Our school at a glance

Students
In 2011, Ashford Central School had an enrolment of 169 students. The primary department (Years K-6) had 93 students, while the secondary department (Years 7-12) had 76 students enrolled. At the time of enrolment, 34 of the students indicated they were Aboriginal (20%).

Staff
Ashford Central School had a total teaching staff allocation of 16.246 in 2011. The primary department had 5.146 teachers, while the secondary department had 11.1 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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>44</td>
<td>39</td>
<td>43</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Female</td>
<td>43</td>
<td>41</td>
<td>42</td>
<td>45</td>
<td>49</td>
</tr>
</tbody>
</table>

![Enrolments Chart]

Student enrolment profile -Secondary

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>47</td>
<td>45</td>
<td>37</td>
<td>37</td>
<td>35</td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td>37</td>
<td>39</td>
<td>34</td>
<td>35</td>
</tr>
</tbody>
</table>
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

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Class Sizes</th>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>K</td>
<td>17</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
<td>12</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>1/2</td>
<td>2</td>
<td>12</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>13</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>14</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>11</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>14</td>
<td>25</td>
<td></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
87% of 2009’s Year 10 was retained into the Preliminary HSC. Two students did not continue through to the Higher School Certificate and one transferred to another school. All but two of the Preliminary cohort completed the HSC, one transferred to another school and the other left for employment.

In the seven years that the senior school has been operating, the retention rates of our year 10 students to gain the HSC has been 78%, 62%, 60%, 100%, 87%, 60% and 86%. In the 10 years before the seniors’ program was introduced the retention rate was 32%.

Post-school destinations

Year 12 students undertaking vocational or trade training
At Ashford Central School in 2011, 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 2011, 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>9,936</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>0.21</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>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>Total</td>
<td>23.134</td>
</tr>
</tbody>
</table>

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

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

Staff retention

There was one promotion in 2011 following the relinquishing of an Assistant Principal position. It was filled via merit selection by a local candidate. All other permanent teaching staff remained at Ashford in 2011.

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>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>293140.63</td>
</tr>
<tr>
<td>Global funds</td>
<td>425614.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>332971.43</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>81717.19</td>
</tr>
<tr>
<td>Interest</td>
<td>16025.28</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11380.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1160850.00</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning       |            |
| Key learning areas        | 30012.49   |
| Excursions                | 16120.66   |
| Extracurricular dissections| 31685.65   |
| Library                   | 879.80     |
| Training & development    | 3523.93    |
| Tied funds                | 382318.37  |
| Casual relief teachers    | 19000.85   |
| Administration & office   | 90430.00   |
| School-operated canteen   | 0.00       |
| Utilities                 | 54471.28   |
| Maintenance               | 41819.25   |
| Trust accounts            | 8789.61    |
| Capital programs          | 208888.46  |
| Total expenditure         | 887940.35  |
| **Balance carried forward**| 272909.65 |

A full copy of the school’s 2011 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 2011

2011 Achievements

Arts

The secondary department presented “Secondary Gala Night”. The 2011 secondary performance showcased the vocal, dance, instrumental and acting talents of the secondary students.

Amy Luckett won the Regional Waste Art Competition.

Amelia Rooney won the “Jeans for Genes” Premier Store Competition.

Amy Luckett, Lydia Redman and Amelia Rooney were successful in the Recycled Wedding Dress Competition.

Amelia Rooney and Amy Luckett were Finalists in the State Textile Educators Association Stage 5 Art Quilt Competition.

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.

The primary and infants’ choir participated successfully in the Inverell eisteddfod.

Morgan Guest, Kirsty Beveridge, Eden Beveridge, Parker Kelly, Kiara McClellan, Jane Wilson, Monique Underwood, Peta Harris, Lydia Redman and Amy Luckett collaborated in an art/textiles exhibition which was displayed in the week of the annual Presentation Night. Students assembled a body of work from their classwork during 2011.

Evie Thomas and Tiarna Beveridge displayed their 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**

Stephanie Press and Amy Luckett gained credits in the UNSW Science Competition.

Stephanie Press, Dean Bentley and Adam Press were awarded credits in the Rio Tinto Big Science Competition.

Jacob Corrigan, Jake Bentley, Dean Bentley, Bethany Cook, Adam Press, Matthew Thompson and Joel Beveridge were awarded credits in the Australian Mathematics Competition.

Jake Woodward received a Defence Technical Scholarship from the Defence Department.

Year 8 students participated in the Talented Mathematicians competition at the University of New England and were successful in winning the small schools’ division at the UNE Talented Mathematicians Day.

Plan It Youth (secondary) and Plan It Youth (junior) were run in conjunction with UNE.

Inverell East Rotary visited the school for a dinner and Mock Interviews of HSC students.

Year 5/6 girls were involved in the Design- Girl Power GO program, a CAP initiative to highlight the importance of girls’ education.

The senior and junior Agriculture class bred and prepared three steers for the North West Schools’ Steer Leading competition in Coonamble.

Years 9 to 12 Agriculture students participated in the Property Planning Day held at Staggy Creek near Inverell.

Kirsty Beveridge, Dylan O’Brien and Travis Thomas attended a Beef Cattle Assessment Course at Tocal Agricultural College.

Year 12 students Jyann Baker, Rebecca Press and Sarah Bentley achieved Platinum level on the school’s positive award scheme.

Gold level awards were presented to primary student Joel Beveridge and secondary students Jake Bentley, Jake Lennon, Jacob Corrigan and Fallon Beveridge.

Jyann Baker 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 8, 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 a film techniques workshop conducted in Bingara.

Senior students gained career information at the University Roadshow, the UNE Open Day and an Australian Defence Forces workshop.


HSC seminars held in Dubbo were attended by all Year 12 students in June.

Secondary students went to the Gold Coast.

Primary Years 5/6 went to the Great Aussie Bush Camp and Years 3-4 went to Thalgarrah.

**SPORT**

During 2011, students from Ashford Central School represented Inverell Zone in the Primary Schools’ Sports Association teams including swimming, cross country, athletics, soccer, hockey, golf, cricket and rugby league.

Joel Beveridge represented North West Area at the State PSSA cricket carnival and also represented North West Area at the State PSSA Golf Championships.

Rahni Kelly represented North West Area at the State PSSA netball carnival.
During 2011, 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 again a member of the North West Open Girls’ hockey team.

Kyle Hartley, Jake Lennon, Blake Krauss, Jayden French 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 Luke Hartley, Blake Krauss, Jake Lennon, Malcolm Boney, Lachlan MacDonald, Aiden Allen, Jake Bentley, Glen Luckett, Joe Press, Hayden Wheatley and Grant Towns were finalists in the State Central Schools’ competition.


**Achievements**

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Literacy – NAPLAN Year 3**

In 2011, 12 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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
In 2011, 10 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 above state average in reading and above local school average in reading and grammar and punctuation. Average growth in all areas was well above state average.

Literacy – NAPLAN Year 5

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Numeracy – NAPLAN Year 3
In 2011, 12 Year 3 students sat for the National Assessment Program tests (NAPLAN) numeracy. Students were tested in number and data, patterns and algebra, measurement and space and geometry. The school was below state average and below the local school group average.

### Numeracy – NAPLAN Year 5

In 2011, 10 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 below the state average but around the local school group average.

### Literacy – NAPLAN Year 7

In 2011, 11 Year 7 students sat for the NAPLAN tests in reading, writing and language conventions.

The overall results for Year 7 were below state average but were above the comparative school group in writing. The school growth was above state average in spelling.
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

The overall results for Year 7 were slightly below state average but were above the comparative school group.
Literacy – NAPLAN Year 9

In 2011, 5 Year 9 students sat for the NAPLAN tests in reading, writing and language conventions.

The cohort was small and in some cases no data appears. The growth of students was well above state averages.

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
Average progress for Writing 2009-2011 is not displayed due to the change in the Writing scale from Narrative to Persuasive.

The overall results for Year 9 were below state average but above the comparative school group average. The growth of students was well above state average.

**Numeracy – NAPLAN Year 9**

In 2011, 7 Year 9 students sat for the NAPLAN tests in numeracy.

**Progress in literacy**

The growth of students in the various components of literacy was well above state averages and SSG averages. It surpassed the targets for 2011.
Progress in numeracy

Growth in numeracy between Year 3 2009 and Year 5 2011 was lower than the state and SSG growth rate.


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.

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

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.
Percentage of students in performance bands: School Certificate Mathematics

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

Percentage of students in performance bands: School Certificate Science

Percentage of students in performance bands: Australian Geography, Civics and Citizenship
School Certificate relative performance comparison to Year 5 (value-adding)

The school’s results were exceptional in the School Certificate in 2011. The cohort was above state growth, valued added across all subjects compared to the state and SSG averages.

Higher School Certificate

11 students sat for the Higher School Certificate (HSC) in 2011. Due to the small candidature in each subject it is not possible to publish subject results compared to state averages.

42% of students sought university entrance and 100% attained entry for 2012.

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

Due to small candidatures and privacy the data is unavailable.

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.
### 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 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 2010, 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. Students have been studying French and Italian and have performed extremely well in their courses.

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 2011 our school carried out evaluations of Science and Student Welfare.

**Curriculum**

**Science K-12**

**Background**
In 2011, 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 on 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 performance in the School Certificate 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. A HSC Chemistry class had the course delivered locally to identify how a mix of DSODE and face to face delivery would work. It was felt that for small groups it was better to stay with DSODE delivery using leaflets, moodle and workshops supported by the Ashford staff supervisor.

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.

2011 saw the refurbishment and upgrading of the Science laboratory. It is now a state of the art Science facility and funds were available to purchase new equipment and a variety of quality resources to compliment the physical structure.

External test results were very strong over the past three years with excellent cohort results in ESSA, School Certificate and HSC Senior Science particularly.

Students in Stages 4, 5 and 6 are encouraged to enter external competitions such as The RACI National Chemistry Quiz, the Big Science Competition and the UNSW Science competition. To facilitate students entering such competitions the school has been able to subsidise costs as part of its Gifted and Talented Student Program.
The school has also begun to attend the Science and Engineering Challenge as well as to host regular visits from Questacon to inspire students to choose a career in Science.

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. Stages 4 and 5 development will occur throughout 2012 and 2013 as we move towards implementation of the new syllabus from the National Curriculum.

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. Staff will prepare themselves for updates from the K-6 National Curriculum as implementation dates approach.

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 2011 included:

- increased emphasis placed on the recognition of senior students’ positive achievements
- 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 maintenance of the Welfare Worker Program, formerly the Chaplaincy Program, enables students to access classroom and social support
- the employment of a welfare teacher for mentoring in liaison with the careers teacher to provide motivation and guidance to seniors students
- the incorporation of a school counsellor 1 day per week provides 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 2011 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 be modified from its current format and will incorporate the Positive Behaviour for Learning Program in 2012/13. 

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 positive reward system will function annually to allow each student to achieve the highest award level in any year, while the disciplinary system will remain in its present format with updates to include electronic misdemeanors.

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 newly acquired Sentral computer program will occur to ensure that it operates successfully.

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**National Partnerships: Low SES Communities 2011**

**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.

**Literacy Results**

There were excellent results in Years 5 and 9 with a high percentage of individuals achieving above average growth. Year 7 was of concern with below average growth as a cohort and by individuals. 100% of Year 5 students achieved equal to or greater than expected growth in Reading and Grammar and Punctuation and 44% in Spelling. Year 7 growth was Reading 10%, Grammar and Punctuation 40% and Spelling 60%.

Year 9 growth was Reading 80% with Spelling and Grammar and Punctuation 75%. Only Year 7 Reading and Grammar and Punctuation were below state average growth.

50% of Year 9 individuals were at or above state growth and the cohort as a whole was well above state average growth. The percentage of Year 5
individuals at or above average growth was lower than targeted, 45%, but the cohort was at state growth levels. Year 7 individual and cohort growths were below state and regional growth.

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.

100% of students who completed Year 12 in 2011 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 that 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.

**Aboriginal Education**
All identified students were interviewed and PLPs were completed using the regional program. 100% of identified students had a PLP in place in 2011.

**Quality Teaching**
The great majority of staff has attended professional learning courses in a wide range of areas including ICT, curriculum, vocational education, literacy and numeracy.

**Country Areas Program (CAP)**
Funding: $30,200

CAP funding was utilised at Ashford Central School in 2011 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
- Girls’ Education workshops
- Student participation in the National Young Leaders’ Conference
- Rising Generations Leadership workshops for 7-12 students.

**Information and Communication Technology**
Information and Communication Technology continued to be a primary focus for CAP expenditure in 2011. With the introduction of Smartboards into the majority of classrooms in 2009, tangible items such as digital cameras and education software 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 provide interactive learning opportunities for all students in all key learning areas. This has been achieved by purchasing a subscription to Skwirk, an interactive learning website with content based material developed specifically for the NSW curriculum. Every classroom now has access to Clickview, an educational resource providing teachers and students with access to a variety of digital media to support teaching and learning content.

**Professional Development**
CAP funding facilitated teacher and SASS professional development in identified areas of need such as literacy, technology, girls’ education and quality teaching. Staff participated in the following professional development courses: Smart and Sassy, Moodle, music and girls’ education workshops. 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 2012, technology will remain a primary focus and target. Teachers will receive professional learning opportunities to facilitate the effective delivery of ICT within the learning environment. Students will also have opportunities to participate in ICT related learning opportunities. Creative arts education will also be a primary focus for both staff and students from K-6, with participation in a variety of practical teacher and student based workshops.

**Parent, student and teacher satisfaction**
In 2011 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.

The new administration area has delivered a more appropriate facility for parents to access information from the school and has allowed the SASS to streamline their functions in the school. 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 efficient methods of communicating with parents and carers, and they are supportive of the positive parent/school relationship that is present. The renovation and upgrade work did cause some concern but the community was accepting of the inconveniences that occurred. 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. The students are looking forward to the updated positive merit system.

**Professional learning**
All staff at Ashford Central School participated in an extensive program of professional learning in 2011. 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 $26,781 on professional learning in 2011. 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 planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

**Priority Area: Literacy**

**Intended Outcomes:**
- Increased levels of literacy achievement for every student in line with State Plan targets
- Diminished gap in literacy achievement between Aboriginal students and all students
- Improved state-wide diagnostic assessment of literacy learning in Kindergarten.

**Targets: 2012**
- Years 3, 5, 7 and 9 to show growth in NAPLAN literacy commensurate with state average
- Higher School Certificate English results to show growth commensurate with state average.

**School priority 2**

**Outcome for 2012–2014**

**Priority Area: Numeracy**

**Intended Outcomes:**
- Increased levels of numeracy achievement for every student in line with State Plan targets
- Diminished gap in numeracy achievement between Aboriginal students and all students
- Improved state-wide diagnostic assessment of numeracy learning in Kindergarten.

**Targets: 2012**
- Years 3, 5, 7 and 9 to show growth in NAPLAN numeracy commensurate with state average
- Higher School Certificate Mathematics results to show growth commensurate with state average.

**Priority Area: Student Engagement and Retention**

**Outcome for 2012–2014**

**School Target**

To achieve an 85% retention rate from Stage 5 to Stage 6 and to achieve 80% completion of 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.

Priority Area: Attendance
School Target
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.

Priority Area: Aboriginal Education and Training
School Target
Increase the number of identified students on Personalised Learning Plans to 70%.

Intended outcomes
- Aboriginal student outcomes will match or better outcomes of the broader student population
- Increased proportion of Aboriginal students completing Year 12 or recognised vocational training.

Priority Area: Teacher Quality
School Target:
60% of staff to attend identified learning

Intended Outcomes
- Strengthened teacher capacity to improve learning outcomes
- Enhanced school leadership capacity for school improvement
- Increased number of teachers accredited with the Institute of Teachers.
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.

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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: