reports are generated and provided to the school executive for analysis. The executive determines action around the data and whether to commence an attendance plan. The plan is collaboratively developed with families to identify blockers to attendance and support the positive relationship between school and home.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	44
Employment	7	33	44
TAFE entry	0	0	0
University Entry	0	0	11
Other	0	0	0
Unknown	0	0	0

Year 12 vocational or trade training

63% of students in Year 12 studied one or more vocational courses.

Year 12 attaining HSC or equivalent

73% of students attained their HSC during the course 2017. 18% were Pathways students.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	9.9
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.39
Other Positions	0.2

*Full Time Equivalent

The Aboriginal composition of the school's workforce is 8%

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	92
Postgraduate degree	8

Professional learning and teacher accreditation

Ashford Central School has a comprehensive professional learning procedure and calendar for all staff members (teachers and SASS). 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 supervisors, and attending internal (school-based) as well as external professional development opportunities. Over 2017, 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), personalised learning plans, embedding Aboriginal Education, and Fraud and Corruption training .

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 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	197,617
Global funds	277,952
Tied funds	372,637
School & community sources	39,678
Interest	3,784
Trust receipts	10,885
Canteen	0
Total Receipts	704,935
Payments	
Teaching & learning	
Key Learning Areas	3,556
Excursions	7,944
Extracurricular dissections	12,907
Library	302
Training & Development	99
Tied Funds Payments	313,232
Short Term Relief	36,807
Administration & Office	56,172
Canteen Payments	0
Utilities	41,068
Maintenance	64,092
Trust Payments	8,216
Capital Programs	29,500
Total Payments	573,893
Balance carried forward	328,659

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	348,821
Appropriation	331,979
Sale of Goods and Services	1,083
Grants and Contributions	15,759
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-113,057
Recurrent Expenses	-113,057
Employee Related	-61,876
Operating Expenses	-51,181
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	235,764
Balance Carried Forward	235,764

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	2,259,021
Base Per Capita	25,644
Base Location	41,917
Other Base	2,191,460
Equity Total	466,202
Equity Aboriginal	85,883
Equity Socio economic	286,135
Equity Language	1,067
Equity Disability	93,117
Targeted Total	19,410
Other Total	189,441
Grand Total	2,934,075

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.

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

In 2017, eight 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 and spelling.

In 2017, nine 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.

In 2017, 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 reading.

In 2017, 12 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 in all areas.

NAPLAN– Numeracy

In 2017, eight 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 equal to the state average and above the similar school groups. Specifically, the cohort was above all other groups in data, measurement and space and geometry. The school was well above similar schools in number, patterns and algebra.

In 2017, nine 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 2017, 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 and the similar school group average.

In 2017, 13 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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

Total number of Aboriginal students in Primary that completed NAPLAN: 7

Percentage of that number in Proficiency Bands of NAPLAN:

Yr3– Reading: 0 Writing: 0 Spelling: 0 Grammar and Punctuation: 0 Numeracy:0

Yr5– Reading: 0 Writing: 0 Spelling: 0 Grammar and Punctuation: 0 Numeracy:0

Total number of Aboriginal students in Secondary that completed NAPLAN: 8

Percentage of that number in Proficiency Bands of NAPLAN:

Yr7– Reading: 0 Writing: 0 Spelling: 0 Grammar and Punctuation: 0 Numeracy:0

Yr9– Reading: 0 Writing: 0 Spelling: 0 Grammar and Punctuation: 0 Numeracy:0

The above results are on very small cohorts of students.

Higher School Certificate (HSC)

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

- Nine students sat for the Higher School Certificate in 2017.
- 22% 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.

- The vast majority of respondents believe the classroom is an interesting place to learn.
- 85% of parents expressed that they are satisfied with the content and delivery of lessons,
- 85% of parents believe that the school regularly communicates programs and activities,

- The community was split on the issue of a positive relationship. Roughly 33% of respondents advised the school that the relationship was positive, 33% that the relationship was not positive and 33% strongly agreeing that the school and community did not have a positive relationship.
- 71% of community members were happy with the level of student progress that is communicated with home.
- Only 50% of respondents believed that the school and families work in partnership to support student learning.
- 78% of community members agreed that the community is regularly invited to meet with school leaders.
- Only 35% of respondents thought that the wider community actively supported events to celebrate school achievements.

Comments from parents/caregivers on ways we can work better together:

- More frequent updates on Facebook.
- Further engagement between the school and local business.
- Better monitoring of teaching practices.
- More local work experience opportunities.
- Teachers to be more encouraging of student achievement.

Teacher Satisfaction Survey Results:

- Teachers responded to the majority of the survey questions with a rate of 100% agree or strongly agree
- 33% of teachers want more input from families to work in partnership to support student learning.
- 33% of teachers would like to see more support from the wider community in the school.
- 93% of teachers believe that this is a school where parents/carers are encouraged to be involved in student learning.

Comments from teachers on ways we can work better together:

- Parents need to become more involved in school events.
- School make better use of local resources – to be involved in community.
- Improvements in work experience.
- Parents must attend Parent/Teacher meetings.
- Poor parent attendance at important school events.

Strategies from the 2018–2020 School Plan that related to the data (above):

The predominant factor in the survey responses from both groups is around relationships and participation. The community would like better communication via Facebook and have the school interact more with local

community. The community wants better relationships between teachers and students. The teachers want more involvement from the community in school events and for parents to participate in parent/teacher meetings to learn more about student progress.

Mutually, both groups want more contact, interaction and initiatives developed with the local community.

- The school has employed a teacher/parent that has many links to local community to work with both sets of groups on Community Engagement. The staff member will also work alongside the school's Aboriginal Education Officer to ensure that Aboriginal and non-Aboriginal families have a point of contact.
- The school has been utilising the Middle School program to go out into the community.
- The school has implemented an additional reporting document to go home in school terms that are not regular reporting times. At the end of Term 1 and Term 3, a Learning Skills Assessment will be sent home to families. This report will identify areas in Organisation, Positive Work Habits, Work Independence, Initiative and Teamwork skills.
- The school Facebook page is now updated regularly
- Significant focus has been placed on knowing the student as an individual at school. The Personalised Learning Plans are aimed at bringing the school and home closer together.
- The school has invested heavily in additional staffing in primary and secondary classrooms to support targeted, small group learning.
- The school hosted a community BBQ to welcome parents and community into the school

Student Feedback on Literacy and Numeracy

Students in Years 3 to 10 were surveyed around literacy and numeracy teaching and learning. The following information was gathered:

Year 3/4:

Literacy

- 95% of students believed that English was important to learn.
- 90% try their best and take pride in their learning.
- 90% feel that they have good speaking and listening skills.
- 77% feel that they have good reading and writing skills.
- 90% state that their teacher finds different ways to help them learn.
- 77% of students state that their teacher clearly explains what will be assessed.

Numeracy

- 100% of students believed that Mathematics was important to learn.
- 80% try their best and take pride in their learning.
- 75% feel that they have good number skills.
- Only 55% feel that they have good space and measurement skills.

- 80% of students state that their teacher clearly explains what will be assessed.

Year 5/6:

Literacy

- 100% of students believed that English was important to learn.
- 92% try their best and take pride in their learning.
- 84% feel that they have good speaking and listening skills.
- 72% feel that they have good reading and writing skills.
- 96% state that their teacher finds different ways to help them learn.
- 92% of students state that their teacher clearly explains what will be assessed.

Numeracy

- 100% of students believed that Mathematics was important to learn.
- 96% try their best and take pride in their learning.
- 88% feel that they have good number skills.
- 76% feel that they have good space and measurement skills.
- 88% of students state that their teacher clearly explains what will be assessed.

Secondary Students

Literacy

- 91% of students believed that English was important to learn.
- 91% try their best and take pride in their learning.
- 82% feel that they have good speaking and listening skills.
- 77% feel that they have good reading and writing skills.
- 80% state that their teacher finds different ways to help them learn.
- 94% of students state that their teacher clearly explains what will be assessed.

Numeracy

- 97% of students believed that Mathematics was important to learn.
- 86% try their best and take pride in their learning.
- 80% feel that they have good number skills.
- 77% feel that they have good space and measurement skills.
- 80% of students state that their teacher clearly explains what will be assessed.

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

NAIDOC week was celebrated in Term 3 with a week of 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. Furthermore, 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 into their teaching and learning programs.

Students participated in supporting the successful running of stalls and entertainment for a celebration of culture from around the world at the school.

Policy requirements

Aboriginal education

Ashford Central School has a significant Aboriginal student population. In 2017, the school used RAM funding to support students and their families.

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.