2008 Annual School Report
Ashford Central School

NSW Public Schools – Leading the way
Our school at a glance

Students
In 2008, Ashford Central School had an enrolment of 176 students. The primary department (Years K-6) had 82 students, while the secondary department (Years 7-12) had 94 students enrolled.

At the time of enrolment, 30 of the students indicated they were Aboriginal (17%).

Staff
Ashford Central School had a total teaching staff allocation of 18.136 in 2008. The primary department had 5.536 teachers, while the secondary department had 12.6 teachers.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Principal's message
At Ashford Central School we are committed to the provision of a comprehensive, quality education program, the equal of any in the state. We achieve this through quality teaching and assessment practices, the provision of a broad and balanced curriculum, an emphasis on literacy and numeracy from Kindergarten to Year 12 (K-12), comprehensive student welfare structures and effective use of technology.

Ashford Central School is a K-12 school. Students studying for their Higher School Certificate (HSC) complete course materials supplied by Dubbo School of Distance Education. They are co-taught by teachers from Ashford and Dubbo.

Students of Ashford Central School are drawn from the township of Ashford and the surrounding district. Some of the students travel a considerable distance to school by bus.

The school is supported by the Country Areas Program (CAP) and the Priority Schools Program (PSP).

The school has a strong culture of student participation in all aspects of school life and this is reflected in the school's motto of "Play the Game".

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Michael Lewis
Student attendance profile

Primary

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday, 25 March, 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1</td>
<td>K</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>1/2</td>
<td>2</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>5</td>
<td>16</td>
</tr>
</tbody>
</table>

Structure of classes

In the primary department (K–6), classes are multi-age in structure. Each class has a home teacher with specialist support teachers assisting identified students with additional tuition. Identified Year 1 students are withdrawn for one to one instruction in the Reading Recovery Program. Each class is heavily supported by teacher aiding.

The junior secondary department (7 – 10) classes in each year operate as distinct class groups. Elective classes in Years 9 and 10 operate as multi-age classes to provide greater subject choices for students.

Years 11 and 12 students study together. Students are able to work individually or in small groups, with teachers from Ashford Central School and Dubbo School of Distance Education co-teaching. Teachers and students communicate using video conferencing, email, telephone and the postal system to make this very different from the traditional HSC.

Retention to Year 12

93% of 2006’s Year 10 students were retained into Preliminary with the addition of one new student and four mature age students; giving a retention rate of 121%. Three students did not continue through to the Higher School Certificate. Two found employment and one transferred to another school. The remainder of this cohort completed the HSC or TAFE courses through Ashford Central School.

In the four years the senior school has been operating, the retention rate for our Year 10 students to gain their HSC has been 78%, 62%, 60% and 100%. In the 10 years before the seniors’ program was introduced, the retention rate was 32%.

Class sizes

In March 2003, the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.
Post-school destinations

94% of Year 10 students in 2008 continued to Year 11 at Ashford Central School. 86% of Year 11 students in 2007 continued to Year 12 at Ashford Central School in 2008.

11 students completed their HSC at Ashford Central School in 2008. Three of the students are undertaking studies at university, one has deferred entry to university until 2010, four are studying at TAFE and three have gained employment.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>10.542</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>Total</td>
<td>17.957</td>
</tr>
</tbody>
</table>

Staff retention

One permanent staff member of Ashford Central School left in 2008. He is teaching in Istanbul, Turkey, and has the right of return to this school.

Another staff member was promoted to the position of Principal of Bingara Central School. He commenced work in this position at the beginning of 2009.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008, the average daily attendance rate for staff, as determined by the Department, was 97.3%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

### Income

<table>
<thead>
<tr>
<th>Source</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>79 343.70</td>
</tr>
<tr>
<td>Global funds</td>
<td>149 004.74</td>
</tr>
<tr>
<td>Tied funds</td>
<td>165 367.73</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>52 341.13</td>
</tr>
<tr>
<td>Interest</td>
<td>7 464.55</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10 752.89</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>464 274.74</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>22 156.36</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>23 342.72</td>
</tr>
<tr>
<td>Excursions</td>
<td>38 528.78</td>
</tr>
<tr>
<td>Library</td>
<td>482.30</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 325.62</td>
</tr>
<tr>
<td>Tied funds</td>
<td>145 018.32</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>19 100.28</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>47 250.17</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>35 783.39</td>
</tr>
<tr>
<td>Maintenance</td>
<td>22 546.84</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>12 116.11</td>
</tr>
<tr>
<td>Capital programs</td>
<td>4 330.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>372 980.89</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>91 293.85</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Academic
• Year 12 student Julia Ballam received a University Admission Rank of 95.9, which was one of the highest in the district.

• In the Australian Schools’ Science Competition, Drew Lowe received a Distinction award and Chris Lewis and Stephanie Press received Credit awards.

• In the Australian Schools’ Computer Skills Competition, Drew Lowe received a Distinction award.

• Year 8 students Stephanie Press, Jake Bentley, Kashona Lavender and Rachael Thompson won the central schools’ division of the Talented Year 8 Mathematics Competition run by the University of New England.

• In the Rio Tinto Science Competition, Drew Lowe, Stephanie Press and Rebecca Press received Credit awards.

• In the Australian Schools’ English Competition, Chris Lewis, George Bellinger and Emma Deaves received Credit awards.

• The senior Agriculture class bred and prepared four steers for the North West Schools’ Steer Leading Competition.

• All four students of Ashford Central School who were seeking entry to university gained a place at university.

Arts

• Sarah Bentley, Jasmine Voss, Rebecca Press, Luke Hartley, Kyle Hartley, Chris McDonald, Dannielle Irwin, Andrew Rollinson and Evie Thomas collaborated in an art exhibition which was displayed in the school library during the week of the annual presentation night. Caitlin Vickers had her major Textiles work for the HSC also displayed in this exhibition.

• Primary and secondary students participated in the annual Ashford Show. A variety of artworks, textile, woodwork and craft projects was entered into the exhibition and put on display in the pavilion.

• Year 8 students created artworks depicting and symbolising a scene relating to Anzac Day. The artworks featured imagery including battle fields, memorial and ceremonial scenes, veterans marching and relevant written information corresponding to the image. The Anzac Ceremony held in the Ashford Town Hall included the display of these artworks.

• Throughout the year, artworks created by Years 7 and 8 students were displayed in the show case placed outside the Principal's office.

• Inverell Art Gallery hosted the “Arts on Display” Exhibition where local schools collaborate to create a display of primary and secondary school students' artworks. Many of our students’ artworks were chosen to be displayed in this exciting new exhibition.

• Artworks and Textiles projects were regularly displayed at secondary assemblies where students explained and elaborated on their progress and the processes involved in producing these works.

• Years 11 and 12 students travelled to Toowoomba to experience a live performance of Shakespeare’s "Romeo and Juliet".

• The primary department presented “A Christmas Carol” by Charles Dickens. The performance involved 100% of Kindergarten to Year 6 students.

• The primary choir performed at the Anzac Day Community ceremony, the Senior Citizens’ Week luncheon and the Senior Citizens’ Christmas party. The infants choir performed at Sunhaven Aged Care Facility for the residents.

• The secondary choir performed at Presentation Night and the Community Anzac Day ceremony.

• The secondary students’ instrumental ensemble entertained the senior citizens at Sunhaven Aged Care Facility.

Sport

• During 2008, students from Ashford Central School represented Inverell Zone
in Primary Schools’ Sports Association teams including swimming, cross country, athletics, soccer, hockey and rugby league.

- During 2008, secondary students from Ashford Central School represented New England Zone in cricket, rugby league, touch football and netball.
- Steven Akhurst and Morgan Boney represented North West Area at the State Open Touch Football Carnival.
- Shani Allen represented North West at the State Swimming Championships.
- Cassandra Plummer and Jesse Rollinson represented North West Area at the State Cross Country Championships.
- Nikki Weribone was selected in the Northern Inland Academy of Sport netball squad.

- Zachary Beveridge was selected to represent Northern Tablelands in cricket.
- Corey Baker, Chris Lewis, Mark Lewis and Morgan Boney were selected to represent Group 19 in rugby league.
- Chris Lewis was part of the Group 19, 16 Years team which won the NSW Country Championship. He was also selected in the Greater Northern Rugby League Academy squad.

- Rebecca Press was selected to participate in a NSW Hockey Talented Identification Program.
- Steven Akhurst, Mark Lewis, Chris Lewis, Corey Baker and Morgan Boney were part of the Inverell High School team which played in the State Interregional final of the University Shield.
- The Ashford Open touch football team of Hayden MacDonald, Corey Baker, Steven Akhurst, Mark Lewis, Chris Lewis, Todd Currell, Morgan Boney, Kyle Hartley, Jake Lennon, Toby Woodward and Andrew Rollinson won the State Central Schools’ Competition.
- The Ashford Open Boys’ rugby league 7s team of Hayden MacDonald, Corey Baker, Steven Akhurst, Mark Lewis, Chris Lewis, Todd Currell, Morgan Boney, Kyle Hartley, Daniel Lee, Jake Lennon, Toby Woodward and Andrew Rollinson finished second in the State Central Schools’ Competition.
- The Ashford Open Boys’ cricket team of Hayden MacDonald, Corey Baker, Steven Akhurst, Mark Lewis, Chris Lewis, Morgan Boney, Kyle Hartley, Michael Sepping, Lachlan MacDonald, Jake Lennon and Toby Woodward finished third in the State Central Schools’ Competition.
- The Ashford Open Girls’ netball team of Nikki Weribone, Mia Roach, Tammy McDonald, Julia Ballam, Jordan Kippax, Dannielle Irwin, Christine Watters, Lucy Riggs, Sarah Bentley, Morgan Guest and Evie Thomas finished fifth in the State Central Schools’ Competition.
- Corey Baker, Chris Lewis, Toby Woodward, Kyle Hartley, Jake Lennon, Andrew Rollinson, Lachlan MacDonald, Hayden Wheatley, Todd Currell and Harley Turner combined with six boys from Bundarra Central School and one boy from Bingara Central School to win the 16 Years division of the State Country Rugby League Cup.
Citizenship and Leadership

- Year 11 student leaders, Todd Currell, Morgan Boney, Chris Lewis, Christine Watters and Corey Baker played an active role in the Ashford Anzac Day Ceremony. The majority of students marched in the Anzac Day parade.

- The students of Ashford Central School cleaned up the environs and the main roads into Ashford as part of the Clean Up Australia Program, organised by the Ashford Lions Club.

- Years 5 and 6 students knitted squares to make blankets for Australian charities to distribute to the needy.

- All students celebrated “Harmony Day” which teaches that a successful society is based on equality, fairness, friendship and respect for each other.

- Year 11 student Todd Currell won the Ashford Lions Club Young Citizen of the Year for 2007.

- Year 10 students, Angela Long and Chris McDonald, represented the Inverell Rotary Club in a week long IT fact finding excursion to Sydney.

- Todd Currell and Mark Harris represented Ashford Central School at the Myall Creek Memorial Ceremony.

- STUDEC organised a “Red Nose Day” which was supported by 100% of the student body

Student achievement in 2008

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 skill and understanding demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest)
Yr 5: from Band 3 (lowest) to Band 8 (highest)
Yr 7: from Band 4 (lowest) to Band 9 (highest)
Yr 9: from Band 5 (lowest) to Band 10 (highest)

Literacy – NAPLAN Year 3

In 2008, 14 Year 3 students sat for the National Assessment Program Tests (NAPLAN) in literacy. Students were tested in reading, writing, spelling, grammar and punctuation.

The overall school results for Year 3 were below state average. The overall school results for Year 3 were also below the average for the local school group.

Reading

<table>
<thead>
<tr>
<th>Percentage of students in bands: Year 3 reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Percentage of students</td>
</tr>
<tr>
<td>School average 2005 - 2007</td>
</tr>
<tr>
<td>LSG average 2008</td>
</tr>
<tr>
<td>State average 2008</td>
</tr>
</tbody>
</table>
Writing

Percentage of students in bands:
Year 3 writing

Spelling

Percentage of students in bands:
Year 3 spelling

Grammar and Punctuation

Percentage of students in bands:
Year 3 grammar and punctuation

Numeracy – NAPLAN Year 3

In 2008, 14 Year 3 students sat for the National Assessment Program Tests (NAPLAN) in numeracy. Students were tested in number and data, patterns and algebra, measurement, space and geometry.

The overall school results for Year 3 were below state average. The overall school results for Year 3 were also slightly below the average for the local school group.
Literacy - NAPLAN Year 5

In 2008, 11 Year 5 students sat for the National Assessment Program Tests (NAPLAN) in literacy. Students were tested in reading, writing, spelling, grammar and punctuation.

The overall school results for Year 5 were below state average but slightly above the average for the local school group.

Reading

Writing

Spelling
Grammar and Punctuation

Percentage of students in bands: Year 5 grammar and punctuation

Numeracy – NAPLAN Year 5

In 2008, 11 Year 5 students sat for the National Assessment Program Tests (NAPLAN) in numeracy. Students were tested in number and data, patterns and algebra, measurement, space and geometry.

The overall school results for Year 5 were at state average and well above the average for the local school group.

Numeracy

Literacy – NAPLAN Year 7

In 2008, 13 Year 7 students sat for the NAPLAN tests in reading, writing and language conventions.

The overall results for Year 7 were slightly below state average and the comparative school group.

Reading

Writing
Numeracy – NAPLAN Year 7

In 2008, 13 Year 7 students sat for the National Assessment Program Tests (NAPLAN) in numeracy. Students were tested in number and data, patterns and algebra, measurement, space and geometry.

The overall school results for Year 7 were below state average and slightly below the comparative school group.

Numeracy

Literacy – NAPLAN Year 9

In 2008, 15 Year 9 students sat for the NAPLAN tests in reading, writing and language conventions.

The overall results for Year 9 were slightly below state average but above the comparative school group average.
In 2008, 15 Year 9 students sat for the NAPLAN tests in numeracy.

The overall results for Year 9 were slightly below state average but above the comparative school group average.

### Numeracy

#### Percentage of students in bands: Year 9 numeracy

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>60</td>
</tr>
</tbody>
</table>

- **Percentage in band 2008**
- **LSG average 2008**
- **State average 2008**

#### Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

#### Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91</td>
</tr>
<tr>
<td>Writing</td>
<td>91</td>
</tr>
<tr>
<td>Spelling</td>
<td>91</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
</tr>
</tbody>
</table>

#### Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92.3</td>
</tr>
<tr>
<td>Writing</td>
<td>61.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>53.9</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>61.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.3</td>
</tr>
</tbody>
</table>

#### Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.3</td>
</tr>
<tr>
<td>Writing</td>
<td>86.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.7</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.3</td>
</tr>
</tbody>
</table>

### School Certificate

In the School Certificate, the performance of students is reported in performance bands ranging from Band 1 (lowest) to Band 6 (highest).


In all 6 subjects examined, Ashford students achieved from state average to significantly above state average in the highest bands – bands 4, 5 and 6.
Geography

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

Computer Skills

Percentage of students in performance band: Computer Skills


School Certificate relative performance comparison to Year 5 (value-added)

Student growth in understanding and skills in all subjects, measured from Year 5 to Year 10 and in comparison with state and comparative school averages, was outstanding.

Higher School Certificate


Due to the small candidature in each subject it is not possible to publish subject results compared to state averages.

100% of students who sought university entrance attained entry for 2009.

Significant programs and initiatives

Technology

The computer laboratory is used by both primary and secondary students. It has 22 desktop computers and is the primary location within the school for classes to access computers for Information and Communication Technologies (ICT). The intranet server is also located here and it provides internet access for all 95 computers in the school and also provides a location for students and staff to store work and records.
The two classrooms used by the Years 11 and 12 students are well resourced with desktop computers, providing a ratio of approximately one computer to 1.5 students. In addition, these students and their teachers have access to video conferencing, teleconferencing, Smartboard and connected classroom facilities. A second video conferencing facility is available in the library.

Other secondary classrooms have a minimum of one desktop computer per room and primary classrooms have a minimum of three desktop computers per room.

Students also benefit from teachers using seven interactive whiteboards in the Kindergarten/Year 1 room, Years 1/2 room, Years 3/4 room, Years 5/6 room, English room, Science laboratory and computer laboratory to make lessons more interesting and engaging.

The school is fortunate to have the services of a capable professional living in Ashford to maintain the network.

Findings and conclusions

Primary student outcomes in Technology are continuing to develop. Teachers recognise that ICT skills are essential in today’s world. To assist with the integration of ICT into other curriculum areas, primary teachers have all undertaken training in movie making and have incorporated a movie making unit into their program. This has resulted in improved student outcomes in this area and some great movies.

Secondary students are competent with word processing applications and internet research skills which assist with their project and assignment work as well as providing an additional source of material for class work. In 2008, organisation of the secondary department involved Year 8 students completing a 100 hour course of Information and Software Technology. Year 9 students will have the opportunity to elect a further 100 or 200 hour course of Information and Software Technology to be studied over one or two years. There is a strong emphasis in Stage 6 courses on the use of ICT and Ashford Central School Years 11 and 12 students have developed a high level of proficiency in this area. Importantly, all senior students complete the mandatory Board of Studies course, ‘All My Own Work’. This course helps students to recognise issues of plagiarism and acknowledge the work of others, including work students may access on the World Wide Web.

Future directions

Additional interactive whiteboards will be purchased as funds become available. Staff will be encouraged to undertake training to maximise their use of the interactive whiteboards.

The announcement by the Federal Government of the roll out of laptop computers for all students in Year 9 will increase access to technology. Indications are that these laptops will include wireless internet/network connectivity.

Vocational Education Program

Year 10 students are involved in a work experience program to gain exposure to occupations of their choice. Students in 2008 joined work places both locally and outside our area.

Years 11 and 12 students at Ashford Central School were enrolled in the following vocational education and training (VET) frameworks in 2008: Metals and Engineering, Hospitality, Construction, Information Technology, Multi Media, Business Services, Primary Industries, Retail Operations, Entertainment, Aero Skills and Travel.

Two preliminary students were successful in attaining school based traineeships which involve one day per week work placement in a district business and the completion of two units of study at school. Another student achieved Certificate 1 in a Small Engines Automotive course by attending TAFE one day per week.

A secondary teacher is completing an Industry Curriculum Framework course, a Certificate 4 in Training and Assessment, to qualify to deliver VET Metals and Engineering locally.

Five students, three of whom were mature age, enrolled in a Hairdressing Skills course delivered by Tamworth TAFE which was studied through a combination of teleconference lessons and attendance at practical sessions in Tamworth.

Findings and conclusions

The work experience program was well received by Year 10 students. Students accessed a wide range of employment opportunities and the experience helped them to form vocational goals and to make appropriate subject selections for Year 11, 2008.

The relatively high uptake of VET courses by Years 11 and 12 students is testament to the importance of these subjects to our students. Combined with the mandatory 40 hours of work placement, VET courses allow students to gain work related skills while still completing their HSC.

Future directions

The school discontinued its involvement in the Year 10 TVET option in 2008 in favour of locally delivered electives. These options included 100 and 200 hour courses in Italian, Visual Arts and Computing Studies. It is considered that these
elective options, delivered locally, offer better educational value to our students.

The school will continue to co-ordinate the work experience program for Year 10 students. Students will continue to be encouraged to look outside the local area for work placements. The school will assist in organising accommodation and transport where necessary.

The changing needs and aspirations of our Stage 6 students will mean that the school will continue to offer a wide range of VET courses in Years 11 and 12. It is planned to expand the offering of subjects by exploring options with other providers such as OTEN and Tamworth TAFE. It is also planned to continue to offer school based traineeships and part-time study. This will necessitate the school developing closer links with local employers.

Aboriginal education
In 2008, the school enrolled 31 Aboriginal students from 16 different families.

Aboriginal students at Ashford Central School integrate well with their peers and enjoy equal opportunity to participate in all aspects of school life. They are well represented in student leadership, sporting teams and other extra curricula activities.

Comparisons with state benchmarks show that Aboriginal students achieve well academically at Ashford Central School. Aboriginal students who sat for the Year 3, Year 5, Year 7 and Year 9 NAPLAN tests in reading, performed well above state average.

Five Aboriginal students, who had successfully completed their School Certificate at Ashford Central School, enrolled in Preliminary in 2008. This is a retention rate of 100%.

Aboriginal Studies is taught across the curriculum in both primary and secondary departments. Areas of study include Australia’s shared Aboriginal and non-Aboriginal history and local examples such as Aboriginal occupation sites and traditional Aboriginal foods are explored.

Multicultural education
Teaching and learning programs, especially in the KLA of HSIE, focus on the cultures of a variety of countries around the world and the changing nature of the cultures of Australian society. Students in Years 9 and 10 study aspects of the multicultural nature of Australia through their mandatory Australian Studies course.

The Ashford community has a strong Italian heritage. In keeping with this heritage, Italian is taught in the primary school. In 2008, students in Years 9 and 10 had the option to elect to study the Italian language.

Year 7 students study Indonesian as the compulsory language other than English (LOTE) component for their SC. As well as learning the language, all students study Indonesian culture and have hands-on activities such as cooking Indonesian cuisine.

Currently, Ashford Central School has no students for whom English is their second language.

Progress on 2008 targets
Target 1
The consistent achievement of high quality student literacy outcomes K–12.

Achievements
Our progress to achieving this target is shown by 80% of our Stage 1 students reaching Reading Recovery level 26 at instructional level.

The growth of students between Year 3 and Year 5 BST literacy is no longer valid because of the change to NAPLAN testing in 2008.

With the introduction of NAPLAN testing in 2008 the ELLA test growth statistics are not available.

The average growth between BST Year 5 literacy and School Certificate English–literacy exceeded both state and comparative school group averages.

Target 2
The consistent achievement of high quality student numeracy outcomes K-12.

Achievements
Our progress to achieving this target is shown by staff increasing their expertise in teaching Mathematics through teacher professional learning. The staff has also increased their access to technology via interactive whiteboards (Smartboards) to enhance teaching practice.

Average growth via NAPLAN was below state average for Year 7 when compared with BST 2006 results but the average growth mark for Year 9 NAPLAN was above state average. Better comparisons will eventuate once cohorts have sat their next NAPLAN test in 2010.

The average growth of student performance between Year 5 BST and the School Certificate was above state average.
Target 3

To consistently achieve the delivery of high quality Stage 6 curriculum at Ashford Central School.

Achievements

The introduction of these strategies has resulted in 90% of Year 10 students at Ashford Central School continuing on to Stage 6 at this school.

85% of students who started Stage 6 in 2007 completed their HSC in 2008.

In 2008, HSC students achieved Band 6 in 4 courses which equates to 10% of all courses studied.

100% of students who completed their HSC in 2007 have entered university, TAFE or gained employment.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations, one related to educational and management practice and the other related to curriculum. In 2008, our school carried out evaluations of student welfare and science.

Educational and management practice

Student Welfare

This year, the school reviewed the student welfare policy. The welfare policy ensures that a comprehensive range of strategies is in place to promote the welfare of students. The strategies used in 2008 included:

- increased emphasis placed on the recognition of senior students’ positive achievements
- weekly departmental assemblies and regular whole school assemblies acknowledging student achievements in academic, sporting, cultural, leadership, participation, school and community service, as well as publication of these achievements in the school newsletter and through local media
- encouragement and recognition of student involvement in community events such as the local agricultural show, ANZAC Day, senior citizens’ functions and Clean Up Australia to promote the positive image of the school
- the introduction of the Chaplaincy Program and the Joblink Plus Program, enabling students to access classroom and social support
- the incorporation of a school counsellor 1 day per week providing access for students to qualified and experienced guidance and support
- a police/student liaison officer was invited into the school to inform students and promote safe usage of electronic media
- continuation of the pre-school to school transition program including induction days and parent/school communication
- student leaders were encouraged to become more involved in decision making within the school through running student council meetings, whole school assemblies and attending community events.

Findings and conclusions

Parents and carers indicated through regular P&C meetings that the School Welfare Policy is a valuable tool and is successfully achieving its objectives.

Parents also expressed satisfaction with the current implementation of the Student Welfare Policy.

Staff communicated that the implementation of the 2008 welfare strategies coincided with their teaching methods and aided their teaching practices.

Students are aware of the current procedures of the Welfare Policy and are happy with how the outcomes are implemented.

Future directions

The School Welfare Policy will maintain its current format and will be reviewed regularly to ensure that it continues to promote the welfare of students.

Staff will continue to encourage and give students opportunities to be involved in extra curricula activities.

Staff will ensure that they actively promote the positive achievements of all students and ensure that senior students are recognised.
The school will continue to utilise personnel and programs which will help to assist and guide students in need.

Regular checks and maintenance of the welfare computer system will occur to ensure that it operates successfully.

**Curriculum**

**Science K-12**

**Background**

In 2008, Ashford Central School evaluated the Science program, K-12, to determine its effectiveness at every level throughout the school. The evaluation involved an analysis of organisation for learning, an assessment of the degree to which teaching and learning programs were aligned with syllabus documents and student learning outcomes.

Information was collected via observation of program delivery, professional workshops, analysis of school-based data and external assessment data including Essential Secondary Science Assessment (ESSA), School Certificate (SC) and Higher School Certificate (HSC) examinations and external Science competitions.

**Findings and conclusions**

Science in the primary department has been taught during specific times throughout the week. Primary students are grouped according to class and stage levels. The class groups are taught Science on a regular basis. The time allocated to Science varies from approximately 30 minutes per week in Kindergarten to 50 minutes per week in Years 5/6. Science has also been taught across the Key Learning Areas with integrated units. The use of technology has been incorporated into Science lessons with computers and through the introduction of the interactive whiteboards.

Observations concluded that the programs and the timing of units of work are based on the K-6 Science and Technology Syllabus. Students’ work displayed in the classrooms and noticeboards is further evidence of the teaching and learning programs used.

In the junior secondary department, Years 7 to 10, students are organised into single year groups, taught in 60 minute periods. Science is taught to each year group for six periods each 10 school day cycle.

Students use a variety of resources which support the teaching and learning programs. Stage 4 programs are evaluated with reference to student performance in ESSA which highlights areas of student weakness. This enables programs to be analysed for the future. Teachers evaluate Stage 5 programs by analysis of student performance in the School Certificate. Teacher evaluation of students is ongoing, using a variety of assessment tools, both summative and formative, and these are used to prepare reports which are sent home to parents at the end of Terms 2 and 4. Parents have opportunities to attend parent teacher nights prior to reporting and can access teachers at any time if they have concerns.

In the senior secondary department, Years 11 and 12, students can elect to study Senior Science, Biology, Chemistry, Physics, Earth and Environmental Science as two unit subjects in both their Preliminary and HSC years.

Senior classes are organised into staged groups of students who study particular Science subjects across both Preliminary and HSC years.

The teaching and learning materials are supplied by Dubbo School of Distance Education. They are delivered in a co-teaching partnership between teachers at Ashford Central School and Dubbo School of Distance Education. Ashford students are supported by local staff but have regular contact through teleconference and email with their teachers in Dubbo. Dubbo teachers also have face-to-face sessions with our students each term.

All assessment and evaluation of students’ progress is the responsibility of Dubbo School of Distance Education.

The school evaluated the effectiveness of the Science program through school based evaluation, ESSA, SC examination results, HSC examination results and international competition outcomes. The school has continued to achieve outstanding results in Science. For a detailed report on the achievements, refer to the Student Performance section of this report.

**Future directions**

The school needs to continue to encourage Science learning with students’ achievements in competitions recognised and rewarded.

A regular review of Stages 4 and 5 programs will be undertaken and a commitment to a strong working relationship with Stage 6 delivery from Dubbo School of Distance Education will be maintained.

The teaching of Science in the primary department will be enriched by using specialist Science staff from the secondary department to support primary staff.

Our Stages 2 and 3 teachers will undertake training in incorporating higher order thinking skills into the Science program.
Parent, student and teacher satisfaction

In 2008, the following information was identified in relation to parents’, students’ and teachers’ satisfaction with the school.

In the area of resourcing, teaching staff believed that their classrooms were well resourced. Non-teaching staff identified that the physical resourcing of the administration area is a continuing concern. The school has been advised that the funding for and upgrading of the administration area is a number one priority and would be expected to occur in the not too distant future. In relation to professional development, whole school organisation and student culture, most staff agreed that they have adequate opportunity to access appropriate professional development and all staff agreed that the school is well organised, operates efficiently and that student culture is generally positive towards achieving an effective learning environment.

Parents and carers made positive remarks about the many opportunities for students to achieve academically and culturally as well as in sporting and physical activities. They also commented on the generous support offered by the school to their children. Parents and carers believe that information provided by the school through the school newsletter, permission notes and the school sign are extremely efficient methods of communicating with parents and carers, and they are supportive of the positive parent/school relationship that is present.

Students identified the following reasons for their satisfaction with the areas that were surveyed to gauge their opinions on the school merit system. Both primary and secondary students were overwhelmingly in support of the merit system which rewards students for good academic and sporting performance as well as recognising school and community service. The survey results showed that students thought that the accumulation of awards towards higher levels was a positive incentive for continued good behaviour and high levels of achievement for the full period of their enrolment at Ashford Central School.

Professional learning

All staff at Ashford Central School participated in an extensive program of professional learning in 2008. In addition to three school development days, staff attended numerous training programs to update and upskill classroom practice and delivery of programs in the school.

The school expended $16,669 on professional learning in 2008. Areas covered in this program included orientation of new teachers, use of information and communication technology for teaching and learning, literacy and numeracy, quality teaching, syllabus implementation, leadership, career development and welfare and equity.

School development 2009 – 2011

Targets for 2009

Target 1

Years 3, 5, 7 and 9 to show growth in NAPLAN literacy and numeracy at least commensurate with state average.

Strategies to achieve this target include:

- staff using Accelerated Literacy as part of their daily teaching in Years K-4
- staff using the Read to Learn Program as part of their daily teaching in Years 5-9
- teachers trained in the Reading Recovery Program
- selected teachers participating in NAPLAN marking
- Best Start entry-to-school assessment data used to improve the literacy and numeracy achievement of students in the early years
- continuing to implement the Count Me In Too and Counting On Programs as part of the regular teaching program
- implementing and training staff in the Quicksmart Program.

Target 2

School Certificate and Higher School Certificate English and Mathematics results to show growth at least commensurate with state average.

Strategies to achieve this target include:

- the use of the whole school planning process to identify aspects of literacy and numeracy under-performance for particular student cohorts and for individual students
- the implementation of individual learning programs for identified students
- the implementation of joint assessment between BABE schools
- ongoing professional co-operation between Dubbo School of Distance Education teachers and local teachers.
Target 3
To achieve attendance rates above state average in all stages of the school.
Strategies to achieve this target include:

- the implementation of strategies to maintain student attendance rates such as written communication with parents
- strengthening the implementation of the NSW Quality Teaching Model
- the implementation of interactive classrooms to better meet the learning needs of 21st century students.

Target 4
To achieve an 85% retention rate from Stage 5 to Stage 6.
Strategies to achieve this target include:

- encouraging the involvement of adult community members in Stage 6
- accessing curriculum based activities outside the local environment
- offering a diverse curriculum that caters for students including: Vocational Education, school based traineeships, apprenticeships and VET courses
- investigation of more flexible timetabling to support curriculum delivery within the DSDE/BABE community
- encouraging teachers to locally deliver core subjects
- regularly publishing articles on the successes of our senior students post HSC.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Michael Lewis, Principal
Carel Ballam, Deputy Principal
Pauleen Lewis, Assistant Principal, Primary
Julie Morris, Assistant Principal, Infants

Simon Smith, Head Teacher Secondary Studies
Vannessa Alexander, Head Teacher Secondary Studies

School contact information
Ashford Central School
53 Martyn Street
Ashford, NSW 2361
Ph: 02 67254101
Fax: 02 67254336
Email: ashford-c.school@det.nsw.edu.au
School Code: 1066
Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: