

Ariah Park Central School Annual School Report 2014



School context statement

Ariah Park Central School is a rural K-12 school of 125 students located in the Riverina of New South Wales. The town has a population of approximately 400 people. 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 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.

The people of Ariah Park have strong community values and engage in many sporting activities. Agriculture is the main industry in Ariah Park located in the heart of the Riverina Grain belt.

Student information

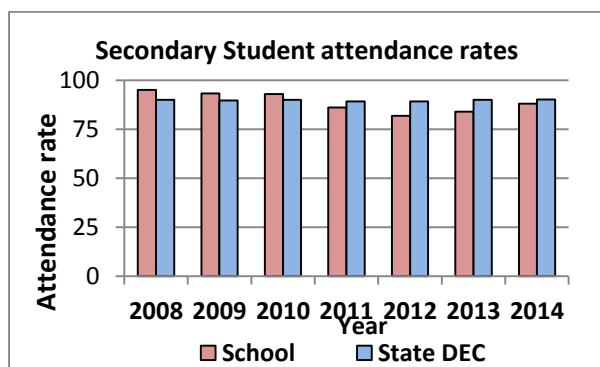
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

K-12 Enrolment

Gender	2010	2011	2012	2013	2014
Male	50	54	61	58	61
Female	57	57	57	58	59

Student attendance profile



	Year	2012	2013	2014
Primary School K-6	K	91.9	89.5	92.9
	1	95.6	92.7	95.0
	2	90.1	92.9	91.8
	3	94.0	91.1	95.1
	4	93.9	96.4	93.4
	5	95.3	94.4	95.5
	6	95.2	95.3	94.9
	Total	93.9	93.2	94.2
State DEC	K	94.3	95.0	95.2
	1	93.9	94.5	94.7
	2	94.2	94.7	94.9
	3	94.4	94.8	95.0
	4	94.3	94.7	94.9
	5	94.2	94.5	94.8
	6	93.8	94.1	94.2
	Total	94.2	94.7	94.8

Management of non-attendance

In 2014, a number of new measures were put into place to improve student attendance. School initiatives included a weekly series of attendance information pamphlets in the school newsletter, informing caregivers about attendance obligations, and increasing the available means for parents to provide reasons for absences, including through the Skoolbag App, email, text and phone rather than the previous policy of only a written note.

For students with poor attendance, measures included phone calls to carers, texts to carers for all daily absences without explanation, home visits, and assistance with transport options. The mandated formal letter structure was also followed. The new text system resulted in an 80% increase in explanations for student absences from carers of poor attendees.

Initiatives to improve student attendance also incorporated a Girls Program and Boys Shed to increase engagement for at risk students, specifically targeting poor attendees. 100% Attendance is celebrated with a certificate at the end of year assembly.

Post-school destinations

Post-school destinations	Year 10	Year 11	Year 12
	%	%	%
seeking employment	0	0	
employment	22	0	0
TAFE entry	0	0	0
university entry	0	0	0
other			
unknown			

Year 12 students undertaking vocational or trade training

100% of students 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

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teachers	0.2
Classroom Teacher(s)	5.2
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0.1
School Administrative & Support Staff	4.192
Total	12.892

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

During 2014 the school did not have any indigenous staff employed in the school workforce.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	0

Professional learning and teacher accreditation

Professional learning plays a major role in developing staff and improving performance across the school. The following professional learning was targeted in our school plan.

Secondary Learning Strategy (2LS). 1 Secondary staff member attended the 2LS Trainer training that focused on literacy and 'super six' strategies. The outcome from this training provides support to all staff to embed literacy and numeracy strategies into their curriculum areas.

Aspiring Leaders Forum. 2 staff attended the Aspiring Leaders Forum designed to build leadership capacity in aspiring leaders.

Leadership Coaching. 2 Executive members attended leadership coaching with a focus on growth coaching.

Focus on Reading 3-6 Phase 1&2. 2 staff completed Focus on Reading 3-6.

All Learning Support Officers attended Sue Larkey Autism Training

Reading Recovery training commenced for 1 staff member. This program identifies students that require support with reading and raises their reading level over a twenty week period.

PLAN / formally Best Start training was conducted to map and inform teaching strategies along the numeracy and literacy continuums.

L3 – Language, Learning and Literacy continued with our Kindergarten teacher. This program has continued to be developed into year 1.

Total professional learning expenditure for 2014 was \$22580. This equates to an average of \$1505/staff member.

5 teachers completed Professional Competence accreditation with NSW Board of Studies and Educational Standards.

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	30/11/2014
Income	\$
Balance brought forward	334838.87
Global funds	193499.20
Tied funds	328850.86
School & community sources	46489.07
Interest	11303.28
Trust receipts	7059.93
Canteen	0.00
Total income	922041.21
Expenditure	
Teaching & learning	
Key learning areas	38078.22
Excursions	17776.26
Extracurricular dissections	20010.98
Library	9007.06
Training & development	3112.22
Tied funds	255865.64
Casual relief teachers	38531.35
Administration & office	46198.26
School-operated canteen	0.00
Utilities	59299.40
Maintenance	18644.63
Trust accounts	6787.73
Capital programs	33364.65
Total expenditure	546676.40
Balance carried forward	375364.81

A full copy of the school's 2014 financial statement is tabled at the annual general meeting of the parent body. 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)

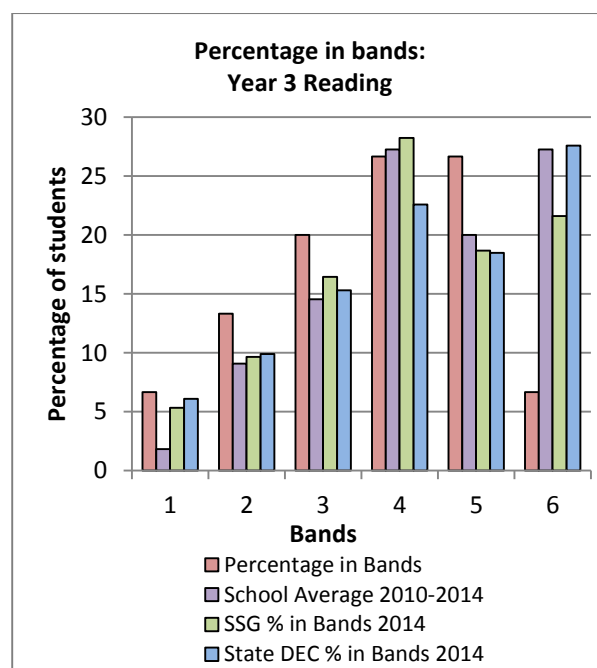
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

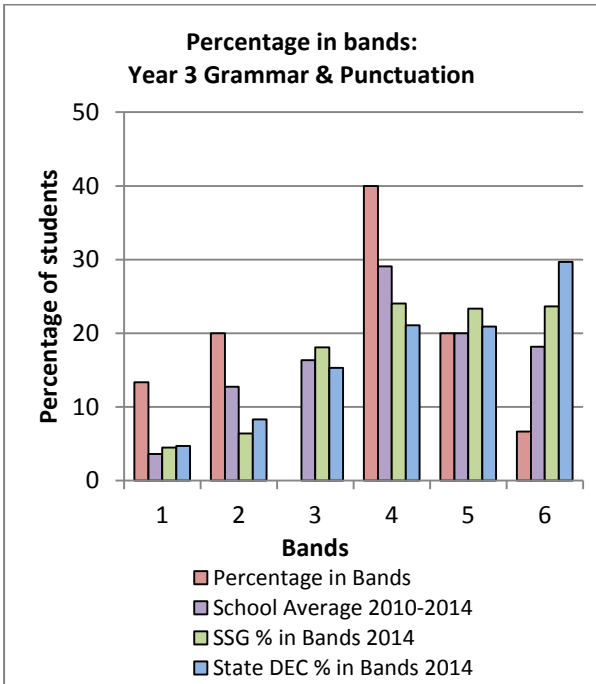
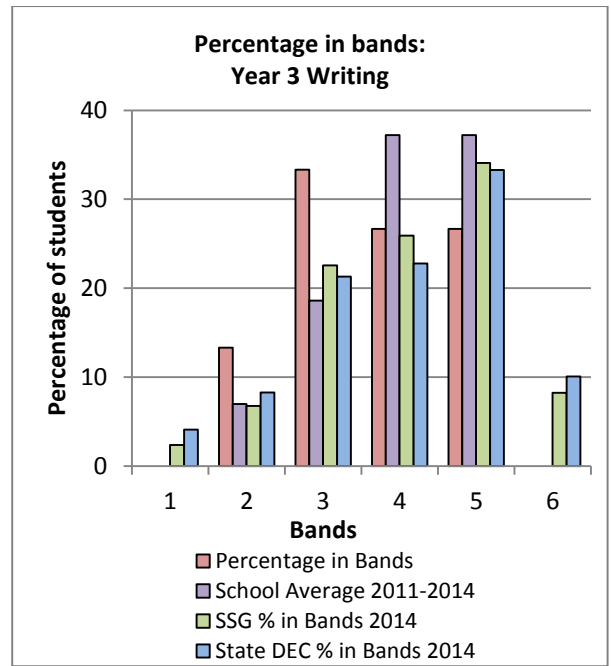
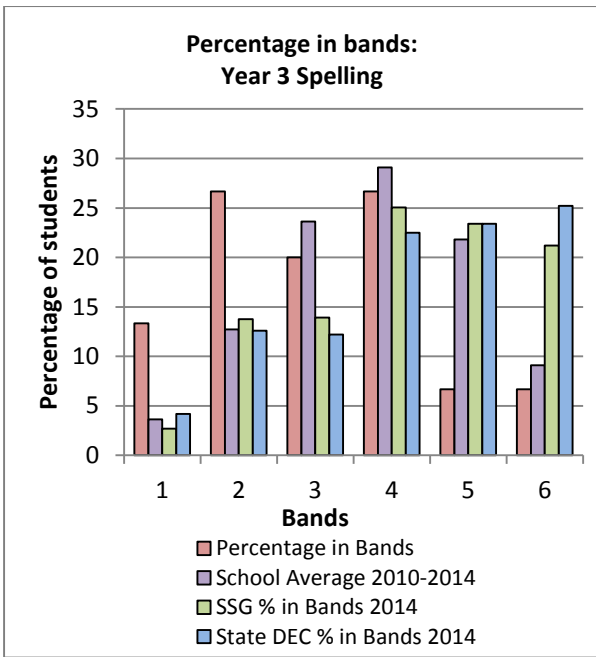
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

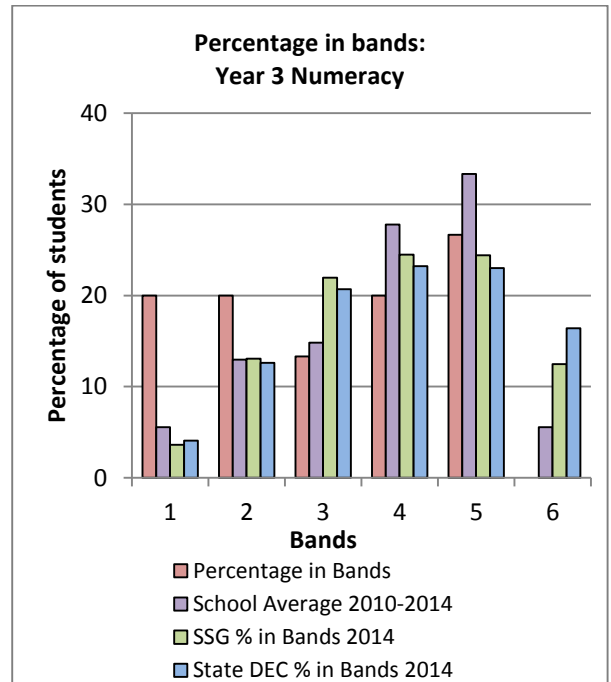
Alternatively:

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

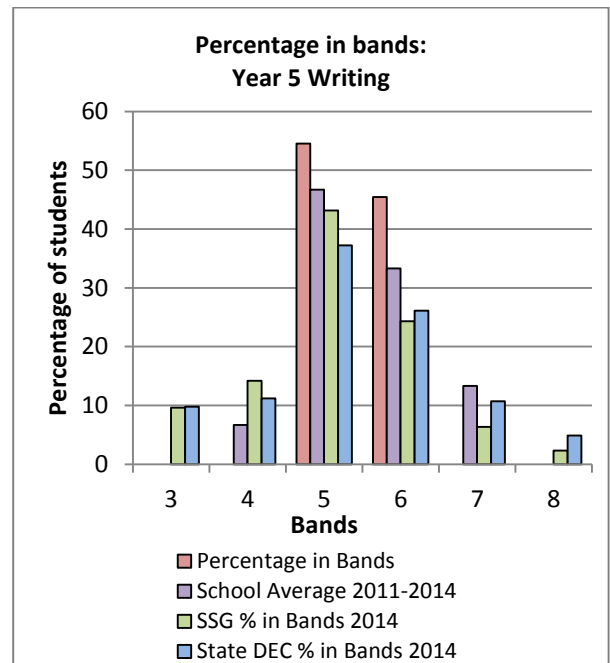
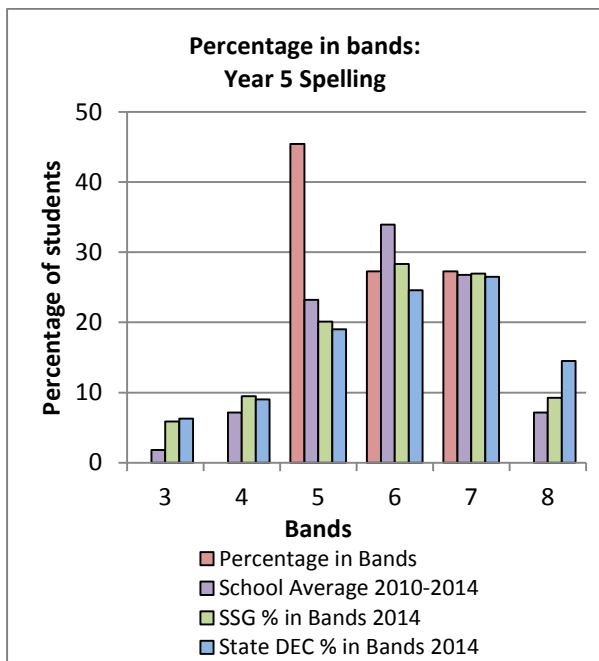
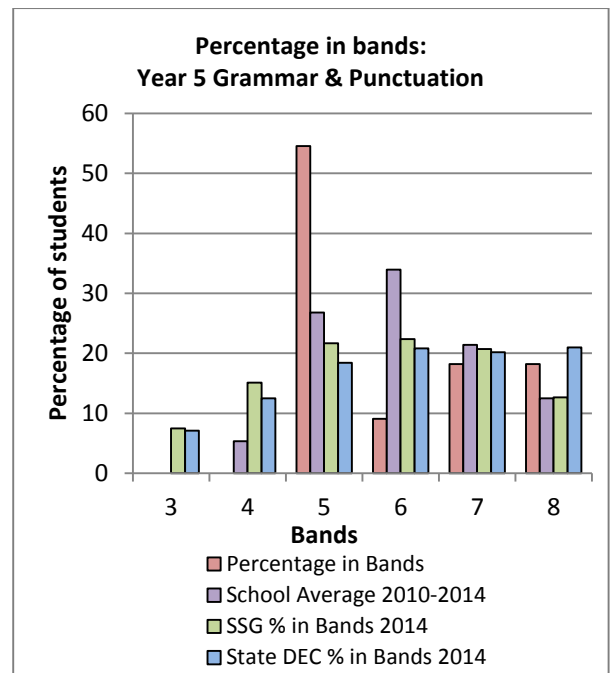
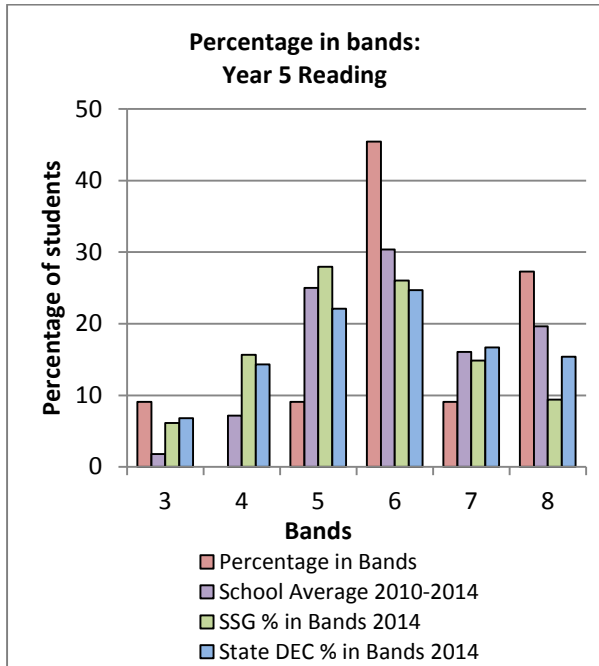




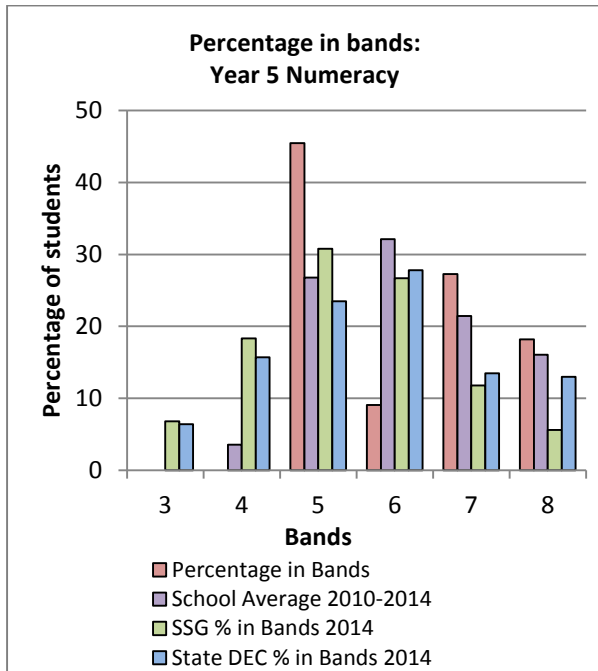
NAPLAN Year 3 - Numeracy



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



NAPLAN Year 5 - Numeracy



NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 7 NAPLAN Reading

	School	SSG	State DEC			
Average score, 2014	534.6	529.2	538.9			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	0	2	2	3	1	0
Percentage in Bands	0.0	25.0	25.0	37.5	12.5	0.0
School Average 2010-2014	5.1	18.0	10.3	38.5	20.5	7.7
SSG % in Band 2014	4.5	16.7	30.4	28.4	14.1	5.9
State DEC % in Band 2014	5.0	16.3	26.8	24.8	15.7	11.4

Year 7 NAPLAN Spelling

	School	SSG	State DEC			
Average score, 2014	540.1	538.8	545.1			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	0	1	1	5	1	0
Percentage in Bands	0.0	12.5	12.5	62.5	12.5	0.0
School Average 2010-2014	2.6	12.8	18.0	28.2	23.1	15.4
SSG % in Band 2014	6.6	13.1	22.2	28.0	20.9	9.2
State DEC % in Band 2014	7.4	13.1	19.8	25.0	20.7	14.1

Year 7 NAPLAN Grammar and Punctuation

	School	SSG	State DEC			
Average score, 2014	534.2	528.5	538.5			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	0	1	2	4	1	0
Percentage in Bands	0.0	12.5	25.0	50.0	12.5	0.0
School Average 2010-2014	2.6	18.0	15.4	30.8	25.6	7.7
SSG % in Band 2014	7.4	20.0	20.8	29.0	15.4	7.4
State DEC % in Band 2014	8.5	18.7	18.3	25.3	16.0	13.2

Year 7 NAPLAN Writing

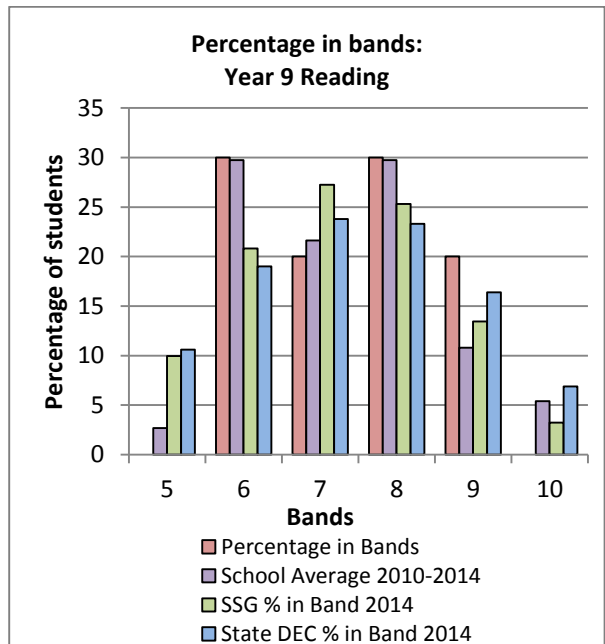
	School	SSG	State DEC			
Average score, 2014	495.8	494.5	499.0			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	1	1	4	0	2	0
Percentage in Bands	12.5	12.5	50.0	0.0	25.0	0.0
School Average 2011-2014	3.6	17.9	28.6	17.9	28.6	3.6
SSG % in Band 2014	10.8	28.7	32.3	18.0	8.5	1.7
State DEC % in Band 2014	12.1	26.8	27.9	17.9	11.3	4.0

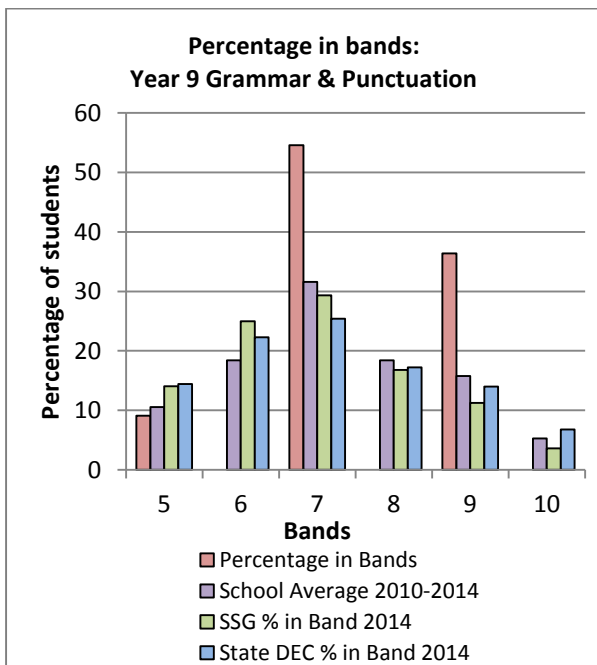
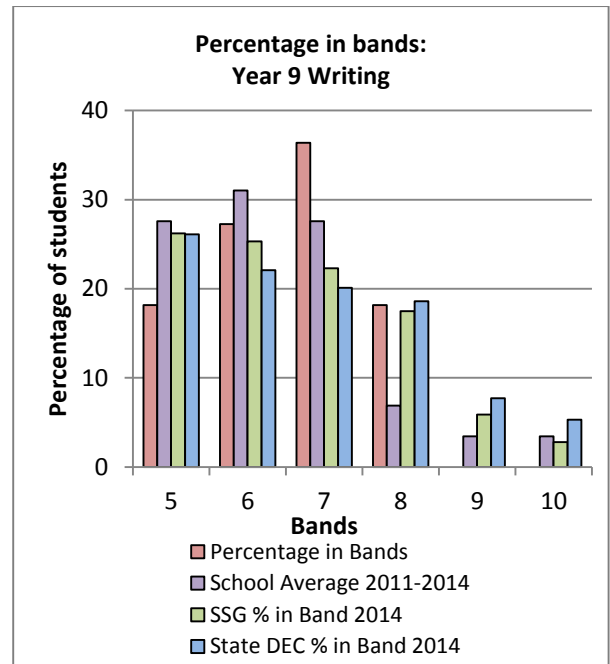
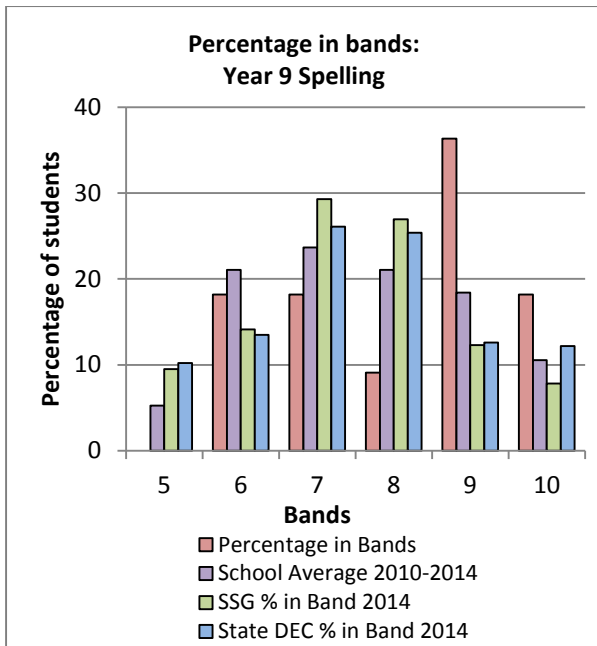
NAPLAN Year 7 - Numeracy

Year 7 NAPLAN Numeracy

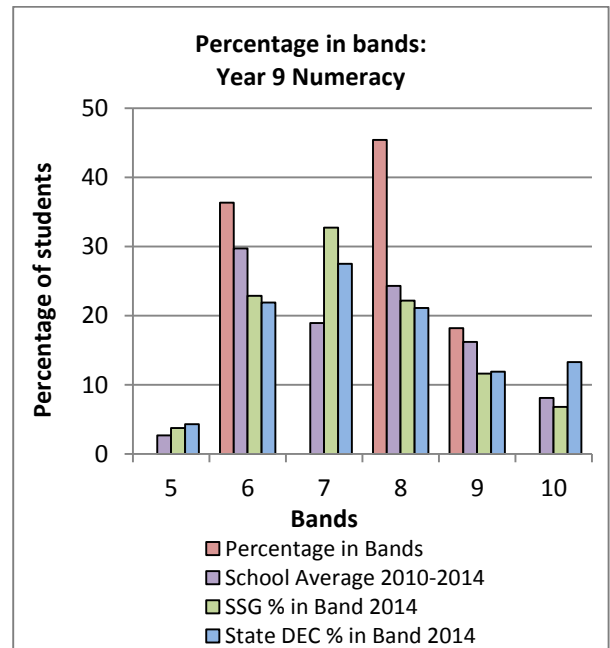
	School	SSG	State DEC			
Average score, 2014	559.7	529.2	542.9			
Skill Band Distribution						
Band	4	5	6	7	8	9
Number in Band	0	1	2	2	3	0
Percentage in Bands	0.0	12.5	25.0	25.0	37.5	0.0
School Average 2010-2014	0.0	10.3	18.0	25.6	33.3	12.8
SSG % in Band 2014	3.7	19.2	31.9	25.3	12.8	7.1
State DEC % in Band 2014	4.0	19.2	28.1	21.7	13.1	13.9

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)





NAPLAN Year 9 - Numeracy



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 Ariah Park Central School. We participated in a variety of different avenues of activities:

- Friday afternoon sport: years 3-12 combine to participate in a variety of sporting activities that cater for a wide spectrum of tastes and ability.
- Whole school carnivals: students compete at Swimming, Cross Country and Athletics in their House Teams.
- Secondary students compete at Zone F Swimming, Cross Country and Athletics carnivals against Ardlethan, Barellan and Coolamon.
- Primary students compete at PSSA Coolamon/Ardlethan District Swimming, Cross Country and Athletics carnivals against Ardlethan, Barellan, Coolamon, Beckom, Marrar, Ganmain and Matong.
- Many of our talented students competed at Riverina carnivals.
- Secondary students joined with the Riverina Access Partnership schools to compete in RAP teams. The sports included Netball, Australian Rules, Rugby League, 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 4 exceptional student athletes that made it away to State teams.
 - Jack McCormack – Basketball and Swimming
 - Matthew Davey – Cross Country
 - Grant Kelly – Lawn Bowls
 - Dylan Jennings – Rugby Union

Significant programs and initiatives – policy

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 providing quality Aboriginal literature and programs. Our program at Aria 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, whilst 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 the school invited an Aboriginal guest speaker to run a whole school education day where students learnt about Indigenous art and dance, Aboriginal language, Australian history, artefacts and skills and Dream time stories. 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.

Jessica Rees

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. We actively work to promote community harmony through practices and policies, which address racism and develop an understanding of cultural, linguistic and religious differences.

Significant programs and initiatives – equity funding

Aboriginal background

Our indigenous equity plan was developed in collaboration with Aboriginal parents and students at Aria Park Central School. Performance of this plan cannot be published due to the small cohort size.

Strategies used to support the plan included individual student assistance, purchase of resources and funding individual excursions. Funding was also used to support whole school indigenous education programs.

Socio-economic background

Ariah Park Central School received significant funding this year that included residual funding from the Low SES National Partnership Program. This funding enabled the school to reduce class sizes and provide an extra primary classroom by employing a 1.0FTE primary classroom teacher. Numeracy and Literacy has been supported by reducing class sizes even further for explicit group work. An extra 0.4 FTE SLSO position has also been funded.

The student assistance scheme was at the heart of this funding so all students received an equitable education. This program supported uniform, curriculum resources, excursion assistance and subject fee support.

The Country Area Program has continued to be funded using these resources that was aimed at removing the remote nature of our community. This fund provided excursion subsidies, training and development for staff, curriculum resources and access to programs such as the Duke of Edinburgh program.

Learning and Support

The allocation for Learning and Support Teacher (LAST) was 0.2 in 2014, with Mrs Rhonda Ryall in the role with some extra days funded by the school. Mr Josh Radnidge was the Reading Recovery teacher, with 2014 being his first year of the 2 years of training.

The Learning Support team comprised of Mrs Victoria Jenkins, Mrs Rhonda Ryall, Mr Josh Radnidge, Mrs Cathy Drumore and Mr Justin Dunn. This team met fortnightly along with the school counsellor Mrs Jo Brennan to discuss particular students or groups of students that may need extra support or extension with their learning. The Learning Support Team was in charge of overseeing the flexible and Integration Learning Support and Funding and the allocation of School Learning Support Officers (SLSOs), of which there were three. Some children with diagnosed disabilities received targeted funding while others received much needed support at the discretion of the Learning Support Team.

Funding was utilized to increase the Learning and Support Teacher Position to 0.6 FTE.

Mrs Victoria Jenkins

Other significant programs and initiatives

Riverina Access Partnership

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 administration 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, Aria 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 held at the Murrumbidgee Agricultural College in Yanco, and study days held at Ardlethan, Lockhart, Aria 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.

Mr Stuart Whytcross Acting HT RAP

Reading Recovery

The Reading Recovery program continued to be a successful and an effective strategy for Literacy intervention within our School for 2014.

With an allocation of 4 students per semester during my training year, a total of 8 students were offered the opportunity to be placed on the Program throughout the year. These students successfully discontinued the intensive reading and writing program with the ability to work in Literacy at or above their class average.

The L3 program has definitely separated the "Hard to Accelerate" students from those who develop a self -extending system. The students who were initially taken onto the Reading Recovery Program were all very low with the highest reading an instructional text level of 6 and lots of confusions and gaps in their knowledge on how words work.

Due to L3, the gap between the very low achieving students and the next round was much greater which meant students on the second intake were entering the program at a higher level of Reading and Writing. It also allowed those students to move more quickly through the program and reach a higher outcome than the first intake of students.

The overall success of Reading Recovery is evident when the Instructional reading level for the first intake of students, has increased by an average 12.25 levels, to a group average of 15. The second intake of students who came onto the program at a higher level, increased by an average of 7.75 levels, to a group average of 22.5. The Year 1 class Instructional reading level has now been lifted to well above the State average for Year 1 students.

The Year 2 and Year 3 monitoring, of previous successful Reading Recovery students, showed a continued improvement of Instructional reading levels with an average increase of 5.3 levels.

With reflection upon the past year, I see the most rewarding element of Reading Recovery is to teach students to develop confidence and use a self-

extending system that promotes fluent, expressive reading strategies, and the interconnection and use of expression in writing. I continue to learn something every lesson myself as a Reading Recovery teacher and recognise the value of on-going professional learning sessions as all Reading Recovery teachers can learn from each other.

Mr Josh Radnidge

Student Wellbeing

Ariah Park Central School continues to place the welfare of students as a very high priority. A number of initiatives were introduced and explored in 2014 in order to encourage student wellbeing and learning.

These have included established programs which have continued to be well supported, such as the overnight Lake Arbortree Excursion for Secondary students focussing on resilience, at the beginning of the year, and the Girls' and Boys' evenings, focussing on social skills and gender-specific health information. The Learning Centre continues to be available for students to complete homework and use computer facilities during the second half of lunch. A Boys' Shed and Girls' Program were introduced to engage at risk young people. The APCS Discipline Policy was modified to reflect current practices, and was communicated to parents at the P&C. The HT Welfare attended the Friendly Schools Conference in Melbourne, focussing on the latest Australian research about anti-bullying and positive wellbeing strategies, and staff were in-serviced in the first component of the Kids Matter program. Students have continued to seek assistance from their class teachers, Stage advisers, the Girls' Adviser, HT Welfare and the Principal to resolve social issues, indicating again that our school promotes an environment where most students feel comfortable speaking to staff about their concerns. Chaplains have continued to provide a presence in the playground and elective classes as a further option for students to have someone to talk to. We continue to have Mrs Jo Brennan, our

school counsellor, present in the school at least once a fortnight.

The "You Can Do It" program was introduced this year to promote positive social skills across the school. Secondary and Primary Values sessions have been used before Sport on Fridays to introduce this. A Bullying No Way morning included relevant activities for K – 12, and a role play from Year 9/10 about inclusion at a Whole School Assembly emphasised the philosophy, "If you don't like someone, keep trying until you do." Mrs Catherine Drumore

Leadership

Secondary students have been encouraged to participate in leadership opportunities across a range of areas. Student committees for fortnightly values sessions were formed on the Yearbook, Sporting, Grounds and Social Committees. Nearly all secondary students travelled to Temora to meet with inspirational guest speaker, Nathan Hulls, on his Temora Shire Council-sponsored visit. Student leaders from all year groups attended the Temora Shire Youth Council with Mayor Rick Firman and Katrina Hodgkinson MP. Designated students attended the Take Charge leadership days in Wagga, run by REROC, where planning skills were emphasised. Leadership within the school is also expressed in less formal ways, with a number of welfare referrals made to different staff from students concerned about friends and peers in a range of situations, highlighting the emphasis on caring for others at our school.

Mrs Catherine Drumore

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 retention data.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

Improve Literacy skills of all students with a focus on reading in Years 3-10.

Evidence of achievement of outcomes in 2014:

- Decrease from 80% to 72.7% of students achieving greater than or equal to expected growth in NAPLAN reading data between years 3-5.
- Decrease from 66.7% to 50% of students achieving greater than or equal to expected growth in NAPLAN reading data between years 5-7.
- An increase from 50% to 70% of students achieving greater than or equal to expected growth in NAPLAN reading data between years 7-9.

Strategies to achieve these outcomes in 2014:

- Employment of Primary staff member/s to reduce class size and to provide more intensive reading lessons.
- Introduced early start time to commence the morning reading program and provide Homework Centre in the afternoons.
- Developed the Learning team to lead Numeracy and Literacy years 7-10. Team Leaders provided additional release time

to develop lessons collaboratively with secondary staff.

- Employment of Learning and Support Teacher to support students with learning difficulties (0.6 FTE)
- Employment of extra SLSO 0.4 FTE.
- Professional development in L3, 2LS and Focus on Reading.
- Programming of literacy with an emphasis on the use of the 'Super Six' strategies.
- Implement PLAN software K-6 and reporting to parents.
- Provide opportunities for staff to work cooperatively to access SMART data. This will link teaching /learning activities so as to form programs and develop targeted individual learning programs for students experiencing difficulty.
- Purchased a range of resources to support Literacy.
- Middle School program developed to explicitly teach literacy.

School priority 2

Numeracy

Outcomes from 2012–2014

Increase levels of Numeracy performance for all students.

Evidence of achievement of outcomes in 2014:

- Decrease from 90% to 54.5% of students achieving greater than or equal to expected growth in NAPLAN numeracy data between years 3-5.
- Decrease from 66.7% to 50% of students achieving greater than or equal to expected growth in NAPLAN numeracy data between years 5-7.
- Decrease from 80% to 63.6% of students achieving greater than or equal to expected growth in NAPLAN numeracy data between years 7-9.

Strategies to achieve these outcomes in 2014:

- Employment of Primary Staff member to reduce class sizes and support programming and planning of numeracy strategies.
- Implemented TOWN strategies
- Utilise PLAN Software to map student progress in Numeracy.
- Employ SLSO to support students with learning difficulties (0.4 FTE)
- Purchased resources to support Numeracy.
- Continue Middle school Numeracy program.

School priority 3

Engagement and Retention

Outcomes from 2012–2014

Improve student engagement in learning through quality teaching practice.

Evidence of achievement of outcomes in 2014:

- 100% of preschool students enrolled at Aria Park Central School 2013
- 90% of year 6 students transitioned to year 7
- 100% of students moved from year 10 into 11 or workforce.

Strategies to achieve these outcomes in 2014:

- Comprehensive transition programs running terms 3 and 4.
- Middle school Enrichment program 5-8. Middle school Numeracy and Literacy groups 5-8
- Ensure breadth of subject choices to target students continuing with the curriculum and provide opportunities to focus on workplace learning for students pursuing a school to work pathway.
- Creation of a Boys and Girls shed to mentor and engage students at risk.
- Transition advisor role established in school.

Welfare programs

- Students at risk to be involved in a mentoring program
- Gender specific programs that target individual student needs.

Parent/caregiver, student, and teacher satisfaction

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

Their responses are presented below.

Parent Survey Results

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	%	%	%	%	%
Teachers at this school expect my child to do his or her best.	-	5%	10%	50%	35%
Teachers at this school provide my child with useful feedback about his or her school work.	5%	15%	15%	45%	20%
Teachers at this school treat students fairly.	-	15%	10%	55%	20%
This school is well maintained.	-	-	-	35%	65%
My child feels safe at this school.	-	11%	-	53%	37%
I can talk to my child's teachers about my concerns.	-	5%	16%	47%	32%
Student behaviour is well managed at this school.	-	35%	5%	45%	15%
My child likes being at this school.	-	-	26%	42%	32%
This school looks for ways to improve.	-	-	32%	37%	32%
This school takes parents' opinions seriously.	-	15%	20%	35%	30%
Teachers at this school motivate my child to learn.	-	6%	28%	39%	28%
My child is making good progress at this school.	-	21%	16%	47%	16%
My child's learning needs are being met at this school.	-	16%	21%	37%	26%
This school works with me to support my child's learning.	-	21%	16%	42%	21%

Student Survey Results

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	%	%	%	%	%
My teachers expect me to do my best.	2%	-	5%	53%	41%
My teachers provide me with useful feedback about my school work.	3%	8%	13%	55%	20%
Teachers at my school treat students fairly.	8%	12%	18%	38%	23%

My school is well maintained.	2%	3%	13%	28%	53%
I feel safe at my school.	5%	2%	5%	31%	58%
I can talk to my teachers about my concerns.	2%	5%	28%	44%	21%
Student behaviour is well managed at my school.	8%	15%	30%	30%	17%
I like being at my school.	5%	3%	5%	52%	35%
My school looks for ways to improve.	-	3%	7%	42%	47%
My school takes students' opinions seriously.	5%	10%	25%	47%	13%
My teachers motivate me to learn.	2%	3%	17%	45%	33%
My school gives me opportunities to do interesting things.	2%	5%	17%	35%	42%

Students like being at this school.	5%	-	15%	55%	25%
This school looks for ways to improve.	5%	10%	15%	40%	30%
This school takes staff opinions seriously.	15%	35%	10%	25%	15%
Teachers at this school motivate students to learn.	5%	5%	20%	55%	15%
Students' learning needs are being met at this school.	5%	5%	15%	55%	20%
This school works with parents to support students' learning.	5%	5%	30%	35%	25%
I receive useful feedback about my work at this school.	15%	20%	10%	45%	10%
Staff are well supported at this school.	15%	25%	10%	35%	15%

Staff Survey Results

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	%	%	%	%	%
Teachers at this school expect students to do their best.	5%	-	15%	50%	30%
Teachers at this school provide students with useful feedback about their school work.	5%	5%	16%	58%	16%
Teachers at this school treat students fairly.	5%	10%	5%	40%	40%
This school is well maintained.	10%	-	10%	40%	40%
Students feel safe at this school.	5%	5%	5%	58%	26%
Students at this school can talk to their teachers about their concerns.	10%	-	5%	40%	45%
Parents at this school can talk to teachers about their concerns.	15%	5%	20%	30%	30%
Student behaviour is well managed at this school.	5%	40%	15%	30%	10%

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.

School Planning Process

The 2015-2107 School Plan has been developed in consultation with staff, parents and students at Aria Park Central School. The Aria Park Parents and Citizens Association also contributed to the development of the plan.

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

Consultation occurred via face to face meetings and workshops conducted at each stage of the plan. The school developed a draft publication of the plan to further gather information from those that may not have had the opportunity to participate in person at one of our meetings.

The Aria Park Indigenous community have engaged in the development of a compressive

cultural program that supports indigenous education.

The executive team and staff believe that this plan will take Arian Park Central School into the future and is based on sound base line data from whole school surveys, internal and external assessment data and the alignment of the Department of Education and Communities reforms and State Strategic Plan. 2015-2017

Strategic Directions 2015-2017

Strategic Direction 1

Learning and Engagement

Our purpose is to create innovative, resourceful, 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.

Strategic Direction 2

Wellbeing, Community, Culture and values

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

Strategic Direction 3

Teacher Quality, Performance and Development

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

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning

committee have determined targets for the school's future development.

Justin Dunn - Principal

Victoria Jenkins – Assistant Principal

Cathy Drumore – Acting Head teacher Secondary Studies.

School contact information

Arian Park Central School

PO Box 56,

1 Harrison Street, ARIAH PARK NSW 2665

Phone: 02 6974 1105

Fax: 02 6974 1017

Email: ariahpark-c.school@det.nsw.edu.au

Web: www.ariahpark-c.schools.nsw.edu.au

School Code: 1055

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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>