

# 2020 Annual Report

## Ashford Central School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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## Message from the principal

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As 2020 draws to a close, we reflect back on the wonderful moments across another school year and say our farewells to another graduating cohort of Ashford Central School.

This year has been like no other with the impact of Covid-19 on school operations and the segregation between home and school. It has been incredibly difficult to work collaboratively with parents and carers, to meet with the P&C or School Planning Committee and even for our staff and students to attend school at times throughout this year.

With the challenges faced by all in our community including and beyond the anxiety generated by Covid-19, we have persevered and developed another layer of armour to face tomorrow. I sincerely thank all in our school and wider community that have maintained contact and support for our school and of course our incredible staff that within a few days' notice were able to turn their teaching and learning programs on their head to enable learning to be delivered at home. We have moved into an increased use of technology during this year and now see more meetings, conferences and lessons delivered and attended online.

This year has seen the school make significant investment in student resources and grounds assets around the school. We have seen multiple extra-curricular achievements, both academic and sporting. While we have been unable to participate in many of our regular events across the school year, our students have participated and made our school and community proud when they were able to.

Students of our school are immersed in a comprehensive and rigorous curriculum. They are enveloped in a student focused school that supports wellbeing through positive relationships. The opportunities that a smaller school provides are immeasurable. The ability to have additional contact time with teachers supports our students to have an individualised education. Students are increasingly participating in digital technologies within lessons, have engaged in STEM (science, technology, engineering and mathematics) projects and had access to virtual reality kits, 360-degree cameras, robotics and other new software and technology.

Our students have a strong voice in our school and are involved in school plan monitoring and multiple opportunities for feedback through our STUDEEC forum, connectedness to school, literacy and numeracy and engagement surveys. During this year, we have purchased a Survey Monkey licence which has facilitated further opportunities for gathering feedback on our progress from students, staff and the entire community.

Ashford Central School is blessed with highly professional and skilled staff. Everyone that works at the school, from our cleaners, ground staff, office staff, teachers, support staff in classrooms and executive staff all bring a variety of experience and skills to their roles ensuring that all students and school stakeholders are known, valued and cared for in an innovative and high-quality educational environment. I sincerely thank our staff for everything they contribute to make our school great.

With the conclusion of this year, our school is losing a highly valued and respected member of staff. Mr Simon Smith after many years teaching, mentoring, and leading in our school has decided it is time to retire. There are few people that

have made such a positive impact on my time here at the school as Mr Smith. His integrity, kindness and unwavering support for the students and staff is admirable.

Our always constant and supportive P&C have been unable to work closely with us this year in person but have assisted with supporting our students by subsidising excursions, organising many events to incorporate our wider community over the year, assisting with panels to recruit teachers and other staff for our school and participating in our school planning committee to provide insights on how the P&C view the impact of our progress this year. Most recently, the P&C were a massive part of ensuring that our Yr12 Graduates had a magical evening for their Formal. I thank all members of the P&C and Mr Chris Doney as President for his valued leadership and focus this year. It will be so great to meet together again in early 2021 and return to the work that we all do in shaping the culture of our school.

With a changing climate and economic conditions our school demographic continues to change. As a result, our work in supporting our families has markedly increased as we do our part in ensuring that all students have a safe, friendly, welcoming and high-quality learning environment to attend and attain their education goals and in-turn life aspirations. Working closer with families can be confrontational and challenging as the line between school and home blurs. The fact is that we have a serious attendance issue that is at an unacceptable rate which requires us by law to question and find strategies for getting students to school. Additional tracking and contacting processes will commence in 2021. If students aren't at school, we cannot teach them. It is the parent and carer that is responsible for this legal requirement. Whilst these comments are negative, they are true. It is only by working together that we enable our children and students to flourish.

### **School Plan Progress:**

Firstly, I want to thank the School Planning Committee for their dedication and perseverance during this year. Monitoring and advising the school on strategies employed to facilitate change can be quite complex and the pressure to do what is right over what is comfortable is constant. If any member of our school community would like to join this committee, please contact the school.

### **Strategic Direction One - Staff - A Dynamic, Cohesive and Quality Staff**

**Process 1 - Student Achievement:** Professional learning for all teaching staff builds capacity, understanding and application of curriculum, learning progressions, assessment practices, and SMART data. During 2020, our teachers have engaged and implemented professional learning into their teaching delivery and learning programs. The School Planning Committee (SPC) has monitored the progress through feedback from executive and analysing baseline and growth data of student achievement (specifically in mathematics, reading and science). The SPC agreed to delay the inclusion of looking at external assessments and superimposing these results over our internal assessment data for this year. We also looked at the impact of teachers plotting students on the Learning Progressions without the successful recruitment of an Instructional Leader. Student achievement was impacted by poor attendance rates. The yearly longitudinal assessments were found to be invalid due to the disruptions of Covid-19.

**Process 2 - Quality Teaching Practices:** The Marzano project enables, empowers and develops a culture of high expectations, increased knowledge of student progress and effective teaching practices. Teaching staff have embedded the use of Learning Goals, Success Criteria, Assessment For, As and Of Learning and developed a whole school Teaching and Learning Document over the course of 2020. Additional professional learning was unable to support increased capacity of teaching staff in the Learning Progressions due to the unavailability of a suitable applicant for the position of Instructional Leader. The development and implementation of succinct tracking processes for mandatory TPL was a positive change in 2020.

### **Strategic Direction Two - Students and Community - Collaboratively Engaged Students and Community**

**Process 1 - Future Focused School:** The leadership team manages resources (human, product, TPL and fiscal) to enable staff and parent/community familiarisation, implementation and delivery of cross-curriculum priorities and general capabilities.

This area of the school plan has been a great success this year. The approach has been fluid and involved many different components including: ICT, STEM, Agriculture and Community engagement (when able to due restrictions). Feedback from all students and teachers is strong and positive that we continue the approach to providing our students the resources and time to be 'looking outward' at those in our community that we can support and learn from.

**Process 2 - Aboriginal Education:** Implement, monitor and review initiatives via an annual work stream to measure growth against the 'Turning Policy into Action: Reflect, Plan, Act Guide'. Professional learning provided to staff to build competencies in Aboriginal Culture.

Our significant Aboriginal student population at the school (43%) has led to a significant resourcing of additional staffing and professional learning to ensure that we incorporate and embed authentic and supportive cultural activities and events across the year. The close relationship between the Local Aboriginal Land Council and the school has greatly assisted our work in this area. Reflecting on the growth across the 'Turning Policy into Action: Reflect, Plan, Act Guide'

document demonstrates a constant increase in achievement. Our blockers to further achievement in this area is the lack of a functioning Aboriginal Education Consultancy Group (AECG) in our local area. As a school, we are working to envelope our students of an ATSI background with personalised learning and support plans, additional staffing in classes and the playground for academic and social support and seeking additional engagement from our local Aboriginal community to deliver cultural knowledge appropriately to all students.

### **Strategic Direction Three - School Culture - Safety, Teamwork, Achievement, Respect**

**Process 1 - Community Engagement:** The school implements a community engagement strategy that responds to feedback from the community whilst maintaining the focus on student learning.

The school had built on 2019 feedback and planned a very significant increase in engagement through the facilitation of funding staffing to support the Ashford Salami Festival and many other initiatives. With the imposition of restrictions due to Covid-19, none of our events were able to go ahead. We will roll over these into 2021 and look forward to reconnecting with and in our community. The success of this component of our school plan and focus on engaging our community has led to an increase of positive school culture at Ashford Central School.

**Process 2 - Wellbeing:** Staff, students and parents collaboratively develop, implement, monitor and review the personalised learning needs of students. Succinct Personalised Learning, Behaviour Management and Attendance Plans are collectively supported and adhered to, supporting enhanced learning achievement.

A constant and vigilant focus has been placed on the wellbeing of students at the school this year. Additional staffing both SASS and teachers have been employed to make the most impact in this area. All staff have been driving increased student attendance and collaboratively communicated formally and informally with students and our parents and families around ways to increase student wellbeing. The rate at which some students are increasing school attendance is positive and a reduction in the number of students demonstrating unacceptable behaviours is also very positive. Overall, the school's core values of Safety, Teamwork, Achievement and Respect are being maintained and supported from most in our school community. We have a school environment that is supportive and inclusive with a culture of pride, integrity and high expectations. We are clear to those that are not supportive, that it will not be tolerated and be dealt with swiftly. Our school attendance rate is well below the state average. Updated and robust processes will be strictly adhered to in 2021.

It is important to share the results and impact of the work our school does within the school plan with all stakeholders at ACS. Deeply ingrained within the school are factors and work efforts that go well beyond the school plan. I return to the significance of our people: the staff at our school. The patience and calm exhibited by our staff has been exceptional throughout this time and I sincerely thank them. I have been in meetings across the course of this year that have counselled students and parents, provided support well beyond our role as educators and provided financial assistance to all families at ACS in one way or another. This is the purpose of our school - to be the community.

We are here for you to work with to raise these young people into adults that will do wonders in their lives. To turn mirrors into windows for them. Having students look upon themselves in the first instance to reflect and be guided on how to grow and succeed, but then to transition these mirrors into windows so as young people move into life looking outward with energy and excitement.

I am proud of this school and I love living in this community. I am excited about our future here at Ashford CS and what 2021 will bring for us all.

Mr Ben Delanty

Principal

### **Message from the school community**

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The 2020 school year was a real challenge for the school community and the P&C. We are dealing with with bushfires, drought and then came along Covid-19. As we had planned many activities with the school, it was incredibly hard to cancel many events that bring the community and the school together. We could not meet or have any P&C meetings, do any fundraising or contribute or attend any events with our children. Thankfully, we were able to have the school swimming carnival at the very beginning of the year and subsidise and host the Year 12 School Formal at the very end of the year. Overall, on behalf of the school community I want to thank the school for the way in which they were able to so quickly transition into the remote learning period of 2020 and carefully and clearly communicate all the changes that disrupted the year. We thank the students, in particular the Year 12 group that showed great courage and resilience across the year and made us all so proud at the way they approached such upheaval all year. I want to personally thank the executive and members of the P&C that worked and supported me as President and I look forward to working alongside the school in 2021 to promote ongoing student achievement, the importance of links with our community and to support learning and extra-curricular activities in the school.

Mr Chris Doney

P&C President

### Message from the students

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As a Year 12 student, 2020 was a very hard and confusing year to be finishing our schooling. The last couple of years had been very tough with the Drought, Bushfires and then Covid-19. Remote Learning was then thrown at us and we would like to thank our teachers for supporting us so well through this.

We missed out on so many events throughout the year, and we were so glad that the P&C were able to host the Formal for us. It was such a lovely evening.

We are very grateful for the support that staff, family and friends showed us throughout the year and it is hard to believe that 13 years of school has gone by so fast. Most of us have been at ACS since kindergarten and are proud to be a part of Ashford Central School and also the Ashford Community.

## School vision

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 2020 is around 150 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

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 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.

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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.

### Improvement Measures

#### Student Achievement

The school uses systematic and reliable assessment information from the Learning Progressions to evaluate effective teaching and learning structures in Literacy and Numeracy.

#### Student Achievement

External performance measures (NAPLAN, ICAS, VALID, HSC) demonstrate the school is at or above statistically similar schools.

#### Quality Teaching Practices

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.

#### Quality Teaching Practices

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 expectation and tracked against the School Excellence Framework - Teaching: Effective Classroom Practice

### Overall summary of progress

Progress towards the improvement measures was mixed in 2020 for a variety of factors. School operations were significantly impacted by Covid-19, an Instructional Leader was unable to be recruited and the 2020 NAPLAN was not undertaken.

As such, the school focused on learning goals and success criteria, assessment for, as and of learning, and effective classroom practices.

### Progress towards achieving improvement measures

#### Process 1: Student Achievement

Professional learning of all teaching staff builds capacity, understanding and application of curriculum, learning progressions, assessment practices, and SMART data.

Evaluation	Funds Expended (Resources)
<p>The School Planning Committee reviewed each initiative in this process and determined:</p> <ol style="list-style-type: none"><li>1. Internal Performance: November (end-point) in Literacy and Numeracy data from the Principal Administered Assessment was delivered to whole staff and utilised as data wall.</li><li>2. Student achievement, including equity groups was analysed and found to be below or closely aligned to students at statistically similar schools on external measures (NAPLAN, ICAS, VALID, HSC).</li></ol>	

#### Process 2: Quality Teaching Practices



## Progress towards achieving improvement measures

**Process 2:** The Marzano project enables, empowers and develops a culture of high expectations, increased knowledge of student progress and effective teaching practices.

Evaluation	Funds Expended (Resources)
<p>The School Planning Committee analysed feedback from staff and students on the Marzano Project. The conclusion was that the Marzano Project had been successful in enabling and empowering a culture of high expectations, increased knowledge of student progress and effective teaching practices.</p> <p>ACS teachers reported that they were now effectively using the Learning Goals and Success Criteria (Marzano Project) in 70-80% of lessons and that students found the explanation of targeted goals a clearer method for understanding what the purpose of the lesson was and what activities were expected.</p>	

## Next Steps

The School Planning Committee agreed that additional explicit focus on literacy and numeracy were required using the Learning Goals and Success Criteria methodology to increase student achievement. The committee also agreed that the student cohorts were increasingly more complex and that additional funding of support personnel in classrooms for both learning and wellbeing was required in 2021. The work around Learning Progressions was ceased due to the unavailability of a suitable Instructional Leader and as such, significant professional learning would fall to the executive staff to establish a working knowledge in Learning Progressions for all teachers.

## 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.

### Improvement Measures

#### 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.

#### 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.

### Progress towards achieving improvement measures

#### Process 1: Future Focused School

The leadership team manages resources (human, product, TPL and fiscal) to enable staff and parent/community familiarisation, implementation and delivery of cross-curriculum priorities and general capabilities.

Evaluation	Funds Expended (Resources)
<p>The School Planning Committee considered the work undertaken by the school around Future Focused Learning and the impact of restrictions placed on the school and community due to Covid-19. The analysis resulted in the following outcomes:</p> <ol style="list-style-type: none"><li>1. Future Focused Learning rotations and activities were undertaken successfully where applicable in the community and clearly articulated in Executive and Staff meetings.</li><li>2. The leadership team managed resources (human, product, Teacher Professional Learning and fiscal) to enable staff and parent/community familiarisation, implementation and delivery of cross-curriculum priorities and general capabilities.</li></ol>	

#### Process 2: Aboriginal Education

Implement, monitor and review initiatives via an annual work stream to measure growth against the 'Turning Policy into Action: Reflect, Plan, Act Guide'.

Professional learning provided to staff to build competencies in Aboriginal Culture.

Evaluation	Funds Expended (Resources)
<p>The School Planning Committee considered the impact of restrictions imposed upon both the school and Aboriginal community in attempting to undertake the multitude of activities planned in 2020. The SPC determined that the school had indeed made significant advancements in relationships, recruitment of school staffing and undertook sufficient professional learning provided to staff to build competencies in Aboriginal Culture. the Aboriginal Education Team was formed and met to determine the implementation, monitoring and review of initiatives via an annual work stream to measure</p>	

## Progress towards achieving improvement measures

growth against the 'Turning Policy into Action: Reflect, Plan, Act Guide'.	
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### 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.

#### Improvement Measures

##### 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.

##### 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.

#### Overall summary of progress

The School Planning Committee considered the impact of the school on implementing the above improvement measures whilst dealing with the restrictions of Covid-19. The resulting consensus was that the school had made great progress in both Community Engagement and Wellbeing.

#### Progress towards achieving improvement measures

##### Process 1: Community Engagement

The school implements a community engagement strategy that responds to feedback from the community whilst maintaining the focus on student learning.

Evaluation	Funds Expended (Resources)
The School Planning Committee considered carefully when determining impact of the school with regards to Community Engagement. Too many prohibitive factors relating to physically relating to the community made many of the planned activities nonviable and in-turn were cancelled. The school did however, communicate remarkably well with the school community and made the school Facebook page a medium in which parents and community could quickly grasp the undertakings of school activities by students and staff.	

##### Process 2: Wellbeing

Staff, students and parents collaboratively develop, implement, monitor and review the personalised learning needs of students. Succinct Personalised Learning, Behaviour Management and Attendance Plans are collectively supported and adhered to, supporting enhanced learning achievement.

Evaluation	Funds Expended (Resources)
The School Planning Committee considered the available data in evaluating the school's progress towards comprehensive wellbeing programs for students and found positive growth in all areas in learning wellbeing and learning culture. Succinct and personalised planning was implemented to provide students with individualised progress of achievement in learning and wellbeing. All plans were communicated with parents and community to ensure that they	

## Progress towards achieving improvement measures

were collaboratively developed and evaluated.	
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## Next Steps

Community Engagement and Wellbeing will both appear in future directions and planning at the school. The community engagement process will move to be aligned with High Expectations and Aspirations for all students with a mutually accountable school stakeholder community. Wellbeing will be further expanded to include staff wellbeing and look at the five domains of the Wellbeing Framework (physical, social, emotional, cognitive and spiritual) in an effort to capture data and develop intensive support for those that require it and wrap around tiered support for the remainder of students and staff.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Total SBAR: \$113,158  SBAR Staffing: 1.0FTE Aboriginal Education Officer \$76,277  Flexible Funding: \$36,881	Aboriginal Education continued to be a priority area at ACS with all teaching staff delivering applicable cultural content as evidenced in teaching programs and at meetings. Repeated efforts to include members of the Aboriginal community in day to day operations of the school were made with varying success.  The school believes that there exists a healthy and productive relationship.
<b>English language proficiency</b>	\$400 is in SBAR	No EALD Language
<b>Low level adjustment for disability</b>	Total SBAR: \$112,103  SBAR Staffing: 0.7FTE Learning and Support Teacher (LAST) \$76,569  Flexible Funding: \$35,534  Additional Staffing: at SLSO x 2 or 3 and # of days \$ at LaST and # of days \$  Integrated Funding Scheme: \$  Staffing @	Evaluation of Low level adjustment for disability included the employment of a Learning and Support Teacher at 0.7fte and additional School Learning Support Staff. These staff, led by the LaST supported students and teachers across K-12. This was a great success in 2020 with many students being provided additional support. The LaST specifically worked with: <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Lead the Learning and Support Team</li> <li>• Completed Access Requests</li> <li>• Met with the School Counsellor and Interagency providers to source additional support for our students and families</li> <li>• Assisted with the Transition of students to school into Kindergarten, through the middle years and transition to post school destinations.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	2020 SBAR: \$14,220 (staffing FTE 0.130)	These funds were effectively expended on additional executive release to develop a parity between primary and secondary executive staff. The funds allowed for all executive members to be off class at the same time to facilitate additional executive meetings as the school continued to foster and develop new systems and policies around curriculum and well being predominately. The executive also met each 5 weeks to determine the evaluations of the school plan on SPARO. This process will be ongoing into 2021.
<b>Socio-economic background</b>	2020 SBAR: \$291,783  Staffing: 0.3FTE  Flexible: \$258,968	A massive list of activities and fund provision through subsidies were delivered in 2020 to effectively distribute these funds. The school worked within the financial guidelines for these funds to provide an equity in education for all our students. Observation and survey of Student, SPC and P&C were analysed and overwhelmingly, strong support for the expenditure was gained.
<b>Support for beginning teachers</b>	Staff Cost (release of Jordan @ 2 hours per week; release of Supervisor @ 1 hours per week for 40 weeks) \$9407  Casual Staff costs	The beginning teacher was not able to access many opportunities in 2020 due to Covid-19 restrictions. Internal supervision, additional release and a review of programs, scope and sequences and assessment schedules with experienced colleagues (KLA - English) was undertaken in the 2020 school year.

<b>Support for beginning teachers</b>	Course costs  Travel and Accommodation	The beginning teacher was not able to access many opportunities in 2020 due to Covid-19 restrictions. Internal supervision, additional release and a review of programs, scope and sequences and assessment schedules with experienced colleagues (KLA - English) was undertaken in the 2020 school year.
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# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	85	81	73	73
Girls	84	87	75	63



## Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.1	83.4	84.8	91
1	90.9	85.8	85.8	88
2	91.2	86.2	84.4	84.8
3	90.8	89.1	85.2	90.7
4	93.2	85.2	90.4	89
5	94.3	92.1	88.9	94.6
6	90.6	92.2	91.1	89.3
7	91.8	88.9	90.5	96.4
8	88	86	86.3	93.5
9	87	87.3	85	86
10	83.8	82.2	81.6	76.1
11	80.7	82.4	73.3	83.4
12	85.1	85	85.2	88
All Years	89	86.8	86	88.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	92.3	91.5	91	91.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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	0	0	17
Employment	0	33	33
TAFE entry	0	0	0
University Entry	N/A	N/A	50
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

Year 10- students all continued study at ACS.

Year 11- 3 students gained employment, the remainder continued into the HSC at ACS.

Year 12- 3 students gained entry into university, all remaining students were seeking or had gained employment. One student enrolled in a university preparation course through Southern Cross University.

### Year 12 students undertaking vocational or trade training

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85.71% of Year 12 students at Ashford Central School undertook vocational education and training in 2020.

### Year 12 students attaining HSC or equivalent vocational education qualification

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100% of all Year 12 students at Ashford Central School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	10.27
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	6.89
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

ACS staff undertook a significant amount of TPL in 2020 due to working from home and the additional expectation of completing Disability Standards courses in preparation of students enrolled and enrolling with high levels of support required. Teachers all undertook additional literacy and numeracy training and SASS undertook additional cultural training.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	464,835
<b>Revenue</b>	3,473,187
Appropriation	3,459,111
Sale of Goods and Services	6,029
Grants and contributions	7,430
Investment income	617
<b>Expenses</b>	-3,327,898
Employee related	-2,901,806
Operating expenses	-426,092
<b>Surplus / deficit for the year</b>	145,290
<b>Closing Balance</b>	610,125

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	109,976
<b>Equity Total</b>	517,444
Equity - Aboriginal	113,158
Equity - Socio-economic	291,783
Equity - Language	400
Equity - Disability	112,103
<b>Base Total</b>	2,487,039
Base - Per Capita	35,595
Base - Location	39,298
Base - Other	2,412,146
<b>Other Total</b>	301,840
<b>Grand Total</b>	3,416,298

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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.



# Parent/caregiver, student, teacher satisfaction

Stakeholder satisfaction in school operations across 2020 was measured in the following forms: informal interview, survey requests including the Tell Them From Me survey, staff meeting feedback sessions, interactions on school social media and through our formal communication channels of parent-teacher interviews, personalised learning support plan interviews, email and postal correspondence.

The data and feedback gleaned from the sources listed above are summarised as:

All key stakeholders in our school community were represented in the data including: Parent/carer, teacher, SASS, community members, students. Feedback was provided from both Aboriginal and Non-Aboriginal participants

## **1 - 84% of participants provided that: Our school is welcoming to our community**

*Comments Include:*

- Very nice school. Everyone is always so kind and supportive
- Provide an extensive array of events for Parents to attend

## **2 - 81% of participants provided that: Students are treated fairly by staff**

*Comments Include:*

- Absolutely. The teachers are always supporting the students to ensure that they have an enjoyable day.

## **3 - Only 62% of participants provided that: Students treat staff with respect**

*Comments include:*

- 90% certainly do. A small minority that do not
- Students target those teachers who are relief or casual, they test and see how many buttons can be pushed but also they do not even respect other students and then problems arise in the classroom or in the playground. Respect needs continual promotion at school as it is becoming a huge indicator that it is not used at home.
- Yes, it's lovely seeing how responsible and kind the students are towards their teachers.

## **4 - Only 45% of participants provided that: Students treat each other with respect**

*Comments include:*

- At times there are still cases of students not respecting each other.
- It varies. Most do. Some do not
- There are moments when they don't, but as a general rule yes they do

## **5 - 84% of participants provided that: Class activities are interesting and engage students in learning**

*Comments include:*

- A huge effort has been made to support and engage student learning - it will only work if the student wants it too but luckily they are few.
- Depends on the coursework and therefore the ability to make content or skills 'interesting' to all students. Engagement of students is at times decreasing with the work ethic, attitude and application of some students.
- Staff apply great diligence to this and always attempt to provide interesting and engaging activities. Student apathy often hinders the implementation of lessons.
- Mine always comes home happy about their day, thank you so much. It's a really nice place for kids

## **6 - 90% of participants provided that: Our school provides a quality learning environment**

*Comments include:*

- A huge effort has been made to support and engage student learning and provide a high quality environment.

## **7 - 79% of participants provided that: Students are happy at our school**

*Comments include:*

- In general I feel confident in saying Yes. Obviously there are the minority that are not happy to be at school at all, not saying its our school issue. They are not encouraged to be a bit resilient and get on with it but think of all the excuses to 'not be happy' and try to get their own way with their parents
- Generally student are happy at our school however, there are some students that would not be happy at any school as they just don't want to be at school
- It's hard to tell. I think mostly they are happy, but there are so many students who's apathy means that lack motivation and happiness in school. These students have no reason to not be happy - they have such an

awesome place to come to every day.

## **8 - 84% of participants provided that: Our school leadership is of a high quality**

### *Comments include:*

- I trust the school under Mr Delanty. He is a great Principal for our school.
- Absolutely. The executive are supportive, consistent, fair, engaging, they care for you, not overly critical, can offer suggestion, and support growth and professional learning, especially for new teachers.
- Communication is still an issue I feel. Those people who are only here some days of the week find out at the last minute that things have changed as no-one thinks about them. Even if you read minutes of meetings not all that affects people is discussed and so perhaps supervisors of staff whoever it is should be responsible for updating those people.

### **Feedback on areas of strength in the school:**

- Supporting Families, strong school culture, great learning programs and innovation, strong leadership, strong focus on student and staff wellbeing, discipline, NO PHONES!

### **Feedback on areas of perceived weakness in the school:**

- Making parents more responsible for their child's behaviour
- Providing time for staff to apply skills learnt through TPD
- lack of collaboration or ineffective collaboration at times.
- Giving parents enough notice before events
- Sport or inter-school activity: obviously not now COVID but helps students to mix with other school at a school event.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.