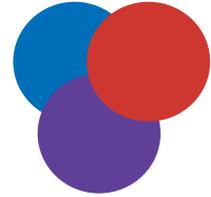


Ariah Park Central School Annual Report



2015



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1. Introduction

The Annual Report for 2015 is provided to the community of Ariaiah Park Central School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.



The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework, please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Justin Dunn
Principal

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School background

School vision statement

We promote excellence and equity by ensuring all students become successful learners who are confident, creative individuals, and also active and informed citizens through educational experiences within a culture of care, respect and enrichment.

School context

Ariah Park Central School is a rural K-12 school of 125 students located in the Riverina of New South Wales. Over the last five years, the school has consistently performed at or above state average in external NAPLAN testing. The school offers small class sizes and has a dedicated team of staff who are committed to delivering high outcomes for all students.

The school is focused on building solid foundations in Literacy, Numeracy and Community values, underpinned with a culture of 21st century learning.

2. Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines: the findings from self-assessment, using the School Excellence Framework; our school achievements; and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our staff have commenced examining the School Excellence Framework and began the journey of improvement by mapping our existing performance across each domain. Individually, each of our staff have mapped their own progress leading towards excellence and, as a school, identified our strengths and areas for improvement. The framework has enabled us to create a strategic plan for the future that reflects excellence in Learning, Teaching and Leading.

In the domain of learning, our efforts have been focused on learning culture, wellbeing, assessment and reporting. The learning culture of our school is at the heart of our progress and the school continues to sustain and grow in this domain. There is a demonstrated commitment within the school community to strengthen and deliver on identified learning priorities. Attention to differentiating the curriculum and engaging students and parents with explicit assessment and feedback processes has been a large component of our progress. Our capacity to monitor and analyse student performance has improved through investing in efficient data systems. Our ability to provide more effective differentiated learning strategies for individual students has improved by aligning these systems and information with learning support. We have made significant progress towards a whole school approach to wellbeing with clearly defined behavioural expectations that create a positive teaching and learning environment. Respect, Responsibility and Resilience are at the core of our values program. The relationships between students and staff are positive and respectful, which provides favourable conditions for student learning.

In the domain of Teaching, professional learning has been our focus in developing the areas of effective classroom practice, collaborative practice, and learning and development. Our teachers have made progress in collaboratively developing positive behaviour management strategies for students and work together to improve teaching and learning in their classes. We have strong active supervision to support teaching and learning practices with a focus on developing leadership and teacher initiative. Progress in evaluating the effectiveness of teaching and learning programs has improved as a result of consolidating our internal assessment and recording of student performance data into a centralised data management system.

In the domain of Leading, our focus has been on leadership, and school planning, implementation and reporting. We have developed purposeful leadership positions that are aligned with the strategic directions of our school. At each level of leadership, our staff have a clear understanding of their role and the importance of leaders as part of the school's strategic directions. We have made progress in using evidence-based strategies to inform planning that in turn has delivered improvements in student outcomes. We have made progress in establishing a positive learning relationship with within our local community and external agencies to improve opportunities for our students. Engagement with the Tell Them From Me surveys and collaboration in school planning has improved the capacity of the school community to be involved with evidence based strategic planning.

The new approach to school planning supported by the new Resource Allocation funding Model has made a significant improvement to the progress of our school. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Learning and Engagement

Purpose

Our purpose is to create innovative, resourceful and reflective learners with the ability to engage with the challenges of our rapidly developing world.

A culture of excellence and 21st century curriculum underpins this purpose.

Overall summary of progress

Progress this year has been made in the areas of assessment and effective feedback, collecting and using data to inform learning, and improving the school's capacity to provide greater educational opportunities. Engaging parents in the teaching and learning process has been at the forefront of our progress and interaction with local learning communities has significantly increased opportunities for our students. Improving the capability of 21st century learning technology has improved engagement and retention of students and provided an opening to further develop responsible digital citizens.

Investing in centralised data systems has significantly improved access to available data to drive teaching and learning. Students are individually monitored against a continuum of learning in all aspects of literacy and numeracy and a shift towards analysing internal assessment data is now in progress.

Professional development has focused on numeracy and literacy initiatives: Secondary Learning Strategy (2LS); Language Learning and Literacy(L3); and A Learning and Responding Matrix (ALARM).

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
Increased percentage of students demonstrating expected growth in each aspect of NAPLAN and Literacy Continuum relevant to cluster timeframes.	<ul style="list-style-type: none"> 60% of aspects in NAPLAN Years 3-5 increased in expected growth or greater than expected growth from 2014 to 2015. 60% of aspects in NAPLAN Years 5-7 increased in expected growth or greater than expected growth from 2014 to 2015. 20% of aspects in NAPLAN Years 7-9 increased in expected growth or greater than expected growth from 2014 to 2015. All students K-9 electronically were monitored on the numeracy and literacy continuum. Primary Parents received continuum reports each semester. Purchase of literacy and numeracy resources 	\$14,392 (PL-Numeracy and Literacy) \$48,643 (Teaching Staff) \$88,596 (Targeted Learning Support) \$11,574 (Numeracy and Literacy resources)
Increased percentage of students receiving 1 band 5 or higher in their HSC.	<ul style="list-style-type: none"> Increase from 0% in 2014 to 57% in 2015 of students receiving 1 band 5 or higher in their Higher School Certificate. 	\$11,913 (VET resources)

Next steps

- Establish a K-6 assessment strategy and continue to monitor individual student progress on the Literacy and Numeracy continuum; according to cluster timeframes.
- Professional learning to focus on differentiation, project based learning, 2LS, L3 and ALARM
- Continue to engage with local communities of practice to improve learning opportunities for students and staff.
- Uplift staff capacity to deliver 21st century technology
- Establish innovative curriculum projects.

Strategic Direction 2

Wellbeing, Community, Culture and Values

Purpose

Our purpose is to create a safe learning environment that is rich in community values and tolerant of individual differences. This purpose requires learners to be responsible, cooperative and respectful citizens. Our students reflect confidence, responsibility and resilience in their everyday lives.

Overall summary of progress

Positive behaviour for learning and values has been a school wide focus this year. Significant progress in positive student behaviour and a reduction in negative incidents is at the core of our progress. Explicit values education time is allocated each week to raise awareness and reinforce our core school values of Respect, Responsibility and Resilience. This year we have invested in a centralised data management system that has improved access to all student information and provides a greater view of each student's academic and behavioural profile. The new student assistance policy is now ready for trial throughout 2016, based on the Family Occupation and Employment Index (FOEI).

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
At Least 90% of wellbeing entries reflect positive behaviour in the domains of respect, resilience and responsibility.	<ul style="list-style-type: none">84% of wellbeing entries reflected positive values, behaviour and learning culture.100% of students participate in values education.89% of students received 4 or less negative wellbeing entries in the domains of Respect, Responsibility and Resilience.Purchase of student management systemStudent assistance policy developedNAIDOC Cultural Education ProgramPurchase of School Bus	\$5225 (Sentral Student Management System) \$15,000 (HT Wellbeing Release) \$1137 (Student Assistance) \$67,000 (School Bus)
Increase in satisfaction of student and parent survey responses with respect to positive behaviour at school. (Tell Them From Me).	<ul style="list-style-type: none">Parent survey responses reflected a 79% satisfaction rating that the school supports positive behaviour.Student survey responses reflected a 85% satisfaction rating that the school supports positive behaviour	

Next steps

- Align the new Wellbeing Framework with current school policy.
- Alignment of efficient data systems for staff
- Implement digital citizenship education.
- Pilot the new Student Assistance Funding Policy.
- Continue Values Education and promote school values via school signage and promotional material.

Strategic Direction 3

Teacher Quality, Performance and Development

Purpose

Our purpose is to create a culture of continuous professional growth in teacher performance that is collaborative, sustainable, transparent and aligned with the Australian Professional Standards in order to deliver 21st century teacher quality.

Overall summary of progress

Professional knowledge, practice and engagement have been the focus of this strategic direction for 2015. Understanding the Australian Professional Standards for Teachers has been fundamental in developing strong performance and development goals for individual teachers. Differentiation and the effective use of performance data have been target areas for growth this year.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds Expended
All staff demonstrate significant professional growth engaging with the performance and development cycle as reported by supervisors.	<ul style="list-style-type: none">100% of teaching staff have satisfactorily completed their first Performance and Development Cycle.All staff achieved 1 or more goals identified in their performance and development plan.All staff are familiar with the Australian Professional Standards for Teachers.	\$31689.32 Teacher Professional Development. \$5385 (Quality teaching) \$6798 (Career Development)
Strong staff growth in the areas of leadership development and use of data to inform teaching practices.	<ul style="list-style-type: none">Internal assessment data is now captured for assessment and structured to include longitudinal analyses.Numeracy and Literacy continuum data is now available for differentiation and learning support.	

Next steps

- Continue rigorous performance and development practices.
- Increase teacher aspiration to attain higher levels of accreditation.
- Further develop peer observation, feedback and coaching practices.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p>Strategic Direction 2</p> <p>All students receive an individual learning plan. Period allocations for individual learning support are provided per cycle.</p> <p>All students are provided extra financial support for excursion, uniform and school fees.</p>	\$2074 (Teacher period allocation)
Socio-economic funding	<p>Strategic Direction 2</p> <p>Student assistance is provided to all students in low socio-economic circumstances to maintain equity for all students.</p>	\$8832 (Student assistance Funding)
Low level adjustment for disability funding	<p>Strategic Direction 1</p> <p>All students requiring adjustments receive learning support to accommodate their learning needs.</p>	\$39290 (Learning Support teacher 0.3FTE). Further \$80,000 added for SLSO support.
Location Funding	<p>Strategic Direction 1</p> <p>Equity for staff and students studying in a remote location is significantly reduced. Access to teacher professional learning, curriculum initiatives and learning experiences has greatly increased.</p>	\$38842 (PL and Initiatives)

3. Mandatory and optional reporting requirements

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

Student Enrolment

Gender	2009	2010	2011	2012	2013	2014	2015
Male	35	35	40	43	39	41	36
Female	47	36	33	34	37	35	35

Secondary

Gender	2009	2010	2011	2012	2013	2014	2015
Male	16	15	14	18	19	20	26
Female	11	21	24	23	21	24	24

Student attendance profile

Primary

	Year	2010	2011	2012	2013	2014	2015
School	K	94.0	94.1	91.9	89.5	92.9	94.6
	1	95.1	90.7	95.6	92.7	95.0	88.7
	2	97.1	94.5	90.1	92.9	91.8	96.7
	3	96.5	94.4	94.0	91.1	95.1	93.2
	4	94.4	95.4	93.9	96.4	93.4	94.1
	5	95.9	93.0	95.3	94.4	95.5	93.4
	6	97.2	96.6	95.2	95.3	94.9	96.0
	Total	95.7	94.1	93.9	93.2	94.2	93.7
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Secondary

	Year	2009	2010	2011	2012	2013	2014	2015
School	7	90.3	95.7	97.3	94.3	92.8	96.7	93.9
	8	93.8	94.7	95.0	81.1	89.8	87.1	97.0
	9	95.8	91.0	87.5	93.8	77.5	91.4	80.3
	10	89.8	95.2	69.2	58.7	83.1	81.9	75.4
	11	92.6	83.0	87.9	72.7	58.5	84.9	83.9
	12	91.8	91.8	97.8	80.0	86.5	78.3	89.5
	Total	93.3	92.9	86.0	81.7	83.9	88.1	85.8
State DoE	7	92.3	92.6	92.5	92.4	93.2	93.3	92.7
	8	90.0	90.5	90.1	90.1	90.9	91.1	90.6
	9	88.8	89.1	88.8	88.7	89.4	89.7	89.3
	10	88.7	88.3	87.1	87.0	87.7	88.1	87.7
	11	89.4	89.1	87.6	87.6	88.3	88.8	88.2
	12	89.4	89.8	89.2	89.3	90.1	90.3	89.9
	Total	89.7	89.9	89.2	89.1	89.9	90.2	89.7

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
seeking employment	0%	0%	50%
employment	0%	0%	50%
TAFE entry	0%	0%	0%
university entry	0%	0%	0%

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
other	0%	0%	0%
unknown	0%	0%	0%

Year 12 students undertaking vocational or trade training

100% of students participated in one or more Vocational Education and Training courses during 2015.

Year 12 students attaining HSC or equivalent vocational educational qualification (mandatory)

100% of Year 12 students attained their Higher School Certificate.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	1
Classroom Teacher(s)	10
Teacher of Reading Recovery	1
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administrative & Support Staff	10
Other positions	
Total	27

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

Ariah Park Central School had no Aboriginal staff employed during 2015.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

This year, 2 staff completed their accreditation at the proficient teacher level.

This year, our staff development days focused on Autism training and how best to provide Autistic students with the adjustments they require.

Professional development this year predominantly focused on numeracy and literacy.

Literacy, Language and Learning (L3) training was provided to all Early Stage 1 and Stage 1 teachers. 2 staff completed the Focus on Reading 1 and 2 training targeted at Stage 2 and 3 classes.

90% of all secondary staff have trained in the Secondary Learning Strategy (2LS).

1 staff member completed the second year of Reading Recovery training.

Leadership building was also a focus. Strategic Financial Management, Bridges out of Poverty and Aspiring Leader Conferences were attended.

3 staff attended the Rural and Remote Leaders forum and 1 staff member was trained in peer coaching.

A Learning and Responding Matrix (ALARM). Secondary staff commenced training towards the end of the year and will continue this training into 2016.

The total funds spent on professional development in 2015 was \$31689.32. This is \$2112 per staff member.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	375364.81
Global funds	235664.74
Tied funds	155142.48
School & community sources	61521.75
Interest	8072.55
Trust receipts	7170.50
Canteen	0.00
Total income	842936.83
Expenditure	
Teaching & learning	
Key learning areas	35752.05
Excursions	17939.37
Extracurricular dissections	11287.14
Library	8118.45
Training & development	3431.84
Tied funds	257712.42
Casual relief teachers	30864.58
Administration & office	66841.23
School-operated canteen	0.00
Utilities	55351.95
Maintenance	11511.54
Trust accounts	7583.59
Capital programs	72258.98
Total expenditure	578653.14
Balance carried forward	264283.69

School performance

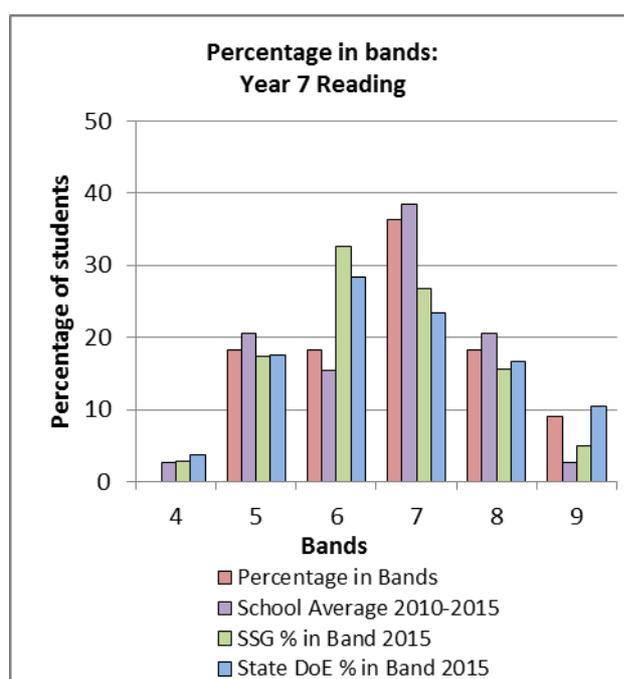
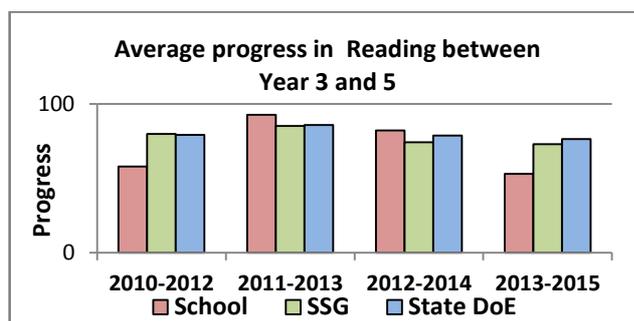
NAPLAN (mandatory)

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.

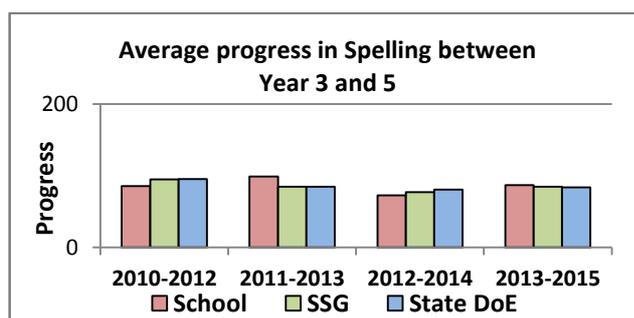
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

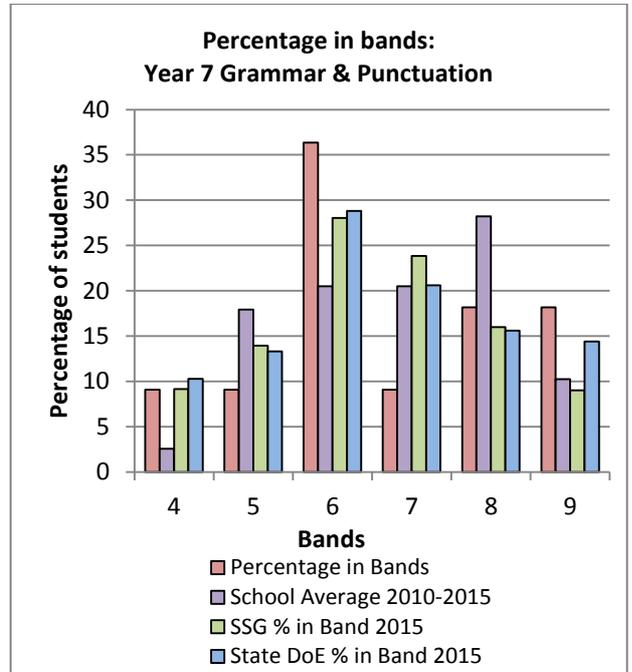
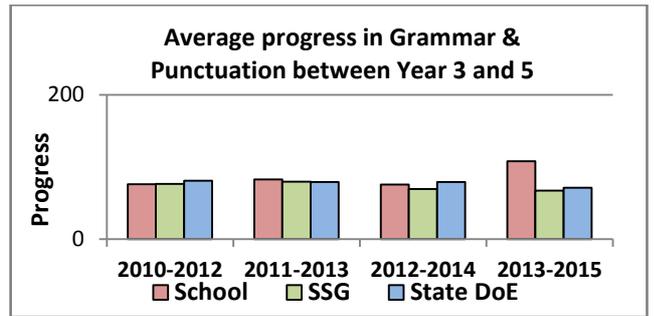
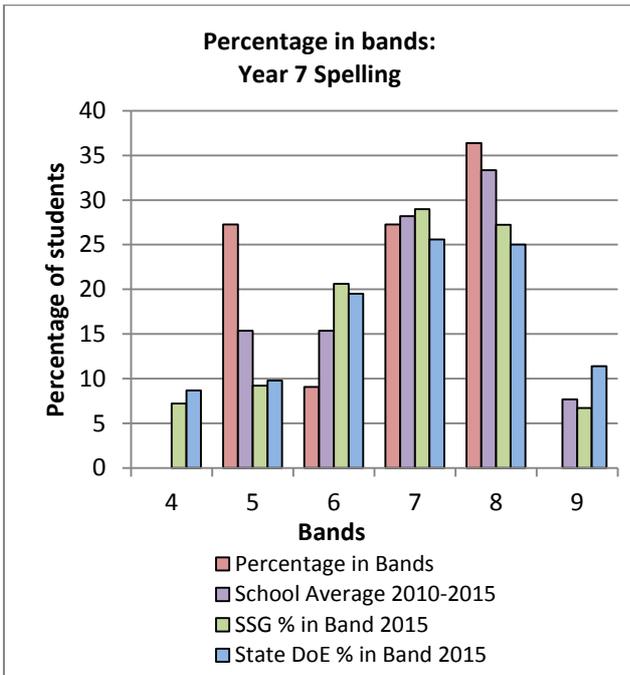
NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Reading

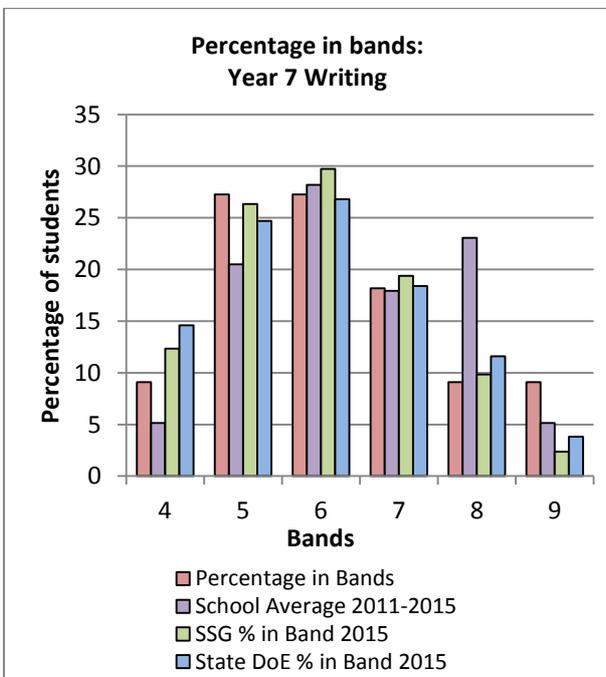
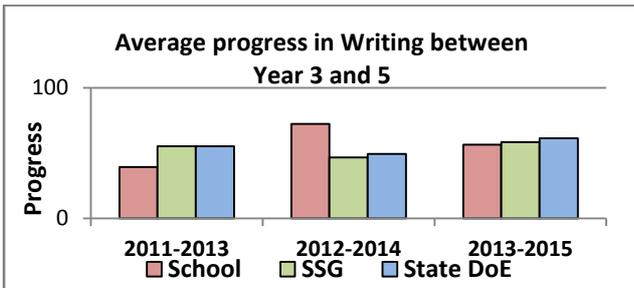


Spelling

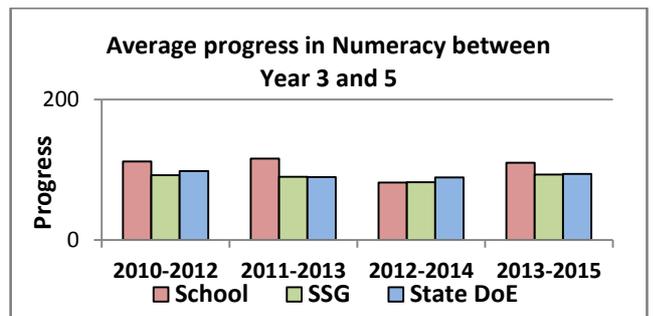




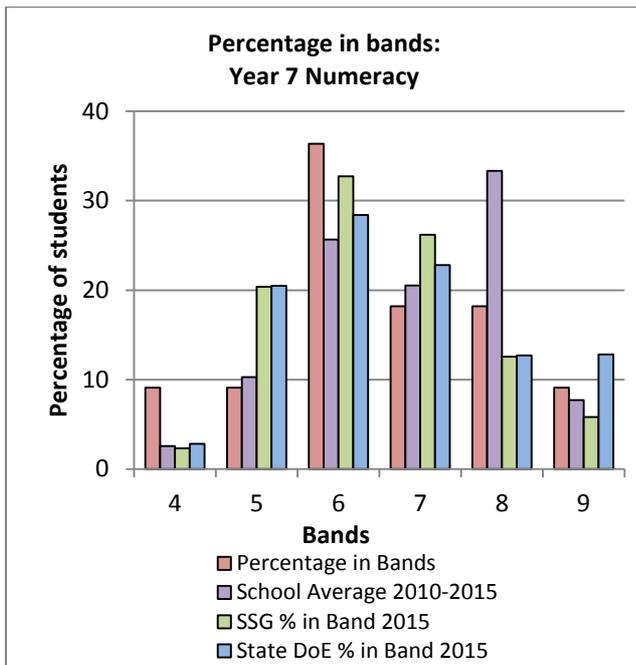
Writing



NAPLAN - Numeracy



Punctuation and Grammar



Higher School Certificate (HSC)

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

In 2015 100% of students attained their Higher School Certificate. Due to the small cohort size and privacy no further data can be reported.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2015 the school participated in the Tell Them From Me Surveys. Their responses are presented below.

Students-

- 83% of Primary and 61% of secondary students indicated they had a high sense of belonging.
- 90% of primary and 70% of students indicated they had positive relationships.
- 69% of primary and 41% of secondary students participate in extracurricular activities
- 90% of primary students and 52% of secondary students have a high rate of participation in sport.
- 93% of students value school outcomes.

Parents-

The following responses are a rating out of ten. Each rating is the average of multiple like questions.

Questions	Rating out of 10
Parents Feel welcome at school	7.7
Parents are informed	6.7
Parents support learning at home	6.6
School supports learning	7.4
School supports positive behaviour	7.7
School is safe	6.8
Inclusive School	7

Policy requirements

Aboriginal education

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

Students have been instructed in the knowledge of past and present Aboriginal perspectives through quality Aboriginal literature and programs. Our program at Ariah Park Central School fosters understanding and respect for Aboriginal people in our community. Students are taught to be more tolerant of other people's beliefs, while gaining a greater knowledge and understanding of Australia's rich indigenous culture.

Our school promotes recognition of traditional owners of our area at every opportunity as we conduct the Acknowledgement of Country at all formal functions. NAIDOC week is celebrated with a number of cultural activities and experiences.

This year, we partnered with Lake Cargelligo Central School to run a whole school education day where students learnt about Indigenous art and dance, Aboriginal language, Australian history, artefacts and skills, and Dreamtime stories, through a range of activities. This enhanced the current HSIE curriculum learning about Ancient Australia, Australian History, and Aboriginal civil rights through the Stage 4 and 5 Geography and History curriculum.

Multicultural Education and Anti-racism

Our school has a range of programs and practices, including Harmony Day, 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, actively working to promote community harmony through practices and policies, which address racism and develop an understanding of cultural, linguistic and religious differences.