Ardlethan Central School

2019 Annual Report

1051

Introduction

The Annual Report for 2019 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.

School contact details

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School background

School vision statement

Ardlethan Central School is a supportive, and dynamic environment where all students are encouraged to reach their potential. We embrace the small school environmentthat allows us to ensure every student is known, valued and cared for. We are engaged with purposeful and meaningful learning to grow and develop into independentand reflective learners. We build responsible,resilient and respectful citizens.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Ardlethan Central School 1051 (2019)

Strategic Direction 1

Building Strong Relationships

Purpose

To create a responsible environment where all members of our school community commit to holistic learning; building quality leadership skills to support innovation and sustainability across all areas.

Improvement Measures

All students in self assessment will show improvement in their range of leadership skills and will be able to identify areas of strength and weakness.

100% of staff will engage in the Performance Development Plan process and demonstrate alignment of professional learning to teaching standards and the school plan.

100% of staff will be involved in a school team and teams will have specific action plans aligned to school plan.

Progress towards achieving improvement measures

Process 1:   School Representative Council

School Representative Council (SRC) organisation will be reviewed and redeveloped to incorporate more explicit teaching of leadership skills. Responsibilities within the SRC will be clearly delegated across stage groups to ensure all students are provided with leadership opportunities both within the school and within the community.

Evaluation	Funds Expended (Resources)
Year 10 students are now active participants in Ardlethan CS WHS practices. Their participation in the school's WHS committee has been written into our procedures document. Year 5–8 students organised a "family fun day". This event involved families, friends and the wider community visiting the school to participate in a range of activities that were planned, organised and run by students in years 5–8. The school will look to change SRC participation to an opt in process rather than a popular vote model to try and encourage a wider and more diverse student voice.	Time to collaborate with staff, students and the school community.

Process 2:   Inspired Teaching

To develop skills and understanding around collaboration, mentoring, coaching and teacher observation through the use of the online Australian Teaching Standards with these skills being reflected in staff Performance Development Plans

Stronger accountability measures for staff who attend professional learning to share their learning, linked to Australian Teaching Standards, at team and whole school staff meetings to enhance and develop the skill of all staff.

Evaluation	Funds Expended (Resources)
N/A	

Process 3:   Building Team Culture

Existing and new teams will be developed based on School Plan and future focussed and will include action implementation plans using SMART principles, budgeting skills and accountability practices.

Evaluation	Funds Expended (Resources)
N/A	

Strategic Direction 2

Inspiring and Engaging Learning

Purpose

To promote a culture of excellence by providing challenging and stimulating learning experiences and opportunities so that our students develop a strong Growth Mindset. Students will develop to be resilient and respectful learners.

Improvement Measures

100% of students have Personalised Learning Plans with SMART goals and career aspirations embedded.

HOW2learn strategies embedded in Teaching and Learning Programs.

Progress towards achieving improvement measures

Process 1: **Learning Culture**

Implementation and embedding in programs of HOW2Learn practices across the school.

Develop staff and community knowledge of HOW2Learn processes and framework.

Evaluation	Funds Expended (Resources)
N/A	

Process 2: **Personalised Learning**

Personal Learning Plans are enhanced for each student and reviewed on a semester basis. Plans will include SMART goals set around student Literacy and Numeracy skills along with Career Aspirations. Mentors are established for each student and 3 way conferences undertaken at least once per semester. Regular student/mentor meeting times and protocols are established.

Evaluation	Funds Expended (Resources)
Personalised Learning Plans were developed for all students. The plans were developed through a collaborative process that involved staff, students and their parents and carers. The school will continue to refine this process and develop a greater emphasis on end of year reflection and using this data to inform the PLP process for the following year.	Extra staff to provide time for teachers to consult and collaborate with students, parents and carers.

Process 3: **Rural And Remote Career Initiative**

Development of a comprehensive and sustainable careers program K–12 that incorporates lifelong learning and executive functions. Developing high aspirations to improve educational outcomes for all students.

Evaluation	Funds Expended (Resources)
N/A	

Strategic Direction 3

Cultivating Wellbeing

Purpose

To create a safe, effective learning environment where all members of the school community work together to develop positive, resilient and respectful relationships enabling students to connect, succeed and thrive.

Improvement Measures

Behaviour Matrixes are evident in all settings and annual audits ensures this.

Decrease in the number of behaviour incidents.

Improved attendance rates across all grades as measured through SCOUT data.

Progress towards achieving improvement measures

Process 1: **Positive Behaviour for Learning**

Implementation and embedding of Positive Behaviour for Learning practices across the school.

Evaluation	Funds Expended (Resources)
N/A	

Process 2: **Wellbeing Framework**

Develop staff and community knowledge of aspects of wellbeing and the Wellbeing Framework and align policies

Evaluation	Funds Expended (Resources)
Using feedback from staff, students and parents Ardlethan CS re–evaluated its wellbeing processes, in particular, its award and assembly structure. Informed by a Positive Behaviour for Learning approach, the school developed processes that aim to create a positive, safe and supportive climate in which students can learn together. This approach involves the whole school working together. All staff explicitly teach behaviour expectations and provide consistent positive feedback to students.	Every student known valued and cared for resources PBL mentor

Process 3: **Staff Wellbeing**

Focus on the wellbeing of staff through professional learning and the use of wellbeing tools to build a whole school culture of collegial support promoting wellbeing.

Evaluation	Funds Expended (Resources)
N/A	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($1 766.00)	Personalised Learning Plans developed for all Aboriginal students and used by teachers to inform teaching and learning programs. School Learning Support Officers continue to provide effective support for students in the classroom.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($45 514.00)	School Learning Support Officers provide extra support for students in the classroom. Learning and Support Teacher provided time and support to develop Individualised Learning Plans. Time embedded into the timetable for the explicit and systematic teaching of reading through the intervention program MacqLit.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($6 510.00)	Targeted professional learning linked to the school plan and based in collaborative practice. Professional learning focused on the Learning Progressions and specific interventionist reading programs such as MacqLit.
Socio–economic background	**Funding Sources:** • Socio–economic background ($51 708.00)	Personalised Learning Plans developed for every student and focused on developing student aspiration. Relief time provided for teachers to meet with parents and carers to collaborate on plans. Organised activities between the school and local university helped develop student knowledge and understanding of opportunities available post school. Extra–curricular activities subsidised to ensure equitable outcomes for all students.
Rural And Remote Careers Initiative	Careers Grant **Funding Sources:** • ($5 000.00)	Career portfolios incorporated into Personalised Learning Plans for all students. Excursion to Charles Sturt University for primary students helped develop aspirational goals and improved understanding of post–school opportunities. School visits by Macquarie University continue the exposure of students to a range of opportunities.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	44	33	28	27
Girls	39	33	28	24

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	86.6	83.3	96.5	93.7
1	91.4	94.3	87.6	84.4
2	91.4	94.8	90.6	86
3	93.5	94.8	95.4	88.8
4	93	94.7	89.2	95.5
5	95.6	94.4	95.4	94.1
6	93.3	93.4	87.2	94.3
7	94.9	93.3	93.6	91.4
8	89.9	95.2	90	89.2
9	90.1	88.9	92.2	91.4
10	87.8	93.1	80.1	92.2
11	95.9	81.8	90.8	89.1
12	92.7	87.8	100	78.1
All Years	92.2	91.9	90.6	90.3

State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non–attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	N/A
Employment	N/A	N/A	100
TAFE entry	N/A	N/A	N/A
University Entry	N/A	N/A	N/A
Other	100	100	N/A
Unknown	N/A	N/A	N/A

Students who complete their schooling at Ardlethan Central School have a positive trend for gaining successful post school destinations. All year 12 students have successfully gained employment.

Year 12 students undertaking vocational or trade training

25.00% of Year 12 students at Ardlethan Central School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Ardlethan Central School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	5.81
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.38
School Administration and Support Staff	3.48
Other Positions	0.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	153,937
Revenue	2,048,026
Appropriation	2,003,736
Sale of Goods and Services	174
Grants and contributions	42,992
Investment income	1,124
Expenses	-1,829,105
Employee related	-1,660,558
Operating expenses	-168,547
Surplus / deficit for the year	218,921

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	49,034
Equity Total	98,987
Equity - Aboriginal	1,766
Equity - Socio-economic	51,708
Equity - Language	0
Equity - Disability	45,514
Base Total	1,342,188
Base - Per Capita	13,140
Base - Location	33,808
Base - Other	1,295,240
Other Total	361,946
Grand Total	1,852,155

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
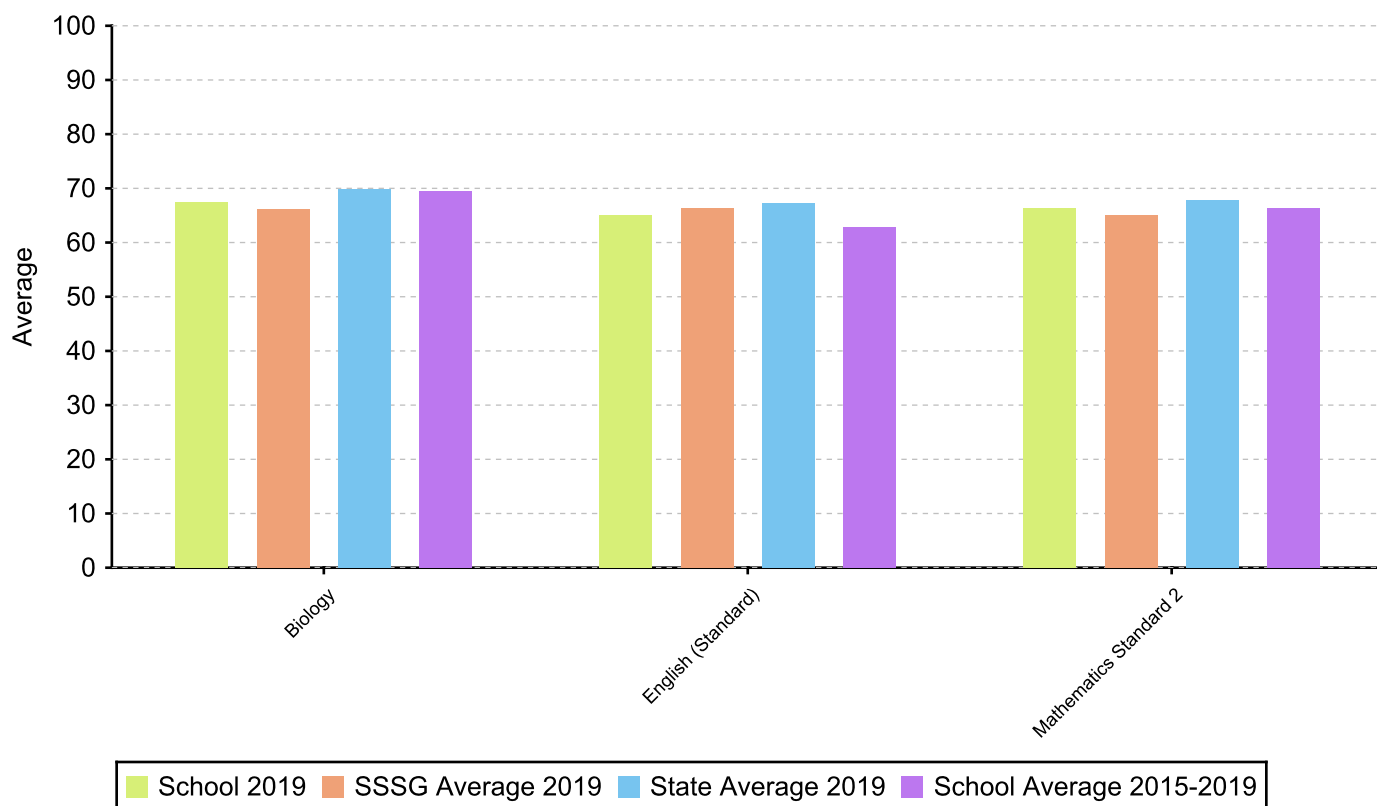
Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	67.5	66.1	69.9	69.5
English (Standard)	65.0	66.4	67.3	62.8
Mathematics Standard 2	66.3	65.1	67.7	66.3

Parent/caregiver, student, teacher satisfaction

Ardlethan Central School highly values the feedback it receives from parents, carers, students and staff regarding school performance. The school uses a number of data sources to evaluate school community satisfaction including CESE Tell Them From Me satisfaction survey data and personally distributed parent/carer survey data. The school is fortunate to be supported by a strong and proactive Parents and Citizens Association that collaborates effectively with the school.

The data collected from these sources indicated that Ardlethan CS students felt a positive sense of belonging, had positive teacher–student relationships, felt teachers had high expectations for success and experienced a positive learning climate at rates above normal state averages. Research demonstrates that these indicators are key drivers of overall student engagement.

Evaluating data collected from our parent and carer survey highlighted that over 90% of respondents felt welcomed when they visited Ardlethan CS. Over 90% felt that teachers showed genuine interest in their child's learning and that 75% of respondents were confident that their child could identify a staff member they could turn to for advice and assistance. We work hard to develop and sustain productive partnerships with our students, parents and carers, by actively engaging our families and highly valuing their feedback and support.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.