

2022 Annual Report

Ardlethan Central School



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Introduction

The Annual Report for 2022 is provided to the community of Ardlethan Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data to inform practice
- Explicit teaching

Resources allocated to this strategic direction

Integration funding support: \$69,157.00

Socio-economic background: \$18,354.57

Low level adjustment for disability: \$45,368.85

Per capita: \$14,099.54

Summary of progress

During 2022, Ardlethan Central School focused on developing staff expertise to access and use PLAN2 assessments to inform the development and delivery of literacy and numeracy programs. Teachers collaborated to analyse student progress data and codeveloped interventions based on identified student learning needs. As a key example, triangulating PLAN2 and Essential Assessment student data resulted in improved monitoring of student progress with enhanced application of the school's assessment schedule. Using the Department of Education's program builder, online program sharing across stages of learning ensured strengthened consistency for strategic and targeted areas of focus for student growth and attainment. Primary staff completed curriculum reform professional learning and collaborated with primary staff across the Riverina Access Partnership schools to engage with and begin planning for the new Kindergarten to Year 2 English and Mathematics syllabuses' implementations and to review and align existing scope and sequences.

All staff completed the Department's Focus on Spelling professional learning, and collaborative structures were implemented to focus on a consistent approach to teaching spelling across the school. Student phonemic and phonological understandings were identified as areas of need as we advance into 2023.

In 2023, the school will continue to schedule collaborative opportunities for staff with specific focus areas driving a deep and narrow analysis of NAPLAN, PLAN2 and internal assessment data. Ardlethan Central School will also look to embed Learning Intentions and Success Criteria within the teaching and learning cycles.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of primary students achieving in the top 2 bands in NAPLAN reading by 8%	An increased percentage of students achieved in the top two skill bands for reading in 2022, however, the target was not met. 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.
Increase the proportion of primary students achieving in the top 2 bands in NAPLAN numeracy by 6%	An increased percentage of students achieved in the top two bands for numeracy in 2022, however, the target was not met. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Reading - Secondary Improvement in the percentage of secondary students in the West Wyalong network small cohorts' group	A decreased percentage of students achieved in the top two skill bands for reading contributing to the network small cohorts' target. This target was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.

achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target of 21.7%.	
Numeracy - Secondary Improvement in the percentage of secondary students in the West Wyalong network small cohorts' group achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated target of 24.7%	A decreased percentage of students achieved in the top two skill bands for numeracy contributing to the network small cohorts' target. This target was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: Effective collaboration to develop outstanding teaching practice

Purpose

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

Initiatives

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

- High impact professional learning model

Resources allocated to this strategic direction

Professional learning: \$17,153.90

Summary of progress

2022 saw an increased focus on collaborative processes across the Riverina Access Partnership. Each of the six partner schools invested time and resources to ensure staff in individual faculties could come together to look at best practice in stage 6 curriculum delivery, guided by the tenants of What Works Best. All HSC staff were encouraged to complete the Department's High Leverage HSC professional learning courses. At this stage two-thirds of current stage 6 teachers are implementing the strategies. This model of collaborative learning across the Riverina Access Partnership has now been initiated across our primary school spaces, focusing on best practice in the teaching of literacy and numeracy.

2022 saw the establishment of processes that expanded staff communications and collaborations. The Microsoft Teams drive platform was well received and widely utilised across Kindergarten to Year 6 with the intention to expand its more consistent use for Years 7 to 10 staff.

In 2023 these collaborations across the Riverina Access Partnership will continue to be a focus.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Reading - Primary Increase the proportion of students achieving above expected growth in primary NAPLAN reading by 10%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Numeracy - Primary Increase the proportion of students achieving above expected growth in primary NAPLAN numeracy by 10%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Reading - Secondary Increase the proportion of students achieving above expected growth in secondary NAPLAN reading by 10%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
Numeracy - Secondary Increase the proportion of students achieving above expected growth in secondary NAPLAN numeracy by 10%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.

The percentage of HSC course results from the Riverina Access Partnership increases by a minimum of 5% in the top 3 bands.

In 2022, the Riverina Access Partnership schools saw 32.8% of student results in the top three bands of HSC. This is 16.1% below the lower bound system-negotiated target of 53.8% to be achieved by 2023.

Strategic Direction 3: Expectations of success for every student

Purpose

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

Initiatives

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

- Knowing every student and developing aspirational expectations

Resources allocated to this strategic direction

Aboriginal background: \$13,359.26

QTSS release: \$4,941.60

AP Curriculum & Instruction: \$60,228.40

Socio-economic background: \$25,000.00

Location: \$36,431.15

Summary of progress

During 2022, Ardlethan Central School focused on strengthening effective engagement and collaboration with parents, carers and students. Collaborations provided targeted opportunities for students to develop skills and knowledge related to their post-school goals and aspirations. These opportunities included VET training courses in Food Handling and Podcasting, as well as filmmaking and drama performances. This engagement with students and their families has increased student enrolment in TAFE courses and school-based traineeships, along with developing more consistent and data-informed individualised learning programs for targeted students.

Targeted student learning goals, related procedures, and administrative processes were established and focused on a sample of students as the school explored best practice models for Personalised Learning Pathways and Personalised Learning and Support Plans. As a result, a model was developed, and 2023 will see this implemented and monitored with expansion to include a year group.

Ardlethan Central School consistently communicated to the students and school community about positive student attendance. Strengthened communications and monitoring of student attendance procedures were noted. Supportive case management enabled staff, students, parents/caregivers and department attendance personnel to work together, setting high expectations for positive school attendance.

During 2022, at Ardlethan Central School, a key focus was to facilitate professional dialogue and collaboration on developing teaching and non-teaching staff understanding of the Department's Inclusive, Engaging and Respectful Schools Policy. Using the tenets of the High Impact Professional Learning model, staff reflected on current school processes and collaborated to refine these processes. Staff implemented strategies and processes to ensure every student is safe, engaged and can continue learning with school-wide positive behaviour support. Teaching staff indicated improved confidence in implementing inclusive strategies within the classroom that engage and support all students while also developing a flexible repertoire of behaviour management strategies. Non-teaching staff indicated they require more professional learning to help further embed this policy into their practice and identified the opportunity to consistently collaborate with executive staff as an effective method to achieving this outcome.

In 2023, the school will continue to monitor student attendance and to develop individual supportive interventions as student need is identified. The school will also focus on the continued engagement of parents, carers and the community and develop student understandings and aspirations through exposure to various career opportunities.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of secondary students attending more than 90% of	The number of secondary students attending school 90% of the time or more has decreased.

the time by 2%	
Increase the proportion of primary students attending more than 90% of the time by 2%	The number of primary students attending school 90% of the time or more has decreased.
Increase the proportion of secondary students reporting positive wellbeing as measured by the Tell Them From Me survey.	The proportion of students reporting positive wellbeing as measured by the Tell Them From Me survey has remained the same.
Increase the proportion of primary students reporting positive wellbeing as measured by the Tell Them From Me survey.	The proportion of students reporting positive wellbeing as measured by the Tell Them From Me survey has remained the same.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$69,157.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ardlethan Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data to inform practice <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. <p>The allocation of this funding has resulted in the following impact: Improved positive learning behaviours with more time on task during lessons and increased student confidence to participate in class activities. Reduced incidents of disruptions to learning and social times. Improved literacy and numeracy learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: To review Individual Education Plan SMART goals against updated student assessment data. To consider ways to strengthen the involvement of students and parents/caregivers in developing SMART learning goals with an enhanced focus on the student's assessment data within these conversations.</p>
<p>Socio-economic background</p> <p>\$43,354.57</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ardlethan Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data to inform practice • Knowing every student and developing aspirational expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support literacy, numeracy and student wellbeing program implementations. <p>The allocation of this funding has resulted in the following impact: Combined needs-based funding sources have enabled the school to employ additional staff to support learning and wellbeing initiatives across the school. The impacts reported in this section are due to combined funding sources so these will be cross-referenced back to this section in other funding source sections. PLAN2 data indicates growth in whole number, measurement with substantial growth in statistics and data. Essential Assessment data showed growth in Years 3 and 4 Mathematics. In NAPLAN Numeracy the school results showed Year 3 below state average but above statistically similar schools, Year 5 below state average and below statistically similar schools, Year 7 above state average and above statistically similar schools and Year 9 below state average and statistically similar schools. In NAPLAN Reading the school results showed Year 3 results increased substantially from 2021 to 2022 with increased results in Years 5 and 7 but decreased in Year 9.</p> <p>After evaluation, the next steps to support our students will be: To continue to combine funding sources to purchase additional teaching and learning support staff with a focus on improving student outcomes in literacy and numeracy.</p>

<p>Socio-economic background</p> <p>\$43,354.57</p>	<p>To focus on Year 3 to Year 9 number fact recall and fluency as well as on phonics in Years 3 to 6.</p> <p>To analyse Year 9 reading assessment data and develop targeted interventions.</p>
<p>Aboriginal background</p> <p>\$13,359.26</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ardlethan Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowing every student and developing aspirational expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in the following impact: Combined needs-based funding sources have enabled the school to employ additional staff to support learning and wellbeing initiatives across the school.</p> <p>The impacts reported in this section are due to combined funding sources so these will be cross-referenced back to this section in other funding source sections.</p> <p>PLAN2 data indicates growth in whole number, measurement with substantial growth in statistics and data.</p> <p>Essential Assessment data showed growth in Years 3 and 4 Mathematics. In NAPLAN Numeracy the school results showed Year 3 below state average but above statistically similar schools, Year 5 below state average and below statistically similar schools, Year 7 above state average and above statistically similar schools and Year 9 below state average and statistically similar schools.</p> <p>In NAPLAN Reading the school results showed Year 3 results increased substantially from 2021 to 2022 with increased results in Years 5 and 7 but decreased in Year 9.</p> <p>After evaluation, the next steps to support our students will be: To continue to combine funding sources to purchase additional teaching and learning support staff with a focus on improving student outcomes in literacy and numeracy. To focus on Year 3 to Year 9 number fact recall and fluency as well as on phonics in Years 3 to 6. To analyse Year 9 reading assessment data and develop targeted interventions.</p>
<p>Low level adjustment for disability</p> <p>\$45,368.85</p>	<p>Low level adjustment for disability equity loading provides support for students at Ardlethan Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data to inform practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of a School Learning and Support Officer. • 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 the following impact:</p>

<p>Low level adjustment for disability</p> <p>\$45,368.85</p>	<p>InitialLit assessment data monitoring indicated positive growth in phonics and reading for Kindergarten and Year 1 students. MiniLit and Macqlit intervention results showed that individuals have progressed their literacy skills.</p> <p>After evaluation, the next steps to support our students will be: To implement phonics intervention programs for Year 2 students. To combine this funding source with other needs-based sources for the employment of additional teacher and learning support staff. Refer to detailed comments in Socio-economic section of this report.</p>
<p>Location</p> <p>\$36,431.15</p>	<p>The location funding allocation is provided to Ardlethan Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowing every student and developing aspirational expectations <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support literacy and numeracy programs. <p>The allocation of this funding has resulted in the following impact: Combined needs-based funding sources have enabled the school to employ additional staff to support learning and wellbeing initiatives across the school. The impacts reported in this section are due to combined funding sources so these will be cross-referenced back to this section in other funding source sections. PLAN2 data indicates growth in whole number, measurement with substantial growth in statistics and data. Essential Assessment data showed growth in Years 3 and 4 Mathematics. In NAPLAN Numeracy the school results showed Year 3 below state average but above statistically similar schools, Year 5 below state average and below statistically similar schools, Year 7 above state average and above statistically similar schools and Year 9 below state average and statistically similar schools. In NAPLAN Reading the school results showed Year 3 results increased substantially from 2021 to 2022 with increased results in Years 5 and 7 but decreased in Year 9.</p> <p>After evaluation, the next steps to support our students will be: To continue to combine funding sources to purchase additional teaching and learning support staff with a focus on improving student outcomes in literacy and numeracy. To focus on Year 3 to Year 9 number fact recall and fluency as well as on phonics in Years 3 to 6. To analyse Year 9 reading assessment data and develop targeted interventions.</p>
<p>Professional learning</p> <p>\$17,153.90</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 Ardlethan Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High impact professional learning model <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of teachers to enable professional learning opportunities for all staff. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Professional learning</p> <p>\$17,153.90</p>	<p>Improved staff knowledge of assessment tools resulted in strengthened data collection processes and collaborative monitoring of student progress to inform teaching and learning.</p> <p>Enhanced professional feedback and teachers applying new learning in teaching and learning sequences, particularly in vocabulary, spelling and quality teaching strategies such as learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To participate in Leading Evaluation Evidence and Data and apply high impact professional learning strategies to ensure consistent evaluative practises.</p> <p>To identify from the student learning assessment data focused areas for staff professional learning in Mathematics.</p>
<p>QTSS release</p> <p>\$4,941.60</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ardlethan Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Knowing every student and developing aspirational expectations <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 the following impact:</p> <p>Combined needs-based funding sources have enabled the school to employ additional staff to support learning and wellbeing initiatives across the school.</p> <p>The impacts reported in this section are due to combined funding sources so these will be cross-referenced back to this section in other funding source sections.</p> <p>PLAN2 data indicates growth in whole number, measurement with substantial growth in statistics and data.</p> <p>Essential Assessment data showed growth in Years 3 and 4 Mathematics.</p> <p>In NAPLAN Numeracy the school results showed Year 3 below state average but above statistically similar schools, Year 5 below state average and below statistically similar schools, Year 7 above state average and above statistically similar schools and Year 9 below state average and statistically similar schools.</p> <p>In NAPLAN Reading the school results showed Year 3 results increased substantially from 2021 to 2022 with increased results in Years 5 and 7 but decreased in Year 9.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To continue to combine funding sources to purchase additional teaching and learning support staff with a focus on improving student outcomes in literacy and numeracy.</p> <p>To focus on Year 3 to Year 9 number fact recall and fluency as well as on phonics in Years 3 to 6.</p>
<p>COVID ILSP</p> <p>\$26,747.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of a School Learning Support Officer to deliver small group tuition.

<p>COVID ILSP</p> <p>\$26,747.00</p>	<ul style="list-style-type: none"> • Employing staff to provide tuition to student groups in literacy. <p>The allocation of this funding has resulted in the following impact: Improved individual student learning as per the PLAN2 monitoring of literacy and numeracy progressions and related outcomes.</p> <p>After evaluation, the next steps to support our students will be: To strengthen and expand the collation of data using PLAN2 and triangulate this with other literacy data sources so as to develop a comprehensive capture of student reading data. To schedule regular staff collaborations to develop their capability to analyse student reading data for consistent monitoring of student progress and point-in-time teaching and learning interventions.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	27	24	29	34
Girls	24	23	27	40

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 from 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.7	93.2	92.9	92.0
1	84.4	94.0	88.5	81.9
2	86.0	91.6	92.2	82.8
3	88.8	93.6	93.5	86.1
4	95.5	93.4	91.9	88.7
5	94.1	96.2	94.8	85.4
6	94.3	95.7	95.3	88.4
7	91.4	97.1	94.7	93.3
8	89.2	97.9	94.2	83.2
9	91.4	93.5	93.9	78.4
10	92.2	97.2	90.2	80.5
11	89.1	87.9	95.1	94.9
12	78.1	84.8	81.7	81.1
All Years	90.3	93.2	91.9	86.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

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	100
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

50.00% of Year 12 students at Ardlethan Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Ardlethan Central School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1.4
Head Teacher(s)	1
Classroom Teacher(s)	6.1
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.38
School Administration and Support Staff	3.48
Other Positions	0.1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	220,969
Revenue	2,181,733
Appropriation	2,170,687
Sale of Goods and Services	18
Grants and contributions	10,416
Investment income	611
Expenses	-2,130,580
Employee related	-1,855,165
Operating expenses	-275,415
Surplus / deficit for the year	51,153
Closing Balance	272,123

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.

	2022 SBAR Adjustments (\$)
Targeted Total	69,157
Equity Total	102,083
Equity - Aboriginal	13,359
Equity - Socio-economic	43,355
Equity - Language	0
Equity - Disability	45,369
Base Total	1,444,997
Base - Per Capita	14,100
Base - Location	36,431
Base - Other	1,394,466
Other Total	344,186
Grand Total	1,960,423

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

A survey of parents and carers indicated that 100% of respondents felt welcomed at the school, their child felt safe and could identify a staff member they could turn to for advice and support. 50% felt they were well informed about their child's progress and 75% indicated the school supports their child's individual learning needs. 100% felt positive relationships were evident among staff and students and 100% of respondents indicated they would recommend Ardlethan CS to friends and family.

Feedback from staff indicated that 83.3% felt their input was valued by the leadership team and that the leadership team helps them to improve their practice. 100% indicated staff at Ardlethan CS treat each other with dignity and respect and 91.7% felt the staff works collaboratively to achieve the school's goals. 91.7% of staff felt they were motivated to contribute more to the school than is required and 91.7% agreed that Ardlethan CS is a great place to work. All staff have participated in professional learning focused on the Inclusive, Engaging and Respectful Schools policies. Staff reflected on current procedures to ensure Ardlethan Central School provides a supportive environment for our most vulnerable students so that they remain safe and engaged, and can continue to learn with positive behaviour supports. The process involved reflecting on current practice and identifying the next steps for improvement by considering areas of practice that needed to be strengthened.

Student survey data indicates continued positive growth in the percentage students feeling a sense of belonging with 60% of students indicating they feel teacher's care about them, and 80% identified they have someone at the school they can talk to.

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.