Our school at a glance

Students
In 2010, 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 16.956 in 2010. The primary department had 5.156 teachers, while the secondary department had 11.8 teachers.

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

Messages

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 Priority Action Schools Program, National Partnerships (low SES) 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

School context

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

Student enrolment profile

Primary Enrolment Profile

Secondary Enrolment Profile
Management of non-attendance

Overall, Ashford Central has an excellent attendance record. However, when necessary, parents are contacted to supply explanations about student leave and, on rare occasions, the district Home School Liaison Officer is used to follow up non-attendance.

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.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday, 17 March, 2010.

<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>11</td>
<td>17</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>1/2</td>
<td>2</td>
<td>14</td>
<td>20</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

80% of 2007’s Year 10 students were retained into Preliminary. 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 six years the senior school has been operating, the retention rate for our Year 10 students to gain their HSC has been 78%, 62%, 60%, 100%, 87% and 60%. In the 10 years before the seniors’ program was introduced, the retention rate was 32%.

**Year 12 students undertaking vocational or trade training**

At Ashford Central School in 2010, 50% of students in Year 12 undertook training in vocational education courses.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

At Ashford Central School in 2010, 100% of students in Year 12 attained the HSC or equivalent vocational educational qualification.

**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>0</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>10.336</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.888</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23.844</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on the indigenous composition of their workforce.

**Indigenous Staff**

13% of the workforce at Ashford Central School is of indigenous descent.

**Staff retention**

There were no promotions or transfers from 2009. All permanent teaching staff remained at Ashford in 2010.

**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>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</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.

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>136 644.09</td>
</tr>
<tr>
<td>Global funds</td>
<td>275 356.76</td>
</tr>
<tr>
<td>Tied funds</td>
<td>437 985.30</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>66 669.92</td>
</tr>
<tr>
<td>Interest</td>
<td>9 529.26</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5 276.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>931 461.63</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>19 844.40</td>
</tr>
<tr>
<td>Excursions</td>
<td>17 855.75</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>19 336.42</td>
</tr>
<tr>
<td>Library</td>
<td>675.36</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 416.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>396 040.78</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>24 443.37</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>63 747.92</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>38 409.03</td>
</tr>
<tr>
<td>Maintenance</td>
<td>23 251.03</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7 848.04</td>
</tr>
<tr>
<td>Capital programs</td>
<td>24 452.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>638 321.00</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>293 140.63</strong></td>
</tr>
</tbody>
</table>
A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the P & C Association. Further details concerning the statement can be obtained by contacting the school.

School performance
2010 Achievements

Arts

- The primary department presented “Primary Spectacular”. The 2010 primary performance showcased the vocal, dance, instrumental and acting talents of the primary students.
- Melissa Corbett and Lydia Redman were state finalists in the Textile Educators’ Association 9/10 Textile/Art Quilt competition. These quilts are on a continual travelling display to venues in Canberra, Sydney, Newcastle and Armidale.
- Amy Luckett, Morgan Guest, Stephanie Press, Peta Harris and Rachael Thompson displayed quilts at Welcome Back for 6 weeks.
- Rebecca Press and Morgan Guest attended a drawing workshop at Tamworth Regional Gallery and experienced the Art Express–HSC Works from 2009.
- The secondary choir & instrumentalists performed at Presentation Night, Principal’s Assemblies, the community ANZAC ceremony, the Senior Citizens’ Christmas dinner and Sunhaven Aged Care Facility as well as at the Ashford Bowling Club and during the school performance.
- 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.
- Year 7 students entered the annual RSL ANZAC Day competition, producing posters depicting written and visual aspects of the Gallipoli campaign.
- Morgan Guest, Joe Press, Kirsty Beveridge, Shani Allen, Dylan Schneider, Dylan Smith, Eden Beveridge, Alex Corrigan, Harley Minos, Travis Thomas and Amy Luckett collaborated in an art exhibition which was displayed in the week of the annual Presentation Night. Students assembled a body of work from their classwork during 2010.
- Evie Thomas and Tiarna Beveridge displayed their Preliminary HSC Textile works in the week of the annual Presentation Night.
- 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.

Academic

- Year 9 student Amy Luckett received a Distinction in the ICAS English Competition.
- Kiara McClellan and Peta Harris were awarded Credits in the ICAS English Competition.
- Joel Beveridge, Ryder Moss, Adam Press and Stephanie Press gained Credits in the UNSW Science Competition.
- In the Westpac Mathematics Competition, Jye Lavender, Joanne Costigan, Renae Brown, George Bellinger,
Stephanie Press and Jacob Corrigan earned Credit awards.

- Year 8 students participated in the Talented Mathematicians competition at the University of New England.
- Year 9 student, Amy Luckett, attended the Siemens Science Experience at the University of New England in January.
- The senior Agriculture class bred and prepared three steers for the North West Schools’ Steer Leading competition in Inverell.
- Years 9 to 12 Agriculture students participated in the Property Planning Day held at Staggy Creek near Inverell.
- Year 12 students Kyle Hartley and Angela Long achieved Platinum level on the school’s positive award scheme.
- Gold level awards were presented to primary students Chloe Charles, Dannica Smith, Dean Rollinson and secondary students Stephanie Press, Melissa Corbett, Sarah Bentley, Amy Luckett and Evie Thomas.
- Angela Long was awarded the Education Week Outstanding Student Achievement Award for academic achievement, sporting prowess and school and community service.

- All students of Ashford Central School who were seeking entry to university gained a place at university.
- Students from Years 9 and 10 competed in the University of Newcastle Science and Engineering Challenge in Inverell, finishing fourth.
- High achieving English students from Years 9 and 10 enjoyed an author’s workshop conducted by John Heffernan in Bingara.
- Senior students gained career information at the University Roadshow, the UNE Open Day and an Australian Defence Forces workshop.
- School Certificate results showed state average growth in English-literacy, Science and Geography/Civics and above average growth in Mathematics, History/Civics and Computer Skills.
- HSC seminars held in Dubbo were attended by all Year 12 students in June.

**SPORT**

- During 2009, students from Ashford Central School represented Inverell Zone in the Primary Schools’ Sports Association teams including swimming, cross country, athletics, soccer, hockey and rugby league.
- Chloe Charles represented North West Area at the State Cross Country Championships.

- Angela Long (Year 12), performed with distinction in the Inverell Eisteddfod. Angela was placed first as a solo vocalist.
- Jye Lavender represented North West Area at the State Swimming and State Athletics Championships.

- During 2009, secondary students from Ashford Central School represented New England Zone in rugby league, athletics, touch football and netball.

- Malcolm Boney represented North West Area at the State Open Touch Football Carnival and Morgan Guest represented North West Area at the State Athletics Carnival.

- Jesse Rollinson represented North West Area at the State Cross Country Championships.

- Rebecca Press was a member of the North West Open Girls’ hockey team who were State Champions.

- Corey Baker, Chris Lewis and Morgan Boney were selected to represent Group 19 in rugby league.

- The Open Boys’ rugby league 7s team won the Armidale 7s tournament.

- Kyle Hartley, Jake Lennon and Lachlan MacDonald were members of the Inverell High School team which played in the state final of the University Shield.

- The Ashford Open touch football team of Kyle Hartley, Luke Hartley, Blake Krauss, Karl Redman, Jake Lennon, Malcolm Boney, Toby Woodward, Lachlan MacDonald, Aiden Allen, Jayden French, Jake Bentley and Grant Towns were finalists in the State Central Schools’ competition.
Nathan Krauss played in a combined BABE team which won through to the Small Schools’ Country Cup semi-final.

**Academic**

In the National Assessment Program, the results across 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.

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

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

**Literacy – NAPLAN Year 3**

In 2010, 13 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.
Numeracy – NAPLAN Year 3

In 2010, 13 Year 3 students sat for the National Assessment Program tests (NAPLAN) in numeracy. Students were tested in number and data, patterns and algebra, measurement and space and geometry.

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.

Literacy – NAPLAN Year 5

In 2010, 13 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 growth was well above state average in writing and grammar and punctuation.
Numeracy – NAPLAN Year 5

In 2010, 13 Year 5 students sat for the National Assessment Program tests (NAPLAN) in numeracy. Students were tested in number and data, patterns and algebra, measurement and space and geometry.

The overall school results for Year 5 were below state average. Year 5 growth was around the state average.

Literacy – NAPLAN Year 7

In 2010, 15 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 but were above the comparative school group.
Numeracy – NAPLAN Year 7

In 2010, 15 Year 7 students sat for the National Assessment Program tests (NAPLAN) in numeracy. Students were tested in number and data, patterns and algebra, measurement and space and geometry.

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

Literacy – NAPLAN Year 9

In 2010, 13 Year 9 students sat for the NAPLAN tests in reading, writing and language conventions.

The overall results for Year 9 were below state average but comparable to the comparative school group average.
In 2010, 13 Year 9 students sat for the NAPLAN tests in numeracy.

The overall results for Year 9 were below state average but well above the comparative school group average.
Progress in literacy

Progress was below state and local group average in reading and spelling but above in writing and grammar and punctuation in Years 3 to 5.

Progress in numeracy

Progress was well above state and local group average in numeracy from Years 3 to 5.
School Certificate

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

15 students sat for the School Certificate (SC) examination at Ashford Central School in 2010.


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

The relative performance in value added seems poor but a number of students’ results were unable to be tracked which may have had a negative influence on the overall performance.
Higher School Certificate

8 students sat for the Higher School Certificate (HSC) in 2010.

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 2011.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>School Certificate</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Year 3                | 85      | 62     | 86.7   | 76.9   |
| Writing               | 100     | 92     | 86.7   | 76.9   |
| Spelling              | 100     | 77     | 93.3   | 61.5   |
| Punctuation and grammar| 77     | 92     | 86.7   | 76.9   |
| Numeracy              | 92      | 100    | 86.7   | 84.6   |
Significant programs and initiatives

Aboriginal education

In 2010, 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. These students continued on to complete their HSC in 2009. 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. A major regional initiative, Digital Elders, had the involvement of Aboriginal community members, local students and staff to place on record local indigenous history. The resulting resource from Ashford has been used as an exemplar for the rest of the region.

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 had the option to elect to study the French 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.

Students in Stage 6 have access to the wide range of languages offered by DSDE.

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

Progress on 2010 targets

Target 1
The consistent achievement of high quality student literacy outcomes K–12.

Achievements

Our progress to achieving this target is shown by 77% of our Stage 1 students reaching Reading Recovery level 26 at instructional level.

The growth of students between Year 3 and Year 5 NAPLAN literacy was well above state average in writing and grammar and punctuation but below average in reading and spelling.

The growth from Year 5 to Year 7 was well above state average in all areas of literacy.

The growth from Year 7 to Year 9 was well above state average in most areas of literacy.

The average growth between BST Year 5 literacy and School Certificate English–literacy was lower than state and comparative school group averages, but a number of student results could not be tracked.

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. In 2010, a teacher who had been
retrained in Mathematics the previous year was in a mentoring program with an experienced teacher and they involved themselves in a number of professional learning opportunities to ensure quality teaching in this area.

The growth of students between Year 3 and Year 5 NAPLAN numeracy was well above state average.

The growth of students between Year 5 and Year 7 NAPLAN numeracy was below state average but comparable to the school education group.

The growth of students between Year 7 and Year 9 NAPLAN numeracy was well above state average.

The average growth of student performance between Year 5 BST and the School Certificate was below state average but a large number of students could not be tracked which impacted upon the growth result.

Target 3

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

Achievements

The introduction of these strategies has resulted in 85% of Year 10 students at Ashford Central School continuing on to Stage 6 at this school.

100% of students who started Stage 6 in 2009 completed their HSC in 2010.

In 2010, HSC students achieved a number of band 5 results which places them in the top 20-25% of students in that particular course.

100% of students who completed their HSC in 2010 have entered university, TAFE or gained employment.

Target 4

To achieve an 85% retention rate from Stage 5 to Stage 6.

Achievement

In 2010, 80% of students carried on to Stage 6 at this school, 13% at other schools and 7% to TAFE.

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 2010 our school carried out evaluations of Technology and English.

Educational and management practice

Significant programs and initiatives

National Partnerships: Low SES Communities 2010

Findings

Student enrolment

- Enrolments are generally static.
- The nature of the community with an aging population and lack of employment will eventually lead to a general decline in school population.

Student attendance

- Attendance rates are generally steady. They are above both state and region averages with the exception of a few itinerant families which have been slow to accept the school’s culture.
- The few students who have attendance issues are encouraged to fit in with the school culture which endeavours to encourage success at school.

Student retention

- In general, retention rates from Year 6 to Year 7 are excellent as they are from Year 10 to Year 11. There is a slight decline from Year 11 to 12 as students move to work opportunities or to other educational facilities.
- The school is constantly working on its transition programs with a focus on primary with the MEGS program and within the secondary with improved communication.
with the parent body with regard to the requirements of the senior school. Also, there is improved communication between DSODE and Ashford to continually improve our Stage 6 delivery.

**Student performance**

- Historically students have had a low entry level into formal schooling.
- The implication of low start levels has had the school establish a school funded day at preschool with a literacy/numeracy focus delivered by a trained early childhood teacher. Also, the school has engaged a speech pathologist through Community Health for earlier intervention with students with difficulties.
- In the focus area of reading, the results were as follows: there was a variation in levels of achievement from Year 3 to Year 9. Year 3 was above state and region in Bands 1/2 and below in Bands 5/6. Year 5 was above state and region in Band 3/4 and below state and region in Bands 7/8. In Year 7 the school was above state and region in Bands 4/5 and above state and well above region in Bands 8/9. In Year 9 the school was above state and similar to region in Bands 5/6 but above state and region in Bands 9/10.
- In reading the growth rates were as follows: Year 5 was below state and regional growth. In Year 7 growth was above state and above regional growth. Year 9 showed growth similar to the state but below that of the region.
- With small cohorts there is a wide variation in percentages in each band from year to year. The trend data for reading shows lower trend lines than region in Years 3 & 5 while the trend data for Years 7 & 9 is above the regional trend line. Across the board there is a trend with the changing ability levels and aspirations of students.
- 54.5% of students in Stage 6 choose at least one vocational framework in their group of subjects. In the Preliminary group in 2010, 9% of students were involved in either school based traineeships or apprenticeships.
- 92% of students who completed Year 12 in 2009 attained the Higher School Certificate or equivalent vocational qualification. The trend has fluctuated but, in general, the trend has seen an increase in Ashford Central School students completing higher qualifications since the implementation of Stage 6 at the school.

**Student engagement**

- Students, overall, are happy with the quality of school life. Students indicated that they have an encouraging environment in which to work and that they are supported when they have difficulties. Many respondents believed the school has a good reputation for learning and that the school puts policies in place that improve the learning of students. The findings show that the students have a positive view of their teachers and what they are trying to achieve with them. This allows the school to continually initiate programs that encourage students to improve their learning.

**Staff profile**

- Staff professional learning supported by TPL is 100%, CAP uses 39%, PAS 6% and National Partnerships (low SES) 23%. There are a number of smaller tied grants such as DER Laptops 37.5% that have also been used.
- There is an increasing demand by staff to enhance their capacity to utilise ICT. The funding available has enabled the school to begin to facilitate this on a greater scale than in previous years.
- With a number of funding programs running in concert with National Partnerships, the school has a very much increased capacity to achieve professional learning targets. Perhaps the greatest impediment to this is the time out of school required by staff to attend training and the limited access to casual relief staff.
- Staff are generally very satisfied that they deliver appropriate lessons that cater to student ability. There is an expectation among staff that students need to perform to the best of their ability. They feel they provide an environment that engages students and where students enjoy their
learning. High levels of academic performance are rewarded and the expectation is that all students can improve their level of achievement. There is a general belief that the school endeavours to deliver on its plans and a high percentage of staff believe they are integral in the planning process.

Parents/community

- Generally, high levels of support from parents mean that students are positive towards the school and engaged in school activities. As a large percentage of our parents did not complete any tertiary education, their knowledge of requirements for and expectation of students are not always appropriate. The school has identified the need to regularly inform parents of the expectations of senior students and to seek parental support to encourage students to work outside school hours. A potential implication is to formalise an after school hours homework centre at the school.

Parents have formal feedback from the school via student reports at the end of Semester 1 and Semester 2. As part of our operation we have implemented formal parent teacher meetings in Years 7 to 10 and formal information meetings for Stage 6 students. Parents are welcome to speak with infants and primary teachers at any time to follow up individual concerns. The Parents & Citizens’ Association holds regular meetings and is involved in policy-making where appropriate as well as less formal community gatherings where issues are canvassed and dealt with for the harmonious functioning of the school.

- Ashford Central School has a very strong partnership between the home, school and community and this leads to a strong school-community culture where the school is valued and the school’s decisions are supported for the betterment of the students. Students have a high expectation placed on them and this is clearly articulated to them and their parents. This focus allows the school to maintain a very good rapport with parents and community.

CONCLUSIONS

- Aboriginal students are integral to the school. There are high expectations for all students.

- There is a whole school focus on improving reading and comprehension. The school will maintain strong emphasis on writing as well. Staff having been involved in Accelerated Literacy (primary) and Reading to Learn (secondary) will continue to develop those programs within their teaching. As identified in the analysis tool supplied by DET, there are a number of areas of concern and the school is endeavouring to address these. MultiLit and QuickSmart programs are also in place to support students’ literacy and numeracy progress. The school and community have a strong relationship that continues to be fostered for the betterment of student learning.

- The aim is to attain good results. The school supported by good leadership with quality teaching and high expectations of students to achieve their best.

- The school has conservative teachers with a classroom focus. A blend of highly experienced teachers and enthusiastic younger staff has provided students with a focused and innovative learning environment.

- Attendance at school and community social functions gives the school a positive environment in which to work. This is reflected in the relationship between the school and the community.

- Small cohorts can lead to large variations from state averages from year to year. It is hoped that the programs in place will balance the trends in early year results and maintain average growth in all aspects of NAPLAN. Reading remains the main focus area at this stage but all areas are being addressed.
Priority Schools Funding Program and Priority Action Schools 2010

The school has had the advantage of receiving $33,200 and a 0.3 staffing supplementation in 2010. This money was used to support literacy and numeracy priorities in the school as well as to engage in classroom learning. Funds from the PSFP were used to support programs which:

- Focused on whole school literacy development
- Implemented the Quicksmart program
- Continued to support Accelerated Literacy
- Continued to support Reading to Learn
- Improved teachers’ skills with Smartboard use
- Provided time for teachers to train in website development
- Allowed for further development of the school website
- Allowed time for an AP to be released to act as Curriculum Coordinator to oversee program implementation in primary.

The school was placed on the Priority Action Schools program in 2009 and benefited from initial funding of $60,000. This was increased to $120,000 in 2010. This money was used to support literacy and numeracy priorities which enhance learning across the school. Funds from Priority Action Schools were used to support programs which:

- Implemented Accelerated Literacy
- Implemented Reading to Learn
- Allowed the Curriculum Coordinator’s role to extend to secondary
- Allowed for engaging programs to occur in the 5 – 8 middle years.

Findings and Conclusions

- All primary staff continued to use Accelerated Literacy techniques. This has resulted in a more coordinated approach to teaching literacy across all grades
- Excellent improvements have continued to be observed from K-6
- Secondary teachers were given support to implement Reading to Learn
- Reading to Learn continued to be used in a variety of curriculum areas such as English, Art, History and PDHPE
- Additional SASS staff were trained in the Quicksmart program
- Quicksmart was fully implemented in 2010
- Quicksmart was a very effective program, producing significant improvement for students
- Students were surveyed and comments were very positive about the program and their progress and confidence
- The website is proving popular with parents and community members.

Future Directions

In 2011, literacy and numeracy will continue to be targeted. Accelerated Literacy will remain the focus of literacy teaching in the primary classes. Teachers will continue to receive support to build their competency. Regular casual teachers will continue to be trained in Accelerated Literacy. Teachers will also receive support to build competency with Reading to Learn. Quicksmart will continue to be implemented as it has proven effective and very popular with students. The school will continue to develop and expand the school website. The school will use funds to continue the implementation of Plan It Youth and Plan It Youth Junior. Literacy will benefit from more promotion throughout the school. Technology will be better implemented with the employment of a TSO. Teachers will continue to make good use of the NAPLAN data for programming and planning.

Country Areas Program (CAP)

Funding: $27,790

CAP funding has been utilised at Ashford Central School in 2010 to support whole school improvement within the following focus areas:

- Curriculum Enhancement
- Information and Communication Technology
• Professional Development.

Curriculum Enhancement

CAP funding was used to support the provision of literacy priorities within the school through access to specialist personnel to support and enrich the curriculum opportunities for students. Funds from CAP were used to support programs such as:

• K-6 educational excursions
• Employment of a qualified swimming coach for K-6 Intensive Swimming.
• Technology workshops for students.
• Student participation in a student leadership conference.

Information and Communication Technology

Information and Communication Technology continues to be a primary focus for CAP expenditure in 2010. With the introduction of Smartboards into the majority of classrooms in 2009, tangible items such as digital cameras, ipods and education software such as Crazy Talk 6 were purchased to enhance ICT delivery and also to support effective delivery of Visual Literacy within the classroom environment. It is also the school’s aim to develop a digital library to enhance students’ research skills, with the ability to link to the classroom interactive whiteboards. Numerous interactive CD Roms have been purchased through Macmillan to achieve this goal.

Professional Development

CAP funding facilitated teacher and SASS professional development in identified areas of need such as literacy, mathematics, technology and quality teaching. Staff participated in the following professional development courses: Smart, Moodle and digital media training. Staff participated actively in these courses and were able to consolidate their learning on return to the school environment and implement new teaching strategies and skills into relevant teaching programs.

Future Directions

In 2011, technology will be a primary focus and target. Teachers will receive professional learning opportunities to facilitate the effective delivery of ICT within the learning environment. SASS staff will continue their ICT development to enhance their understanding of software applications, collaborative technologies and maintenance of school computers. Students will also have opportunities to participate in ICT related learning opportunities.

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 there. 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 interactive whiteboards in the Kindergarten/Year 1 room, Years 1/2 room, Years 3/4 room, Years 5/6 room, all secondary classrooms and the 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. During 2010 he was able to set up an internal school wireless 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 2010, 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

With the purchase of additional interactive whiteboards, now in all classrooms, staff will be encouraged to undertake and continue training to maximise their use of the interactive whiteboards.

With the DET wireless network for use by T4L laptops, the school now has its own internal wireless network. From 2011, students in Years 9, 10 and 11 will have their own laptops as well as access to the school computers. Students at Ashford have excellent access to up to date technology.

Curriculum

English K-12

Background

In 2010, Ashford Central School evaluated the English program, K-12, to determine its effectiveness at every level throughout the school. The evaluation involved an analysis of organisation for learning and 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 and analysis of school-based data and external assessment data including NAPLAN, School Certificate (SC) and Higher School Certificate (HSC) examinations and external English competitions.

Findings and conclusions

English in the primary department is taught during specific times in the morning session.

Primary students are grouped according to class levels. All classes are composite groupings and the varied nature this creates forms the basis of the delivery of the English program. English lessons are taught daily with an average time of 40 minutes per day. This, of course, varies according to the year levels. Technology has constantly been updated and is being used regularly in the classroom.

The primary staff has completed Accelerated Literacy training and this forms an integral part of the school’s English programs. Also a primary Assistant Principal completed the Reading to Learn course to complement their training. The school aims to have all students proficient in the use of Accelerated Literacy strategies by the end of Stage 3 and, with achieving the set outcomes, this is a major focus for students in infants and primary. A number of primary teachers underwent training in the Multilit program.

The primary English program is supported by the PSP and PAS programs which provide funds for supplementary resources as well as time for teachers to analyse their own assessment, including NAPLAN data, and plan for effective teaching/learning opportunities.

In the junior secondary department, in Years 7 to 10, students are organised into single year groups, taught in 60 minute periods. English is taught to each year group for 6 periods each 10 school day cycle. An English Life Skills course has been implemented to cater for students with difficulties. Programming and resources are adjusted to meet the students’ needs as they move along this continuum. To ensure the delivery of quality teaching, the school supported the English staff being trained in Reading to Learn and Visual Literacy, which were implemented into teaching programs in 2010.
Students use a variety of resources which support the teaching and learning programs. Gifted and talented students are exposed to higher levels of English via external competitions, film awareness seminars, visits from authors and public speaking seminars. Ashford Central School invested in interactive whiteboards and programs in 2008 to enhance the students’ learning opportunities. The English teachers have been involved in workshops in the use of interactive whiteboards in an English context. Teacher evaluation of students is ongoing and reports are sent home to parents at the end of Terms 2 and 4.

In the senior secondary department, in Years 11 and 12, students can elect to study Standard and Advanced English or Life Skills English as two unit subjects in both their Preliminary and HSC years. In addition, Extension 1 English can be studied in Preliminary and the HSC and Extension 2 English in the HSC year. Senior classes are organised into groups of students based on the results and needs for their preferred post-school destinations. Students are advised which level best suits their needs and there is flexibility to move down levels if that is required.

Dubbo School of Distance Education supplies the teaching and learning materials. They are delivered in a co-teaching partnership between teachers at Ashford Central School and Dubbo School of Distance Education. Staff at Ashford support students but students do have regular contact through teleconference, video conference and email with their teachers in Dubbo. In addition, Dubbo teachers have face-to-face sessions with our students each term. Students also complete work through Moodle (on-line) and use the Bridgit facility to connect Ashford computer desktops to the Dubbo site.

All assessment and evaluation of the students’ progress is the responsibility of Dubbo School of Distance Education. As part of their targets, they increased contact with students and identified more effective delivery strategies.

The school evaluated the effectiveness of the English program through school based evaluation, SC examination results, HSC examination results and international competition outcomes. The school has continued to achieve strong results in English in 2010. For a detailed report on the achievements, refer to the student performance section of this report.

Future directions
The school will continue to analyse assessment data from both in-school assessment tasks, NAPLAN, and the School Certificate and the Higher School Certificate. Data from these sources will continue to be used to inform and plan for effective teaching and learning in primary and secondary classes.

Investigations have been conducted into the introduction of the pilot English Studies course in Stage 6.

Parent, student and teacher satisfaction
In 2010, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In the area of communication, teaching staff believed that they were well informed about issues via regular whole school and departmental meetings and departmental channels such as email and Inprincipal. Non-teaching staff identified that the physical resourcing of the administration area is a continuing concern. The commencement of work on the new administration area late in 2010 has been a boost to the administrative staff who are looking forward to an up-to-date workplace environment in 2011. 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. Additional programs in the school which involved parental feedback via increased parent-teacher meetings were well received and gave parents a greater insight into the educational programs of the children.

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 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 2010. In addition to school development days at the beginning of the year, the start of Terms 2 and 3 and the end of Term 4, both teaching and administration staff attended numerous training programs to update and up-skill classroom and administrative practice to enhance the delivery of programs in the school.

The school expended $17265 on professional learning in 2010. Areas covered in this plan 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 2011

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 the Reading 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 regular teaching programs
- 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
- On-going 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/ABE 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, Head Teacher Secondary Studies
Pauleen Lewis, Assistant Principal, Primary
Julie Morris, Assistant Principal, Infants
Simon Smith, Head Teacher Secondary Studies
David Henderson, Staff Administration Officer

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: http://www.schools.nsw.edu.au/asr