Principal’s message

2013 has been a fun filled year of learning and engagement for our students. A year of community and educational partnerships that have enabled broad opportunities for our primary and secondary students at school, regional, state and national level in both academic and sporting pursuits.

We have expanded the Riverina Access Partnership (RAP) community of schools model through pro-active partnerships with Ariah Park, Barellan, Hillston, Lockhart, Oaklands, Urana and we have annexed other local schools such as Leeton High and Coolamon Central for single subject delivery. The partnership offers students an incredible breadth of subject choice in Years 11 and 12, developing well rounded confident students who then transition into work and tertiary study with ease.

The model has also extended into our junior years, the Junior Riverina Access Partnership (JRAP) involving students from Kindergarten through to Year 10. Partnership schools share our students to create successful teams that have represented in Primary School Sport Association (PSSA) and Combined High School (CHS) events (at State level). JRAP has also fostered strong linkages for learning between our partnership schools, through developing collegial teacher relationships and sharing resources to benefit all students. Teachers have conducted joint programming days and developed high quality teaching and learning programs regarding the introduction of the National Curriculum.

Our dedicated teachers and support staff continue to create a supportive, dynamic learning environment for our students. Teachers received ongoing professional development throughout the year focusing on the latest teaching practices to deliver quality learning experiences to all students and particular the implementation of the National Curriculum. The central school atmosphere and class sizes enable genuine relationships to develop and quality time is given to each student, ensuring that individual needs are met.

Our strength is as a community school. The ability to work with the local community and parents will ensure our success. It is interesting to note that staff and students from our school perform a role throughout the entire community. From the Jets Netball and AFL, Lions Club, Lions Youth of the Year, Rural Fire Brigade, Anzac Day, Tennis Club, Swimming Club, P&C, Progress Association, Hall Committee, Touch Football, Little Athletics, Milo Cricket, Show Society, CWA, Netta netball, junior and senior cricket and public speaking. We are a community school. We know your children well, they know us, and when we bring that together we achieve incredible things. Every year this is highlighted when we farewell our Year 12 students and we reflect on their individual journey’s.

A further acknowledgement must also go to the community, in particular the P&C. The continual willingness of our parents to be active in the school has proven to be a successful factor in our students’ learning. Some of these include our volunteer reading program, school sport, school canteen, working bees, scripture and transporting students on excursions.

I cannot finish without praising our fantastic students. The students of Ardlethan Central School exhibit all the core values that will make them valuable members of our community now and in the future. Highlighting that from small things big things grow.

Please celebrate the success of our school year and the wealth of student achievement with us, and we hope you enjoy the 2013 Annual School Report.
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.

Grant Beard

P & C message

This year has been a real learning curve for me, and I would like to thank the committee, Terry-Ann Caldow and Suzanne Lucas for their best efforts in filling their positions as Secretary and Treasurer.

We have had a busy year with our fundraisers, including the Picnic races, Deb Ball, Mrs. Minchin’s retirement dinner and show catering, making as a profit of over $6600.

A big thank you to Reckell Jones for the management of the canteen this year which also has bought in a profit of over $7000. I wish to thank each & everyone involved in helping & would like to remind you all that by supporting the canteen, you’re helping your children receive a better education. Our major fundraisers for the year included our ACS Athletics Carnival and the Secondary Zone Athletics Carnival which proved to be a huge success making a profit of approximately $1000. Thank you to all the parents involved. Term 4 saw the introduction of a revamped menu, with the most popular item being the meal deals. We have had a great response to the new menu resulting in increased sales. The profits made from the canteen help us support the school each year by;

• enhancing technology & curriculum K-12,
• Mathletics and Reading Eggs,
• Primary Literacy & Numeracy Programs,
• presentation night book awards,
• continuing to support students who represent the school at State and National Levels in all areas of academic, art and sport.
• support of the school uniform policy,
• operating a viable canteen.
• continuing to support our school Chaplaincy Program.

This year we saw the P&C establish a uniform shop which helps support the school to enhance their uniform policy and will continue to provide extra income for our P&C over the years.

Thank you to those who made the effort to come along to each meeting and express their interest in the school. Also a very big thank you to staff, parents and community members, that in some way gave their time and effort to make all fundraisers a success.

On the behalf of the P&C we hope you enjoy your holidays and have a fantastic Christmas.

Lorraine Carnie

Student representatives’ message

It has been an honor to represent Ardlethan Central School this year as Primary Captains. As a leadership group, we travelled to Sydney to attend the Young Leaders Conference where we learnt from some very inspirational people.

Primary students have had a very busy year participating in a variety of activities including SRC fundraisers, the Blue Mountain excursion, The Big Dig, Business in a Backpack, Pioneer Park excursion, Out of Africa performance, Zoobile, Ten Pin bowling & movies in Wagga, the Coolamon Library and Footy and Pie Day, just to name a few.

Our highlight of the year was the Blue Mountains Excursion because we got to laugh and learn together as a whole school. We have enjoyed our role as leaders and tried hard to make our school a better place.

Primary Captains: William Clemson and Chloe Minchin.

Throughout 2013 we have been presented with many opportunities as captains of Ardlethan Central School. Our duties commenced immediately as we hosted the 2012 Presentation night alongside the Primary Captains. We have
hosted a number of assemblies and performed many official duties such as readings at church services. We have involved ourselves in community events such as the opening of the new portable Riverina library bus and the towns ANZAC service.

We would like to thank the many teachers who have assisted and advised us in our duties as captains and provided endless support throughout the completion of our HSC. We would also like to congratulate the elected captains for 2014, wishing them good luck for the year ahead!

**Secondary Captains: Taysha Fairley and Olivia McDermott**

**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**

**Primary Enrolments**

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

**Secondary Enrolments**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.7</td>
<td>92.7</td>
<td>90.1</td>
<td>91.8</td>
<td>94.4</td>
</tr>
<tr>
<td>1</td>
<td>90.6</td>
<td>96.6</td>
<td>92.5</td>
<td>90.2</td>
<td>90.3</td>
</tr>
<tr>
<td>2</td>
<td>90.8</td>
<td>90.4</td>
<td>92.2</td>
<td>93.6</td>
<td>94.4</td>
</tr>
<tr>
<td>3</td>
<td>89.8</td>
<td>91.6</td>
<td>89.1</td>
<td>95.3</td>
<td>93.0</td>
</tr>
<tr>
<td>4</td>
<td>94.3</td>
<td>94.4</td>
<td>89.0</td>
<td>91.8</td>
<td>91.1</td>
</tr>
<tr>
<td>5</td>
<td>96.8</td>
<td>95.6</td>
<td>90.3</td>
<td>91.4</td>
<td>90.3</td>
</tr>
<tr>
<td>6</td>
<td>94.4</td>
<td>94.4</td>
<td>93.1</td>
<td>94.7</td>
<td>89.9</td>
</tr>
<tr>
<td>Total</td>
<td>91.5</td>
<td>93.2</td>
<td>90.8</td>
<td>92.7</td>
<td>91.6</td>
</tr>
</tbody>
</table>

**Secondary Attendance**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Region</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>State DEC</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</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 departmental policies and procedures in regards to enrolment and attendance.
Post-school destinations

Post school destination data highlighted students who left school at the end of Year 10 or 12 only did so in order to secure full time employment, or further study through TAFE or University.

100% HSC students gained university entry in line with their career aspirations.

17% of Year 10 students had full time work aspirations finalized before the end of 2013. Successfully gaining full time employment in a Vocational field or a traineeship

Remaining 83% of students progressed on to their Preliminary HSC year.

Year 12 students undertaking vocational or trade training

The percentage of Year 12 students undertaking part time vocational or trade training in 2013 was 50%.

Year 12 students attaining HSC or equivalent Vocational educational qualification

100% of students studying for the HSC attained a HSC qualification. All HSC students were offered university placement 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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</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>9.7</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>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>18.5</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

No staff at Ardlethan Central school identify with an indigenous culture.

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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50</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.
Date of financial summary 30/11/2013

**Income**
- Balance brought forward $91661.92
- Global funds 159296.00
- Tied funds 73612.95
- School & community sources 33102.08
- Interest 2728.74
- Trust receipts 34280.87
- Canteen 0.00
- Total income 394682.56

**Expenditure**
- Teaching & learning
  - Key learning areas 19262.02
  - Excursions 24857.41
  - Extracurricular dissections 15054.42
- Library 637.40
- Training & development 2086.37
- Tied funds 72311.44
- Casual relief teachers 27570.57
- Administration & office 44638.77
- School-operated canteen 0.00
- Utilities 40501.18
- Maintenance 25879.25
- Trust accounts 40003.45
- Capital programs 0.00
- Total expenditure 312802.28
- Balance carried forward 81880.28

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

**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.

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.

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies. Aggregated 3 year value added growth in learning profile data is reported in order that individual students are not identified.

**NAPLAN Year 3 - 5 Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation).

Our students are still attaining strong value added performance in reading in between Years 3 - 5 and 5 - 7 and 7 - 9. The value added performance between 2011 to 2013 highlight the positive effect in student learning of the Accelerated Reading and Accelerated Literacy programs.
Ardlethan Central School and the Riverina Access Partnership have continued a history of strong academic performance. 2013 results from students in our school and partnership include HSC Band 6 results (student attaining a mark above 90%) in:

- Biology
- Chemistry
- English Advanced
- Modern History
- PD/H/PE
- Senior Science and
- Music

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). The following table subjects highlight the relative performance of students attaining the top 2 bands in individual subjects from Ardlethan Central and the Riverina Access Partnership (RAP). Percentages indicate where the school is performing equivalent or above State averages.

### NAPLAN Year 3 - 5 Numeracy

#### Average progress in Numeracy between Year 3 and 5

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 - 2011</td>
<td>13.9</td>
<td>40.7</td>
</tr>
<tr>
<td>2010 - 2012</td>
<td>49.3</td>
<td>49.8</td>
</tr>
<tr>
<td>2011 - 2013</td>
<td>62.3</td>
<td>48.4</td>
</tr>
</tbody>
</table>

### NAPLAN Year 5 - 7 Numeracy

#### Value Added Growth Year 5 - 7 Numeracy

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 - 2011</td>
<td>59.3</td>
<td>46.8</td>
</tr>
<tr>
<td>2010 - 2012</td>
<td>21.1</td>
<td>45.6</td>
</tr>
<tr>
<td>2011 - 2013</td>
<td>74.4</td>
<td>48.6</td>
</tr>
</tbody>
</table>

### NAPLAN Year 7 - 9 Numeracy

#### Value Added Growth Year 7 - 9 Numeracy

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 - 2011</td>
<td>36.0</td>
<td>39.6</td>
</tr>
<tr>
<td>2010 - 2012</td>
<td>38.0</td>
<td>40.6</td>
</tr>
<tr>
<td>2011 - 2013</td>
<td>52.0</td>
<td>43.7</td>
</tr>
</tbody>
</table>

### Higher School Certificate (HSC)

Ardlethan Central School and the Riverina Access Partnership have continued a history of strong academic performance. 2013 results from students in our school and partnership include HSC Band 6 results (student attaining a mark above 90%) in:

- Biology
- Chemistry
- English Advanced
- Modern History
- PD/H/PE
- Senior Science and
- Music
The overall trend is exhibited in the value added performance graph showing how students have shown positive value added growth in relation to their performance from the School Certificate to the HSC in individual subjects.

<table>
<thead>
<tr>
<th>course</th>
<th>mean RAPS</th>
<th>pTop2 RAPS</th>
<th>pTop2 NSW DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Standard)</td>
<td>63.4</td>
<td>5.26</td>
<td>4.1</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>74.3</td>
<td>42.86</td>
<td>48.4</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>63.9</td>
<td>18.18</td>
<td>13.7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>78.5</td>
<td>50</td>
<td>45.4</td>
</tr>
<tr>
<td>Music 1</td>
<td>84.2</td>
<td>60</td>
<td>49.9</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>80.8</td>
<td>80</td>
<td>22.8</td>
</tr>
<tr>
<td>Metal and Engineering Examination</td>
<td>73.8</td>
<td>16.67</td>
<td>7.0</td>
</tr>
<tr>
<td>Primary Industries Examination</td>
<td>77.5</td>
<td>50</td>
<td>26.0</td>
</tr>
</tbody>
</table>

Expansion has also involved the development of Stage 6 and Stage 5 faculties providing further professional learning opportunities, beginning teacher support, sharing of programs and quality teaching practices.

**RAP Sport**

In an extension of curriculum collaboration, RAP has established a similar program for representative sport. The Partnership enters CHS competitions in Boys and Girls Touch, Boys and Girls Tennis, Mixed Lawn Bowls, Boys and Girls Cricket, Girls Netball, AFL, Softball and Basketball. This has enabled the 5 partnership schools to develop student networks beginning in Year 7 and extending through to Year 12.

**Junior Riverina Access Partnership (JRAP)**

Incorporation of the Primary departments in the Connected Learning Community, which created the opportunity for shared resourcing of Accelerated Literacy, Connected Outcome Groups and Mathematics Scope and Sequences across 4 of the 7 partnership schools.

**Video Conferencing Access Project**

Staff from the Lachlan, Riverina and Western Access clusters worked together in Term 4, 2013, to share their expertise and knowledge about successfully delivering lessons via the Video Conference.

**Other achievements**

**Riverina Access Partnership (RAP)**

The major component of our connected learning environment is the Riverina Access Partnership. Ardlethan Central and 5 other schools successfully share staffing and students to establish a senior campus by using videoconferencing facilities to deliver our Preliminary and HSC curriculum.

The RAP Connected Learning Community (extensively utilising videoconferencing technologies) encompass the schools of Oaklands Central and Lockhart Central within the existing Partnership schools of Ardlethan Central, Ariah Park Central, Barellan Central and Hillston Central Schools.
Conference and using other collaborative technologies.

The resources were developed, collated and presented by the teachers and are based around four areas identified during our first meeting as being the most critical in successful teaching via the Video Conference, these being; Communication, Planning, Programming and Technology.

The teachers have worked together in expert groups to produce resources, including Video Conferences, Wiki sites, word documents and school documentation based on these four areas.

KROP

Once again 2013 found Ardlethan Central auditioning for the Riverina Region annual Kids Rapt On Performing (KROP) at Griffith Regional Theatre. The suggested song for this year’s audition was ‘Don’t Stop Me Now’ by Queen.

Quite a complex song initially, but with an enthusiastic rhythm section and very competent vocal line-up, the arrangement began to take shape. Ardlethan Central received a very positive evaluation for their efforts, so rehearsals began.

The ensemble ‘clocked’ up hours of rehearsal time, both as an ensemble and individual sections.

The performances at Griffith Regional Theatre by Ardlethan Central were outstanding, the many hours of rehearsals clearly evident in the presentations. The students opened the show and looked and sounded fantastic. We commend all of the vocalists and musicians for their combined efforts.

Year 5 – 12 Excursion Blue Mountains

On Monday 8th April 2013, Ardlethan Central School left for their excursion to the Blue Mountains. We were able to explore the stunning Blue Mountain’s on our Scenic world tour, discover the beautiful Mount Tomah Botanical gardens, trek the Fairfax Heritage track and gaze out over Govetts Leap Lookout before letting out inner child out while uncovering the hidden treasures at the Leura Toy and Railway Museum.

We then climbed, scrambled and abseiled around Jenolan caves before regrettably having to head home, however not before we had one last look out over the mesmerising 3 Sisters at Echo Point. We arrived home on Thursday 11th April tired but ready for our next adventure.

ANZAC Service

The ANZAC service this year was a beautiful and moving ceremony that paid respect to the memory of our fallen soldiers as well as acknowledging those that are currently serving in order to protect the way of life we enjoy today. The service had added emphasis through the involvement of the Army and Royal Australian Air Force, Wagga with RAAF Sergeant Dean Hogan delivering the commemorative speech, with
Corporal Phil Eades and Corporal Kevin Downing raising and lowering the flag, while the soldiers from 1/19th Battalion, Royal NSW Regiment, Corporal Fran MacDonald, and five of her battalion formed the Catafalque Party. The flyover was provided by the Temora Aviation Museum. We extend a sincere thank you to our local policeman Senior Constable Smith who coordinated the attendance of the armed forces personnel and the flyover.

Each year at the conclusion of the service students from Ardlethan Central School and Beckom Public School along with the service personnel, are invited to travel to the cemetery where they place flowers on the graves of the fallen soldiers and hold a service in memory of them. This is a special and unique tradition that was initiated by Bobby Chard a former Ardlethan resident who served in the Second World War as did her husband Frank. This is an event the students look forward to each year.

The ANZAC service is a combined community effort with the Lions Club, Garden Club and ACS, through Mr Lee Jackson and the students, coordinating the preparation and running the service with many other local organisations donating books and wreaths. Our school captains are to be commended on hosting the service as are all the students who marched and showed great respect. It was wonderful to see the large number of community members in attendance to mark this very special day.

Representative Sport

CHS State Athletics Carnival Representation
Jeromy Lucas and Patrick Bray qualified for their first Secondary State Athletics Carnival. Jeromy qualifying for the 13 Years 100m, 200m and Javelin and Patrick qualified for the 16 Years 100m.

Jeromy won gold in the 200m-27.65 seconds and silver in both the 100m-14.49 seconds and Javelin-26.64 metres. He also won bronze in the 800m-2.32.47 minutes and was placed 4th in the 14 Years 400m-1.03.01 minutes. Patrick won silver in the 16 Years 100m-12.29 seconds.

PSSA Riverina Rugby Union team
Between Tuesday, 20th August and Thursday, 22nd August Charlie Hawthorne, Tom Clemson and Will Clemson attended the NSW PSSA State Rugby Union Carnival at Lugarno as part of the Riverina Open Primary Rugby Union team.

Charlie, Tom and Will are to be commended on their performance and excellent representation of both Ardlethan Central School and the Riverina throughout the carnival. Will was named as the team Captain for the duration of the carnival providing a role model for the other team members in fair play and positive sportsmanship. Charlie, though being one of the smaller forwards, continually led the forward pack taking many of the big hits and runs for himself often against opposition twice his size. Tom’s continual talk in the backline ensured that we had a strong and solid line of defense.

CHS State Swimming Carnival
Jeromy Lucas was successful in qualifying for the CHS State swimming carnival by placing second in
the Riverina (13 yrs) 50m Freestyle, 100m Backstroke & third in the 100m Breaststroke.

He performed very well at his first CHS State Swimming Carnival in Homebush in both the 50m Freestyle & 100m Backstroke.

PSSA State Netball

The last Monday of Term 3, 16th September, saw the Ariah Park/Ardlethan netball team travel to Sydney to compete in the PSSA State Netball Championships. Katie Doyle and Chloe Minchin represented Ardlethan in the combined team. The PSSA Netball Knockout started with 530 teams competing across the state and these championships were for the top 8 netball teams in NSW. It was a magnificent effort by all the girls just to make it this far.

The girls had won their nail bitingly close semi-final by one point during extra time and had made it into the GRAND FINAL of the PSSA NSW state netball championships!

The grand final was against Newport Public School who were an exceptionally talented side. Anne Sargeant, a previous Australian netball captain and current Australian selector, was in the crowd ready to present the winners with the Anne Sargeant trophy. Our girls were ready to take part in a once in a lifetime experience.

On Wednesday the 16th October Amy Crighton travelled to Sydney to compete in the NSW PSSA Athletics Championships. Amy competed in her speciality event the 800m. She had trained very hard in preparation to compete against the best...
athletes in the State completing several training sessions a week after school. Her dedication and aspirations to be the best athlete she can be paid off. Amy ran a time of 2.52.27 minutes placing her 34th overall in NSW and taking over 20 seconds off her personal best time. Amy said, “It felt very overwhelming running in the huge stadium with all the other athletes and their coaches.”

Kidpreneur

Following on from the hugely successful Year 5/6 $50 Challenge program that raised over a $1000 for our local branch of CanAssist, the final competition results have arrived and the results for ACS students have been exceptional. Following is an excerpt from a letter sent to ACS from Club Kidpreneur addressed to Mrs Flagg.

“Congratulations on running such a fabulous program for the $50 Challenge. Your school built and launched some incredible businesses—to the extent that the Club Kidpreneur judges have named your school the NSW Super School (winning school for your state).

The judges were so impressed with the success of the businesses your students launched, along with the evidence that you as a teacher had worked hard to ensure your students obtained the key learnings from the Ready-Set-Go program.”

Below is a list of the awards that were presented:

- Scholarship to Camp Kidpreneur in Sydney – Brodie Bunch: Brodie Jones and Brodie Semmler.
- People’s Choice - Kreative Kidpreneur Award for creativity and innovation – Frames 4 ever: – Harry and Jed.

Significant programs and initiatives

Reading to Succeed

Years 2-8 participated in a variety of ways in Accelerated Reading during 2013, each with individual targets to achieve.

As a whole school collectively, we read 800 books and a whopping 11,242,668 words. That is a huge achievement. Each student’s target was to achieve at least 85% correct on every quiz, 75% of students achieved this.

At the beginning of each year we test the students’ reading levels and then retest them at the end of the year to assess their progress. All students at Ardlethan Central School showed positive growth for the year, some students showing growth way beyond expectations.

We are always encouraging students to read at home and in their spare time. We also like students and parents or caregivers to engage in conversations about what students are reading and about the benefits of reading itself. This will encourage our students to view reading as a valuable lifelong skill.

Our library, with the generous support on the P&C, was able to buy a considerable amount of books to include in the Accelerated Reading program. They are quality resources and
engaging for our young readers. We appreciate the support of the P&C - without them we would not be able to keep our library resources refreshing, interesting and up to date.

**Reading Recovery**

The Reading Recovery program has continued to be part of the Ardlethan Central School curriculum in 2013 and has been beneficial in significantly raising the reading levels and writing skills of targeted Year 1 children.

Reading Recovery focuses on accurate and fluent reading and comprehension of text, using all sources of information to solve words on the run thus increasing the child's ability to become an independent reader of a variety of different texts. The child also learns to become an independent writer, constructing text through learning to hear and record sounds in words and take words apart independently.

The program has once again been very successful with the majority of students reaching the required reading level and returning back to the classroom with new skills and strategies to become independent learners. All students in the program have significantly increased their reading and writing skills, developing increased self-confidence leading to improved learning experiences within their classroom environment.

Although Reading Recovery removes the child from the classroom for one on one instruction, the strategies practiced in reading recovery are reciprocated in the K/1 classroom through the L3 program which adopts very similar strategies and expectations.

The progress of students involved in the Reading Recovery program continues to be monitored over the next two years ensuring their continued improvement in reading and writing. Additional support is also provided through the Learning Assistance and Support Teacher (LAST) and Multi-Lit programs at Ardlethan Central School.

**Language, Learning & Literacy (L3)**

Kindergarten students are participating in a new Literacy program, Language, Learning & Literacy (L3). This fantastic program has been developed to assist in the development of Literacy skills for Kindergarten students.

As a part of this program, students work intensively in groups of three at a time, focusing on Reading and Writing skills. Students will engage in regular independent, interactive and guided writing sessions as well as guided and shared reading session. Students will also engage in a variety of hands on, independent learning activities to support and build their writing vocabularies. While this program is new to the school, so far the results have been impressive, with several students already moving up many reading levels.

**Aboriginal education**

During 2013, our staff continued to incorporate Aboriginal perspectives into the school curriculum. The ‘Dare to Lead’ program, which assists schools in developing improved literacy and numeracy outcomes and improved educational outcomes for Aboriginal students was further implemented. Aboriginal cultural performances were integrated throughout the school in accordance with strategies designed to educate all students about Aboriginal histories, cultures and current Aboriginal Australia. All teaching programs were modified to include Aboriginal Education and Training Policy requirements.
Multicultural education

The school has two qualified Anti-Racism Contact Officers (ARCO). During the year many of our primary students were involved in the project based study of different cultures. This work culminated in our highly successful Multicultural Day, where the students dressed in traditional attire and served parents, staff and students traditional food from the countries they had studied. Multicultural perspectives were again implemented across the curriculum to our students in primary, and in some curriculum areas, in the secondary school. Harmony day is a day organised by the Department of Immigration and Citizenship to celebrate Australia’s diversity and multiculturalism. As part of the school’s acknowledgement of Harmony Day, the Primary staff coordinated a highly successful Cultural day, celebrating the countries of the world. The message behind the Diverse Australia Program is “everyone belongs”.

Courage to Care

Students from Years 5 to 11 attended the ‘Courage to Care’ exhibition in Wagga Wagga highlighting the atrocities of the Holocaust.

Courage to Care is a program that is designed to “empower the individual to make a difference” in the fight against bullying and racism and promote tolerance within our communities.

The students were fortunate enough to hear first hand accounts from Holocaust survivors who spoke with the students about their experiences during that time and how members of their families, communities and strangers helped them to escape and survive by refusing to be bystanders.

Following is a report by Chloe Minchin and her experience on this excursion.

Yesterday we went to Wagga for a Courage to Care excursion. A lady named Susan told us her story about being involved in the Holocaust.

Susan was a child survivor of the Holocaust. Her family was involved in the Holocaust when they lived in a little apartment in Austria. She lived with her Mum, Dad and brother who was about 5 years older than her.

All the students were captivated by the re-telling of the survivors brave acts and were inspired by all the speakers to be more tolerant and more prepared to not be a bystander.

National partnerships and significant Commonwealth initiatives

Ardlethan Central School has been the recipient of Low SES National Schools Partnership Funding during 2013. Following extensive data analysis, school priority areas have been established which are in line with the NSW Office of Schools Plan and the Riverina Regional Plan and associated targets. The 2012 – 2013 priority areas are:

- Literacy,
- Numeracy,
- Student Wellbeing and
- Partnership building through learning Communities (incorporating Technology and Community Partnerships).

Sustainable Strategies Supporting Improvements in Teacher Quality:

- Ardlethan Central School has established an Accelerated Literacy (AL) Mentor staff position. The mentor position allows us to continually devote professional learning to the AL strategy not only within our school, but also our RAP partnership of schools. We have created a culture of collaboration between our RAP and JRAP partnership of schools whereby Primary and Secondary teachers collaborate on sharing resources, class sets of texts, teaching and learning programs. This assists and supports the Rural and Remote Education blueprint for action by enhancing collaboration between schools, creating
staffing opportunities and supporting small numbers of students having access to quality teaching, broad curriculum offerings and a wider cohort of students.

- To maintain sustainability year groups/class groups will be timetabled on to Accelerated Reading lessons with their class teacher and additional resources to assist in the guided, modelled and independent reading strategies will be timetabled to the classes. Secondary (7-9) classes will be timetabled as a component of their normal English KLA periods and will increase from 9 periods a fortnight to 10 a fortnight in order to incorporate the AR activities. Additional resources of a para-professional and teacher will be assigned to help with Modelled, and Guided reading.

Sustainable Strategies Supporting Improvements in Partnerships of Schools:

- The continual sharing of teachers and subsequent creation of mutually beneficial shared staffing exchange relationships between schools involved in the Riverina Access Partnership. The entire stage 6 curriculum is taught between the 7 schools of Ardlethan, Ariah Park, Barellan, Hillston, Lockhart, Oaklands and Urana Central schools; creating a virtual senior campus utilising a mixture of videoconferencing technologies and face to face teaching. Students receive the benefit of access to quality teachers with a broad curriculum offering. Students in 2013 have the choice of 24 different subjects in Prelim and 23 subjects in their HSC. Expansion also involved the development of Stage 6 and Stage 5 virtual faculties providing further professional learning opportunities, beginning teacher support, sharing of programs and quality teaching practices.

- The model expanded to include the incorporation of the Primary departments in the Connected Learning Community. Creating the opportunity for shared resourcing of the implementation of the National Curriculum, Accelerated Literacy, Connected Outcome Groups and Mathematics Scope and Sequences across the 7 partnership schools. The development of the Junior Riverina Access learning Partnership (JRAP) involving 3 Central schools of Ardlethan, Ariah Park and Barellan has created a level of sustainability by developing a learning community that actively shares resources between the schools and has started to see all schools involved in the RAP partnership develop junior K-10 programs and scope sequences.

- The development of 21st century learning strategies/tools has been facilitated through the use of an online learning management system (Moodle), shared staffing arrangements, videoconferencing and in school tutors to enable supported learning environments for all senior students. Creating students who have been successful in leaving school for permanent work opportunities or have gained university placements. 100% of students at the start of 2013 year (from the 2012 HSC cohort) gained permanent work opportunities, cadetships, traineeships or tertiary study placement.

School planning and evaluation 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 progress towards outcomes in 2013:

- Value added growth in Year 3-5 reading was 83.4.
- No students performed below National Mean Standards in Years 3, 5 and 9 in reading.
- 57% of students in Year 5 achieved better than expected growth in NAPLAN literacy between Years 3 and 5 in 2013.
- 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. Year 7 as a cohort showing outstanding value added reading growth in NAPLAN data in 2013 (13.2 points above state average). Implementation of the Accelerated Literacy program across Stages 2 and 3.
- Focus group survey indicated the creation of an Accelerated Literacy Mentor position led to an increased understanding of how to explicitly teach literacy.
- Consolidate resourcing and teaching of Accelerated Literacy strategies throughout stage 1 – 3 classes. Further develop class sets (AL) texts and teaching resources through enhancing JRAP, Primary Virtual faculties and joint programming initiatives.

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 progress towards outcomes in 2013:

- 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.

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 progress towards outcomes in 2013:

2013 Semester 1 & 2 reports indicated:
83% of Primary students had attained a C or above in their Mathematics reports.

79% of Secondary students had attained a C or above in their Mathematics reports.

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.

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 2013:

- 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. 3 students attained ATAR’s in excess of 90
- 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.

Placement of student on work experience garnered full time employment for 2014

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, 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.
- Develop joint scope and sequence (Ariah Park, Ardlethan, Barellan and Hillston) for Years K-6 Literacy and Numeracy. Joint programming initiative to involve each school developing a unit of work for each stage and sharing with the other schools.

Professional learning

Professional Learning funds developed the capacity of teachers, in line with targets in the 2013 School Improvement Plan. Professional learning funds were expended on staff to improve specific targets from the school management plan or from identified staff professional learning goals as discussed by teachers with their supervisors.

Supervisors and the executive team conduct the documentation and mapping of Teacher Professional Learning to school management plan targets.
Professional learning was specifically targeted to the needs of the students. Professional Learning priorities included:
- Accelerated Literacy,
- Accelerated Reading,
- Language Learning and Literacy (L3)
- Live Life Well at School Program
- HSC Monitoring
- THRASS
- Reading Recovery and
- Best Start were all successfully introduced within the school.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents and community identified that communicating effectively between home, school and the community is integral to the effective running of the school.
- 90% of parents were happy with the updated layout of the school newsletter and like the focus on student learning.
- 75% of parents expressed the view that community members could be utilized to further support teaching and learning within the school.
- Parents had a good understanding of Primary teaching and learning activities within the school. However did not understand the structure of secondary and would have liked more opportunities to celebrate learning with their children in the secondary school.

Students and staff were surveyed regarding the use of interactive video conferencing lessons in stage 6 classes, results indicated:
- 63% of students enjoyed videoconference lessons and 79% of students found the work interesting and challenging most of the time.
- 46% of students identified they mostly enjoyed participating in videoconferencing lessons than face to face classes.

Students’ positive feedback related to being able to utilise the technology and have discussions with their peers at other schools and to share learning with them.
- 90% of students and staff identified the Access Study camps at the beginning of the year and the New Zealand excursions are important for the RAP partnership. Students and staff feel part of a larger learning environment than just their own school.

The responses presented are a quick snapshot from overall categories identified by parents students and staff.

In summary the specific areas of the surveys determine that the school prioritizes the individual educational and welfare needs of students, and recognizes the role of the family.

However, in regards to parents receiving adequate notice of school events the school can strive to seek continual improvement in this area. A focus during 2014 should be investigating strategies that could help improve communication and involvement of parents and the community with the school. Upgrade of the school website to facilitate an improved communication medium for parents and the community. The site should include copies of newsletters, a calendar of upcoming events and notes home to parents.
Program evaluations
NSW public schools conduct evaluation to support the effective implementation of the school plan.

Accelerated Literacy
Background
In 2013 our school carried out an evaluation of the Accelerated Literacy strategy implemented in 2010 across stages 2 and 3 in the Primary faculty.

Findings and conclusions
- Lesson observations and teaching programs indicate Accelerated Literacy is explicitly taught daily in all classrooms in Stages 2 and 3.
- Focus group survey indicated the creation of an Accelerated Literacy Mentor position led to an increased understanding of how to explicitly teach literacy.
- NAPLAN growth data of all students involved in MULTILIT have shown value added growth in literacy far exceeding State, and expected growth.
- A variety of reading comprehension strategies have been explicitly taught in every primary classroom.
- Due to staff turnover not every Primary teacher has received ongoing Professional Learning in the Accelerated Literacy Strategy. Utilise the Accelerated Literacy mentor to provide training to all staff on gazetted staff development days in 2014.
- No students performed below National Minimum Standards in Reading in Year 3, Year 5 and 9.

Future directions
Maintain implementation of Accelerated Literacy across Stages 1 - 3. Appoint Primary and Secondary leaders to develop curriculum teams and implement the K-10 National Curriculum.
Foster RAP K-12 Curriculum teams. Enhance Literacy Virtual Faculty relationships throughout the Riverina Access Partnership. Develop and implement:
- Scope and sequences
- Assessment tools of/for learning
- Consistent teacher judgment and
- Shared Professional Learning.

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.

Grant Beard - Principal
Helen Bray – Head Teacher Access
Tasma Crosswell - Head Teacher Curriculum
Kerrilee Logan - Head Teacher Secondary Studies
Melissa Schafer – Assistant Principal

School contact information
Ardlethan Central School
Mithul St Ardlethan NSW 2665
Ph: 0269 782 046
Fax: 0269 782 202
Email: ardlethan-c.school@det.nsw.edu.au
Web: www.ardlethan-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: