Our school at a glance

Students
In 2012, Ashford Central School had an enrolment of 175 students. The primary department (Years K-6) had 89 students, while the secondary department (Years 7-12) had 86 students enrolled. At the time of enrolment, 34 of the students indicated that they were Aboriginal (20%).

Staff
Ashford Central School had a total teaching staff allocation of 17.336 in 2012. This was later revised to 17.936 to incorporate additional LST support. The primary department had 6.136 teachers while the secondary department had 11.8 teachers.

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

Significant programs and initiatives

Student achievement in 2012
[Enter summary statements regarding school performance on external test measures (NAPLAN, ESSA, ROSA where available, Higher School Certificate.])

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. Several Stage 6 subjects are now locally delivered.

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

P & C message

The P & C has had another successful year. Membership has increased and the committee has been actively involved in a variety of fundraising activities including Movie nights, State of Origin nights and the Carbon Dioxide Drag Car Races.
The P & C organised a community information night for the communities of Ashford, Bundarra and Emaville to raise awareness of the proposed cuts to the ABE Year 11 and 12 Program. The P & C are opposed to any changes to this very successful program. Since its inception in 2003, there have been 84 students gain their HSC, 37 have gone on to university. The retention rate of students finishing their HSC has risen from 32% to above 80%.
Rural, isolated children need access to quality education with limited travel and in the supportive environment of their own home and community. This program works! It should be adopted as a model, not penalised because of funding cuts.
Leza Luckett P & C President
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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>44</td>
<td>39</td>
<td>43</td>
<td>40</td>
<td>40</td>
<td>42</td>
</tr>
<tr>
<td>Female</td>
<td>43</td>
<td>41</td>
<td>42</td>
<td>45</td>
<td>49</td>
<td>44</td>
</tr>
</tbody>
</table>

Total | 94.5 | 93.2 | 92.7 | 92.5 | 93.4 |

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.

Student attendance profile

Ashford Central School has high levels of attendance across K-12. A few students cause concern but, in general, attendance rates are above state average.
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 2012 Class Size Audit conducted on Friday, 23 March, 2012.

<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/1</td>
<td>K</td>
<td>10</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>7</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
<td>9</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>1/2</td>
<td>2</td>
<td>11</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>11</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>12</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>14</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>14</td>
<td>28</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 on 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. Several subjects are now locally delivered.

Retention to Year 12

87% of 2010’s Year 10 was retained into the 2012 HSC. One student transferred to another school for Preliminary and another for the HSC. 80% of the cohort from Year 10 in 2010 completed their HSC at Ashford while 13% completed their HSC at other schools.

In the eight 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%, 86% and 80%. In the 10 years before the Seniors’ Program was introduced the retention rate was 32%.

Post-school destinations

[Enter text here.]

Year 12 students undertaking vocational or trade training

At Ashford Central School in 2012, 17% 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 2012, 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>10.936</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>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.9</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>0.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.888</td>
</tr>
<tr>
<td>Total</td>
<td>24.824</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

13% of the workforce at Ashford is of Indigenous descent.

**Staff retention**

All permanent teaching staff remained at Ashford Central School in 2012.

**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>30/11/2012</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>272909.65</td>
</tr>
<tr>
<td>Global funds</td>
<td>241594.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>279790.13</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>44509.03</td>
</tr>
<tr>
<td>Interest</td>
<td>7553.33</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6625.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>852982.78</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>103941.73</td>
</tr>
<tr>
<td>Excursions</td>
<td>16286.91</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>23725.79</td>
</tr>
<tr>
<td>Library</td>
<td>1076.80</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3307.08</td>
</tr>
<tr>
<td>Tied funds</td>
<td>285049.93</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>16602.75</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>86242.10</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>63676.81</td>
</tr>
<tr>
<td>Maintenance</td>
<td>45166.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>8451.51</td>
</tr>
<tr>
<td>Capital programs</td>
<td>110722.72</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>764250.13</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>88732.65</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012**

**2012 Achievements**

**Cultural**

The primary department’s production saw all students, K – 6, involved in drama, song, dance and playing marimbas.

Infants, primary and secondary choirs entertained community members at the Melbourne Cup luncheon, Anzac Day ceremony, War Widows’ luncheon, Sunhaven and Senior Citizens’ functions.

Year 9 student, Breanna Krauss, won the Open Solo Vocalist section of “Inverell’s Got Talent”.

110 Ashford Central students took part in the Anzac Day Parade and Service. They hosted the service and performed for the audience.

Studec class representatives joined district police in Inverell to celebrate 150 years of policing in New South Wales.

Years 6 and 7 students stayed overnight in Brisbane to attend the National Young Leaders’ Convention at Southbank.

Infants and primary choirs performed in the Inverell Eisteddfod, winning first place in the CWA section.

Upper primary students constructed their own marimbas to accompany their musical performances.

Middle School students enjoyed performances by other schools including Inverell High, Bingara Central and Milmerran State School.

CAP Program Chefs, Glenn and Cassandra Austin, worked with Stage 6 Hospitality students to advance their skills and experience and students from the primary department to produce dishes featuring local Indigenous ingredients.

The secondary choir participated in the “Music Count Us In” national sing-a-long.
Secondary Visual Arts students were successful in several art competitions including Katlin Beveridge first in Waste To Art, Amelia Rooney and Eden Beveridge first in the Jeans for Genes competition and Young Artists from the Inverell Arts Society, Amelia won the Inverell Gallery’s “Teapot” competition and Amy Luckett was first in the TIGYS Youth Homelessness competition.

Amy Luckett and Amelia Rooney visited Moree Regional Art Gallery to view the ARTEXPRESS exhibition and to participate in a drawing workshop.

Six HSC students completed major projects: Morgan Guest for Visual Arts, Lydia Redman for Textiles and Glenn Luckett, Jake Bentley, Stephanie Press and Jake Woodward for Timber.

Years 5/6 students won $5,000 in the Community Mutual competition for their video “Crazy Talk”.

The Ashford Lands Council’s Artist in Residence, Ronella Jerome, conducted workshops with Years 3/4 students.

Year 7 students enjoyed viewing the Travelling Suitcase Exhibition from the National Art Gallery.

Both primary and secondary students participated in a Bookfair dress up parade – Luau.

Academic

2012 HSC students received several scholarships to assist them in their tertiary studies. Jake Bentley received a Commonwealth Start-Up and Relocation Scholarship, Peta Harris the RASF Rural Scholarship, Stephanie Press the UNE Teaching Equity Scholarship and Lydia Redman the St Albert’s Accommodation Scholarship.

The achievements and contributions of our 2012 HSC class were celebrated at the Year 12 Farewell with the 13 students and a large crowd of family, staff and friends.

In the Australasian Mathematics Competition, 8 students gained Credits- Dean Bentley, Phoebe Burbury, Bethany Cook, Jordan Cook, Amy Luckett, Maddison Morgan, Joe Press and Dale Smith.

Year 8 students, Renae Brown, Phoebe Burbury, Isabella Pintus and Tayla Warwick, represented the school at UNE’s Talented Year 8 Mathematicians Olympiad.

In the Premier’s Reading Challenge, Tegan Brown, Carol Costigan and Charlotte Thompson earned Gold Certificates.

Four HSC students: Melissa Corbett, Morgan Guest, Peta Harris and Stephanie Press attended UNE, Armadale’s, Open Day and senior students also took opportunities to attend Career Expos in Inverell and Tamworth.

Years 5/6 students, through their involvement in the Plan It Youth Program, visited UNE with a guided tour of the academic, accommodation and sporting facilities.

Stages 5 and 6 Agriculture and Primary Industries students competed in the Northern Schools’ Steer Leading competition in Tenterfield.

Stage 6 Hospitality students, Shani Allen, Dylan O’Brien and Travis Thomas, set up a Coffee Shop serving morning teas which were greatly appreciated by their customers.

Year 12 student, Malcolm Boney, received a Department of Family and Community Services / Housing NSW Youth Scholarship.

Year 12 students participated in mock job interviews with members of the Inverell East Rotary Club who were very impressed with their manner, maturity and preparation.

School Captain, Kiara McClellan, and Vice Captain, Amy Luckett, attended the annual Rising Generations’ National Leadership Camp in Sydney involving students from across Australia and New Zealand.

Years 10 and 11 student leaders attended a luncheon hosted by the School Education Director, featuring guest speaker MP Mr Richard Torbay, with students from many regional schools.

27 secondary students travelled to Gunnedah for the annual Ag Quip Exhibition.
Year 12 student, Stephanie Press, participated in the Band 5 and Beyond Chemistry Program in Sydney.

Year 10 students, Brylon Benson and Katie Pintus, represented the school on the Rotary IT Excursion to Sydney.

Stephanie Press received the Outstanding Contribution to the School award at the district Education Week Awards ceremony.

Year 8 History students were joined by Stage 6 Aboriginal Studies students, Malcolm Boney and Ashleigh Lavender, in a study of the Myall Creek Massacre site.

Primary students enjoyed very informative and entertaining end-of-year excursions. Years 5/6 travelled to Sydney where they experienced the Aquatic Centre, the Powerhouse Museum, Taronga Park Zoo, The Rocks and the Opera House. Years 3/4 had an overnight stay at Green Valley while the infants spent the day there.

**SPORT**
Matthew Thompson, Year 6, was a representative in the Under 13 Northern Tablelands’ cricket team and a member of the North West Open Boys’ Primary hockey squad.

Year 7 student, Joel Beveridge, gained selection in the Northern Tablelands’ Under 14 cricket team and competed in the North West Golf Matchplay Championships.
Year 5’s Jye Lavender, gained selection in the North West Boys’ touch team.

Infants and primary students raised $1,500 in the Jump Rope For Heart fundraiser.

Students, Renae Brown, Fred Gillon, Lana Howard and Rachael Irwin, represented the zone at the Regional Cross Country carnival held in Coolah.

Year 9 student, Letitia Hartley, competed in the North West Region Open Girls’ cricket team in the state carnival.
Year 12 student, Malcolm Boney, again gained selection in the North West Boys’ touch team.

Years 5/6 students competed in the Rugby League 7s carnival in league and league tag.

Secondary students competed in the Regional Central Schools’ finals in rugby league, touch and netball.


Students from Kindergarten to Year 11 completed the annual Intensive Swimming course.

Years 5/6 cricketers competed against Bundarra Central in the annual Auld Lewis Cup.

**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.

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

**Reading – NAPLAN Year 3**
In 2012, 8 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 at or above the average for the local school group.
In 2012, 8 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 school was below state average and below the local school group average.
Reading – NAPLAN Year 5

In 2012, 12 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 regional average in reading, writing and grammar and punctuation. Average growth in all areas was well above state average.
Numeracy – NAPLAN Year 5

In 2012, 12 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 above state average and well above the regional average.

Reading – NAPLAN Year 7

In 2012, 12 Year 7 students sat for the NAPLAN tests in reading, writing and language conventions.

The overall results for Year 7 students were below state average but were at the regional average in writing, reading and spelling. The school average in grammar and punctuation was well above state average.
Numeracy – NAPLAN Year 7

In 2012, 12 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 results for Year 7 students were above state average and well above the regional average.

Reading – NAPLAN Year 9

In 2012, 12 Year 9 students sat for the NAPLAN tests in reading, writing and language conventions.

The results were below state average overall but above the regional average in writing.

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
In 2012, 12 Year 9 students sat for the NAPLAN tests in numeracy. The overall results for Year 9 were below state average but similar to the regional average. The result was above regional average in number, patterns and algebra.
Progress in reading
Progress in reading was well above state average 2010-2012.

Progress in spelling
Progress in spelling was above state average in 2010-2012.

Progress in grammar & punctuation
Progress in grammar & punctuation was above state average in 2010-2012.

Progress in numeracy
Progress in numeracy 2010 - 2012 was well above state average.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

ESSA (Essential Secondary Science Assessment)
ESSA results in our Year 8 cohort, 2012, were again very pleasing. This continues an excellent level of achievement in this state wide exam. The students were at or around state average in most areas assessed and well above the regional average.

RoSA
2012 saw the first group of students not to undertake a School Certificate exam. In its place students have their grades forwarded to the Board of Studies for addition to their RoSA, (Record of School Achievement). This document will be released to students when they leave the school system. It will include all subsequent course work completed up to and including the Higher School Certificate.
Higher School Certificate

13 students sat for the Higher School Certificate in 2012.

70% of students sought university entrance and all students received a placement offer.

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

Minimum Standards data

**Percentage of Year 3 students achieving at or above minimum standard (exempt students included)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>87.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students achieving at or above minimum standard (exempt students included)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>91.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>75.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>91.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As an indication, the no. of students exempt for Year 3 Reading are: 0

As an indication, the no. of students exempt for Year 5 Reading are: 0

Minimum Standards data

**Percentage of Year 7 students achieving at or above minimum standard (exempt students included)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83.3</td>
</tr>
<tr>
<td>Writing</td>
<td>91.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>91.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.7</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students achieving at or above minimum standard (exempt students included)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83.3</td>
</tr>
<tr>
<td>Writing</td>
<td>91.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>83.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>83.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.7</td>
</tr>
</tbody>
</table>
**Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83.3</td>
</tr>
<tr>
<td>Writing</td>
<td>91.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>91.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.7</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83.3</td>
</tr>
<tr>
<td>Writing</td>
<td>91.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>83.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>83.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.7</td>
</tr>
</tbody>
</table>

As an indication, the no. of students exempt for Year 7 Reading are: 0

As an indication, the no. of students exempt for Year 9 Reading are: 0

**Significant programs and initiatives**

**Aboriginal education**

In 2012, the school enrolled 34 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.

An Aboriginal student, who had successfully completed her Higher School Certificate at Ashford Central School in 2011 has successfully transitioned to university. There have been 17 Aboriginal students complete their HSC since the inception of the Seniors’ Program. The Aboriginal community sees this school as a place that optimises opportunities for their children and grand-children and hence there have been continued strong enrolments from family groups.

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. No students have elected to study languages in Stage 5 in 2011/12.

Year 7 students study Indonesian as the compulsory language other than English (LOTE) component for their Stage 4 years to comply with RoSA requirements. 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. A small number of students completed languages in their HSC in 2012 and performed well.

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

**National Partnership Programs**

**National Partnerships: Low SES Communities 2012**

Ashford Central School completed its third year as a National Partnership (Low SES) and Priority Action School. The following is a summary of findings from the programs in 2012. The school has also combined the Priority Schools Funding Program and Country Areas Program into its school planning. The findings relate to all these programs working as one.

**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. The attendance rates in 2012 were 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. The school will monitor students who are of concern.

**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. A Year 12 student exercised the choice to move to different educational facilities to complete the HSC in 2012. All Year 11 students in 2012 remained at Ashford to commence their HSC.

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 cohort results in Years 5, 7 and 9, achieving above average growth in all areas of literacy except for Year 7 Spelling. Some Year 7 and Year 9 students were of concern with below average growth as individuals. 80% of Year 5 students achieved equal to or greater than expected growth in Reading, Grammar and Punctuation and Spelling. Year 7 individual growth was as follows: Reading 60%, Grammar and Punctuation 70% and Spelling 40%. Year 9 individual growth was Reading 45% with Spelling 80% and Grammar and Punctuation 45% at or above expected growth. Only the Year 7 cohort for Spelling was below state average growth.

**Numeracy results**
100% of Year 5 students were above expected growth and the cohort growth was well above state average. 90% of Year 7 students were above expected growth and the cohort growth was well above state average. 88% of Year 9 students were at or above state growth and the cohort as a whole was well above state average growth.
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 students previously identified have continually updated their Personal Learning Plans. New students who are identified are added to the program. A number of newly identified students have yet to have a plan developed. The percentage on plans is around 80%.

Quality teaching

Staff have attended a wide range of professional learning opportunities. New Scheme teachers are maintaining their accreditation online and via external opportunities. Whole staff professional learning activities have been carried out. The focus of professional development has been on Numeracy, Literacy and Curriculum.

Progress on 2012 targets

Target 1

LITERACY

Targets 2012

Increase the percentage of students achieving state growth whilst ensuring that growth as a whole is commensurate with that of the state.

Excellent progress was made on state growth targets.

Numeracy

Targets 2012

Continue to facilitate cohorts being at or exceeding state growth in numeracy, moving towards 80% of students to achieve average state growth or better.

There was a high percentage growth in all cohorts.

Priority Area: Teacher Quality

Targets: 2012 – Maintain a high percentage of staff attending identified professional learning courses external to school.

A high percentage of staff are attending professional learning courses both on line and external.

Aboriginal Education and Training

Targets: 2012 – Continue to develop the number of students on Personalised Learning Plans

80% of identified Aboriginal students have completed Personalised Learning Plans.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Mathematics K-12 and Student Welfare.

Mathematics K-12

Background

In 2012, Ashford Central School evaluated the Mathematics 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 Mathematics competitions.
Findings and conclusions

Mathematics 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 Mathematics program. Mathematics 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 Count Me In Too training and this forms an integral part of the school’s Mathematics programs. The school aims to have all students using the Counting On strategy by the end of Stage 1 and, along with achieving the set outcomes, this is a major focus for students in both Early Stage and Stage 1. National Partnerships funding has allowed additional teaching staff to be accessed to oversee the Quicksmart program along with some Teachers’ aide help to deliver the program.

The primary Mathematics program is supported by the National Partnerships and Equity 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. Mathematics is taught to each year group for 6 periods each 10 school day cycle. The students move into the Mathematics courses at varying stages with some still being at Stage 3 level (upper primary) and others at Stage 4 (junior secondary). Programming and resources are adjusted to meet the students’ needs as they move along this continuum. By Year 9, students move into Stage 5 which has three streams depending on the progress of the individual student. Team teaching was carried out in 2010 and 2011 to help with the mentoring of a beginning teacher in Mathematics. In 2012 the teachers were then placed on discrete classes.

Students use textbooks as well as other resources which support the teaching and learning programs. Gifted and talented students are exposed to higher levels of Mathematics via external competitions and events such as university Mathematics days and Mathematics Olympiads. All secondary students were given access to the Maths-online website to enhance their learning. Ashford Central School invested in interactive whiteboards and programs in 2008 /09 to enhance the students’ learning opportunities. Maths online was ceased in 2011 but access to other online support has been utilised. The Mathematics teachers have been involved in workshops in the use of interactive whiteboards in a mathematical context. Teacher evaluation of students is ongoing and reports are sent home to parents at the end of Terms 2 and 4. External data such as the NAPLAN results in Years 3, 5, 7 and 9 are sent home in September each year.

In the senior secondary department, in Years 11 and 12, students can elect to study Mathematics General and Mathematics as two unit subjects in both their Preliminary and HSC years. In addition, Extension 1 Mathematics can be studied in Preliminary and the HSC and Extension 2 Mathematics 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 they do have regular contact through teleconference, video conference and email with their teachers in Dubbo. Dubbo teachers have face-to-face sessions with our students each term. Students also complete work through Moodle 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 Mathematics program through school based
evaluation, NAPLAN, SC examination results, HSC examination results and international competition outcomes. The school has continued to achieve very strong results in Mathematics over the last three years. 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 and NAPLAN. Data from these sources will continue to be used to inform and plan for effective teaching and learning in primary classes.

The school has done some initial work on the National Curriculum for implementation of the new syllabus in 2014. Links have been organised at both regional and local level for program development during 2013.

In upper primary and lower secondary, identified students will access the Quicksmart program. This program aims to improve students’ recall of number facts. The school will continue to run this program while resources exist to do so.

In 2012 it was decided to move to home delivery of General Mathematics in Years 11 and 12. The Mathematics teacher will be maintaining links with DSoDE as well as forging links with Inverell High School to support development of programs and assessment tasks.

Student welfare
In 2012, the school continued to review the Student Welfare Policy, with a focus on Positive Behaviour for Learning (PBL). The welfare policy ensures that a comprehensive range of strategies is in place to promote the welfare of students. The strategies used in 2012 included:

- commitment to teacher training in PBL and a committee formed to develop and implement PBL
- PBL core values and expectation matrix developed by whole school staff
- increased emphasis placed on the recognition of senior students’ positive achievements
- weekly departmental assemblies and regular whole school assemblies acknowledging student achievements in academic, sporting, cultural, leadership, participation, school and community service areas, as well as publication of these achievements in the school newsletter and through local media
- introduction of PBL prizes in conjunction with welfare awards
- 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 senior students
- the incorporation of a School Counsellor 1 day per week provides access for students to qualified and experienced guidance and support
- 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 and students welcomed the addition of the extra prizes that coincide with the positive welfare awards.
Parents also expressed satisfaction with the current implementation of the Student Welfare Policy.

Staff communicated that the implementation of the 2012 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 continue to align with the Positive Behaviour for Learning Program. Parents and students will be further informed of the program at the official school launch in 2013.

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.

Parent, student and teacher satisfaction
In 2012 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 schoolbiz.

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. 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 were happy that there was now more equitable access in the positive behaviour system to the highest levels of achievement. This was very apparent when reviewing awards given at Presentation Night.

Professional learning
All staff at Ashford Central School participated in an extensive program of professional learning in 2012. In addition to school development days at the beginning of the year and the start of Term 3,
the entire staff attended a two day technology conference. Both teaching and administration staff attended numerous training sessions to update and up-skill classroom and administrative practice to enhance the delivery of programs in the school.

The school expended $13,482 on professional learning in 2012. 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: 2013
- 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: 2013
- 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 2013
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 2013
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 2013
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.
- Increased Aboriginal parental engagement in supporting their child’s learning

Priority Area: Teacher Quality
School Target: 2013
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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