

# 2021 Annual Report

## Ariah Park Central School



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# Introduction

The Annual Report for 2021 is provided to the community of Ariaiah Park 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

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Ariah Park Central School

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## School vision

We have an active culture of continuous improvement in our teaching, learning and engagement with community at Ariaiah Park Central School.

Central to the improvement in student performance will be our highly capable staff and students. Staff will exhibit high expectations in all that they do, with contextualised, focused and evidence based professional learning as the foundation of our improvement. This will result in all school staff being dedicated to improving student outcomes. Our students will be independent, life long learners who are highly educated and well rounded people.

The community will actively engage with our school to actively partner in their children's education. Families will collaborate the school in designing learning and improving educational outcomes. The school community will be inclusive, providing excellent education for all.

This vision will lead to the school achieving the Premiers Priorities of increasing the number of students achieving the top two bands in NAPLAN and building wellbeing practices that protect our most vulnerable students.

## School context

Ariah Park Central School is located on the lands of the Wiradjuri people in the Riverina region of New South Wales. It is a rural K-12 school of 140 students who are drawn from the village of Ariaiah Park (population 493), nearby towns and the surrounding farmlands. The latest census data show the main areas of employment are agricultural industries. Trend data shows that enrolments in the school have been slowly increasing over the last decade. Currently 3% of students identify as Aboriginal and 1% of students identify as EAL/D.

Ariah Park Central School is part of the Riverina Access Partnership (RAP), one of 5 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 teacher through videoconferencing and collaborative technologies. 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 school also cooperates with nearby Barellean Central School and Ardlethan Central School to deliver elective and VET courses across Year 9 and 10. Students also access VET programs delivered by TAFE NSW.

The school has excellent facilities which include well maintained grounds and playground. The school has a comprehensive library and very high levels of technology for student learning. All classrooms are fitted with quality learning equipment and every student from K to 12 has access to a school laptop.

In addition to the academic pursuits the school provides a broad range of extracurricular activities including the performing arts, leadership and sporting experiences and has a strong focus on quality education.

The school is supported by its stakeholders. The cohesion of stakeholders is apparent through the Student Representative Council, Parents and Citizens Association (P&C), Learning and Support Team and relevant reference groups. At Ariaiah Park Central School we pride ourselves on the close relationships that we hold with the families who support our school.

After extensive work on a Situational Analysis and through a consultative process, the staff and school community have determined a set of high level areas for improvement or further development. These include the need to improve literacy and numeracy results across the school. To enable this, an evidence based K - 12 continuum of learning for literacy and numeracy will be necessary. This will be supported by evidence based approaches to professional learning that will improve teacher practice and increase teacher capacity. In addition, deeper collaboration across the school community, effective reciprocal support and increased involvement in the school by the community will open opportunities for students and improve outcomes.

## 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 Strategic Improvement Plan and annual report. Every four 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 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve students' reading and numeracy achievement there are established school wide, high quality practices in assessment , planning for learning and teaching practice that lead to improved outcomes for all students in reading, numeracy and KLA outcomes.

### 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.

- Developing Reading and Numeracy Strategies

### Resources allocated to this strategic direction

**Socio-economic background:** \$27,890.00

**QTSS release:** \$17,938.88

**Per capita:** \$28,265.82

**Professional learning:** \$10,050.00

**Location:** \$11,600.00

**English language proficiency:** \$2,400.00

**Literacy and numeracy:** \$2,141.37

**Literacy and numeracy intervention:** \$23,544.78

**Low level adjustment for disability:** \$11,829.51

### Summary of progress

Throughout 2021 the school implemented a series of strategies to develop the reading and numeracy knowledge, understanding and skills of students from K - 12. Each of these strategies have been evaluated.

### Reading Interventions

During Term 1, the Learning and Support Teacher, select Primary and Secondary teachers with selected School Learning Support Officers undertook training in the MacqLit package. The school purchased the support package for use with students. The school's Learning and Support Teacher screened students resulting in three MacqLit groups being formed and explicit systematic synthetic phonics commenced in Term 2. Data indicates that students included in this intervention program have made substantial improvements in their reading outcomes over the two terms that the program ran. Evaluation of the program indicates that students have benefited from its implementation.

In 2022 the school will expand reading intervention programs to cater for a more expansion group of students. Professional Learning will be prioritised for key staff as facilitators of these programs. The school will continue to consistently monitor student learning progress and adjust teaching and learning programs accordingly.

### Teaching Sprints

Starting in Term 2, teaching sprints were introduced across the school from K - 10. Professional learning was undertaken by all teaching staff at the start of the term. As part of the professional learning, relevant data was reviewed by teachers to determine areas of need for students. Planning was undertaken collaboratively for the first iteration, promoting a consistent implementation in the classroom. An informal review demonstrated the first round of sprints had a positive impact on staff planning for student learning and was used by all staff. The process has continued to be developed as further 5 weeks cycles of teaching sprints have continued throughout 2021.

In 2022, improved guidance, templates and more time for each cycle of the sprints will be implemented. Teachers have identified that this would increase the impact of the strategy.

### 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
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<p>Reading - Primary</p> <p>Improvement in the percentage of students achieving in the top 2 bands to be above the lower bound negotiated target in reading of 30%</p>	<p>Data indicates there has been a 5% increase in the percentage of students achieving in the top two bands in reading, however, progress is yet to be seen to be above the lower bound target.</p>
<p>Reading - Secondary</p> <p>Improvement in the percentage of students in the West Wyalong network small cohorts' group achieving in the top 2 bands to be above the lower bound system negotiated target in reading of 17%</p>	<p>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.</p>
<p>Numeracy - Primary</p> <p>Improvement in the percentage of students achieving in the top 2 bands to be above the lower bound negotiated target in numeracy of 20%</p>	<p>Data indicates there has been a 11% increase in the percentage of students achieving in the top two bands in numeracy, however, progress is yet to be seen to be above the lower bound target.</p>
<p>Numeracy - Secondary</p> <p>Improvement in the percentage of students in the West Wyalong network small cohorts' group achieving in the top 2 bands to be above the lower bound system negotiated target in numeracy of 17%</p>	<p>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.</p>

## Strategic Direction 2: Capacity building to achieve educational excellence

### Purpose

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In order to ensure student growth and improved HSC results, we will build a culture where teachers show they are identifying, understanding and implementing effective explicit teaching methods. Teachers will also develop sophisticated use of data to improve teaching and learning.

### Initiatives

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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.

- Building our professional capability

### Resources allocated to this strategic direction

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**Socio-economic background:** \$26,989.51

**Location:** \$10,076.24

**Per capita:** \$5,000.00

### Summary of progress

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Throughout 2021, the school implemented a series of strategies to develop the professional knowledge of teachers using evidence based professional learning. The professional learning has focused on high impact teaching to improve student outcomes in literacy, numeracy and in the HSC. Each of these strategies have been evaluated.

### Technology Support

With the introduction of Essential Assessment across the school and the use of a variety of computer based teaching tool, the ability of classes to access laptops has become increasingly important in classrooms. The school has committed to improving the ratio of devices to students. The purchasing of devices was delayed while the school evaluated the impact of the Rural Access Gap program on the number of devices in the school. After receiving devices through the program, it was determined that an additional 12 devices were needed immediately to supply teaching and learning needs. This purchase has been processed, although supply chain issues will see the devices arrive late in 2021.

In 2022, the school will continue to use technology to enhance the delivery of teaching and learning programs and increase the use of Essential Assessment.

### High Impact Teaching Strategies

Starting in Term 2, High Impact Teaching Strategies (HITS) were introduced across the school from K - 10. Professional learning was undertaken by all teaching staff at the start of the term. As part of the professional learning, teachers were introduced to a suite of HITS using resources based on the research work of Dr John Hattie. These practices have been identified by Hattie as improving the learning outcomes of students if used in a consistent and sustained way in the classroom. In 5 week cycles, teachers were introduced to a new HITS, had the strategy modeled, planned for the use the strategy, implemented the strategy and then reflected on the impact of the strategy. Each strategy continued to be used by teachers while the next strategy was introduced. In 2021, the strategies introduced through this process included goal setting (using learning intentions and success criteria), lessons structures and sequencing, explicit teaching and using worked examples. Staff reflection indicate that there has been a consistent application of the strategies in more than 70% of classes.

In 2022, the school will continue to implement the remaining HITS in the model, with full implementation anticipated in late Term 3.

### High Impact Professional Learning Model

The High Impact Professional Learning Framework was introduced by the Department of Education in 2020 to inform the professional learning processes within schools. From this and other research, a High Impact Professional Learning Model was developed and introduced to staff at the first School Development Day for 2021. The model and the High Impact Professional Learning was used to plan, structure and guide all professional learning for staff at Arah Park Central School. Following the Strategic Improvement Plan and the professional learning calendar, the model was used to develop staff knowledge, understanding and skills in the use and application of HITS and Learning Sprints. Working through 5 or 6 weeks cycles, the model was used in the fortnightly professional learning sessions at Whole Staff Meetings. The professional learning provided at these meetings was evaluated throughout the year and their was a high

correlation between staff engagement in the learning and planning phases of the professional learning and positive changes in classroom practice.

In 2022, this model will continue to be used to implement change in classroom practice and enhance student learning outcomes.

### Collaborative Practice

During Term 1, the Principal completed initial training through the Introduction to Collaborative Practice. It became evident that further understanding about leading to promote collective efficacy and collaboration was required. At the start of Term 2, the Principal enrolled in Leading Collaborative Practice professional learning and developed a collaborative learning project in Science. This project continued until the end of the school year, informing planning for 2022. In Term 4, the executive team began professional learning on formal coaching, using the EFire model of coaching.

In 2022., the executive team will complete their professional learning and will implement a coaching process in the school.

### 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
Growth Reading - Primary Improvement in the percentage of students in Year 5 achieving expected growth to be above a target of 40%	The percentage of Year 5 students achieving expected growth in reading was 36% indicating progress towards the 2023 target of 40% of students achieving expected growth.
Growth Reading - Secondary Improvement in the percentage of students in Year 9 achieving expected growth to be above a target of 40%	The percentage of Year 9 students achieving expected growth in reading was 50% indicating achievement beyond the annual measure and progress toward the 2023 lower bound target of 70%.
Growth Numeracy - Primary Improvement in the percentage of students in Year 5 achieving expected growth to be above a target of 40%	The percentage of Year 5 students achieving expected growth in numeracy was 18% indicating progress towards the 2023 target of 40% is yet to be seen.
Growth Numeracy - Secondary Improvement in the percentage of students Year 9 achieving expected growth to be above a target of 40%	The percentage of Year 9 students achieving expected growth in numeracy was 83% indicating achievement beyond the annual measure and exceeding the lower bound target of 70% for 2023.
HSC - Secondary The percentage of HSC course results from the Riverina Access Partnership increases by a minimum of 3% 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 10.75% below the lower bound 2022 system-negotiated target of 53.8% to be achieved by 2022.

## Strategic Direction 3: Partnerships built on high expectation relationships

### Purpose

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To enhance the school culture so it is strongly focused on learning, the building of educational aspiration and ongoing improvement in teaching and outcomes based on high expectation relationships.

### Initiatives

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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.

- Growing High Expectations for All

### Resources allocated to this strategic direction

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**Professional learning:** \$2,200.00

**Aboriginal background:** \$4,057.58

**Per capita:** \$1,000.00

### Summary of progress

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Throughout 2021, the school implemented a series of strategies to develop high expectations relationships across the school community. New processes such as student, parent conferencing were trialed to assess their impact on the relationship of the school with its community. The school also investigated the most effective processes to embed respect for others and build cultural awareness, especially around Aboriginal cultures. The school is developing programs to more direct support students across the school in developing their aspirations, meeting the educational goals and providing improving their social emotional development.

### Student Parent Conferences

Starting in Term 2, the school, through the Principal, started a trial of student parent conferencing. Over a period of three weeks, the Principal engaged with the parents or carers of each child in Year 5 and 6 in a free structured conference. After the first three conferences, some minor adjustment were made to the structure of these conferences. The conferences were structured to be respectful, honest appraisals of parents aspirations for their students, the success of the school in meeting those aspirations, and future directions to support both students and families. There was an ongoing commitment to work together as an educational community. Feedback indicated that the conferences were well received by the community and there was a very high willingness to participate in similar conferences once each semester. The restrictions that schools were required to operate under due to COVID stopped further conferencing in the 2021 school year. The school recognises the value of these conferences and the value of the feedback from the community.

In 2022, it is envisaged that these conferences will continue, and will be run by the whole executive team, allowing more of the parent body to participate.

### Embedding Aboriginal Perspectives

At the start of the school year, the Principal engaged in Aboriginal Cultural Awareness professional learning through the Stronger Smarter Institute. From this professional learning, a number of initiatives have been implemented within the school. Through Term 2, members of the Student Representative Council engaged in a series of Leadership sessions derived from the Stronger Smarter processes. Students learned about key components of leadership while also learning about Aboriginal perspective in leading. During Term 3, the Primary Faculty similarly engaged in professional learning on Building Strong Teams, using the Stronger Smarter ethos. This included introductory processes in building cultural awareness. The Executive and Staff Meetings introduced the Acknowledgement of Country and developed further plans to build cultural respect and understanding.

In 2022, the school will engage in developing a cultural safety plan.

### Student Advocacy and Support

As detailed in the Schools Excellence Framework, excellent schools provide for student advocacy. This section of the initiative was to be developed alongside the Student Parent Conferences that were introduced in 2021. With staff changes and the disruption to the school year, this process has been delayed into 2022.

### Progress towards achieving improvement measures

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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 in student advocacy, expectations for success and sense of belonging in the Tell Them From Me survey increases by at least 3%	Progress is yet to be seen towards students indicating an increase from baseline data in a positive sense of wellbeing in the areas of expectations for success, advocacy, and sense of belonging at school.
Increase the proportion of students attending more than 90% of the time by 5%.	The number of students attending school 90% of the time or more has increased by

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$122,581.01</p>	<p>Integration funding support (IFS) allocations support eligible students at Aria Park Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the allocation of this funding has meant a majority of the students identified in the integration funding support made progress towards achieving some or all of the goals identified in their Individual Learning Plans.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to engage staff to support our students requiring support. Next year, the school will offer professional learning to School Learning Support Officers (SLSO) staff to include them working with InitialLit and MacqLit programs. In addition, integration funding decision making and processes will be incorporated into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be monitored throughout the year in response to student need. The school will consider formalising a review process of achievement of learning goals in Individual Learning Plans.</p>
<p>Socio-economic background</p> <p>\$76,254.51</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Aria Park Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building our professional capability</li> <li>• Developing Reading and Numeracy Strategies</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement literacy/numeracy programs to support identified students with additional needs</li> <li>• professional development of staff to support student learning</li> <li>• professional development of staff through Phonics to support student learning</li> <li>• supplementation of extra-curricular activities</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Year 3 NAPLAN Reading above both state and SSSG Year 3 and 5 NAPLAN Numeracy above SSSG Year 9 NAPLAN Writing above both state and SSSG Teacher feedback indicated improved confidence and knowledge of teaching phonics. More consistent monitoring of student learning with internal school assessments indicating individual students achieving personal learning goals and growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>Socio-economic background</p> <p>\$76,254.51</p>	<p>to continue to engage additional teaching staff to support the delivery of literacy and numeracy programs. Data shows that student engagement was enhanced with devices and positive reward systems. Next year, the school will work to improve the positive reward systems to increase attendance of students.</p>
<p>Aboriginal background</p> <p>\$4,057.58</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ariah Park 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Growing High Expectations for All</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• upgrade and purchasing of outdoor learning and meeting spaces in support of Aboriginal Education for all</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>A stronger awareness of Aboriginal Education across the school, with a focus on student engagement and strong educational partnerships. Authenticity of Personalised Learning Pathways for Aboriginal students was strengthened with enhanced partnerships between the school and home.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>continue to develop cultural awareness through engaging with local AECG and implementing smarter stronger tools to create a greater appreciation of Aboriginal culture and a more inclusive school environment.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ariah Park Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Developing Reading and Numeracy Strategies</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Student progress showing high growth on the EAL/D learning progressions, with students achieving expected growth. EAL/D students are more confident in independently commencing and completing class tasks, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to ensure EAL/D students can start to transfer learnt skills across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to LaST in the form of mentoring, co-teaching and co-planning.</p>

<p>Low level adjustment for disability</p> <p>\$79,894.51</p>	<p>Low level adjustment for disability equity loading provides support for students at Ariah Park Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Developing Reading and Numeracy Strategies</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the school achieving a more consistent approach to student learning support. Learning Support referrals increased meaning subsequent support measures were put in place for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the next steps for the school will be formalising a review process for Learning Support referrals and the implementation of subsequent collaborative learning support activities.</p>
<p>Location</p> <p>\$54,026.24</p>	<p>The location funding allocation is provided to Ariah Park Central School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Developing Reading and Numeracy Strategies</li> <li>• Building our professional capability</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students having greater access to educational experiences and a greater range of subject options for student to choice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the school will continue to use this funding to remove educational barriers and enable greater access for all students.</p>
<p>Professional learning</p> <p>\$32,266.75</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Ariah Park Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Developing Reading and Numeracy Strategies</li> <li>• Growing High Expectations for All</li> </ul>

<p>Professional learning</p> <p>\$32,266.75</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased capacity of all teachers to effectively embed The High Impact Teaching Strategies to improve internal student results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the school will continue to ensure clear alignment with staff Performance Development Plans and the professional learning plan for the school. Professional Learning will be tailored to staff needs to ensure consistent improvement in student outcomes.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Aria Park Central School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to improve the communication between the school and external stakeholders to ensure WHS, administration, maintenance and technology systems are efficient.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> clear communication between all school stakeholders to ensure systems are in place to support WHS, administration, maintenance and technology management.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to use this funding to enhance communication and improved monitoring of school wide systems and structures.</p>
<p>Literacy and numeracy</p> <p>\$2,141.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Aria Park Central School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Developing Reading and Numeracy Strategies</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• teacher release to engage staff in Phonics training.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> smaller cohort groups for direct and explicit literacy and numeracy support for students. Staffing release many there was regular support and mentoring from external coaches to support in review of data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the school will no longer receive funds from the beginning of 2022.</p>

<p>QTSS release</p> <p>\$17,938.88</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ariaiah Park Central School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Developing Reading and Numeracy Strategies</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff confidence increasing in the use of evidence based teaching practice. Teachers use High Impact Teaching Strategies, Learning intentions and success criteria. Teachers have embedded these high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to employ additional specialist staff to enhance the explicit teaching of literacy and numeracy and to lead school wide improvement.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ariaiah Park Central School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Developing Reading and Numeracy Strategies</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff release to implement the Multilit program for identified students performing below the expected level for their stage. This resulted in improved engagement in learning for targeted students as evidenced in reading assessment and teacher observation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> the school will no longer receive funds from the beginning of 2022.</p>
<p>COVID ILSP</p> <p>\$85,549.83</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>COVID ILSP</p> <p>\$85,549.83</p>	<p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing intensive small group tuition for identified students who were identified through data analysis.</li> <li>• employing/releasing staff to coordinate the program</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  a majority of the students in the intensive small groups have made progress towards identified learning goals for 2021.  Check in assessment data from 2021-2022 indicated that 60% of Primary students in the CILSP increased in the numeracy component.  Internal Assessment data indicated that 67% of Secondary students in the CILSP increased in understanding of numeracy concepts.  100% of students on the CILSP increased in reading fluency as measured by WARP assessments.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  continue to implement intensive small groups for targeted teaching of numeracy and literacy concepts. The school will consider ways to improve the review of data so as it is planned and sequential, working towards students transition back into classroom learning environments.</p>
<p>Per capita</p> <p>\$34,265.82</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Aria Park Central School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Developing Reading and Numeracy Strategies</li> <li>• Building our professional capability</li> <li>• Growing High Expectations for All</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• employment/releasing staff to coordinate and implement MultiLit</li> <li>• releasing staff to analyse school data to determine future directions</li> <li>• Building effective relationships with families and community</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  student resources to ensure Identified students receive additional support in literacy through an evidence based intervention. Multilit assessments indicate that all students targeted for this intervention program achieved improved reading fluency rate.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  determine what the data from MultiLit indicates about the improvement in student literacy and where the areas of need for the future are.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	57	61	62	69
Girls	73	74	77	70

## Attendance

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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	92.5	94.4	95.3	90.3
1	93.5	93.2	95.9	92.3
2	92.4	94.7	95	91.5
3	94.3	88.7	95.3	88.9
4	94.5	93.4	95	91.2
5	96.2	94	93.7	90.2
6	95.6	94.1	94.8	90.8
7	96.2	92.5	96.6	91.4
8	87.9	89.4	95.1	89.2
9	90.1	77.8	94.2	87.8
10	91.3	83.9	77.5	91.4
11	68.9	81.9	95.1	90.2
12	72.6	89.9	94.9	85.5
All Years	91.4	90.9	94.3	90.4
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	1
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	4
Other	0	0	0
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

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28.57% of Year 12 students at Aria Park Central School undertook vocational education and training in 2021.

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

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80% of all Year 12 students at Aria Park 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)	2
Classroom Teacher(s)	9.58
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	4.19
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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	217,279
<b>Revenue</b>	2,925,465
Appropriation	2,884,175
Sale of Goods and Services	547
Grants and contributions	40,492
Investment income	251
<b>Expenses</b>	-3,008,560
Employee related	-2,636,162
Operating expenses	-372,398
<b>Surplus / deficit for the year</b>	-83,095
<b>Closing Balance</b>	134,184

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	122,040
<b>Equity Total</b>	134,717
Equity - Aboriginal	4,058
Equity - Socio-economic	48,365
Equity - Language	2,400
Equity - Disability	79,895
<b>Base Total</b>	1,968,876
Base - Per Capita	34,266
Base - Location	54,026
Base - Other	1,880,584
<b>Other Total</b>	521,154
<b>Grand Total</b>	2,746,786

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.

## 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

In 2021, the school initiated a process of face to face interviews with every parent of our Year 5 and 6 students. The interviews were semi-formal discussions that reviewed educational provision, school strengths, areas of concern and the parents future plans for their child. All the parents strongly endorsed Aria Park Central School for its support of students and families through COVID learning from home. The feedback was that they appreciated the clear communication from the school and the systems that were put in place. Educationally, all parents felt that their child had been well provided for and the students results were pleasing. However, almost 40% of parents did talk about building high expectations and increasing rigour in the classroom.

Parents were canvassed on the Year 7 destination for their child. Where parents indicated their child would be enrolling in other schools the primary reasons given were family tradition of sending students away for high school, small cohort sizes in Year 7 at Aria Park, expanding their social group for their child, perceived greater educational rigour in destination schools and perceived expanded opportunities in a larger community or school. Feedback indicated that parents appreciated the opportunity to talk through the interviews and would like to see them continue.

Students were also surveyed using the "Tell Them From Me" Survey. From this survey all students indicated that they believe that schooling is useful in their everyday life and will have a strong bearing on their future. Some other results are as follows:

Over 50% of students were proud of their school

70% of students said they know where to seek help if needed

62% of high school students indicated that they had studied prior to a test.

# 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 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

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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.