

2022 Annual Report

Ashford Central School



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Introduction

The Annual Report for 2022 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

Principal's message 2022

Reflecting on the highlights of 2022, yet again reinforces the complexities and consistencies faced by the school community when we all thought the challenges of the previous year had moved on. As Covid restrictions eased, perhaps we were lulled into a return to 'normal' when students would be in their classrooms and participating also in extra-curricular activities. Term 1 saw gradual changes implemented with sporting activities commencing (albeit with major alterations in administration to enable these excursions to occur), however, by the end of Term 2 our staff and increasingly our community and families, saw many experience Covid. This created staffing shortages and increasing absences in our classrooms as it continued through into Term 3. Very few escaped the illness and restrictions that existed at that time with necessary compliance requirements from NSW Health. Just as this seemed to retreat, the rain started and over quite a few days, some of our students were unable to get to school due to flooding. Luckily, after the initial impact in Term 4, the excursions delayed from the previous year, were able to take place. What a major undertaking by staff involved in organising these huge events and well done to all who participated in such unique trips. Education was experienced in the broadest sense, creating memories long into the future for most of our student population.

Congratulations to our Year 12 cohort who are moving into the world of work and further study and our other school-leavers who have successfully gained employment, apprenticeships, TAFE course entry; particularly evident near the end of the year for some of our students in Year 10, 11 as well as 12. An ATAR is one pathway to the future but in very recent times our senior cohorts have accessed a range of options beyond school to suit their specific needs.

Whilst we celebrate student special awards, I congratulate each one on their achievements evident at Presentation Night and student assemblies throughout the year. I also want to thank all our staff, teaching and non-teaching, for their ongoing commitment to supporting your children by acknowledging the enormous effort, time and enthusiasm they have put into nurturing each one to grow their learning and build resilience in what has turned out to be yet another year of unpredictable times. Each one has played an integral role in moving the school forward this year. I also want to thank the Ashford community for their ongoing support, in particular the P&C, AECG and our parents/carers. It takes a team approach to create successful opportunities for our students and now that life is increasingly ready for us all to work together, we are looking to build on this next year.

A summative view of 2022 has been available regularly in items such as the Newsletter, School Facebook posts, the Annual Yearbook, and the School Plan. The latter has focused on several areas developing specific aspects of last year's overall plan. Strategic Direction 1 used data to investigate reading and vocabulary. The programs commenced this year to deliver improvement in these areas are MiniLit, MultiLit, Renaissance Reading and the Covid tutoring groups. Data from assessments such as NAPLAN, Best Start and Check-ins were used to indicate student skills and target areas to grow those skills. These programs have already seen stage graduates and it will take three years to consolidate a culture of overall growth. These initiatives are further underpinned by a wide range of classroom programs including Sound Waves, Heggarty (phonemic awareness), the Super Six Comprehension program and 'sentence a day' strategy. Senior courses have supported specific subject areas using Edrolo, Education Perfect and the ALARM matrix to grow

skills in writing responses to show their understanding of course concepts.

Also, a strategic 15-week targeted program, called SSS, again based on whole school data, saw vocabulary skills enhanced by staff professional learning and collaboration, including working with literacy experts to develop Tier 2 words used by students across all subjects K-10. These initiatives have been reviewed and will be embedded in next year's target to further grow reading and writing skills for our students. Numeracy priority targeted K-6 supported by the Quick Smart program and in classrooms IMaths and Think Mentals. Secondary have introduced the new Numeracy course in Stage 6, incorporated Maths in Trade work, as well as accessing Maths Online and Education Perfect to support classroom delivery and a new STEM elective in Future Focused Learning.

Strategic Direction 2 involved the specific target of assessing our Learning Support systems and processes, in particular setting up the Learning Support Team with a streamlined format to gather information for Personal Learning Plans for next year. The Learning and Support Teacher worked closely with the newly appointed Assistant Principal, Curriculum and Instruction (APC&I) spearhead the review culminating in a collaborative team in Term 4 that created a range of documents to implement next year after staff initial professional learning at the beginning of Term 1. In-school professional learning to support differentiation and adjustments will be built on next year to enable staff to support targeted student needs in all learning areas. Staff also participated in six specific workshops on understanding student behaviours and how these impact on their approaches to learning and social interactions.

Strategic Direction 3, focused on student wellbeing to build social skills and resilience strategies. This included the delayed excursions to the Snow, Canberra, Coffs Harbour as well as the Rewards trips at the end of each term. All students were given the opportunity to participate, based on the positivity of their approach to attendance and behaviour. The annual Pool passes for families has been maintained to support swimming safety. Attendance targets show that the review commenced in Term 4 will continue next year as the data from 2022 indicated that attendance did not reach a consistently high rate. Processes will be re-established to support those not meeting guidelines. It is extremely important that students attend school regularly to improve their learning outcomes. Whole school wellbeing processes that support the wellbeing of all students and staff will be reviewed next year so they can connect, succeed and thrive (target 2024).

Several other programs have been implemented this year. Educational Pathways, offered to a few selected schools, which included ACS, has led to students in stages 5 and 6 being offered opportunities (in Semester 2) with a range of TAFE courses and 9/10 careers visits to see how the 'world of work' unfolds in our local area. Technology has been a huge focus supported by the Rural Access Gap program. Over \$60,000 has been spent on computers, laptops, Smart Boards and other items of technology so that all students have access to some form of digital technology throughout the school day. The RAG program for 2023 has been extended, an offer made to very few schools. This request will enable us to showcase some of our unique achievements made in technology to other schools. To support learning across the school, there has been significant funding to upgrade the work environment - painting of classrooms, improvement of foyer areas, new carpets, new furniture, new flooring in the art room, and several asset improvements approved for sheds and the COLA area. In all, this school has focused on a wide range of approaches to ensure it is set up to enable relevant and accessible learning preparing students for our contemporary world.

Schools that make a difference - what does the research show? First and foremost, schools are about learning, embracing the full range of student development intellectual, emotional, physical and cultural. From this builds the attitude to learning and commitment to developing student ability to organise, integrate and reflect on their own learning experiences. Schools are places where young people are given the opportunity to develop themselves, over time, to reflect the values upheld by the wider school community. There is no single recipe for creating an effective school, no absolute criteria to judge schools equally. So, my question to you is - what has this year added to your child's learning? Consider the curriculum, opportunities to participate in a wide range of extra-curricular activities, a wide range of cultural experiences, staff interaction, the role of parents/families and the role of each individual student.

What a complex and ever-changing concept. Yes, there has been a significant impact from Covid and health issues, drought and floods, let alone any personal challenges families may have faced in these last few years. Have these distracted us from the end game? To our staff it is very clear, this school has been consistently focused on our students and their learning as evidenced by the incredible array of opportunities and improvements that were undertaken this year. I have only mentioned some, so take time to talk to your children about what they have participated in, for you to gain a clearer picture of the depth and complexity of their school life.

A sense of working together, a shared commitment to constructive review and change is what the future indicates as the way to success. Staff, parents and students all have a part to play in the schooling process. They are the collaborators, the 'who' of effective schools. Thank you for choosing to send your child to ACS; an affirmation of support for what is uniquely happening here. We are proud to show why that has been such a positive decision.

All stakeholders play a significant role in supporting and creating a unique school culture. The School Plan is a summary of what was agreed to be achieved over 4 years, combined with governmental improvement measures and policy changes. In the end, we are all working together to create young people equipped to move forward into the world and become successful adults in the manner they want to be. Despite facing yet another challenging year, thank you to every person who has worked with our students to build their skills and resilience to prepare them for their individual future.

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. Ashford is 57km north of Inverell and 40km south of the Queensland border. The enrolment of Ashford Central School in 2022 was around 130 students, with approximately half each in primary and secondary departments.

The school context has shifted over the past 5 years due to drought 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 | 2022 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 | Delivering |
| 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 | Delivering |

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 and Numeracy

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$120,456.80

Professional learning: \$39,162.82

QTSS release: \$13,905.44

Beginning teacher support: \$15,217.00

Socio-economic background: \$46,392.30

Low level adjustment for disability: \$117,700.33

Aboriginal background: \$12,307.00

Integration funding support: \$101,461.00

Summary of progress

Our school participated in the Strategic School Support program with an emphasis on vocabulary. This process was supported by Lead Specialists. All teaching staff participated in targeted professional learning to improve their understanding of teaching vocabulary across all Key Learning Area's. They then modeled lessons, worked shoulder to shoulder with teachers to create lessons and then asked teachers to share feedback from their lessons at team meetings. This support helped to boost student vocabulary and improve overall writing skills in all Key Learning Area's. The in school formative and summative data that was collected showed an overall improvement in vocabulary and writing across the school. Teachers were allocated a grade and were asked to complete two vocabulary lessons a term, this was done to ensure an even amount of lessons were addressed across the whole school.

Since the completion of the Strategic School Support , teachers have scheduled Vocabulary lessons into their programs for Term 1, 2023. A timetable will be prepared for secondary teachers to ensure all students get an equitable amount of support for their learning. Baseline data will be gathered via internal formative assessment and students will be assessed via summative assessment to attain results of growth and impact across the school.

This process was well supported by most staff and provided excellent opportunities for Professional Learning and Collaboration with staff during staff meetings and coaching sessions. This has caused a change in teaching practices across Kindergarten to Year 10 that we look forward to extending these opportunities in 2023. Enablers to providing an excellent Kindergarten to Year 10 program were our Lead Specialists and our supportive executive team. Barriers to completing the program were time opportunities and availability of casual staff.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|---|---|
| The proportion of Primary students achieving in the top 2 bands In NAPLAN Reading will be trending towards the system-negotiated lower bound target of 30.1%. | 2022 NAPLAN data indicates 6.25% of students in the top two skill bands for Reading indicating that the school is working towards the system negotiated target. |
| The proportion of Secondary students achieving in the top 2 bands In NAPLAN Reading will be trending | 2022 NAPLAN data indicates 9.09% of students in the top two skill bands for Reading indicating that the school is working towards the system negotiated target. |

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| towards the system-negotiated lower bound target of 16.3%. | |
| Increase the percentage of students achieving in the top two bands of numeracy to be trending above the lower bound system negotiated target of 30.2% in Primary. | 2022 NAPLAN data indicates 6.25% of students in the top two skill bands for Numeracy indicating that the school is working towards the system negotiated target. |
| Top two bands (or equivalent) NAPLAN Numeracy increase uplift of 4.6% in Secondary. | 2022 NAPLAN data indicates 0% of students in the top two skill bands for Numeracy indicating that the school is working towards the system negotiated target. |
| Increase the percentage of students achieving in the top 2 bands of the High School Certificate from the 2020 baseline of 11% towards the Lower Bound target of 15%. | The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. |
| The proportion of students achieving expected growth in NAPLAN reading between Year 3 and 5 will be working towards the system-negotiated lower bound target of 60%. | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. |
| The proportion of students achieving expected growth in NAPLAN reading between Year 7 and 9 will be working towards the system-negotiated lower bound target of 70%. | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. |
| The proportion of students achieving expected growth in NAPLAN numeracy between Year 3 and 5 will be working towards the system-negotiated lower bound target of 60%. | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. |
| The proportion of students achieving expected growth in NAPLAN numeracy between Year 7 and 9 will be working towards the system-negotiated lower bound target of 70%. | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. |
| <p>Explicit Classroom Practice</p> <p>In 2022 the school will be self assessed as Sustaining and Growing in the Element of Effective Classroom Practices against the Schools Excellence Framework.</p> | <p>Teachers collaborate across faculties/ stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.</p> |

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: \$102,066.81

Summary of progress

The Learning and Support Teacher and the Assistant Principal Curriculum & Instruction evaluated our Personalised Learning Pathways documents and then collaborated with our Executive, Teachers, Aboriginal Education Officer and Student Learning Support Officer's to modify and update our Personalised Learning Pathways procedures and documents. The procedure has been finalised and will be implemented at the beginning of 2023 with two options for the implementation. The first implementation option is if we have a Learning and Support Teacher and the second option is if we don't have a Learning and Support Teacher to support the process. This includes a school timeline for implementation, meetings, plans and reviews each year. The impact of this process on teachers and students is currently unknown and will be built upon in 2023. However, this was developed with consultation of evidence based research and Department of Education advisors. We were fortunate enough to have dedicated Learning and Support Teacher and Assistant Principal Curriculum & Instruction who were the driving forces in the completion of this update, who worked tirelessly to ensure its completion in 2022. A barrier will be faced in 2023 if we can't secure/engage a new Learning and Support Teacher.

Regular celebrations of Local Aboriginal Culture in our school and community with a high emphasis on community engagement. Our Aboriginal Education Team worked to create meaningful events throughout the entire year that celebrated cultural events in consultation and support from our Ashford Aboriginal Education Consultative Group and Ashford Local Aboriginal Lands Council. Our Aboriginal Education Team and Student Leaders regularly attended Ashford Aboriginal Education Consultative Group meetings to ensure collaborative community consultation. This increased community participation and extended valuable connections between Elders and students. Our Elders shared their stories, knowledge and improved rapport that extends beyond school organised events. These celebrations not only created learning experiences for our students, but created invaluable experiences for our teachers. Our teachers have nurtured relationships with Elders and are beginning to invite them to become more involved in school learning. It can be difficult at times to engage our Elders who may not have had positive school experiences, but by offering external sites for lessons has provided positive learning experiences for everyone involved from Kindergarten to Year 12.

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 Aboriginal students achieving the top three bands of NAPLAN in Numeracy to 16%. | The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. |
| Increase the percentage of Aboriginal students achieving the top three bands of NAPLAN in Reading to 16%. | The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. |
| Increase the percentage of Aboriginal | The information in this report must be consistent with privacy and personal |

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| <p>students attaining the HSC whilst maintaining their cultural identity.</p> | <p>information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.</p> |
| <p>PLP's</p> <p>50% of parents are involved in the development and maintenance of their child's Personalised Learning Pathway plan.</p> | <p>31% of parents and carers were involved in the PLP process at ACS last year. We are working towards our target of 50% in 2022.</p> |

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 Review
- Wellbeing Procedure Development
- Student Engagement

Resources allocated to this strategic direction

Location: \$37,681.44

Per capita: \$32,848.39

Socio-economic background: \$225,896.53

Integration funding support: \$3,297.00

Aboriginal background: \$2,919.00

Summary of progress

We collaboratively created and introduced a bike riding induction program that differentiated the learning and assessment process across Kindergarten to Year 12. It was driven by our Positive Behaviour for Learning coordinator who collaborated with Executive, Teachers, Local Police and community to create a 'Sway' document with all of the necessary learning for Kindergarten to Year 6 students to ride bikes at school and Year 7 to Year 12 students to ride at school and off-site. The lessons were held during roll call and Personal Development Health Physical Education classes. Each student had to pass an assessment to ensure that they were successful bike users. The impact on students was that we had more students following the correct bike rules, leading to positive reinforcement of behaviours and less negative consequences for inappropriate behaviour. The induction training also included the use of the bikes as a privilege and reward for positive behaviour. More teachers felt capable and comfortable to provide bike riding opportunities for students during break times. This was enabled and driven by our Positive Behaviour for Learning coordinator and was a major success because of student interest and staff engagement. Barriers have been sporadic attendance of some students who hadn't completed the induction program.

We collaboratively built targeted Positive Behaviour for Learning lessons based on teacher recognised need for desired behaviours. It was completed during staff meetings and all teachers had the opportunity to discuss and contribute to the lessons which were taught during Personal Development Health Physical Education for Primary and Roll Call for Secondary. The impact was seeing more desirable behaviours during lessons and in the playground, with teachers targeting positive reinforcement towards these behaviours. This improved teacher wellbeing and enabled Head Teachers and Assistant Principals to focus on improving the positive behaviour of our students at risk.

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 |
|--|--|
| To increase attendance of students at school 90% or more by 11% in Primary and 4.9% in Secondary. | The number of students attending school 90% of the time or more has decreased. The impact of Covid on student attendance in Term 3, complying with NSW Health directives, plus flooding impact in late Term 3 into Term 4 significantly affected attendance rates in Semester 2. |
| Wellbeing In 2022 the school will be self assessed as Sustaining and Growing in the Element of Wellbeing against the Schools Excellence Framework. | Every student can identify a staff member to whom they can confidently turn to for advice and assistance at school. Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement. The needs of all students are explicitly addressed in teaching and learning programs. The school's wellbeing approach focuses on creating an effective environment for learning. |

Wellbeing

In 2022 the school will be self assessed as Sustaining and Growing in the Element of Wellbeing against the Schools Excellence Framework.

Teachers and other school staff explicitly communicate expectations of behaviour across school settings.

| Funding sources | Impact achieved this year |
|--|---|
| <p>Integration funding support</p> <p>\$104,758.00</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 and Numeracy • Wellbeing Review <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: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Some identified students participated in the MiniLit program towards the end of the year to support their learning goals.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs. We will also implement updated LST processes with consistent timelines to best support our students on IFS.</p> |
| <p>Socio-economic background</p> <p>\$272,288.83</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 and Numeracy • Wellbeing Review <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of additional staff to support the wellbeing program implementation. <p>The allocation of this funding has resulted in the following impact: The school was unable to totally embed the Wellbeing Matrix within each equity initiative due to a range of factors, however, previous wellbeing programs were continued. School Learning Support Officers were made available for wellbeing programs and middle school lessons. The funding assisted with the implementation of the bike education program including the construction of the bike track and purchase of bikes. A quiet space in the library was funded resulting in the students having a passive area to relax. The school continued to investigate the employment of a School Support Officer and the creation of a Wellbeing Room for the School Counsellor and wellbeing team members to meet with students and families. The wellbeing program was impacted by the lack of casual staff for release time, Covid's impact on staff availability, and mandatory training for the school to meet DoE priorities.</p> <p>After evaluation, the next steps to support our students will be: Continue to evaluate the five domains of Wellbeing and implement</p> |

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| <p>Socio-economic background</p> <p>\$272,288.83</p> | <p>programs/activities to support students. The school will review past programs and investigate new initiatives when required. The school will expand interactions with outside agencies and will continue Educational Pathways initiatives.</p> |
| <p>Aboriginal background</p> <p>\$117,292.81</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"> • Reading and Numeracy • Aboriginal Education • Wellbeing Review <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 <p>The allocation of this funding has resulted in the following impact: An increase in Aboriginal families engaging in the PLP process and more importantly, conversations became more authentic, which resulted in a closer working relationship between home and school continued to prosper. Tell Them From Me data indicated 59% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: Providing ongoing connections with families to implement our updated PLP processes and providing engaging cultural activities that are collaboratively created with consultation from our Ashford AECG.</p> |
| <p>Low level adjustment for disability</p> <p>\$117,700.33</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 and Numeracy <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 School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: An increase of students achieving at or above expected growth in NAPLAN results. The school achieved 100% student expected growth in Primary NAPLAN Reading; 67% expected growth in Primary NAPLAN Numeracy; 100% expected growth in Secondary NAPLAN Reading and 50% in expected growth in Secondary NAPLAN Numeracy. The school has sustained its value-add results which are Delivering in the Primary and Sustaining and Growing in the Secondary. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: A program that the school will continue to implement across the school is Renaissance Reading. Continuation of this program for students in K-8 for 2023, K-9 for 2024, K-10 for 2025. In 2023, Year 9 and 10 to focus on library skills to grow ability to access information to support literacy development</p> |

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| <p>Low level adjustment for disability</p> <p>\$117,700.33</p> | <p>led by Librarian. Further investigation of ability to implement designated Renaissance Reading time in secondary timetable.</p> |
| <p>Location</p> <p>\$37,681.44</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 Review <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 <p>The allocation of this funding has resulted in the following impact: Students from disadvantaged backgrounds were able to participate in all excursions and incursions that directly supported the curriculum that they were studying. This ensured that teachers could provide rich and authentic learning experiences that build on their classroom studies and allow equitable engagement in curriculum.</p> <p>After evaluation, the next steps to support our students will be: During 2023, we will continue to support students from disadvantaged backgrounds by equitably providing funding to allow them to participate in all excursions and incursions linked to the curriculum.</p> |
| <p>Professional learning</p> <p>\$39,162.82</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 and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Teachers have an increased knowledge of evidence-based effective vocabulary teaching strategies, through their participation in the SSS program. This led to an increase in summative assessment data from the baseline data gathered at the beginning of the program.</p> <p>After evaluation, the next steps to support our students will be: During 2023, we will continue to put strategies in place to support all teachers to implement the skills learned through the SSS program, to ensure continual improvement for staff and students.</p> |
| <p>Beginning teacher support</p> <p>\$15,217.00</p> | <p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Ashford Central School during their induction period.</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 and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • extra release and professional learning. |

| | |
|---|--|
| <p>Beginning teacher support</p> <p>\$15,217.00</p> | <p>The allocation of this funding has resulted in the following impact: Our APC&I has successfully supported our LST processes and monitored the implementation of our COVID ILSP funding to provide relevant, evidence based professional learning across our K-12 staff. This lead to an improvement in Teaching and Learning Programs and student results.</p> <p>After evaluation, the next steps to support our students will be: To support the implementation of the Curriculum Reform in K-10 by providing Professional Learning opportunities for our K-10 teachers and modelling lessons, team teaching or observing instruction and providing quality feedback to improve performance of teachers and students.</p> |
| <p>QTSS release</p> <p>\$13,905.44</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 and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: This has enabled the teaching staff to have professional conversations about classroom practices and student learning with the APC&I and Head Teachers. Improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: To continue to utilise the expertise of the APC&I, Assistant Principals and Head Teachers to lead improvement in an area where teachers need support.</p> |
| <p>COVID ILSP</p> <p>\$87,320.00</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"> • Providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact: In 2022, Ashford Central School initiated a Learning Centre to support students using the COVID ILSP funding. 1 full time SLSO staff member and 1 part time SLSO staff member was employed to support students through small group activities. Staff were trained in MacqLit, MiniLit and Quicksmart to support students in Literacy and Numeracy. Primary data shows an increase in reading of 18%. Secondary data shows an increase in reading of 13%.</p> <p>After evaluation, the next steps to support our students will be: In 2023, due to our successful implementation and evaluation of data, Ashford Central School will continue with the same model as 2022.</p> |
| <p>Per capita</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Ashford Central School</p> |

\$32,848.39

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Wellbeing Review

Overview of activities partially or fully funded with this operational funding include:

- technology resources to increase student engagement.

The allocation of this funding has resulted in the following impact:

Improved technology resources available for all students to improve learning opportunities across the school. Allocating time for teachers to be supported by our Digital Classroom Officer to improve their classroom practice with Technology.

After evaluation, the next steps to support our students will be:

The next steps are for us to provide staff with time and allocate staff meetings to build staff skills to better support the wellbeing of our students.

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 73 | 73 | 68 | 74 |
| Girls | 75 | 63 | 62 | 74 |

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 | 84.8 | 91.0 | 80.4 | 83.0 |
| 1 | 85.8 | 88.0 | 85.4 | 80.5 |
| 2 | 84.4 | 84.8 | 87.6 | 74.9 |
| 3 | 85.2 | 90.7 | 83.5 | 70.1 |
| 4 | 90.4 | 89.0 | 86.4 | 80.3 |
| 5 | 88.9 | 94.6 | 78.3 | 86.9 |
| 6 | 91.1 | 89.3 | 87.9 | 68.2 |
| 7 | 90.5 | 96.4 | 82.4 | 80.8 |
| 8 | 86.3 | 93.5 | 89.4 | 78.2 |
| 9 | 85.0 | 86.0 | 86.9 | 81.7 |
| 10 | 81.6 | 76.1 | 80.8 | 75.9 |
| 11 | 73.3 | 83.4 | 78.9 | 73.8 |
| 12 | 85.2 | 88.0 | 82.9 | 63.5 |
| All Years | 86.0 | 88.6 | 84.1 | 77.4 |
| 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 | 5.8 | 12.5 | 33.33 |
| Employment | 17.6 | 12.5 | 22.22 |
| TAFE entry | 5.8 | 6.25 | 11.11 |
| University Entry | 0 | 0 | 0 |
| Other | 0 | 0 | 33.33 |
| Unknown | 0 | 0 | 0 |

Year 12 students undertaking vocational or trade training

72.73% of Year 12 students at Ashford Central School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

42.9% of all Year 12 students at Ashford 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) | 2.8 |
| Head Teacher(s) | 2 |
| Classroom Teacher(s) | 10.26 |
| 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

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 | 598,283 |
| Revenue | 3,770,957 |
| Appropriation | 3,727,203 |
| Sale of Goods and Services | 19,681 |
| Grants and contributions | 21,781 |
| Investment income | 2,291 |
| Expenses | -3,669,263 |
| Employee related | -3,104,943 |
| Operating expenses | -564,320 |
| Surplus / deficit for the year | 101,693 |
| Closing Balance | 699,976 |

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 | 113,061 |
| Equity Total | 507,340 |
| Equity - Aboriginal | 117,267 |
| Equity - Socio-economic | 272,373 |
| Equity - Language | 0 |
| Equity - Disability | 117,700 |
| Base Total | 2,565,486 |
| Base - Per Capita | 32,848 |
| Base - Location | 37,681 |
| Base - Other | 2,494,956 |
| Other Total | 336,314 |
| Grand Total | 3,522,201 |

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

From our TELL Them From Me survey data, 75% of our Aboriginal students in Primary feel good about their culture and 83% of our students believe that teachers understand their culture. These results are pleasing as our school has placed a large emphasis on improving outcomes for our Aboriginal students. In Primary, 60% of our students feel proud of our school, with 24% were undecided (neither positive or negative). In Secondary, 44% of our Aboriginal students feel good about their culture, with 43% undecided (neither positive or negative) and 31% believe that their teachers have a good understanding of their culture, with 54% undecided (neither agree or disagree). Also in Secondary, 34% of students feel proud of their school, with 32% of students undecided (neither agree or disagree).

After consultation with some parents and carers, they believe that our school provides a range of opportunities for all of our students. We know our students really well and are aware of their long term goals and support them with these goals.

Our staff all really enjoy working here with the majority of teachers retaining their positions for 2023 and building links with the wider community, by participating in community events.

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.