Ardlethan Central School
Annual School Report 2014

Small School ….Big Opportunities
Principal’s Message

In essence, a school year is all about building and connecting, teaching and learning, changing and growing. 2014 has been a very successful year for the school highlighted by student successes in the areas of academics, sporting and cultural. The smiles on the student’s faces are clear evidence of our success...happy students who love to come to school!

As a school we are striving to provide the best educational outcomes for our students. To do this we need to have safe and happy students who love coming to school; we need to have high expectations of the students, where they actually learn more than they ever thought possible and we need to inspire them to be the very best that they can be. As a school and as a community this is what I believe we should be working towards.

I would like to take this opportunity to acknowledge Mr Grant Beard who after 5 years as Principal at Ardlethan Central School took up the opportunity to be Principal at Beelbangera Public School. The student’s farewell to Mr Beard at the end of Term 1 was heartfelt and clearly showed the impact he had in and around the school. We thank you for your work Grant, and wish you every success at your new school.

The staff at Ardlethan Central School are extremely committed; they are the backbone of this great school. I thank them for their dedication to student’s learning and for their ability to inspire each and every student to shine.

The P&C and community are integral to any great school and we are certainly lucky to have such wonderful parents and community members who are so supportive of the school.

“Education is not the answer to the question. Education is the means to the answer to all questions.”

Kerrilee Logan.

P&C Report

Another year finished, and what a great year the P&C have had! A big thank-you to Terry-Ann Caldow and Bec Sgroi, for their roles as Treasurer and Secretary. I would also like to thank Melissa Hellings for her effort and commitment in running a successful canteen, delivering a profit each month.

Thank you to everyone who made the effort this year to come along to our monthly meetings and express their interest in our school and children. A very big thank you also to staff, parents and community members who gave their time and effort to make this year a success for the P&C.

The P&C have been very busy with fundraising through the catering of special events such as the Picnic Races BBQ, The Debutante Ball, Athletics Carnival, RAP Study Day and the Ardlethan Show. The P&C also continues to bring in funds from the Canteen and Uniform Shop.

These profits help us support our school each year by:

- Enhancing technology & curriculum in K-12, Mathletics; Primary Literacy & Numeracy Programs.
- Providing presentation night book awards.
- Supporting students who represent the school at State and National Levels in all areas of academic, arts & sporting achievements.
- Supporting the school uniform policy.
- Operating a viable canteen.
- Continuing to support our school Chaplaincy Program.
- Providing musical instruments.

Lorraine Carnie
P&C President 2013/2014

Kerrilee Logan.
School context statement
Ardlethan Central School is a K-12 rural school in the Riverina Region, South Western NSW. Our aim is to deliver quality education and training that inspires all students to succeed. Students attain outstanding success in all areas, including cultural, sporting and academic pursuits.

Dedicated teachers and support staff create a supportive, dynamic learning environment for our students. Teachers receive ongoing professional development focusing on the latest teaching practices to deliver quality learning experiences to all students. Our professional and caring staff understands that each student is an individual and learns in a variety of ways.

A community of schools partnership program utilising shared staffing arrangements, the Riverina Access Partnership continues to extend students’ academic, sporting, social and leadership opportunities.

The focus and strength of the school is the ability to provide tailored and individualised learning opportunities for every child from Kindergarten to year 12.

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
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<td>29</td>
<td>30</td>
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<td>27</td>
<td>29</td>
<td>22</td>
<td>23</td>
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</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>27</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>

Management of non-attendance
Student attendance is managed by direct consultation with parents/carers for at risk students and where required, intervention from the Home School Liaison Officer in accordance with school policies.
with departmental policies and procedures in regards to enrolment and attendance.

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>employment</td>
<td>14</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>75*</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
</tbody>
</table>

* All students who applied for university entry gained entry. One student has deferred entry.

Year 12 students undertaking vocational or trade training

25% of students in Year 12 included vocational or trade training as part of their pattern of study.

Year 12 students attaining HSC or equivalent Vocational educational qualification

100% of students attained the higher School Certificate in 2014.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</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>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>10.2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.9</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
</tr>
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</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Aboriginal composition of the workforce at Ardlethan Central School is nil.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>22</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Teachers at Ardlethan Central School value the opportunity to continually enhance their knowledge and skills in the educational setting. They participate regularly on Teacher Professional Learning to ensure they are ofay with current educational trends.

During 2014 the staff had an emphasis on developing an understanding of the new reforms being implemented in the educational setting. Staff undertook training in implementing new curriculum, Monitoring the HSC, Specific Sport Coaching, Growth Coaching, Core Financial Literacy, School Planning, Reading Recovery, L3, LOTE, First Aid and Disability Training.
Staff at Ardlethan School were part of a Virtual Executive Program funded by the Rural And Remote Strategy. This initiative allowed staff to participate in Growth Coaching Courses as well as having regular meetings where mentor roles were established. This initiative will continue into 2015.

In 2014 Ardlethan Central School had one staff member who completed the maintenance level of accreditation. A number of new scheme teachers have looked at the preliminary stages of undertaking accreditation at Highly Accomplished level.

**Beginning Teachers**

There were no permanent beginning teachers at Ardlethan Central School during 2014.

**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>30/11/2014</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>81880.28</td>
</tr>
<tr>
<td>Global funds</td>
<td>154979.07</td>
</tr>
<tr>
<td>Tied funds</td>
<td>112781.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>28291.25</td>
</tr>
<tr>
<td>Interest</td>
<td>3558.51</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>30761.06</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>412251.67</td>
</tr>
</tbody>
</table>

| **Expenditure**           | $          |
| Teaching & learning       |            |
| Key learning areas        | 19573.16   |
| Excursions                | 14922.66   |
| Extracurricular dissections| 16944.05   |
| Library                   | 1753.95    |
| Training & development    | 3674.85    |
| Tied funds                | 85495.54   |
| Casual relief teachers    | 20582.91   |
| Administration & office   | 34746.69   |
| School-operated canteen   | 0.00       |
| Utilities                 | 40011.01   |
| Maintenance               | 27892.14   |
| Trust accounts            | 29139.88   |
| Capital programs          | 0.00       |
| **Total expenditure**     | 294736.84  |
| **Balance carried forward**| 117514.83 |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Academic achievements**

**NAPLAN**

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**Higher School Certificate (HSC)**

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).

Due to the small cohort size, 2014 HSC data has been withheld from this report.

**Other achievements**

**Sport**

2014 was an exciting year for sport at Ardlethan Central School. Students were given opportunities in many different sporting activities including:

- Whole School Swimming, Athletics and Cross Country Carnivals.
- Secondary students joined with the Riverina Access Partnership (RAP) schools to compete in RAP sporting teams in Netball, Australian rules, Cricket, Tennis, Touch Football and Lawn Bowls.
- Primary students joined with the PSSA Coolamon/Ardlethan District schools to compete...
in PSSA teams. The sports included Netball, Australian rules, Cricket and Tennis.

We had many talented students represent our school at Riverina and State levels.

Jerym Lucas was awarded a prestigious Riverina Blue for his outstanding achievements in AFL.

2014 Ardlethan Central School RIVERINA/STATE Representatives

Jeromy Lucas
- Riverina Swimming Carnival-(14 yrs)-2nd 50m Freestyle, 2nd 4X50m Freestyle Relay & 3rd 100m Breaststroke
- Riverina Athletics Carnival-(14 yrs)-1st 400m, 1st Javelin & 3rd 200m
- Selected in CHS U15 Riverina AFL team
- Selected in the NSW CHS U15 AFL team
- The NSW CHS U15 AFL team finished 4th at the National Carnival in Sydney
- Awarded a Riverina Sports Blue for his outstanding achievements in AFL.

Amy Crighton
- Riverina X Country Carnival-(12 yrs)-5th 3km event
- Riv Athletics Carnival-(PPS relay team)-2nd 4X100m
- Competed at the State Cross Country & Athletics Carnivals (3km & relay)
- Awarded the Ian Lucas Memorial Trophy

Charlie Hawthorne
- Selected in the PSSA Riverina Rugby Union team
- The Riverina team finished 8th at the State Carnival
- Riverina Swimming Carnival-(PPS relay team)-2nd 4X50m Freestyle Relay
- Riverina Athletics Carnival-(PPS relay team)-2nd 4X100m
- Competed at his first State Swimming & Athletics Carnivals (2 X relays)

Sam Clemson
- Riverina Swimming Carnival-(PPS relay team)-2nd 4X50m Freestyle Relay
- Riverina Aths Carnival-(PPS relay team)-2nd 4X100m
- Competed at his first State Swimming & Athletics Carnivals (2 X relays)

Tyler Carnie
- Riverina Swimming Carnival-(PPS relay team)-2nd 4X50m Freestyle Relay
- Competed at his first State Swimming Carnival (relay)
- Riverina X Country Carnival (10 yrs)-5th 2km event

Jaidyn Hopkins-Jones
- Selected in the Riverina Lawns Bowls team
- The Riverina team finished 9th at the State Carnival

Brodie Jones
- Competed at his first State Athletics Carnival (Shot Put)

Riverina Swimming Carnival-(12 yrs)-1st 100m Backstroke & 3rd 100m Freestyle
- Competed at his second State Swimming Carnival (Backstroke & relay)

Jack Hawthorne
- Riverina Athletics Carnival-(Jun Pri) 3rd LI & 3rd Discus
- Competed at his first State Athletics Carnival (Long Jump & Discus)

Lachie Jones
- Riverina Swimming Carnival-(14 yrs)-2nd 200m Freestyle & 2nd 4X50m Freestyle Relay
- Competed at his second State Swimming (200m & relay)

Jayson Scarlett
- Riverina Swimming Carnival-(14 yrs)-2nd 4X50m Freestyle Relay
- Competed at his first State Swimming Carnival (relay)

Brodie Semmler
- Riverina Swimming Carnival-(PPS relay team)-2nd 4X50m Freestyle Relay
- Competed at his first State Swimming Carnival (relay)

Harry Morris
- Riverina Athletics Carnival-(PPS relay team)-2nd 4X100m
- Competed at his first State Athletics Carnival (relay)

Jed Litchfield
- Riverina Swimming Carnival-(14 yrs)-2nd 200m Freestyle & 2nd 4X50m Freestyle Relay
- Competed at his first State Swimming Carnival (relay)

David White
- Competed at his first State Athletics Carnival (Shot Put)

KROP
On Thursday 31st July, at 7:30am, we departed ACS for Griffith Regional Theatre to participate in KROP (Kids Rapt on Performing) Education Week Performances. This year was the tenth anniversary of the KROP production, and Ardlethan’s attendance. The ensemble this year comprised a regular rhythm section plus extra guitar and keyboards with the addition of a piano accordion and ukulele.

The lead vocalists Georgia, Clare and Haylee, were assisted by the ever increasing backing vocal group. The ensemble managed to log a few hours.
during lessons and lunch time rehearsals in preparation for the big event.

All the musicians and vocalists that comprised the ACS ensemble can feel justifiably proud of their performances on the theatre stage. I am sure anyone who was able to attend will confirm this.

We performed the song ‘Change’ by FM Hotel, which focuses on how each individual can make a difference in their own life and the in the lives around them.

‘KROP this year was a great experience; we all thoroughly enjoyed performing and meeting new people. We can’t believe that it was Georgia, Haylee and Trudy’s last year with us! We will miss them greatly!’ Year 11 & 12 KROP Students

Reading Recovery
This year at ACS, every Year 1 student has had the opportunity to take part in the Reading Recovery programme. By the end of this year each one will have graduated from the course achieving the required levels in reading and writing!

During their daily lessons they have been able to build on and develop skills gained in the classroom with an individual programme designed to build on their strengths and address problems areas.

Students were asked what they enjoyed about Reading Recovery lessons.

Here are their candid comments

“It is fun making new words for my word chart and reading books.”

“I like finding interesting things in books. Some of the things I read about were: floating and sinking; machines; ants; spiders and insects; dinosaurs; how torches work; broken bones.”

“I liked doing the cut-up story, making words on the whiteboard and reading animal stories.”

Significant programs and initiatives – Policy

Aboriginal education
Throughout the year the school has embraced the importance of our rich indigenous culture by ensuring Aboriginal education has been integrated across all Key Learning Areas.

Our school fosters and builds understanding and respect for Aboriginal people both within our community and across the broader community. We promote the recognition of the traditional owners of our area at every opportunity as we conduct the Acknowledgement of Country at all formal functions.

Multicultural education and anti-racism
Our school has a range of programs and practices to promote inclusivity, cultural awareness, diversity and respect for cultures and beliefs of all members of our school community.

It is acknowledged that cultures and beliefs of all members of the school community enrich our community and understandings.

We value both similarities and differences and we are proud of Australia’s cultural and ethnic diversity. We actively work to promote community harmony through practices and policies, which address racism and develop an understanding of cultural, linguistic and religious differences.

As part of our multicultural program we expanded our LOTE delivery to students in Year 6.
Through this students in Year 6 and Year 7 were given an insight into Japanese language and culture.

**Significant programs and initiatives – equity funding**

**Aboriginal background**

Individual learning Plans have been developed for students identifying as indigenous. These plans were developed in consultation with the School Learning and Support Team, parents, staff and students. Significant outcomes of this program cannot be reported due to the small cohort size.

**Socio-economic background**

Ardlethan Central School received funding through the Low Socio-Economic Background component of the Resource Allocation Model funding. These funds enabled us to support students through Reading Recovery, extra Learning and Support time, purchase of curriculum resources, excursion assistance and subject fee support. Some funding was retained and to be used in 2015 to support extra staffing in primary Literacy and Numeracy.

**Other Significant programs and initiatives**

**The Riverina Access Partnership,** is a state funded, dynamic, collaborative and challenging interactive learning environment which connects students and high quality teachers in Ardlethan, Ariah Park, Barellan, Hillston, Lockhart and Oaklands Central Schools. The Riverina Access Partnership provides a shared curriculum for senior secondary students across schools linked via video and web conferencing technologies. This enables rural students to complete their secondary education at their local school with a greater choice of Stage 6 curriculum.

Now in its 25th year, 2014 saw quite a few changes across the Partnership. Head Teacher Access Jean Dyason returned from leave in a part time capacity, which has seen Mr Stuart Whytcross take up the role of Acting Head Teacher.

2014 also saw the purchase and initial setup of Sentral Student Management System, which aims to streamline administrative processes across the schools and also provide teaching, executive and admin staff with a range of student data that can be used to enhance teaching and learning across the partnership.

State Access Management Group (SAMG) funds of over $40,000 were also distributed to the 4 core schools for link room technology upgrades. This saw the introduction of large interactive panels, new video conferencing units and a range of furniture and cosmetic upgrades to the conferencing rooms in these schools.

Funding from the Rural and Remote Education Strategy provided opportunities for Mathematics teachers across the Partnership to establish a virtual faculty which involved nine teachers from across the six partnership schools.

Also as part of this funding the Partnership was able to develop a new website to promote and market the opportunity for students to access the Riverina Access Program’s curriculum, which saw students from Coolamon Central School and
Leeton High School studying individual subjects through the Riverina Access Partnership in 2014.

2014 also saw the announcement of the Riverina Access Partnership Trade Skills Centre which will see $2.89 Million in funding distributed to Ardlethan, Ariah Park and Barellan Central schools for the construction of purpose built trade training facilities. These state of the art facilities will see the delivery of 4 VET subjects to train students in the fields of Hospitality, Construction, Primary Industries and Metals and Engineering.

RAP has continued to offer a deliver a range of curriculum to our rural students with 22 Preliminary courses and 22 HSC courses running across the Partnership which included Physics and Chemistry.

RAP combined sport continues to grow. In 2014 we had our largest student numbers on record participate in the summer trials at Barellan. RAP teams are becoming extremely competitive across the South Western Zone, demonstrated by our Netball and Touch Football teams making the semi-finals of their respective gala days in 2014.

Our preliminary induction camp help at the Murrumbidgee Agricultural College in Yanco, and study days held at Ardlethan, Lockhart, Ariah Park and Oakland’s were all well received by staff and students across RAP, allowing students opportunities to meet face to face with their teachers and classmates.

2015 is set to be another busy and successful year for the Riverina Access Partnership as we continue to implement and train staff in the effective use of Sentral, strive to provide unique learning opportunities for staff and students and continue to develop capacity in delivering high quality 21st century teaching and learning.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Student performance data analysis from NAPLAN, HSC and internal sources.
- Parent, student and staff surveys.
- Attendance, engagement and staff surveys.

School planning 2012-2014:

School priority 1

Outcomes from 2012–2014

Improve our value added growth in reading performance in years 3-5 as measured in NAPLAN (on a rolling 3 year average) by 10 points at the end of 2014. Current 3 year benchmark in growth of learning is 75 points.

Evidence of achievement of outcomes in 2014:
- Value added growth in Year 3-5 reading was 87.7.
- There was a clear reduction in students performing below National Minimum standards in Years 3, 5 and 9 in Reading.

**Strategies to achieve these outcomes in 2014:**

- Evaluation of the Accelerated Reading Program throughout the Middle School (from Stages 2 – 4) indicated that it has been a successful strategy engaging students in reading. Implementation of the Accelerated Literacy program across Stages 2 and 3.
- Consolidate resourcing and teaching of Accelerated Literacy strategies throughout stage 1 – 3 classes.
- Continued Evaluation of Accelerated Literacy and research into alternative programs including focus on reading.

**School priority 2**

**Outcomes from 2012–2014**

Improved student achievement in Early Years Literacy (K-2). Leading to an improved performance in external testing and internal Best Start and A-E report data.

**Evidence of achievement of outcomes in 2014:**

- During Semester 1, Year 1 reading levels ranged from 0-14 whereas towards the end of Semester 2, reading levels now range from 13 to 22+.
- Best Start assessments (cluster of markers) indicate value added improvement for all students in literacy and particularly in reading.

**Strategies to achieve these outcomes in 2014:**

- Student Literacy Learning Centre utilizing MULTI-LIT strategies. Paraprofessional to incorporate and tutor students in literacy strategies based on learning profiles/needs of students.
- Integrate Language, Learning and Literacy (L3) Strategy with Home Reading Program and Best Start strategy.
- Provide professional Learning to new K/1/2 teacher in L3 and Best Start strategies.
- Make available Reading recovery to appropriate students.

**School priority 3**

**Outcomes from 2012–2014**

Improve Year 1-10 numeracy results as measured by students achieving C and above in our Semester reports and school assessment data (A-E grades) to 85% by 2014. Current 3 year benchmark is 78%.

**Evidence of achievement of outcomes in 2014:**

2014 Semester 2 Reports indicated:

- 70% of Primary students had attained a C or above in their Mathematics reports.
- Percentage of Year 7 students achieving at or above minimum standards in Numeracy is 100%
- Percentage of Year 9 students achieving at or above minimum standards in Numeracy is 100%
- Value added growth in Year 3-5 Numeracy was 87.7

**Strategies to achieve these outcomes in 2014:**

- Incorporate Numeracy continuum K-10. Establishing curriculum teams across Primary and Secondary that plot and map students’ numeracy levels across KLA’s. From K-10.
- Development of student’s practical experiences and “hands on” skills for working mathematically.
- Structure Whole school staff meetings to include 1 scheduled afternoon per term whereby all teachers map students on the literacy and numeracy continuums.
• Include Gifted and Talented strategies for students who are working above stage level.

• Initiate further K-12 Staff Development Days for the 7 partnership schools facilitating further opportunities in Primary and Secondary to establish virtual faculties.

• Secondary faculties of English, Mathematics, Science, CAPA, HSIE establishing virtual faculties across the Partnership.

School priority 4

Outcomes from 2012–2014

School to work destination surveys highlight that all students are leaving school to attain permanent work or gain tertiary entry of their choice.

Evidence of progress towards outcomes in 2014:

• The Riverina Access Partnership as a collective group of HSC students was one of the best performing High Schools in the Higher School Certificate throughout the Riverina.

• Student destination surveys highlighted that HSC student’s left school to gain permanent work or tertiary entry of their choice.

• Local industries directly contacting students for work opportunities, cadetships and School Based Traineeships.

Strategies to achieve these outcomes in 2014:

• Support all students individually in career, educational, sporting and creative interests. Individualize student learning and establish relationships between employers, institutions, universities, sporting bodies and extra-curricular activities.

• Expanded Stage 6 connected learning opportunities beyond the Riverina Access Partnership. Culminating in further collaboration and direct learning partnerships between Oaklands, Hillston, Ardlethan, Barellan, Lockhart, Ariah Park and Barellan Central Schools. Single subject delivery provided to Leeton High School and Coolamon Central Schools.

• Initiate further K-12 Staff Development Days for the 7 partnership schools facilitating further opportunities in Primary and Secondary to establish virtual faculties.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Students and Staff participated in the Tell Them From Me surveys.

Primary student responses indicated:

Students with a positive sense of belonging
Students feel accepted and valued by their peers and by others at their school.
• 85% of students in this school had a high sense of belonging; the NSW pilot norm for these years is 84%.

Students with positive relationships
Students have friends at school they can trust and who encourage them to make positive choices.
• In this school, 100% of students had positive relationships; the NSW pilot norm for these years is 83%.

Students that value schooling outcomes
Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.
• 100% of students in this school valued School Outcomes; the NSW pilot norm for these years is 94%.
Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

- 59% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW pilot norm for these years is 43%.
- 35% of students were confident of their skills but did not find classes challenging. The NSW pilot norm for these years is 32%.
- 6% of students were not confident of their skills and found English or Maths challenging. The NSW pilot norm for this category is 21%.
- 0% of students lacked confidence in their skills and did not feel they were challenged. The NSW pilot norm for this category is 4%.

Secondary student responses indicated that:

**Students that value schooling outcomes**
Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 75% of students in this school valued School Outcomes; the NSW pilot norm for these years is 76%.
- 64% of the girls and 86% of the boys in this school valued School Outcomes. The NSW pilot norm for girls is 74% and for boys is 77%.

**Intellectual Engagement Composite**
Students are intellectually engaged and find learning interesting, enjoyable, and relevant.

- 39% of students in this school are intellectually engaged. The NSW pilot norm for these year levels is 46%.
- 36% of the girls and 43% of the boys in this school were intellectually engaged. The NSW pilot norm for girls is 43% and for boys is 49%.

**Students who are interested and motivated**
Students are interested and motivated in their learning.

- 21% of students in this school were interested and motivated; the NSW pilot norm for these years is 25%.
- 21% of the girls and 21% of the boys in this school were interested and motivated. The NSW pilot norm for girls is 22% and for boys is 28%.

**Effort**
Students try hard to succeed in their learning.

- 71% of students in this school tried hard to succeed; the NSW pilot norm for these years is 63%.
- 71% of the girls and 71% of the boys in this school tried hard to succeed. The NSW pilot norm for girls is 63% and for boys is 63%.

Parents were surveyed verbally both formally and informally over a period of time.

Their responses indicated that they are generally satisfied with the school and its directions. Concerns exist in the Student Wellbeing area and in the motivation area for secondary students.

Parents continue to have concerns regarding Bullying, Cyber-bullying and social media and its impact on students.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The 2015-2017 School plan has been developed in consultation with staff, parents and students at Ardlethan Central School. The Ardlethan P&C has also greatly contributed to the planning process.

The consultation followed a framework designed to identify school priorities that will lead our students and school community into the future.

STRATEGIC DIRECTION 1
Build leadership capacity and ensure consistently high standard educational practices

Our shared purpose is to create a professional environment that is aligned with the Australian Professional Standards, where teachers engage professionally and collaboratively to deliver 21st century learning with expertise; where they commit strongly to the development of their pedagogy, modelling reflective self-learning to ensure high standards in all areas of their professional life. We will embed quality leadership and organisational structures to support innovation, relationships and sustainability.

STRATEGIC DIRECTION 2
Inspire and engage students to be all that they can be, to set challenging and aspirational goals for themselves to make a positive difference in our world

Our shared purpose is to promote a culture of excellence by providing challenging and stimulating learning experiences and opportunities so that our students are motivated to reach their full potential. Students will develop to be engaged, independent, reflective learners exhibiting responsibility, resilience and adaptability with their learning.

STRATEGIC DIRECTION 3
A high performing school and a community that is inclusive, informed and engaged

Our shared purpose is to develop community trust and strategic support to ensure our students become successful learners, confident and creative individuals and responsible, respectful and tolerant citizens as members of a diverse community.

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.

Kerrilee Logan - Principal
Amy Smith – Assistant principal
Kate Blunt – Head Teacher Secondary Studies
Tasma Crosswell – Acting Head Teacher Secondary Studies

School contact information
Ardlethan Central School
Mithul Street, ARDLETHAN NSW, 2665
Ph: 0269782046
Fax: 0269782202
Email: ardlethan-c.school@det.nsw.edu.au
Web: www.ariahpark-c.schools.nsw.edu.au
School Code: 1051

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: