

2021 Annual Report

Ardlethan Central School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Ardlethan Central School

Mithul St

Ardlethan, 2665

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

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

6978 2046

School vision

Ardlethan Central School is a supportive, safe and inclusive environment where student learning is informed by a holistic understanding of the individual, ensuring students connect, succeed and thrive in their learning and wellbeing. A whole school approach to delivering the most effective evidence-based teaching practice ensures a school culture that builds educational aspiration and ongoing performance improvement across the school community.

School context

Ardlethan Central School is a K-12 rural school on the lands of the Wiradjuri people, in the Riverina Region, South Western NSW. Ardlethan is a town that has continued to contract in size due to traditional family farms being bought by farming conglomerates. The population of the town is made up of predominately retired couples who have moved off the farms or younger families who have been attracted to the town due to more affordable housing.

Dedicated teachers and support staff create a supportive, safe and inclusive learning environment for our students. Teachers receive ongoing professional development focusing on current research in what works best to deliver quality learning experiences to all students. Students are provided opportunities to succeed in all areas, including cultural, sporting and academic pursuits.

Ardlethan Central School is part of the Riverina Access Partnership (RAP), one of five access programs that run in NSW. RAP provides a shared curriculum for senior secondary students across six central schools that deliver Yr 11 and 12 studies across all six participating schools. The cohorts of students interact with each other and their co-ordinating teacher through online platforms and collaborative technologies, while being supported in their home school by co-teachers. This enables rural students to complete their secondary education at their local school with the support of their community without having to live away from home.

The focus and strength of our school is the ability to provide tailored and individualised learning opportunities for every child from Kindergarten to year 12.

Through our situational analysis and consultation process with parents and carers, students, staff and aboriginal community focus groups, we identified our high level areas for improvement or further development as:

- the explicit teaching of reading and numeracy
- data to inform practice
- effective collaboration across the broader school community.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student progress and achievement we will develop a strategic, planned and explicit approach to the teaching of reading and numeracy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data to inform practice
- Explicit teaching

Resources allocated to this strategic direction

Socio-economic background: \$7,930.00

Professional learning: \$6,396.00

Integration funding support: \$67,476.00

Low level adjustment for disability: \$46,015.19

Literacy and numeracy: \$3,869.99

Location: \$30,321.14

Summary of progress

In 2021, we focused on developing staff understanding of the teaching of the components of reading, and their ability explicitly teach reading. We also focused on developing a deep understanding of student comprehension needs and the ability to monitor and assess student progress. We specifically targeted the explicit teaching of vocabulary and staff developed strategies that were embedded in teaching and learning programs. Professional dialogue on teaching strategies was a focus at whole staff professional learning sessions and the executive team ensured these practices were targeted at student need.

Staff have collaborated to embed a range of teaching strategies and resources into their teaching and learning programs for 2022. A small team of teachers began regularly assessing and monitoring student progress and achievement through PLAN2.

In 2022, we will continue to develop staff understanding of the teaching of reading by reflecting and refining our practice in the teaching of vocabulary. We will also expand professional learning of PLAN2 to all staff.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reading - Primary Increase the proportion of primary students achieving in the top 2 bands in NAPLAN reading by 3%	An increased percentage of students achieved in the top two bands for Reading in 2021. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Numeracy - Primary Increase the proportion of primary students achieving in the top 2 bands in NAPLAN numeracy by 2%	A decreased percentage of students achieved in the top two bands for Numeracy in 2021. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Reading - Secondary Improvement in the percentage of secondary students in the West Wyalong network small cohorts' group	A decreased percentage of students achieved in the top two bands for Reading in 2021. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.

achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target of 21.7%.	
Numeracy - Secondary Improvement in the percentage of secondary students in the West Wyalong network small cohorts' group achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated target of 24.7%	A decreased percentage of students achieved in the top two bands for Numeracy in 2021. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Effective collaboration to develop outstanding teaching practice

Purpose

In order to ensure every student improves every year in reading and numeracy and our HSC results are improved, we will work together to understand and use the most effective teaching methods.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High impact professional learning model

Resources allocated to this strategic direction

Professional learning: \$8,747.00

Summary of progress

Our focus for 2021 was to facilitate professional dialogue, collaboration and classroom observations to develop teacher capacity to use a range of formative assessment strategies to inform their teaching, adapt their practice and meet the learning needs of students. Focusing on High Impact Professional Learning, teachers were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning. Professional dialogue on comprehension teaching strategies drawn from the evidence-base was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need.

Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across the school, in the form of coaching and mentoring, has been provided for staff.

In 2022, we will continue to build teacher capacity to increase student achievement and growth, and ensure teachers continue to focus on student learning through evidence-proven assessment and instruction.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reading - Primary Increase the proportion of students achieving above expected growth in primary NAPLAN reading by 10%.	No students achieved at or above expected growth in 2021. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Numeracy - Primary Increase the proportion of students achieving above expected growth in primary NAPLAN numeracy by 10%.	100% of students achieved at or above expected growth in 2021, demonstrating progress towards the system-negotiated target of 67%-100%.
Reading - Secondary Increase the proportion of students achieving above expected growth in secondary NAPLAN reading by 10%	100% of students achieved at or above expected growth in 2021, demonstrating progress towards the system-negotiated target of 60%-100%.
Numeracy - Secondary Increase the proportion of students achieving above expected growth in	66.67% of students achieved at or above expected growth in 2021, demonstrating progress towards the system-negotiated target of 67%-100%.

secondary NAPLAN numeracy by 10%	
The percentage of HSC course results from the Riverina Access Partnership increases by a minimum of 5% in the top 3 bands.	In 2021, the Riverina Access Partnership schools saw 43.75% of student results in the top three bands of HSC. This is 10.05% below the lower bound 2022 system-negotiated target of 53.8% to be achieved by 2022.

Strategic Direction 3: Expectations of success for every student

Purpose

To design and implement a strategic approach to learning success informed by holistic information about each student's aspirations, wellbeing and learning needs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Knowing every student and developing aspirational expectations

Resources allocated to this strategic direction

Professional learning: \$1,066.00

Socio-economic background: \$17,366.60

Aboriginal background: \$2,724.93

Summary of progress

In 2021, we focused on developing the executive team's understanding of how to improve parent and carer engagement with student learning. The Head Teacher engaged with DoE Learning Ecosystems professional learning and began implementing this learning by collecting baseline data on a small group of students. This focus has been successful in improving student outcomes through the establishment of several School Based Trainee-ships with local businesses.

An initial whole school careers program commenced this year, with all teachers and year groups engaged, but needs further strategising and refinement. A transition program was implemented for Kindergarten students.

In 2022, we will focus on the continued engagement of parents, carers and community as well as developing student understanding and aspirations through the exposure of a range of career opportunities.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students attending more than 90% of the time by 2%	The percentage of students attending more than 90% of the time has increased by 5%, exceeding the annual progress measure by 3%.
Increase the proportion of students reporting positive wellbeing as measured by the Tell Them From Me survey.	The proportion of students reporting positive wellbeing as measured by the Tell Them From Me survey has remained the same.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$67,476.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ardlethan Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around inclusion • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: individualised support for all students who receive IFS with improved student learning outcome trends and monitoring of the achievement of individual learning goals. Capability building of staff to support inclusion and behaviour and learning interventions.</p> <p>After evaluation, the next steps to support our students with this funding will be: targeted individualised support for every student combined with capability building of staff to differentiate learning and support.</p>
<p>Socio-economic background</p> <p>\$25,296.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ardlethan Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data to inform practice • Knowing every student and developing aspirational expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engage with external providers to support student engagement and retention • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: the assessment of reading capabilities of all students K-8 and targeted differentiated teaching. Targeted and strategic school resourcing to ensure equitable outcomes for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: access additional external providers to support student learning and engagement.</p>
<p>Aboriginal background</p> <p>\$2,724.93</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ardlethan Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$2,724.93</p>	<ul style="list-style-type: none"> • Knowing every student and developing aspirational expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • community consultation and engagement to support the development of cultural competency • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: a deep understanding of the Personalised Learning Pathway's PLP) process including improved student and carer engagement with the process. The cultural understanding of the school community has increased due to authentic engagement with local Aboriginal culture and community. Aboriginal students have improved their engagement with school.</p> <p>After evaluation, the next steps to support our students with this funding will be: a more rigorous and strategic PLP process that is individualised and reflects academic, social and aspirational goals.</p>
<p>Low level adjustment for disability</p> <p>\$46,015.19</p>	<p>Low level adjustment for disability equity loading provides support for students at Ardlethan Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • implementation of a needs-based learning and support program in which staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: all staff trained in the explicit teaching of vocabulary. Additional support provided to classroom teachers to implement targeted literacy programs for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to review and observe explicit teaching of literacy strategies across all stages.</p>
<p>Location</p> <p>\$30,321.14</p>	<p>The location funding allocation is provided to Ardlethan Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release • technology resources to increase student engagement <p>The allocation of this funding has resulted in: the utilisation of an experienced mathematics teacher and increased access</p>

<p>Location</p> <p>\$30,321.14</p>	<p>to learning technologies for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: the engagement of an experienced music teacher.</p>
<p>Literacy and numeracy</p> <p>\$3,869.99</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ardlethan Central School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in: staff using evidence based literacy and numeracy resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: to maintain a focus on using evidence based resources.</p>
<p>QTSS release</p> <p>\$5,045.31</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ardlethan Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: explicit teaching of reading embedded into primary teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to strengthen staff use of formative assessment strategies.</p>
<p>COVID ILSP</p> <p>\$33,433.27</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to monitor progress • providing targeted, explicit instruction for student groups in literacy • employing/releasing staff to coordinate the program • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in:</p>

<p>COVID ILSP</p> <p>\$33,433.27</p>	<p>improved reading outcomes for all targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to expand the program to additional students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	28	27	24	29
Girls	28	24	23	27

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.5	93.7	93.2	92.9
1	87.6	84.4	94	88.5
2	90.6	86	91.6	92.2
3	95.4	88.8	93.6	93.5
4	89.2	95.5	93.4	91.9
5	95.4	94.1	96.2	94.8
6	87.2	94.3	95.7	95.3
7	93.6	91.4	97.1	94.7
8	90	89.2	97.9	94.2
9	92.2	91.4	93.5	93.9
10	80.1	92.2	97.2	90.2
11	90.8	89.1	87.9	95.1
12	100	78.1	84.8	81.7
All Years	90.6	90.3	93.2	91.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

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	0
Employment	0	0	33
TAFE entry	0	0	0
University Entry	0	0	67
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Ardlethan Central School undertook vocational education and training in 2021.

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 2021 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)	1
Classroom Teacher(s)	5.78
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	311,427
Revenue	1,851,399
Appropriation	1,837,750
Sale of Goods and Services	59
Grants and contributions	3,483
Investment income	107
Other revenue	10,000
Expenses	-1,916,649
Employee related	-1,671,322
Operating expenses	-245,327
Surplus / deficit for the year	-65,250
Closing Balance	246,177

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.

	2021 SBAR Adjustments (\$)
Targeted Total	67,476
Equity Total	74,037
Equity - Aboriginal	2,725
Equity - Socio-economic	25,297
Equity - Language	0
Equity - Disability	46,015
Base Total	1,409,302
Base - Per Capita	11,537
Base - Location	30,321
Base - Other	1,367,444
Other Total	234,237
Grand Total	1,785,051

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

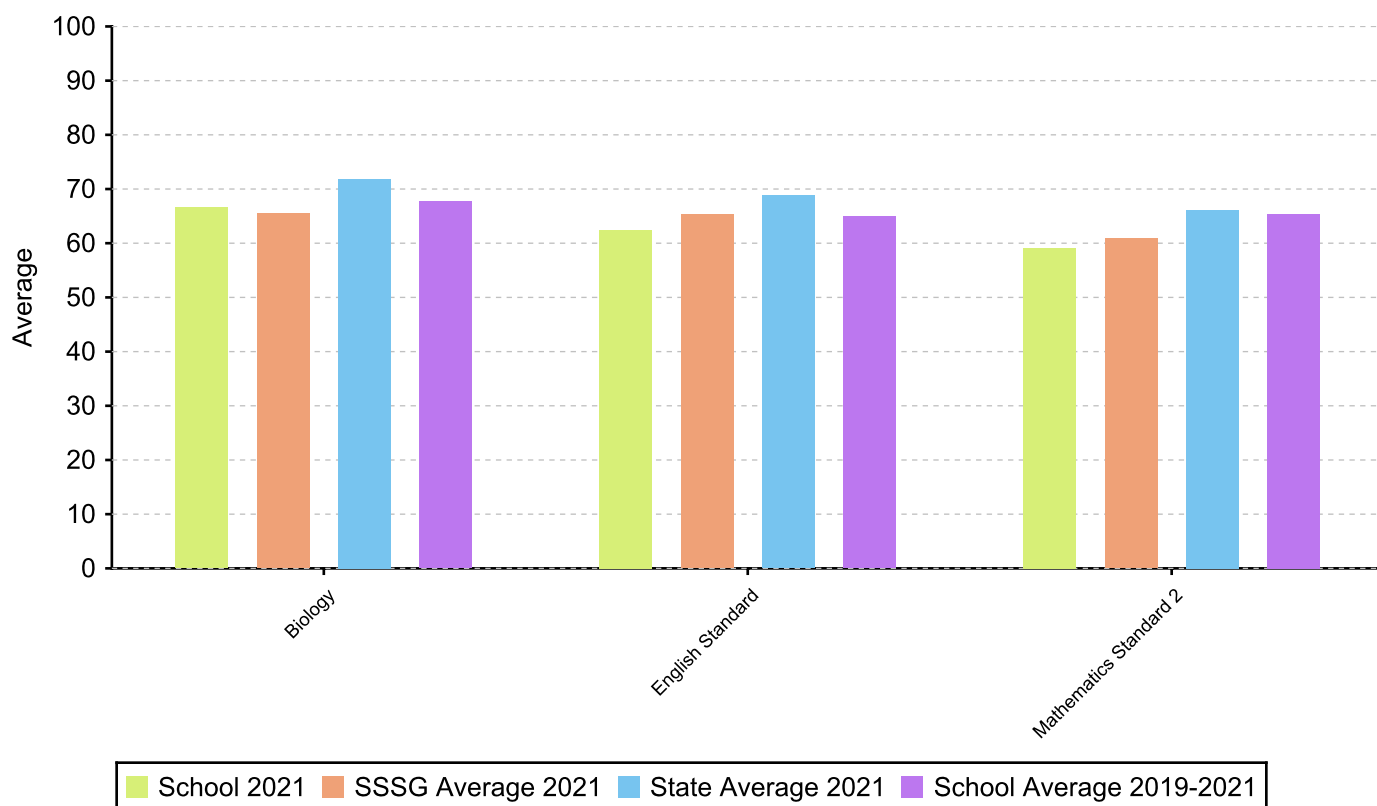
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au 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 2021	SSSG	State	School Average 2019-2021
Biology	66.6	65.5	71.9	67.7
English Standard	62.4	65.3	68.8	64.9
Mathematics Standard 2	59.1	60.9	66.1	65.4

Parent/caregiver, student, teacher satisfaction

A survey of parents and carers indicated that 100% of respondents felt welcomed at the school, their child felt safe and could identify a staff member they could turn to for advice and support. 80% felt they were well informed about their child's progress and 86.7% indicated the school supports their child's individual learning needs. 86.7% felt positive relationships were evident amongst staff and students and 80% of respondents indicated they would recommend Ardlethan CS to friends and family.

Feedback from staff indicated that 82% felt their input was valued by the leadership team and that the leadership team helps them to improve their practice. 91% indicated staff at Ardlethan CS treat each other with dignity and respect and 82% felt the staff works collaboratively to achieve the school's goals. 100% of staff felt they were motivated to contribute more to the school than is required and 91% agreed that Ardlethan CS is a great place to work. All staff have completed professional learning with the What Works Best Toolkit. Reflection on their current practice of each of the What Works Best themes and has identified areas for improvement. The process involved reflecting on their current practice and identifying the next steps for improvement by considering areas of practice that need to be strengthened. Staff feedback indicates the need to improve our understanding of the use of data to inform practice. Staff have indicated that the school has made progress in developing collaboration amongst teachers, more work can be done to develop teach observation of practice and feedback.

Student survey data indicates continued positive growth in the percentage students feeling a sense of belonging and that the schooling is useful and has a strong bearing on their future.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.