

2023 Annual Report

Ashford Central School



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Introduction

The Annual Report for 2023 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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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 2023 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 and an increased transient population. 40% of our students identify as Aboriginal or Torres Strait Islander. Our families can live up to 35km from our school and travel long distances during the week for school, sport and other activities.

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

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

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

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

Self-assessment using the School Excellence Framework

Elements	2023 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	Excelling
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
English language proficiency
QTSS release
Per capita

Summary of progress

This year our teachers in K-12 have placed an importance on our Strategic School Support: Vocabulary, embed and sustain phase. All teachers have completed two vocabulary lessons per term in their Key Learning Areas. The implementation of this began in 2022 and teachers were supported with professional learning and collaborative time to create vocabulary specific lessons. Executive have documented evidence of these lessons in programming meetings with their staff. We have seen an overall improvement in literacy skills across the school in writing assessments, in the collection of whole school data. This data is reflected in our growth which is visible in Check-in assessments.

Teachers have increased their ability to teach specific vocabulary lessons in their Key Learning Areas. They have received targeted Professional Learning and collaborative planning time that has increased understanding and built collegiality.

This year we haven't had the focus on Numeracy that we had hoped for. We have had a strong implementation of Interview for Student Reasoning assessments in K-6 and Check-in assessments across K-10. We look forward to rolling this goal into our future School Improvement Plan. The definite barrier to this was finding the time to provide clear and explicit professional learning to support staff across K-12. This was due to the focus on and embedding of Vocabulary across K-12, with staff turnover causing the need for ongoing Professional Learning.

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
Explicit Classroom Practice In 2023 the school will be self assessed as working towards Excelling in the Element of Effective Classroom Practices against the Schools Excellence Framework.	Teachers at Ashford Central School routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.
Reading Growth The number of students achieving growth on internal Reading data	Internal Reading data showed that 100% of students achieved growth in Reading in 2023. Therefore, this progress measure was achieved.

improves from the previous year.	
<p>Numeracy Growth</p> <p>The number of students achieving growth on internal Numeracy data improves from the previous year.</p>	<p>Internal Numeracy data showed that 100% of students achieved growth in Numeracy in 2023. Therefore, this progress measure was achieved.</p>
<p>Numeracy Growth</p> <p>The number of students achieving growth on internal Numeracy data improves from the previous year.</p>	<p>Internal Numeracy data showed that 100% of students achieved growth in Numeracy in 2023. Therefore, this progress measure was achieved.</p>
<p>Reading Growth</p> <p>The number of students achieving growth on internal Reading data improves from the previous year.</p>	<p>Internal Reading data showed that 100% of students achieved growth in Reading in 2023. Therefore, this progress measure was achieved.</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
Socio-economic background
Location

Summary of progress

At Ashford Central School, we have developed Post School Pathway Plans for all students in 2024. These were created collaboratively with all staff at our Staff Development Evenings. These will be implemented with all teachers and students K-12, during extended roll call lessons twice per term. By starting this in Kindergarten, we hope to build a strong culture of educational aspirations and the importance of having strong achievable goals.

Our community has successfully elected an Ashford Aboriginal Education Consultative Group committee for 2024, with Ashford Central School staff representation. We continued to have Ashford Central School Junior Aboriginal education Consultative Group members.

Our Aboriginal Garden Digital Learning Resource has been successful with our Digital Classroom Officer receiving state wide recognition for his support and leadership of the project. The garden was planted during the Term 2 Aboriginal Identified Staff Development Day as part of our community learning. Teachers then supported the project by creating websites on a digital platform to inform community, students, teachers and visitors to our school of the uses and applications of the plants. This is done through QR Codes placed in the garden for future reference. Students have gained a significant amount of knowledge from the project and it has led to significant learning for the staff involved.

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 attaining the HSC whilst maintaining their cultural identity.	Two out of our five Year 12 students identify as Aboriginal and successfully completed their HSC.
Continue to increase the number of areas in which the school rating grows from 'Sustaining and Growing' to 'Excelling' in Turning Policy into Action: Reflect, Plan, Act Guide.	We have progressed from zero Excelling in 2022 to one Excelling in 2023.
PLP's 60% of parents are involved in the development and maintenance of their child's Personalised Learning Pathway plan.	100% of parents at Ashford Central School are involved in the development and maintenance of their child's PLP in 2023.

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

Socio-economic background

Integration funding support

Aboriginal background

Low level adjustment for disability

Professional learning

Location

Summary of progress

This year at Ashford Central School, we have reviewed and updated our positive and negative wellbeing procedures to reflect the overall values of staff, students, parents and community. Initially we collected data via school created surveys from parents, community and staff and Tell Them From Me student data. This was reviewed during Staff Development Day evenings to determine the best course of action and how our procedures would be modified to suit the needs of the school community.

As a result, we have had more students reach their potential on our positive behaviour system; handing out awards suitable to achievement; streamlined award input processes for staff, leading to less administrative burden; simplified processes for tracking negative behaviour and attendance; and a whole staff who believe and stand behind the processes that they use. Consistent approaches to student behaviour, classroom management and teaching and learning have been identified and implemented across the school.

This has been enabled by strong collaborative practice with all key stakeholders having an opportunity to have input on school procedures.

Barriers for completing this initiative were the ongoing time restraints due to staff shortages and lack of available casuals.

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 increased since 2022. The school and community are working towards our negotiated targets.
Wellbeing In 2023 the school will be self assessed as working towards Excelling in the Element of Wellbeing against the Schools Excellence Framework.	The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. Expectations of behaviour are codeveloped with students, staff and the community and are designed to ensure effective conditions for learning.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$174,828.00</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"> • Student Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employed School Learning Support Officers. <p>The allocation of this funding has resulted in the following impact: All students on Integration Funding Support had an allocation of School Learning Support Officer support for the Key Learning Areas of Literacy and Numeracy. This resulted in effective classroom support and increased engagement in Integration Funding Support students.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ School Learning Support Officers to support the identified students to meet the collaboratively generated goals in the Personalised Learning Plans.</p>
<p>Socio-economic background</p> <p>\$341,657.84</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"> • Aboriginal Education • Educational Aspiration • Wellbeing Review • Wellbeing Procedure Development • Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through [program] to support student learning <p>The allocation of this funding has resulted in the following impact: Staff at Ashford Central School collaboratively designed Post School Pathway Plans for 2024 implementation. Our Aboriginal Garden Digital Learning resource was planted, developed and will be added to and finalised in 2024. All families were able to have an input into Aboriginal education at Ashford Central School.</p> <p>After evaluation, the next steps to support our students will be: Implement our Post School Pathway Plans in 2024, with time allocated each term to check in on goals and progress. Continue the development of resources and increase planting of the Aboriginal Garden Digital Learning resource. Continually seek feedback from all key stakeholders to enhance and tailor the opportunities on offer at Ashford Central School.</p>
<p>Aboriginal background</p> <p>\$121,228.01</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</p>

<p>Aboriginal background</p> <p>\$121,228.01</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Aboriginal Education • Educational Aspiration • Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Feedback from surveys. • Community Engagement - Learning circle and garden. • PLP's - family involvement. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: an increase (>50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: Continuing to nurture these relationships through authentic communication and support from our Aboriginal Education Officer.</p>
<p>English language proficiency</p> <p>\$2,849.44</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ashford Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Pedagogical Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Withdrawal lessons for small group (developing) and individual (emerging) support. <p>The allocation of this funding has resulted in the following impact: Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. Assistant Principal Curriculum and Instruction support for in class differentiation of learning tasks.</p> <p>After evaluation, the next steps to support our students will be: Identifying next steps to transfer this practice across all key learning areas.</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"> • Student Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of School Learning Support Officers. <p>The allocation of this funding has resulted in the following impact: The employment of a School Learning and Support Officer has impacted positively on the improvement in student learning in English and Mathematics. Data collected has informed our teaching and shown an uplift in student reading fluency, spelling accuracy and improvement in understanding in maths measurement.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$117,700.33</p>	<p>The school will continue to provide additional support to targeted students through the employment of an School Learning and Support Officer.</p>
<p>Location</p> <p>\$42,959.39</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"> • Educational Aspiration • Student Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Incursion expenses. • Subsidising student excursions to enable all students to participate. <p>The allocation of this funding has resulted in the following impact: This allows all students to attend excursions, sporting events and curriculum linked activities. This funding was used equitably to ensure full inclusion and participation in all excursions and incursions and other additional school activities. Families have been supported by providing subsidies for major excursions, all minor excursions throughout 2023 and season passes to the Ashford Pool. As a result, students sense of belonging is promoted as they know they will be included with all opportunities. It has also assisted in improving student attendance.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide the students with equal access to internal and external learning experiences and resources to ensure that the learning environment for the students is conducive for learning. The provision of classroom resources will continue to provide equitable access to the curriculum and extra-curricular activities.</p>
<p>Professional learning</p> <p>\$39,189.21</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"> • Student Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Curriculum reform implementation. • Aboriginal Education. <p>The allocation of this funding has resulted in the following impact: Improved understanding of the new syllabuses to be implemented in 2024. All staff who are required to implement a new syllabus in 2024 have been given learning opportunities to create teaching and learning programs for 2024, depending on time availability. All staff have been upskilled in delivery of Aboriginal Education programs at Ashford Central School, particularly focussing on implementing the cross curricula priority of Aboriginal perspectives.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support for staff to participate in new curriculum implementation training and Aboriginal Education learning opportunities.</p>
<p>QTSS release</p> <p>\$13,612.32</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</p>

<p>QTSS release</p> <p>\$13,612.32</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Pedagogical Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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: All staff equipped with the skills to teach vocabulary lessons including, programming, teaching and assessing.</p> <p>After evaluation, the next steps to support our students will be: Continued Check-in assessments, planning of specific vocabulary assessments and the introduction of teaching vocabulary to new staff.</p>
<p>COVID ILSP</p> <p>\$99,983.04</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 2023.</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. • Employing staff to provide online tuition to student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact: Analysis of internal data showed that the small group tuition had worked well in Primary classrooms with a focus on K-5. Secondary staff have provided positive feedback on the support provided by the LaST. Teachers are reporting noticeable improvement in student knowledge and skills when they return to timetabled lessons. There has been an increase in requests from staff seeking support for their students.</p> <p>After evaluation, the next steps to support our students will be: Continue the implementation of Literacy and Numeracy tuition across the school. Additional activities will be included to further support students.</p>
<p>Per capita</p> <p>\$38,518.48</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Ashford Central School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole School Pedagogical Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Providing targeted, explicit instruction for student groups in literacy/numeracy. • Employing staff to provide online tuition to student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact: Analysis of internal data showed that the small group tuition had worked well in Primary classrooms with a focus on K-5. Secondary staff have provided positive feedback on the support provided by the LaST. Teachers are reporting noticeable improvement in student knowledge and skills when they return to timetabled lessons. There has been an increase in requests from staff seeking support for their students.</p>

<p>Per capita \$38,518.48</p>	<p>After evaluation, the next steps to support our students will be: Continue the implementation of Literacy and Numeracy tuition across the school. Additional activities will be included to further support students.</p>
<p>AP Curriculum & Instruction \$124,070.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Whole School Pedagogical Practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum. • Coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum. • Lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers. • Strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms. <p>The allocation of this funding has resulted in the following impact: Data collection has become a whole school focus with regular discussions happening during team meetings, supervisor meetings and whole school meetings. Teachers now have a clear understanding of where their students are and how to effectively report on that to parents. Staff have worked collegially to develop an understanding of curriculum reform and have implemented new syllabuses to a high standard in classrooms. Staff feel confident in coming to the APCI and discussing literacy and numeracy matters.</p> <p>After evaluation, the next steps to support our students will be: Continued support across K-6 classrooms. During 2024, we hope to have an increased focus on Numeracy, including the collection of data from IfSR assessments, then the analysis of data in PLAN2.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	73	68	74	63
Girls	63	62	74	60

Attendance

NSW student attendance data in 2020 is not comparable to other 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 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.0	80.4	83.0	82.2
1	88.0	85.4	80.5	85.1
2	84.8	87.6	74.9	82.3
3	90.7	83.5	70.1	85.2
4	89.0	86.4	80.3	83.8
5	94.6	78.3	86.9	84.5
6	89.3	87.9	68.2	85.2
7	96.4	82.4	80.8	79.2
8	93.5	89.4	78.2	81.8
9	86.0	86.9	81.7	66.8
10	76.1	80.8	75.9	73.8
11	83.4	78.9	73.8	82.4
12	88.0	82.9	63.5	68.6
All Years	88.6	84.1	77.4	80.4
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	91.1	89.8	85.1	87.9

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	60
Employment	0	30	20
TAFE entry	0	0	0
University Entry	0	0	20
Other	0	0	0
Unknown	0	0	0

All Year 10 students from 2023 continued their studies into Preliminary Courses.

30% of Preliminary students gained employment, two of these gained apprenticeships. The remaining students continued into their HSC.

Year 12 students undertaking vocational or trade training

54.55% of Year 12 students at Ashford Central School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Ashford Central School expected to complete Year 12 in 2023 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)	10.25
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	6.89
Other Positions	0.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	663,687.56
Revenue	4,053,265.03
Appropriation	3,990,295.08
Sale of Goods and Services	17,400.89
Grants and contributions	22,946.55
Investment income	7,666.51
Other revenue	14,956.00
Expenses	-3,887,306.89
Employee related	-3,156,287.37
Operating expenses	-731,019.52
Surplus / deficit for the year	165,958.14
Closing Balance	829,645.70

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.

	2023 SBAR Adjustments (\$)
Targeted Total	129,505
Equity Total	583,436
Equity - Aboriginal	121,228
Equity - Socio-economic	341,658
Equity - Language	2,849
Equity - Disability	117,700
Base Total	2,647,044
Base - Per Capita	38,518
Base - Location	42,959
Base - Other	2,565,566
Other Total	341,242
Grand Total	3,701,227

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent/Carer: Through school based surveys we gathered data that provided overwhelming support from our parents and caregivers. The survey's included student wellbeing and Aboriginal education. Throughout these responses our parents and carers were satisfied with how we met student wellbeing need and their learning needs.

Student: Our students participated in the Tell Them From Me surveys in both snapshots. This data shows that 45% of students have a positive sense of belonging in 2023.

Teacher: Our teachers have completed teacher versions of the parent surveys and they have a strong sense of belonging and connection to the community. They place the needs of students above all else and involve themselves with school activities.

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.