

2021 Annual Report

Ashford Central School



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Introduction

The Annual Report for 2021 is provided to the community of Ashford Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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Message from the principal

Reflecting on 2021 highlights the complexities and consistencies faced by the school community in a year when we all thought the Covid impact was waning. Educational delivery underpinned classroom activities and extra-curricular initiatives returned. Collaboration with parents and carers resumed after the challenges of the previous year. Semester 2, however, saw Covid health restrictions yet again impact significantly with the return to students learning remotely, teachers working and delivering lessons from home and restricted visitors and limited interaction with community members.

Mr Ben Delanty moved to Bourke High School as Executive Principal and I took on the role of Acting Principal from the start of Term 3. It is very important to acknowledge the highly committed and professional staff; teachers, the many support staff and executive who worked tirelessly to focus on our students in yet another year of unexpected challenges and adversities.

Congratulations to Year 12 who completed their HSC studies after two years of unfolding changes to Stage 6 delivery and moving guidelines to assessments and exams. Exceptional results by the highest achieving HSC candidate reflect the consistent and conscientious approach to all subjects studied by this student and the support and encouragement by the teachers. ACS students have the opportunity to achieve outstanding results in a nurturing and supportive environment enabling them to succeed whatever the pathway they choose.

The School Improvement Plan, under the initial guidance of the School Planning Committee, and ongoing monitoring by the executive and staff, has been established. The 3 Strategic Directions reflect the important focus points of the school: staff, students and community, school culture.

All stakeholders at ACS play a significant role in supporting and creating a unique school culture that goes well beyond the elements of the school plan. When picturing our graduate it is clear that all parties consulted agreed: we are all working together to create resilient, confident, functioning, employable, independent, empathetic young people who becomes the successful adult they want to be. Thank you to each and every person, who despite facing a very challenging year, has worked with our students continuing to build towards these outcomes.

Message from the school community

In Semester 1 regular P&C and AECG meetings were held. The Principal also met with community members to consult on the SIP. Term 3 Covid restrictions meant remote learning and the cessation of community interactions. Later in Term 4 it was possible to meet with community. This enabled the opportunity for P&C and AECG consultation to reflect and reset (SWOT analysis) of the school. The P&C acknowledged the effective use of money to support student initiatives and the wide array of activities offered. The effective use of technology during remote learning time was seen as growing abilities and opportunities for students. They were concerned about the ongoing impact of Covid, probable teacher shortages in the near future, drop in enrolments and variation in core values noticed in the wider community. Despite a

range of encouraging initiatives to grow attendance, by the school, they were perplexed at the lack of growth in student attendance.

The AECG responses listed strengths as the commitment from the current members, the relationship with the school, and the WinC nurse and Armajun health support. They plan to build on growing teacher, student and wider community involvement with AECG activities whilst noting the challenges faced to build community engagement post Covid.

Message from the students

The year started with promise of the usual routines and varied range of activities that take place in a school. ACS shows the interaction between secondary and primary students has so much to offer with positivity, inclusiveness, sportsmanship and encouragement. Tolerance and understanding are learnt actively in school events and the playground, regularly.

Unfortunately, Covid health restrictions had to be imposed and the planned excursions, community participation and sporting events were put on hold with the eventual remote learning for much of Term 3. On return to campus, cohorting meant strategies had to be imposed so students were unable to mix - assemblies, meetings, sport, even some classroom activities, were all impacted.

Surveys of students in Term 4 clearly indicated most students said they 'completed most of my work when learning from home, could access help if they needed it, had few challenges with technology and believed they had managed their time effectively'. They also felt strongly supported with their learning and wellbeing by staff during remote learning time. In all they missed their friends and were keen to return.

Year 12 faced a range of challenges during year 11 and 12 and congratulations to the seven who achieved their HSC. Luckily the Formal was able to be held at the end of the year where the school community could celebrate their successful endeavours.

Toni Skewes

School vision

Ashford Central School is committed to ensuring that all students, teachers and leaders improve every year in an educational environment where students, staff, parents and community members are known, valued and cared for. Our school stakeholders are mutually accountable to achieving this vision and positively collaborate in school engagement, decision-making and supporting the school vision and plan.

School context

Ashford Central School is a K-12 school, located in the small rural community of Ashford which has a population of 570. Students of Ashford Central School are drawn from the township of Ashford and surrounding district. Some of the students travel a considerable distance to school by bus. Ashford is 57km north of Inverell and 40km south of the Queensland border. The total enrolment of Ashford Central School in 2021 was around 140 students, with approximately half in each the primary and secondary departments.

The school context has shifted over the past 5 years due to drought and an increased transient population. 40% of our students identify as Aboriginal or Torres Strait Islander. Our families can live up to 35km from our school and travel long distances during the week for school, sport and other activities.

As a result of a situational analysis into our changing school context, the school has identified the following key areas for development:

1. Student Growth and Attainment in Reading and Numeracy
2. Teacher Collaboration and Systematic Lesson Delivery
3. Aboriginal Education
4. Building High Expectations and Aspirations
5. Student and Staff Wellbeing

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy through building on a culture of high expectations and quality teaching practices.

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.

- Whole School Pedagogical Practice
- Reading

Resources allocated to this strategic direction

Socio-economic background: \$137,508.40

Aboriginal background: \$26,594.86

Integration funding support: \$168,110.00

English language proficiency: \$2,400.00

Low level adjustment for disability: \$114,016.61

COVID ILSP: \$109,149.79

Literacy and numeracy: \$1,868.05

Literacy and numeracy intervention: \$35,317.17

Professional learning: \$36,232.99

QTSS release: \$11,884.51

Early Action for Success (EAFs): \$68,605.00

Per capita: \$33,526.00

Summary of progress

Successful strategies included: targeted in-school professional learning, targeted online professional learning, analysis of data and Primary and Secondary Teams meetings. The impact of Covid restrictions, inconsistent student attendance and the return to remote learning impacted on aspects of student growth and attainment. Engaging department personnel, to run professional learning for executive, focused on the "QDAI" process. Further support from the department's literacy team to strengthen appropriate practices in reading enabled explicit teaching and effective analysis of student data.

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 percentage of students achieving in the top two bands of reading above the system baseline of 24% in Primary and 12% in Secondary.	<ul style="list-style-type: none">• Primary students are working towards reaching baseline targets in reading. Secondary students are working towards increasing the percentage in top two bands
Increase the percentage of students achieving in the top two bands of numeracy above the system baseline of 25% in Primary and 11% in Secondary.	<ul style="list-style-type: none">• Primary students are close to achieving and still working towards the targets for numeracy.. Secondary students are working towards increasing the percentage in the top two bands
Increase the percentage of students achieving in the top 2 bands of the High School Certificate from the 2020 baseline of 11%.	<ul style="list-style-type: none">• HSC results exceeded the target and work continues to sustain this growth
Increase the percentage of students achieving expected growth in NAPLAN - Reading from the baseline of 29% in Primary and 57% in Secondary.	<ul style="list-style-type: none">• The proportion of Primary students indicated Year 5 had 66.7% of students exceeding the growth target and continuing to embed and increase into the future. Year 9 exceeded the target with 85.7% of students seeing growth

Increase the percentage of students achieving expected growth in NAPLAN
- Numeracy from the baseline of 31% in Primary and 58% in Secondary.

- 33% of Year 5 students and 58% of Year 9 students achieved expected growth in NAPLAN numeracy, demonstrating achievement of progress towards the target. The Year 5-7 growth exceeded targets, indicating steady transition from Primary to Secondary in numeracy. Reading targets indicate students are still working towards achieving school targets

Strategic Direction 2: Building High Expectations and Aspirations.

Purpose

To establish high expectations and aspirations for all students through active and robust relationships and opportunities to collaborate with staff, families, community and organisations.

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.

- Aboriginal Education
- Educational Aspiration

Resources allocated to this strategic direction

Aboriginal background: \$77,661.00

Summary of progress

Successful elements in building high expectations were noted as the redevelopment of the Ashford AECG, the commitment to building positive relationship with the Ashford LALC and the opportunity for future on-going community events. Restrictions imposed by Covid health requirements impeded progress in these areas but looking to the future return to the positivity gained in the first half of the year.

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 percentage of students achieving in the top three bands of NAPLAN in Reading and Numeracy above the 2020 system baseline of 9% in Reading and 9% in Numeracy.	<ul style="list-style-type: none">• Students achieved growth in the top three bands in reading and numeracy indicating progress toward the target. In numeracy, Primary students are above SSSG and below state average in numeracy
Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	<ul style="list-style-type: none">• 56% of Aboriginal students have attained their HSC whilst maintaining their cultural identity, indicating progress toward the target. The remaining students completed Year 12, however, did not qualify for the HSC. This has shown a decrease of 34% on the previous year
Increase the number of areas in which the school rating grows from 'Sustaining and Growing' to 'Excelling' in Turning Policy into Action: Reflect, Plan, Act Guide.	<ul style="list-style-type: none">• There has been no change to the school rating growth from 'Sustaining and Growing' to 'Excelling'. Progress is developing in some themes of the SEF
The school community demonstrates an increase in aspirational expectations of learning progress and achievement for all students.	<ul style="list-style-type: none">• The wider community (P & C and AECG) support the programs implemented by the school and are linked to their aspirations for our students

Strategic Direction 3: Wellbeing: Connect, Succeed and Thrive

Purpose

To enable all students and staff to flourish and reach their potential by ensuring they are known, valued and cared for.

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.

- Wellbeing for School Excellence

Resources allocated to this strategic direction

Socio-economic background: \$106,879.00

Location: \$37,333.81

School support allocation (principal support): \$13,604.80

Summary of progress

Our focus for 2021 was on a range of wellbeing initiatives for staff and students especially on high impact initiatives to target student attendance and engagement and professional learning targeting specific areas. Executive undertook wellbeing professional learning on the 5 domains of wellbeing. School teams were guided through the process of developing consistent evidence-informed practices across the school. Executive undertook a review of our current practices and focused our 2021 initiatives on our identified areas of need. These Semester 1 initiatives were severely affected by Covid restrictions. The school was unable to hold any planned activities with external providers, community or mixed cohorts. School based initiatives were able to continue with flexible options. Any opportunity to introduce new initiatives has been pursued; for example, morning wellbeing activities post lock down, whole school wellbeing day, home roll groups. The plan for the future is that staff will work to maintain current initiatives and evaluate their effectiveness as necessary.

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 percentage of students at school 90% or more above the system baseline of 53% in Primary and 54% in Secondary.	<ul style="list-style-type: none">Student attendance at or above 90% has decreased from 38% in 2020 to 32% in 2021. This is significantly lower than the state average of 65%. The decline in attendance is most noticeable in Years 5-7 and 11 among aboriginal students. Across the whole school, attendance has fallen in 75% of students. Student attendance support is being strengthened through targeted programs and the implementation of wellbeing procedures
Develop and implement whole school wellbeing processes that support the wellbeing of all students and staff so they can connect, succeed and thrive.	<ul style="list-style-type: none">Tell Them From Me data indicates 57% of students report a positive sense of belonging. This increased from 53% in 2020. This is higher than SSSG but below state results. Aboriginal students also reported higher than SSSG and state resultsAdvocacy increased from 58% in 2020, to 75% in 2021. This is higher than SSSG and state results. Aboriginal students also reported higher than SSSG and state resultsExpectations of success increased from 84% in 2020 to 86% in 2021. This is higher than SSSG and state results. Aboriginal students also reported higher than SSSG and state resultsSuspensions have contributed to 66 absences, which have reduced from 153 in 2020

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$168,110.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ashford 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"> • Reading <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 reading and numeracy • Staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • Employment of staff to provide additional support for students who have high-level learning need <p>The allocation of this funding has resulted in:</p> <p>There has been a significant improvement in the delivery of comprehension strategies within the primary classrooms and these strategies are commencing to be taught across the curriculum areas in the secondary. The extra staffing has supported students in the lower bands to develop their literacy and numeracy skills.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to employ extra support staff to assist with student learning and Year 6 to 7 transition. This has improved student focus on their learning. In 2022, the staff professional learning will focus on Student Support and Differentiation of student learning. The continuation of staff training in Reading Fluency, Vocabulary and Comprehension strategies will enable an uplift in student learning.</p>
<p>Socio-economic background</p> <p>\$244,387.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ashford 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"> • Reading • Wellbeing for School Excellence • Whole School Pedagogical Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Supplementation of extra-curricular activities • Providing students with economic support for educational materials, uniform, equipment and other items • Additional staffing to support identified students with additional needs • Engage with external providers to support student engagement and retention • Professional development of staff to support student learning in literacy • Employment of additional staff to support program implementation <p>The allocation of this funding has resulted in:</p> <p>Resources were bought to supplement the English and Mathematical syllabuses. Uniforms and learning resources were bought to support economically challenged families. The majority of funds were spent on excursions and the bike track. Additional staffing was used to support identified students with additional needs. Funds were used to employ a student wellbeing support person. There has been a significant</p>

<p>Socio-economic background</p> <p>\$244,387.40</p>	<p>improvement in the delivery of comprehension strategies within the primary classrooms and these strategies are to be taught to teachers to be implemented across the curriculum areas in the secondary. The extra staffing has supported students in the lower bands to develop their literacy skills. All of the feedback on these initiatives has been analysed by executive and the programs have been successful. Covid has impacted on the excursions; these have been delayed and the money rolled over to be expended in future years. Students surveyed indicated an increased sense of belonging at Ashford Central School.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue increasing student engagement in their learning by researching a range of professional programs such as Quick Smart and Multi-lit, to support classroom teaching programs. Professional Learning will be used to upskill targeted staff involved in these initiatives and pre and post data used to assess the impact and effectiveness of each program. We will continue to employ extra support staff to assist with student learning. In 2022, staff professional learning will focus on Student Support and Differentiation of student learning. We will continue to train the staff in Reading Fluency, Vocabulary and Comprehension strategies to enable an uplift in student learning.</p>
<p>Aboriginal background</p> <p>\$104,255.86</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ashford 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> <ul style="list-style-type: none"> • Aboriginal Education • Reading <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 deliver personalised support for Aboriginal students • Community consultation and engagement to support the development of cultural competency • Employment of an additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • Employment of specialist additional staff (AEO) to support Aboriginal students • Employment of specialist additional staff (LaST) to support Aboriginal students <p>The allocation of this funding has resulted in: An SLSO was employed to work with the secondary staff and students in order to support transition and student wellbeing. Cultural awareness programs were implemented to build student inclusivity. Funds were used as targeted support in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued use of supplementary teachers and support staff will be used to enhance the uplift of literacy and numeracy results.</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 Ashford 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"> • Reading

<p>English language proficiency</p> <p>\$2,400.00</p>	<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 delivery of targeted initiatives <p>The allocation of this funding has resulted in: The use of a learning support officer to assist with language development of targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: The use of academic vocabulary within each lesson will assist each students' understanding of the content of each lesson.</p>
<p>Low level adjustment for disability</p> <p>\$114,016.61</p>	<p>Low level adjustment for disability equity loading provides support for students at Ashford 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in: Clear evidence of student learning building their confidence and skills in a supportive and engaged environment which focuses on their understanding and the reinforcement of lesson targets.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review, adjust and adapt for 2022 especially transition. This includes specific PL for SLSOs supporting the delivery of new programs. Investigate creating a Learning Centre for the delivery of ILSP tutoring; a hub for support of a wide range of student learning needs led by the LaST and AP C&I. Targeted support will be provided for staff to become competent in the differentiation of student learning.</p>
<p>Location</p> <p>\$37,333.81</p>	<p>The location funding allocation is provided to Ashford 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"> • Wellbeing for School Excellence <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions to enable all students to participate • Incursion expenses • Student assistance to support excursions • Technology resources to increase student engagement <p>The allocation of this funding has resulted in: The school subsidising the following activities: the Pool passes program, Breakfast Club Program, Rewards Excursions, Welfare Food Program, Fee Free Elective Subjects Program (Food Tech, Art, Timber, Technology), Book Pack Program, Major Excursion Transport Subsidy Program, Free Local Excursion Program, Uniform Assistance & Hat Program, Sentral, Survey Monkey, Excursion (major) subsidies, Bikes, Bike Track - part payment and Attendance Tracking.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Location</p> <p>\$37,333.81</p>	<p>All of these programs, except Survey Monkey, will continue to run into the future. Survey Monkey was replaced with Microsoft forms as part of the 365 Suite.</p>
<p>Professional learning</p> <p>\$36,232.99</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 Ashford 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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging with School Services specialists to unpack data, as well as, evidence-based approaches to the teaching of literacy. Executive and the LaST participated in workshops which led to specific information for each year group to present to teachers, thus guiding targeted approaches to teaching reading in their individual classes <p>The allocation of this funding has resulted in: Workshops involving Executive and LaST, by Support Services team who presented and analysed data, led to specific information for students in each year to present to teaching staff at Staff Development Day at the commencement of 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, Ashford Central School will target areas of development in literacy, as indicated by data, with the support and teaching staff.</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 Ashford Central School with administrative duties and reduce the administrative workload.</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"> • Wellbeing for School Excellence <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • These funds were put towards the employment of a School and Administration (SASS) staff <p>The allocation of this funding has resulted in: Funding allocated to employ/top up staff (SASS) to support the School Admin Manager (SAM) releasing that staff member to work with the Principal on school finance and management.</p> <p>After evaluation, the next steps to support our students with this funding will be: This will be continued in 2022.</p>
<p>Literacy and numeracy</p> <p>\$1,868.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ashford 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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Purchasing of literacy resources such as quality picture books for guided

<p>Literacy and numeracy</p> <p>\$1,868.05</p>	<p>and shared instruction</p> <p>The allocation of this funding has resulted in: The purchase of additional reading resources for student use.</p> <p>After evaluation, the next steps to support our students with this funding will be: Used to continue supplementing our reading resources.</p>
<p>Early Action for Success (EAfS)</p> <p>\$68,605.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Ashford Central School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Whole School Pedagogical Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support literacy programs <p>The allocation of this funding has resulted in: The analysis of student data led to the implementation of targeted professional learning in evidenced based literacy programs. The extra staff member enabled teachers to be released to train in specific strategies, gather and analyse data and work with student services personnel.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, staff professional learning will focus on Student Support and Differentiation of student learning. We will continue to train the staff in Reading Fluency, Vocabulary and Comprehension strategies to enable an uplift in student learning.</p>
<p>QTSS release</p> <p>\$11,884.51</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ashford 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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: A provision of additional release for all Primary staff to collaboratively plan learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Explore PL options available in 2022 in anticipation of a post COVID improved availability of courses, especially as staff are now comfortable and increasingly confident to expand their online access to courses. Build on Teams skills initiated in the Learning from Home time in Term 3 and expand the RAG program with targeted PL presentations at Staff Meetings.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ashford Central School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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 <p>The allocation of this funding has resulted in: The employment of additional staff to assist in the implementation of targeted programs</p> <p>After evaluation, the next steps to support our students with this funding will be: Review, adjust and adapt for 2022 especially transition. This includes specific PL for SLSOs supporting the delivery of new programs. Investigate creating a Learning Centre for the delivery of ILSP tutoring; a hub for support of a wide range of student learning needs led by the LaST and AP C&I.</p>
<p>COVID ILSP</p> <p>\$109,149.79</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"> • Reading • 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 <p>The allocation of this funding has resulted in: The employment of additional staff to assist in the implementation of targeted programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review, adjust and adapt for 2022 especially transition. This includes specific PL for SLSOs supporting the delivery of new programs. Investigate creating a Learning Centre for the delivery of ILSP tutoring; a hub for support of a wide range of student learning needs led by the LaST and AP C&I.</p>
<p>Per capita</p> <p>\$33,526.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Ashford 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"> • Whole School Pedagogical Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support student learning. <p>The allocation of this funding has resulted in: The employment of additional staffing to support student learning</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will continue to employ additional staffing to support student focused learning initiatives targeted in the School Improvement Plan.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	81	73	73	68
Girls	87	75	63	62

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	83.4	84.8	91	80.4
1	85.8	85.8	88	85.4
2	86.2	84.4	84.8	87.6
3	89.1	85.2	90.7	83.5
4	85.2	90.4	89	86.4
5	92.1	88.9	94.6	78.3
6	92.2	91.1	89.3	87.9
7	88.9	90.5	96.4	82.4
8	86	86.3	93.5	89.4
9	87.3	85	86	86.9
10	82.2	81.6	76.1	80.8
11	82.4	73.3	83.4	78.9
12	85	85.2	88	82.9
All Years	86.8	86	88.6	84.1
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	28
Employment	0	6	14
TAFE entry	0	6	28
University Entry	0	0	28
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

Year 10 - all students continued study at ACS.

Year 11 - 1 student gained an apprenticeship, 1 gained TAFE entry and the remainder continued study at ACS.

Year 12 - 2 students gained university entrance, 1 gained employment, 2 gained TAFE entry and 2 were seeking employment.

Year 12 students undertaking vocational or trade training

66.67% of Year 12 students at Ashford Central School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

57.1% of all Year 12 students at Ashford 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)	2
Head Teacher(s)	2
Classroom Teacher(s)	10.24
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	6.89
Other Positions	0.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	610,125
Revenue	3,646,770
Appropriation	3,608,779
Sale of Goods and Services	14,956
Grants and contributions	22,763
Investment income	272
Expenses	-3,590,790
Employee related	-3,082,775
Operating expenses	-508,015
Surplus / deficit for the year	55,980
Closing Balance	666,104

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	168,110
Equity Total	465,817
Equity - Aboriginal	104,256
Equity - Socio-economic	245,145
Equity - Language	2,400
Equity - Disability	114,017
Base Total	2,507,729
Base - Per Capita	33,526
Base - Location	37,334
Base - Other	2,436,869
Other Total	337,548
Grand Total	3,479,205

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.

Parent/caregiver, student, teacher satisfaction

After reviewing the Tell Them From Me Survey Data from 2021 data indicated:

- 92% of students think that school is important.
- 57% of students feel accepted and valued by their peers at school
- 68% of students have friends at school they can trust and encourage them to make positive choices

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.

Other School Programs (optional)

The Rural Access Gap program core outcomes have supported the School Improvement Plan through the upgrade of digital hardware in 18 learning spaces along with staff device upgrade and increase of student to device ratio. The program has supported the school community through development of anytime, anywhere data collection through digital surveys; provided greater access to quality professional learning and focus on whole school community of practice. The program has moved students from passively consuming digital content to actively creating which is evidenced through hospitality's 'Modern Classroom' and integration of 3D printing resources into the VET curriculum. It has also supported educational delivery during remote learning. Staff undertook targeted professional learning which has enhanced their skills, familiarity with Teams and confidence to use technology in classrooms. Further development will be undertaken to expand the effective use of technology not only in the classroom but other educational activities in the coming year.