

Ashford Central School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

Ben Delanty

Principal

School contact details

Ashford Central School

Albury St

Ashford, 2361

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

ashford-c.school@det.nsw.edu.au

6725 4101

Message from the Principal

With the conclusion of the year, we find ourselves in the bitter-sweet situation of farewelling another Year 12 cohort and their families, whilst eagerly awaiting the 2019 cohort for Kindergarten and the excitement that commencing school brings. Our school has witnessed a multitude of changes across this year and celebrated its sesquicentenary (150th) year. Once again, the Ashford community has worked with us to promote the importance of public education and the value of having a strong and comprehensive K-12 school in our community. The culture of high expectations, dedicated staff and quality work output once again has emanated from our school and can be seen in our students through their achievements. The compilation of this document draws on the input of our staff and some students to attempt to capture the essence of 2018 at our school. I wish to thank all involved in developing, writing and finally piecing it together as the culmination of effort will be cherished by those that were a part of the school during this year.

The primary focus of our school, our vision, is the commitment of all stakeholders to ensuring happy children, working with dedicated teachers in a pleasant and secure environment. That ACS is a nurturing and welcoming environment full of vibrant and inquisitive learners, led by professional staff and supported by an educationally focused community that is mutually accountable for student outcomes and school performance. This vision statement has been collaboratively developed with our stakeholders as part of our 2018-2020 school plan. Our work this year towards this vision has been in many areas. We have continued to focus on developing quality teaching, a common meta-language for instruction across K-12, refined our discipline procedures, increased our communication with parents around attendance at school, hosted a raft of community engagement activities including: morning teas, BBQ's, Principal Assemblies, 150th, Rural Shindig and many more. Ashford Central School is a vibrant school within a supportive community that reinforces the strong pride and heritage of our school. Our School Planning Committee has once again been a strong influence and parental and community voice in operational changes to the school. I sincerely thank the hard work and efforts of the committee members and hope to enjoy working with them next year.

School background

School vision statement

Ashford Central School is committed to ensuring happy children, working with dedicated teachers in a pleasant and secure environment. We will achieve this by maintaining strong partnerships with the community and maintaining an ethos of high expectations in student achievement. By the end of 2020, the school community expects student outcomes to exceed similar school and state averages in NAPLAN; that it is a nurturing and welcoming environment full of vibrant and inquisitive learners, led by professional staff and supported by an educationally focussed community that is mutually accountable for student outcomes and school performance.

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 2018 is around 180 students, with approximately half in each the primary and secondary departments.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The situational analysis of current practice, community engagement, attendance, staff morale, student, teachers and community satisfaction was all deeply considered in the development of the 2018–2020 ACS School Plan. This process was exhaustive and incorporated input over 3 terms from: School executive, SASS staff, teaching staff, students, parents and community members, AECG, JAECG, Ashford Local Aboriginal Lands Council and the P&C. Ultimately, the stakeholders all agreed on the following: The clientele of the school has vastly changed and that the delivery, resources and practice of the school must change too. As a result, the 2017 SEFSaS was a very low assessment of the capabilities of the school. This was a true record as the school was in a state of flux. The 2018 SEFSaS demonstrated a strong growth across many areas of the SEF. This assessment was conducted at 3 levels: 1, primary, 2, Secondary and finally, 3, as a whole school assessment. This is reflected in the evidence provided for this external validation. Drafts of this evidence and self-assessment has been discussed in P&C, staff, School Planning Committee meetings and executive meetings to ensure its authenticity as a true reflection of the schools capacity and activities.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

Learning Culture and Wellbeing is 'Sustaining and Growing' at the school. A vast array of systems and strategies have been brought in recently to bolster the schools impact in these areas including Attendance Management Plans, Behaviour Management Plans and a completely revamped discipline system. The school is below state average in attendance and has this a strong focus in 2018 and beyond. Curriculum and Learning and Assessment is at the 'Delivering' phase. Both of these key areas of the school have been completely overhauled or are in the process of it. We

are confident with the direction we are taking, yet are not at the level we want to be as yet. Reporting at the school is at 'Sustaining and Growing'. The communication between school and home has been strengthened and increased to include a termly process each year. Student Performance Measures at the 'Delivering' phase and are a strong focus of the current school plan. Value adding, NAPLAN, student growth and internal and external measures are covered in the school plan monitoring sheet for 2018, yet are not yielding expected growth.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Effective Classroom Practice and Learning and Development are at the 'Delivering' phase. The school plan for 2018 is comprehensively focused on improving classroom practice and some strong changes and growth have occurred. However, the self-assessment has erred on the side of caution until classroom practice is consistent with the strategy employed to improve it (Marzano). Data Skills and Use and Professional Standards have both greatly improved over the past 18 months to qualify as 'Sustaining and Growing'. Teachers have undertaken multiple TPL sessions and demonstrated in classrooms the application of using data to inform teaching planning, assessment and reporting. Executive staff are highly competent in using data to inform decision making around staffing and resourcing. The staff have spent increasing time interacting and developing TPDP's around the Professional Standards and are proficient with this process.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

The Leadership of the school is 'Sustaining and Growing' in all areas. As previously covered, the school has undertaken comprehensive changes in nearly every system within the school including: Learning Support, Staffing, Curriculum Delivery, TPDP's, Programming, Reporting, PLP's SASS resourcing etc. These sweeping changes are transformational and delivering succinct processes for students, parents and staff. The school is well resourced and undertaking a refurbishment of classrooms over the next 2 years.

Our self-assessment and the external validation 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

Staff – A Dynamic, Cohesive and Quality Staff

Purpose

Ashford Central School in their pursuit of educational excellence, develops highly proficient teachers, support staff and leaders that collaboratively learn, develop and critically reflect.

Overall summary of progress

The school uses systematic and reliable assessment information to formulate teaching programs to meet the needs of our students. We have recently employed an Instructional Leader to work closely with primary staff to evaluate effective teaching and learning structures in Literacy and Numeracy and implement the use of the Learning Progressions. External performance measures (NAPLAN, ICAS, VALID, HSC) demonstrate the school is at or above statistically similar schools. All of our teachers are developing and applying a full range of assessment strategies 'for, as, and of' learning in all teaching programs as measured against the School Excellence Framework – Learning: Assessment. That a consistency in metalanguage, planning and assessment in teaching and learning across K–12 is documented as a school expectation and tracked against the School Excellence Framework – Teaching: Effective Classroom Practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Student Achievement</p> <p>The school uses systematic and reliable assessment information from the Learning Progressions to evaluate effective teaching and learning structures in Literacy and Numeracy.</p>	\$0	Systems around assessment continued to be focused on in 2018. Staff have participated in multiple professional learning sessions as a whole school, stages and faculties. The professional learning could not include the Learning Progressions as planned due to not attracting an Instructional Leader at the school until late T3. Staff developed comprehensive rubrics, success criteria and explicit learning goals for students.
<p>Student Achievement</p> <p>External performance measures (NAPLAN, ICAS, VALID, HSC) demonstrate the school is at or above statistically similar schools.</p>	\$0	External performance measures (NAPLAN, ICAS, VALID, HSC) demonstrate the school is at or above statistically similar schools. Our particular focus will be on Reading and Writing in 2019. Our yr 6–8–10 VALID data demonstrated very strong results that were well above SSG's and even above State scores in some areas.
<p>Quality Teaching Practices</p> <p>All teachers develop and apply a full range of assessment strategies 'for, and and of' learning in all teaching programs as measured against the School Excellence Framework – Learning: Assessment.</p>	\$0	All ACS teachers are developing and applying a full range of assessment strategies 'for, as, and of' learning in all teaching programs as measured against the School Excellence Framework – Learning: Assessment. These are evident in teaching programs, TPDP's and lesson observations.
<p>Quality Teaching Practices</p> <p>All teachers apply strategies articulated in 'The Art and Science of Teaching' (Marzano) to improve teaching practices. That a consistency in metalanguage, planning and assessment in teaching and learning across K–12 is documented as a school</p>	\$0	A consistency in metalanguage, planning and assessment in teaching and learning across K–12 is documented as a school expectation and tracked against the School Excellence Framework – Teaching: Effective Classroom Practice. All classrooms have visual signage to refer to in supporting meta–language. Evident in all teaching programs and assessment samples.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
expectation and tracked against the School Excellence Framework – Teaching: Effective Classroom Practice		A consistency in metalanguage, planning and assessment in teaching and learning across K–12 is documented as a school expectation and tracked against the School Excellence Framework – Teaching: Effective Classroom Practice. All classrooms have visual signage to refer to in supporting meta–language. Evident in all teaching programs and assessment samples.

Next Steps

2019 will see greater controls and evaluations placed in this area. A dedicated executive member in Primary and Secondary will manage the processes and specifically drive evaluation of each improvement measure each 5 weeks across the year. This evaluation will be analysed by the School Planning Committee each term.

Strategic Direction 2

Students and Community – Collaboratively Engaged Students and Community

Purpose

Students and community that are actively engaged and collaboratively involved in fostering future focused learning environments as we prepare our students to be contributing members of the community.

Overall summary of progress

We are becoming a Future Focused School. This is via a K–12 future focused learning program where teachers, students, parents and the community are collaboratively engaged in its delivery. Examples of this are the work around our Agriculture Plot and designs for our yr5–8 playground. Activities are highly engaging and involve critical and creative thinking skills in inquiry based learning. We measure our success by monitoring engagement, behaviour, attendance improvements and increased parental participation in school–related activities.

The school is demonstrating some growth in the implementation of the Aboriginal Education and Training Policy "Turning Policy into Action: Reflect, Plan, Act Guide' as determined by the Aboriginal Education Consultancy Group and School Planning Committee from the 2017 Baseline.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Future Focused School A K–12 future focused learning program where teachers, students, parents and the community are collaboratively engaged in its delivery. Measured by engagement, behaviour, attendance improvements and increased parental participation in school–related activities.	\$6000	Progress on the Future Focused School project has been mixed this year. Predominately, this is due to a lack of community engagement at hosted events and the Aboriginal Lands Council ceasing operations for the vast majority of 2018. Teachers were highly engaged in professional learning and resources including the STEM Share Kit (Virtual Reality). The school sourced Educational Services staff to assist in the training of teaching in using Google Classroom, Microsoft 365 and Robotics. The purchase of robotics resources and coding software increased teacher knowledge in preparation for 2019.
Aboriginal Education The school is demonstrating growth in the Aboriginal Education and Training Policy "Turning Policy into Action: Reflect, Plan, Act Guide' as determined by the Aboriginal Education Consultancy Group and School Planning Committee from the 2017 Baseline.	\$85647	A raft of strategies were planned for 2018 and not completed. Given the Aboriginal Lands Council ceasing operations for the vast majority of 2018 and the school Aboriginal Education Officer being on leave. The school is demonstrating some growth in the Aboriginal Education and Training Policy "Turning Policy into Action: Reflect, Plan, Act Guide' as determined by the Aboriginal Education Consultancy Group and School Planning Committee from the 2017 Baseline. This is due to the document not being utilised in 2017.

Next Steps

2019 will see greater controls and evaluations placed in this area. The Principal will personally manage the processes and specifically drive authentic evaluation of each improvement measure each 5 weeks across the year by supporting the AEO. This evaluation will be analysed by the School Planning Committee each term.

Strategic Direction 3

School Culture – Safety, Teamwork, Achievement, Respect

Purpose

Building and maintaining a school culture that demonstrates the school's core values of Safety, Teamwork, Achievement and Respect. That we have a school environment that is supportive and inclusive with a culture of pride, integrity and high expectations.

Overall summary of progress

We have also attained strong growth in community engagement as measured against the seven standards outlined in 'Strengthening family and community engagement' (DoE).

Growth in student wellbeing has occurred in the school over the course of 2018. Student incidents have continued to reduce significantly from the 2017 baseline and increasing quantities of students are entitled to attend the positive reward excursions each term.

The school attendance rate is not meeting and/or exceeding the state average despite multiple strategies being put in place. The school and community will continue to work to improve this area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Community Engagement Growth in Community Engagement is measured against the seven standards outlined in 'Strengthening family and community engagement' (DoE) measured from the 2017 baseline.	Wages: \$21,000 Consumables: \$4,300	We have attained strong growth in community engagement as measured against the seven standards outlined in 'Strengthening family and community engagement' (DoE). The major event was the celebration of the 150th year of education at ACS which saw thousands of people join our school and community to reflect on the strong history of ACS.
Wellbeing Growth in student wellbeing is measured against the School Excellence Framework – Learning: Wellbeing and Learning Culture. Using data from student focus groups, Tell Them From Me survey's as well as positive and negative behavioural data from the 2017 baseline. The school attendance rate meets and/or exceeds the state average.	STAR Excursions: \$5,842 PBL \$880 SASS Wages (Attendance) approx. \$25,000 Sentral \$5,300 Shine (emotional development) \$483 Breakfast Club \$1,500 Resilience and Anti-Bullying Performances \$1,250	Growth in student wellbeing is measured against the School Excellence Framework– Learning: Wellbeing and Learning Culture. Student incidents have continued to reduce significantly from the 2017 baseline and increasing quantities of students attend the positive reward excursions each term. The school attendance rate is not meeting and/or exceeding the state average. Multiple strategies have been put in place including flow charts, parental contact, executive monitoring, incentives for attendance, Attendance Management Plans and Home School Liaison referrals.

Next Steps

2019 will see greater controls and evaluations placed in this area. A dedicated executive member in Primary and Secondary will manage the processes and specifically drive evaluation of each improvement measure each 5 weeks across the year. This evaluation will be analysed by the School Planning Committee each term.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>2018 RAM Allocation \$74,276</p> <p>Resources included: \$3983</p> <p>– Artwork materials, Cultural performances, Establishment of Aboriginal Education Room (furnishings and resources)</p> <p>Staffing: \$73694 – Aboriginal Education Officer and SLSO's</p>	<p>A raft of strategies were planned for 2018 and not completed. Given the Aboriginal Lands Council ceasing operations for the vast majority of 2018 and the school Aboriginal Education Officer being on leave. The school is demonstrating some growth in the Aboriginal Education and Training Policy 'Turning Policy into Action: Reflect, Plan, Act Guide' as determined by the Aboriginal Education Consultancy Group and School Planning Committee from the 2017 Baseline. This is due to the drive of ACS staff and the Principal to prioritise Aboriginal Education at ACS.</p>
English language proficiency	<p>2018 RAM Allocation \$400 2x SLSO days</p>	<p>SLSO wages supported classroom activities for 2 students for 2 days. Language is proficient.</p>
Low level adjustment for disability	<p>2018 RAM Allocation \$102,046 (Applied as a fulltime Learning and Support Teacher)</p>	<p>Differentiation practices evident in classrooms & programming. Student monitoring through learning and support team meetings and in Personalised Learning Plans conducted. Requires alternate delivery in 2019.</p>
Quality Teaching, Successful Students (QTSS)	<p>2018 RAM Allocation \$15,617</p> <p>– 5 Week allocation for 2 AP's release at 2 Hrs (\$1951)</p>	<p>Funds are used to release Primary Executive additional to 2hrs per week to attend Executive Meetings. All meetings and tracking in Wellbeing conducted. Data analysed and strategies implemented regarding Wellbeing K–12.</p>
Socio–economic background	<p>2018 RAM Allocation \$254,530</p> <p>Resources included:</p> <p>– Robotics, software and Coding \$3000, Student Laptops: \$10,034, Travel to and participate in excursions \$6393, Hosting performances at ACS: \$3402, Fees covered for students to participate in Stage 6 courses not offered at ACS: \$1288</p> <p>Staffing: \$213972</p>	<p>The strategies employed were targeted in the areas most relevant to our students and their families enabled students to participate in excursions, Breakfast program, Technology in their classrooms (robotics and laptops), travel to attend gifted & talented opportunities, fund new assessment software and to host multicultural and social–emotional events at our school.</p> <p>Staffing: included funding an additional classroom for primary, additional teachers in secondary Mathematics and English as well as SLSO's across the school to support Personalised Learning Plans and support behavioural expectations.</p>
Support for beginning teachers	<p>2018 RAM Allocation \$4,164</p>	<p>Head Teacher (Secondary Studies) supported our beginning teacher with:</p> <p>Accreditation support, Stage 6 English and History programming for the new syllabus, Redesigning a quality learning environment in the English room, Classroom management and behaviour support, G&T work stream and activity planning, Curriculum and syllabus support for Stages 4–6.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	91	88	85	81
Girls	84	80	84	87

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.3	87.7	91.1	83.4
1	90	89.4	90.9	85.8
2	91.5	87.4	91.2	86.2
3	92.4	91	90.8	89.1
4	91	92.6	93.2	85.2
5	91.6	91	94.3	92.1
6	92.8	91.4	90.6	92.2
7	87.2	88.5	91.8	88.9
8	89.4	88.1	88	86
9	89.3	87.6	87	87.3
10	92	90.9	83.8	82.2
11	92.5	86.8	80.7	82.4
12	88.1	81.4	85.1	85
All Years	90.9	89.1	89	86.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	92.3	92.3	92.3	91.5

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.

Unfortunately, school attendance is well below the state average despite the interventions in place. 2019 attendance strategies will include a dedicated executive staff member to manage attendance in both primary and secondary. Promotion of 'Missing School = Missing Out' and listing strong school attenders is to be placed in the school newsletter and on the school's Facebook page. Incentives for 100% attenders that are on management plans will also be negotiated.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	14
Employment	7.6	0	56
TAFE entry	0	0	0
University Entry	0	0	28
Other	0	6.6	0
Unknown	0	0	0

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	9.79
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	6.89
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 2018, 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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	235,764
Revenue	3,232,966
Appropriation	3,159,655
Sale of Goods and Services	21,633
Grants and Contributions	49,612
Gain and Loss	0
Other Revenue	0
Investment Income	2,066
Expenses	-3,142,174
Recurrent Expenses	-3,142,174
Employee Related	-2,809,764
Operating Expenses	-332,409
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	90,792
Balance Carried Forward	326,556

Ashford Central School follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal plans and implements an annual school budget that:

- Plans to maximise the operation of the school within available physical and financial resources.
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds.
- Identifies and addresses occupational health and safety issues.
- Maintains appropriate records in accordance with Audit requirements.

Throughout 2018, substantial funds were expended in equity funding. Specifically, the school supported our students and their families through subsidising and providing resources in the key areas of: Geographic Location, Aboriginal Education, Socio Economic Disadvantage, English as Another/Additional Language, and Disability Provisions. These funds were mapped against the School Plan and are represented in the 2018 School Plan Monitoring Document. Governance of this expenditure included the School Planning Committee, Parents and Citizens Association and the Aboriginal Education Consultancy Group.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,342,897
Base Per Capita	32,641
Base Location	42,579
Other Base	2,267,678
Equity Total	431,252
Equity Aboriginal	74,276
Equity Socio economic	254,530
Equity Language	400
Equity Disability	102,046
Targeted Total	26,246
Other Total	203,015
Grand Total	3,003,410

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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

In 2018, 22 Year 3 students sat for the National Assessment Program tests in literacy. The overall results for Year 3 students were below state average and the Similar School Groups (SSG) average in all

areas. Significant staffing issues for this cohort may have effected the results. 2019 focus areas are Reading and Spelling.

In 2018, 12 Year 5 students sat for the National Assessment Program tests in literacy. The overall results for Year 5 students were at the state average and above the SSG average. Specifically, the Writing assessment demonstrated a significant growth in ability from the past three years of data. 2019 focus areas are Reading and Spelling.

In 2018, 21 Year 7 students sat for the National Assessment Program tests in literacy. The overall results for Year 7 students were at the state average and significantly above the SSG average for all areas. 2019 focus area is Reading.

In 2018, 14 Year 9 students sat for the National Assessment Program tests in literacy. The overall results for Year 9 students were below state average but above the SSG average in all areas excluding Spelling. 2019 focus area is Spelling.

NAPLAN – Numeracy (including number and data, patterns and algebra, measurement and space and geometry)

In 2018, 22 Year 3 students sat for the National Assessment Program tests in numeracy. Students were tested in . The overall school results for Year 3 was a substantial drop in results from previous years. Year 3 results in numeracy were still above SSG results. Significant staffing issues for this cohort may have effected the results.

In 2018, 12 Year 5 students sat for the National Assessment Program tests in numeracy. The overall school results for Year 5 were below state average, but above the similar school group average. This result is down on previous years.

In 2018, 20 Year 7 students sat for the National Assessment Program tests in numeracy. The overall school results for Year 7 were below state average but significantly above the similar school group average. This result is the second highest in the past 5 years.

In 2018, 14 Year 9 students sat for the National Assessment Program tests in numeracy. .The overall school results for Year 9 were below state and the similar school group average.

Total number of Aboriginal students in Primary that completed NAPLAN: 11

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: 7

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

Higher School Certificate (HSC)

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

Seven students sat for the Higher School Certificate in 2018.

28% of students sought university entrance and all students received a placement offer.

Modern History – The overall results for Y12 students were below state average and above the Similar School Groups (SSG).

Industrial Technology – The overall results for Y12 students were above state average and well above the Similar School Groups (SSG).

Mathematics General 2 – The overall results for Y12 students were below state average and above the Similar School Groups (SSG).

Personal Development, Health and Physical Education – The overall results for Y12 students were below state average and the Similar School Groups (SSG).

Senior Science – The overall results for Y12 students were above state average and well above the Similar School Groups (SSG).

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.

*80% of parents expressed that they are satisfied with the content and delivery of lessons,

*80% of parents believe that the school regularly communicates programs and activities, The community was split on the issue of a positive relationship. Roughly 40% of respondents advised the school that the relationship was positive, 40% that the relationship was not positive and 20% strongly agreeing that the school and community did not have a positive relationship.

*85% of community members were happy with the level of student progress that is communicated with home.

*Only 40% of respondents believed that the school and families work in partnership to support student learning.

*88% of community members agreed that the community is regularly invited to meet with school leaders.

*Only 40% 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 would help parents know what is happening at school.
- Further engagement between the school and local businesses in Ashford.
- Better monitoring of teaching practices around how student are treated.
- 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

*65% of teachers want more input from families to work in partnership to support student learning.

*73% 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 opportunities are required.
- Parents must attend Parent/Teacher meetings to be better informed about learning progress.
- Poor parent attendance at important school events impacts student and staff morale.

Strategies from the 2018–2020 School Plan that relates 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.

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

Student Feedback on Connectedness to School:

Students were asked to respond to the following statements:

I feel good about being a student at this school

- 69% Strongly Agreed/Agreed
- 18% Disagreed/Strongly Disagreed
- 13% Did Not Know

I like school this year

- 64% Strongly Agreed/Agreed
- 12% Disagreed/Strongly Disagreed
- 23% Did Not Know

I am happy at school

- 64% Strongly Agreed/Agreed
- 19% Disagreed/Strongly Disagreed
- 17% Did Not Know

I feel that I belong

- 49% Strongly Agreed/Agreed
- 20% Disagreed/Strongly Disagreed
- 31% Did Not Know

I look forward to going to school

- 52% Strongly Agreed/Agreed
- 29% Disagreed/Strongly Disagreed
- 19% Did Not Know

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:

Primary Students

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.

*82% try their best and take pride in their learning.

*64% feel that they have good speaking and listening skills.

*78% feel that they have good reading and writing skills.

*96% state that their teacher finds different ways to help them learn.

*88% of students state that their teacher clearly explains what will be assessed.

Numeracy

*100% of students believed that Mathematics was important to learn.

*90% try their best and take pride in their learning.

*78% feel that they have good number skills.

*66% 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

*95% of students believed that English was important to learn.

*81% try their best and take pride in their learning.

*87% feel that they have good speaking and listening skills.

*72% feel that they have good reading and writing skills.

*86% 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

*97% of students believed that Mathematics was important to learn.

*86% try their best and take pride in their learning.

*82% feel that they have good number skills.

*67% feel that they have good space and measurement skills.

*87% of students state that their teacher clearly explains what will be assessed.

Policy requirements

Aboriginal education

Ashford Central School has a significant Aboriginal student population. In 2018, 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. 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.