

Ambarvale High School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Ambarvale High 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.

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School background

School vision statement

The ethos which underpins the teaching and learning of the school community is individualised learning for all.

We believe our core practice is to develop young people into confident, real-life learners and citizens, with high aspirations for their collective future.

For some of our students, equity challenges are encountered as they progress through their secondary education.

Our school vision is to ensure all students are supported to navigate any barriers they may encounter and to ensure equitable access to a rich and rewarding education that maximises learning outcomes.

School context

Our school is located in Rosemeadow on the southern tip of the Campbelltown area and is part of the Campbelltown network of schools.

We currently have 773 students, which includes 72 students in our Support Unit. 29% of students identify as coming from a non-English speaking background and 9.4% identify as Aboriginal or Torres Strait Islander.

We have approximately 65 teaching staff, including an Executive Leadership Team made up of 14 leaders (11 Head Teachers, two Deputy Principals, one Principal).

We also have approximately 25 non-teaching staff and a number of para-professionals contracted to support our school, including technology support personnel, Student Support Officer, Speech Therapist and Pacific Island Youth Worker.

Our school is characterised by deep engagement with the community, including the educational community (partner schools, TAFE and universities), Government and non-Government agencies and businesses.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In the domain of learning, three elements were identified as excelling— *learning culture*, *wellbeing and curriculum and learning*. One element, *assessment and reporting*, was identified as sustaining and growing, and one element, *student performance measures*, was identified as delivering.

Ambarvale High School has continued to develop a powerful learning culture, with three innovation programs in place in 2016, and a fourth planned for 2017. The Year 7, 8 and Support cohorts were all immersed in an innovation project. Year 7 and the Support Unit have utilised project-based learning as a framework for powerful learning and to increase student engagement. Year 8 was engaged in a sustained Science, Technology, Engineering and Maths (STEM) project, with a focus on design thinking. Student Leadership, in line with our school plan, has been an area of growth in student wellbeing, with the development of a formal Junior Leadership Project which sought to address the gap between primary school leadership and traditional senior leadership positions in the secondary school. Our Assessment and Reporting Policy was reviewed and updated, with the inclusion of new criteria for all assessment tasks. The change sees all tasks with a mandatory in-class component, designed to address the identified disparity between student access to study space and technology outside the school. Our Year 9 NAPLAN growth continued to exceed that of the NSW State and Department of Education (DoE) in all areas, with the exception of writing for which no data is available.

In the domain of teaching three elements, *collaborative practice*, *learning and development and professional standards*, were identified as excelling and two elements, *effective classroom practice and data skills and use*, were identified as sustaining and growing.

Ambarvale High School has embedded explicit systems for collaboration, classroom observation and the modelling of effective practice and feedback to drive ongoing school-wide improvement in teaching practice. This is evident in the planned collaboration within and across innovation teams, programs of teacher observation, the Quality Teaching Rounds and demonstration lessons in new pedagogies. The school evaluates professional learning to identify and systematically promote the most effective strategies. Teachers draw on and implement evidence-based research to improve practice and the school has a comprehensive provision of support for beginning teachers through a sustained induction program. The school continues to differentiate learning and development to ensure teacher engagement and relevance. The quality and efficacy of learning and development is evident in the number of staff who have achieved or are working towards higher level of accreditation. In 2016 three staff were recognised for the successful attainment of Highly Accomplished, and three teachers began the process of accreditation at the Lead level. It is anticipated an even greater number will engage with Lead in 2017. Our strong growth data from Years 7 to 9 in literacy and numeracy attests to the effective classroom practice we have in place. Increased student engagement, noted in the 'Tell Them From Me' data is further indicated in a drop in behaviour referrals and suspension rate. Teachers' data skills and use of data has continued to improve, as staff are provided with increased opportunities to engage with data and to apply it in their planning. Increased individualisation of data, predominantly created by the Learning and Support Teachers, provides curriculum teachers with precise data about individual learning needs, as well as identifying areas for differentiation in planning, delivery and resource creation.

In the domain of leading, two elements, *school resources and management practices and processes*, were identified as excelling and two elements, *leadership and school planning, implementation and reporting*, were identified as sustaining and growing.

The school budget is carefully aligned with the school plan, and is an open and transparent document that is clearly communicated to the school community. Formal teams, including a finance team, a Work Health and Safety team and a Wellbeing team work together to ensure resources are maximised to create a safe learning environment for all. In 2016, funds were allocated to purchase 21st Century learning furniture and hardware to support the focus on new pedagogies and to create new learning spaces. Personnel resources are carefully managed for maximum impact. The additional two staff the school received as a component of the Equity loading socio economic funding, was used to employ two Student Learning Advisors. This innovative and creative initiative ensured equity of access for student learning across the curriculum and stages. In addition, a speech therapist, student support officer and technical support were all employed to support learning across the school. Leadership opportunities, capacity building and succession planning are a focus within the school. The school has a culture of staff actively seeking leadership positions, and internal leadership positions have formal application requirements. Further, all faculties have a formalised second in charge position, and opportunities to relieve in higher positions is planned and mapped. The school seeks and responds to feedback on its performance, with numerous staff, student and parent surveys, forums, feedback sheets and other evaluation tools regularly utilised. The feedback received then forms the basis of future planning and actions. A powerful example of this in practice is the constantly evolving dimensions of Student Learning Conferences. Student Learning Conferences are a signature event in our school and offer parents a sustained conversation about their child's learning that takes place with their student and staff. In 2015, and as a result of parent, teacher and student feedback, we trialled Student Led Conferences as an enhancement of the Student Learning Conference, as a way to increase student capacity and voice to discuss their own learning.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Deliver best practice teaching, learning and assessment within a rigorous curriculum

Purpose

To utilise appropriate pedagogies (and associated skills and practices) to deliver targeted teaching and assessment to optimise learning; via a rich, contextual and aspirational interpretation of curriculum.

Overall summary of progress

During 2016, time and resources were utilised to embed the new programming model across the school. Teacher Professional Learning funds were accessed to allow time for staff to ensure changes to programs were in place and utilised, as well as attendance at a range of professional learning activities that enhanced and supported teacher capacity to drive changes to programming. Further, Teacher Professional Learning funds and time were committed to build teacher capacity to understand and engage with evidence-based innovative pedagogies, in particular Project Based Learning. Plans to create an audit tool to assess and ensure program compliance was begun but not completed, and will be a focus in 2017. The impact of enhanced programming and resultant delivery was evident in the 'Tell Them From Me' data. Our girls' average reported grade in Science was 69% and our boys' was 67%. The NSW Government norm was 63% for girls and 64% for boys. Further, effective classroom learning time was rated 6.9 out of 10 by our girls, and 6.8 out of 10 by our boys. The NSW Government norm for girls is 6.2, and for boys it is 6.3.

In 2016 our Term 1 School Development Day was a full day of teacher learning around formative assessment and student feedback to maximise learning outcomes. Other teacher learning opportunities and collaborative practices continued throughout the year. We sought feedback from students regarding teacher implementation of formative assessment strategies, including feedback. Results were positive, with students indicating that most teachers were utilising these strategies in their teaching practice. External *Tell Them From Me* data supported this internal evidence with 'classroom rigour' (which includes immediate and appropriate feedback) rated 6.4 out of 10 girls (NSW Government norm 5.7) and 6.5 by boys (NSW Government norm 5.9).

Throughout 2016 we continued to review and adjust our creative and responsive curriculum patterns and structures. Year 7 engaged in Jumping Beans, a reviewed and refined version of the 2015 Millennium Madness program, a Year 8 STEM program was rolled out, which was notably structured using a Design Thinking Model, and planning began for an integrated curriculum, project-based learning opportunity for Year 9; Epic Humanities. We continued to utilise our creative timetable to allow for Project Friday (to support Year 12 students by creating workshop style blocks of time to complete projects) and Period 0 (before school lessons to increase curriculum opportunities and enhance practical lesson time blocks).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased individual growth to cohort-equivalent for students located in the top 2 bands of NAPLAN (7–9)	This improvement measure aims to focus on the growth of students who perform in the top two bands in NAPLAN in Year 9, to ensure all students achieve strong growth from Year 7 to Year 9, not only the students in the lower bands. In Spelling in Year 9 NAPLAN our school's average growth was 39.5 points, which was encouraging as the NSW DoE average growth was 32.4 points. We were very pleased to see that students performing in the top two bands had an average growth of 49.2 points. In grammar in Year 9 NAPLAN, our average student growth was 30.5, which was positive as the NSW DoE average student growth was 22.2. For the students performing in the two top bands, their growth average was 42.1– again a very gratifying result. Similarly, in Year 9 NAPLAN Numeracy growth, the school average was 45.2, the NSW DoE was 40.1 and the top two bands growth average was 57.1. Our continuing challenge now is to ensure this excellent growth is consistently obtained by all students in the top two bands, and	\$34,000.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased individual growth to cohort–equivalent for students located in the top 2 bands of NAPLAN (7–9)	isn't only an average of growth. In 2016 in Reading the schools average growth for all students was 33.7 points. This was promising, as the NSW DoE average growth was 32.1 points. However our students who performed in the top two bands did not achieve this level of growth, and this is an area that requires more focus.	
A reduction of 15 % in bands 1 and 2 in the HSC against 2014 data.	Our progress towards this improvement measure was very powerful in 2015, with a 30% reduction in combined Bands 1 and 2 from the 2014 results. Unfortunately our 2016 data sees us back at the same level and number of combined Bands 1 and 2 as our 2014 data. We have interrogated and analysed these results to see what caused the reversal of such good results, and what we can do to regain our positive progress in 2017. Some subjects had outstanding results, such as Biology with 63% Band 2 in 2014, 33% in 2015 and 0% in 2016. Similarly, English Standard went from 23% Band 2 in 2014 to 0% in 2015 and 2016. Legal Studies also saw a drop from 27.5% Band 2 in 2014 to 25% in 2015 and only 6.7% in 2016. This area will need increased attention and a suite of strategies to strengthen not only learning, assessment task competence and exam technique, but also initial subject selection and overall student pathways.	\$20,000.00
Aboriginal & Torres Strait Islander (ATSI) benchmark data is comparable to, or exceeds all students.	<p>In Year 7 our 2016 results are varied, with Aboriginal growth data exceeding the 'all students' growth data in Spelling and Grammar, but falling below the 'all students' data in Reading and Numeracy. In Year 9, however, our Aboriginal growth data is very exciting, exceeding the 'all students' growth data in all areas;</p> <p>Reading: all students 33.7, Aboriginal students 35.5</p> <p>Spelling: all students 39.5, Aboriginal 43.5</p> <p>Grammar: all students 30.5, Aboriginal students 66.5</p> <p>Numeracy: all students 45.2, Aboriginal students 51.2</p>	\$47,010.00

Next Steps

In 2017 we will continue to develop an internal faculty audit system to test program and delivery compliance in terms of NSW Education Standards Authority (NESA) requirements, quality teaching strategies, innovative pedagogies and learning rigour. We will also increase our focus on how best to support student's to achieve HSC Bands in the 3 to 6 range, as well as aiming for increased consistency in growth for students achieving in the top two bands of NAPLAN in Year 9. We will continue to develop our teachers' capacity to deliver innovative pedagogies, and will focus on detailed evaluations of the innovation projects currently in place. Further, we will use the Year 7 Aboriginal Students NAPLAN data to guide targeted learning for these students, with a focus on Reading and Numeracy.

Strategic Direction 2

Develop each child towards their unique potential

Purpose

To seek, harness and establish a broad range of educational experiences that individualises learning for each child, both within and outside the school environment and that targets individuals' unique gifts, interests, creativities and passions.

Overall summary of progress

In 2016 we continued to engage with programs and agencies to support and enhance students learning and wellbeing. The Student Support Officer position was continued and funded by the school.

Parent Voice was held on a termly basis with the focus of exposing the parent body to innovative curriculum and wellbeing practices within our school.

Term 2 Parent Voice was a direct response to parent identified needs and targeted cyber safety. This was delivered by an expert presenter which ensured parents were offered the most current learning and information around cyber safety.

Term 3 saw the implementation of Elevate, a study skills program delivered across the school. The program aimed to assist students in study skills, time management, and effective organisational practices. An element of this program included a Parent Voice evening in which experts from Elevate delivered information to our parent body on ways in which they could both assist and support their child in their studies. In addition, our highly successful community engagement days were held to recognise outstanding individual student achievement and showcase innovative pedagogy. The Deadly Awards recognised Ambarvale High School, Rosemeadow Public School and Thomas Acres Public School, high achieving Indigenous students in the areas of attendance, academic and sporting achievement, community leadership and engagement. This was the second event of this kind and is a great way of the community coming together to celebrate the success of Indigenous students across the three campuses.

The school continues to offer an ever widening range of internal and external programs to students and their families allowing access to an array of community based programs including the Fast Forward Program, Sista Speak, Bro Talk, The Leo's Club, Links to Learning, the Horse Assisted Learning Program, the Right Choice Program, Stewart House, the Halogen Leadership Program, Leadership Program through Parliament House, In2Uni Program, Teachers in the Making and Learning Labs which offers students the opportunity to access university facilities. Following the feedback on school communication from our parents, Year Matters was reintroduced as well as a school Facebook page. Assessments and scope and sequences are now placed on the school website. The Ambargram has been enhanced and is a more sustained document which offers pertinent information to parents and the community.

2016 also saw the launch of the Junior Leadership Program. The school has enlisted the support and expertise of an academic partner and critical friend, Dr David Williams to guide the program. The students from Years 8–10 attended workshops to identify their own leadership capabilities and to develop their personal leadership philosophy. The first of the pop up leadership days was held at Western Sydney University where the students work shopped leadership models and collectively formed teams to collaboratively identify areas of school which required upgrading. The consensus of opinion was that attention needed to be given to the state of the school toilets and the basketball courts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
"Tell them From Me", exit surveys and other measurement tools will indicate increasing levels of positive student connection and engagement with the school experience.	In 2016 the 'Tell Them From Me' survey indicated that Ambarvale students felt that teachers were responsive to their needs and student/ teacher relationships were very positive. Positive teacher/ students relationships were rated 6.5/10 which was higher than the government norm. In regards to advocacy at school, students felt that they had someone at school that constantly provided support which was slightly above the government norm. 'Tell Them From Me' data also indicated that high numbers of students were involved in extracurricular activities. In Years 9 and 10, 87% of students had participated in clubs,community	\$82,200.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>“Tell them From Me”, exit surveys and other measurement tools will indicate increasing levels of positive student connection and engagement with the school experience.</p>	<p>support work, and art or craft groups. 69% of students in Years 11 and 12 engaged in community and support work at school. 65% of students, engaged with clubs and societies at school. 85% were involved in arts, crafts and photography. This data is indicative of the growing number of extra-curricular groups that are held within school. These include dance group, History and Drama club, Manga, Jewellery Making club, Science club, the Leo club, and an Art club.</p> <p>Further positive data is that 81.4% of students have remained as TRREC students for all of 2016, this is a 3.4% increase on 2015 figure of 78%.</p>	
<p>Internal data indicates effective leadership identification strategies are in place and utilised, and that increasing numbers of students are actively engaged in leadership development programs.</p>	<p>During 2016, an additional 13% of students from Years 8, 9 and 10 engaged in student leadership opportunities forming the nucleus of the junior leadership team. In addition, other leadership opportunities such as School Representative Council (SRC) membership, Leo club membership, Rosemeadow Mentorship Program, Fast Forward, sports coaching and peer support continued to attract high numbers of student engagement and participation. This sense of connectedness to the school has been evidenced by falling suspension rates and a drop in classroom disruption.</p>	<p>\$73,000.00</p>

Next Steps

In 2017, we will offer Year 7 students an opportunity to join the Junior Leadership Team and the SRC. The student leaders from 2016 will deliver programs across the school including the Year 7 leadership workshop, TRREC, roll call lessons, and they will engage with our partner primary schools to roll out leadership opportunities across the campuses. This aim is to create a seamless integration of leadership for students as they transition from the primary to secondary setting. Further opportunities will be offered for parents to engage with the school as partners in their child's learning. Parent Voice will continue and parents will be surveyed to gauge their interest and input on workshops that will be provided. Our Senior Executive with the Senior Student Leaders will attend primary school assemblies to ensure that Ambargrams are distributed and to increase channels of communication and community connectedness. Ambargrams will be mailed home to parents instead of being distributed to students to take home.

Strategic Direction 3

Build staff capacity to maximise professional performance

Purpose

To identify the mindsets, knowledge and skills required by all staff to build capacity across the educational landscape, and to access and target a range of resources to maximise professional performance.

Overall summary of progress

In 2016 staff were provided a diverse range of professional learning opportunities to support their development in becoming an expert teacher. Through the Personal Development Program (PDP) process, staff were able to identify the specific areas of focus for their learning. Pedagogy Project Teams, such as Jumping Beans, Future Friday and STEM were formed to allow staff time and frameworks to collaborate with each other in designing and implementing teaching and learning programs underpinned by the latest research and evidence based pedagogies. Other opportunities for staff to build their capacity included Teacher Professional Learning (TPL) Wednesday (fortnightly professional learning built within the timetable, providing staff access to regular professional learning) and Quality Teaching Rounds (classroom observation program that utilised the Quality Teaching Framework to provide participants objective tools to provide each other feedback – this led to the formation of professional learning communities). A greater amount of personalised professional learning also took place in 2016 and staff were able to develop their expertise in a manner that suited their individual learning style.

Differentiation continued to be a key focus area for teacher professional learning in 2016. The whole school focus on differentiation of learning in each classroom is being embedded both from a systems perspective and individual teacher perspective. Collaboration with the Learning and Support Team has identified specific roles and responsibilities on supporting teacher and student needs and a role statement document was formulated and made available to all staff. Evidence of embedded classroom differentiation was apparent via the number of student survey responses that identified the learning adjustments occurring in lessons and assessments and this was supported by the number of 'General Adjustment' forms collated by teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers will have authentically engaged with the <i>Australian Teaching Standards</i> and <i>Teacher Performance and Development Framework</i> , and self-report a positive impact on professional practice, and 10% (or greater) of teaching staff have completed or are actively engaged in seeking higher levels of accreditation.	The support that was provided for staff to attain and maintain their accreditation took the form of individual feedback sessions when requested and weekly information guidance sessions, open to all teachers. Three members of staff were also successful in their application for the DoE's High Performance and Leadership Directorate's Leadership Development Initiative. This opportunity required an application, that expressed the leadership capacity of each staff member and their commitment to attain Accreditation at the Lead level. The initiative provided the successful applicants support in implementing their Lead Project and in the creation of their evidence for their Lead Accreditation submission. In 2016 four staff members submitted their accreditation package to be accredited at Proficient, five staff members maintained their accreditation at Proficiency and three staff members maintained their accreditation at Highly Accomplished. The three successful applicants for the Leadership Development Initiative have been implementing their Lead Projects and have shown growth in their leadership capacity.	\$56,000.00
Teaching staff regularly access internal learning opportunities with a focus on student learning.	Throughout 2016 staff were engaged in exceptionally wide ranging internal, contextually relevant professional learning that supported their	\$45,000.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teaching staff regularly access internal learning opportunities with a focus on student learning.	point of need learning and built on PDPs. The school instigated TPL Fridays, a designated day in the timetable when all staff were available to attend internally designed and relevant learning. Topics ranged from formative assessment, quality feedback, making adjustments/differentiation in the mainstream classroom, students with special needs, Google classroom and assessment and reporting. In addition, six twilight sessions were implemented across the year, with staff attending a minimum of four of the six learning opportunities that occurred on these evenings. The focus of these sessions was on a range of aspects relevant to student learning and assessment, including a sustained program on The Eight Ways of Learning and preparations for our Student Learning Conferences.	

Next Steps

In 2017, our professional development program will continue to be designed around staff feedback, and student and school need. Feedback from staff highlighted a desire to focus on developing teacher capacity in delivering high quality, evidence-based 21st Century teaching and learning, innovative pedagogies and practices, differentiation and providing high quality feedback.

Wednesday TPL sessions will continue to be led by expert teaching staff. Building teacher capacity is at the forefront of all TPL sessions with an emphasis on leading teachers to engage their students in current evidence-based 21st Century learning strategies.

Head Teachers will further support teaching staff by accessing internal and external professional learning opportunities for staff to meet the goals in their PDPs. Opportunities will also be sourced through our partnerships with partner primary schools with a view to sharing resources, expertise and professional dialogue.

There are four Pedagogy Project Teams working across faculties within the school for Years 7, 8 and 9. In 2017, EPIC Humanities will be launched as a result of working with the DoE on a Schools of the Future Project, whereby the English and HSIE faculties will combine their allocated teaching periods to teach an integrated curriculum focusing on Project Based Learning and growth mindset.

We will continue to provide learning and support around differentiation for teachers and support staff. We will orchestrate executive team 'walkthroughs' and audit faculty programs to ensure differentiation strategies have been embedded and are authentic. There will be a continuation of Professional Learning to support enhanced use of differentiation of learning in the classroom and expansion of the use of differentiation to assess practice in class and subject assessment. We will also focus on using data to monitor value-added both of groups and individual students.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<p>In 2016 Aboriginal students made up 9.8% of students which is a slight increase from 2015.</p> <p>The funding was used to continue the employment of a Student Learning Advisor for Aboriginal Students (SLAAS). This position led to individual learning support and also acted as a conduit between the school, Aboriginal parents, community and Aboriginal services.</p> <p>The role of a school contact person who can liaise with families, partner primary schools, local Aboriginal services, universities and outreach services is invaluable in creating open communication, community involvement and harnessing opportunities for our Aboriginal students.</p> <p>The Middle School Transition program 'Trrecing Together', funded by a Schools Plus Grant, allowed two of our partner schools, Rosemeadow Public School and Thomas Acres Public School, to engage in a year long program of cultural events and learning opportunities. The highlight of the program was the camp held at the National Centre of Indigenous Excellence in Redfern, where the students participated in three days of cultural activities.</p> <p>Students from across the three schools also worked with an Aboriginal artist to produce a visual representation of their journey from primary school to high school.</p> <p>The successes of our Aboriginal students were showcased at our 2016 Deadly Awards. The artworks were revealed to our community at this event.</p> <p>The students were heavily involved in a range of activities to strengthen cultural connections to develop leadership and to enhance academic performance. These include:</p> <ul style="list-style-type: none"> • Pathways to Success • Pathways to Dreaming • Sistaspeak • Kari Debutante Ball • Kari Scholarships • Partnership with Campbelltown Hub • Twugia • The Great Taronga Race • Staff trained in Eight Ways of Learning. <p>"Tell Them From Me" survey results overwhelmingly cite that Aboriginal students felt good about their culture at school and felt that teachers knew about their culture. Attendance rates for our Aboriginal students have remained consistently high with 54% maintaining 85% attendance or above. 33% had attendance of 90% and above.</p>	<p>\$36,380.00</p>
<p>English language proficiency</p>	<p>Ambarvale High School is a multicultural school with more than 240 enrolled students</p>	<p>\$26,207.00 (Flexible Funding)</p>

<p>English language proficiency</p>	<p>identified as Language Background Other Than English (LBOTE). Of these, 38 are English as an Additional Language or Dialect (EAL/D) students requiring assistance, including four learners classified at Beginner level. In the past 12 months, the school has had eight students enrolled who have arrived from an Intensive English Centre, or who are newly arrived in Australia from a non-English speaking country with some previous exposure to English. All EAL/D students who require ongoing assistance are provided with both withdrawal and in-class support. This assistance focuses on developing vocabulary, reading fluency, comprehension and decoding skills, and writing skills.</p> <p>Students frequently receive targeted assistance to access specific assessment tasks equitably. Students have shown numerous benefits from assistance, including growth in NAPLAN results, with particular growth observed in the Writing paper. In the past six months, six students have shown reading age improvement of more than nine months. In 2016, four EAL/D students attempted Year 12, with all successfully gaining the award of the HSC. One student who had been receiving support from Ambarvale's EAL/D program since her arrival in Year 8 received an Honourable Mention award for her success in her TVET Childcare course. Ambarvale High School consistently receives a small number of enrolments every year that require assistance to access classroom content, with a particular concentration from the Samoan and Arabic speaking communities.</p>	<p>\$40,808.00 (.4 Staffing)</p>
<p>Low level adjustment for disability</p>	<p>This funding enables the school to meet the needs of students with a disability in the mainstream school. An identified disability can include one or a combination of the following; learning difficulties, behavioural difficulties and autism spectrum. The funds are used to employ Student Learning Support Officers (SLSO) to support and enhance student learning. A review of the roles of the SLSO has seen a refinement of the SLSO and a more strategic use of the role to target student learning and support. The Learning and Support Teachers (LAST) have been aligned with particular year groups and SLSO have been attached to LAST. The outcome of this refinement has enabled the LAST to direct the SLSO to assisting students, as identified by the Learning Support Team, through one on one support or small group withdrawal. Attaching SLSO's to specific year groups has allowed for a more concentrated and consistent approach in addressing student's needs.</p>	<p>\$88,460.00 (Flexible Funding)</p> <p>\$244,850.00 (Staffing 2.4 Learning and Support Teachers)</p>
<p>Socio-economic background</p>	<p>2016 socio-economic funding was used to continue our initiatives, address the improvement measures within our school plan, ensure equity of access, and to meet socio-economic needs. In light of this</p>	<p>\$455,710.00 (Flexible Funding)</p> <p>\$204,042.00 (Staffing 2.0 classroom teachers)</p>

<p>Socio-economic background</p>	<p>funding, allocation was based on identified community needs and innovations which aligned with our Strategic Directions. The allocation of the funding saw a continuance of student focused opportunities including extra-curricular clubs, scholarships, public speaking program, leadership courses, exhibitions and performances.</p> <p>Increased teaching and learning rigour was achieved through a range of resources and initiatives including additional expert teacher support for HSC students, Gifted and Talented programs, high quality transition program for Stage 3 – 4 and Stage 5 – 6, a mathematics transition program and funding for innovative pedagogy projects such as Jumping Beans, STEM and Future Friday.</p> <p>The funds were also used to continue access to increased personnel, including Head Teacher Teaching and Learning, an additional School Administrative Officer, a Speech Therapist and a Student Support Officer.</p> <p>Funding was also utilised to support the delivery of our Student Learning Conferences, our high quality presentation assemblies, our Parent Voice and Indigenous Parent program, our multicultural program and our Teachers In The Making program.</p> <p>In addition a general wellbeing budget was implemented, our laptop pool was updated, the internal space of E Block was painted, new blinds and furniture was purchased for general learning spaces. A dust extractor was also purchased and installed in the Industrial Arts block.</p>	<p>\$455,710.00 (Flexible Funding)</p> <p>\$204,042.00 (Staffing 2.0 classroom teachers)</p>
<p>Support for beginning teachers</p>	<p>In 2016 support for beginning teachers came in various forms. To start, beginning teachers were identified and these staff members engaged in the school's beginning teachers induction program. This involved the completion of the DoE's Strong Start, Great Teachers online program. After which, a tailored curriculum was constructed to suit the needs of the cohort of teachers. This weekly professional learning developed the capacity of staff in the following areas; staff wellbeing, behavior management, research and evidence based pedagogies, accreditation, assessment and reporting. Beginning teachers were also provided the opportunity to undertake classroom observations and team teaching opportunities throughout the year. Upon request, they were provided a mentor to work alongside, allowing them to plan, teach and evaluate their lessons with a colleague whom possessed greater experience and expertise in their curriculum area.</p> <p>Beginning teachers at Ambarvale High School in 2016 developed a greater level of confidence for their own practice. As a result</p>	<p>\$81,826.16</p>

<p>Support for beginning teachers</p>	<p>of the knowledge and expertise that they developed from the weekly beginning teachers' professional learning sessions, this group became the Ambarvale High School Teachers' Network. This evolution was the result of teachers working alongside the beginning teachers and developing an interest for the professional learning they were receiving weekly. From Semester 1 to Semester 2 beginning teachers also reported a reduction in their errors in report writing and were developing a greater level of confidence for their capacity to assess students. The greatest impact of the Beginning Teachers program was in the collegial relationships that were developed amongst the beginning teachers and their mentors. The guidance they were provided allowed for marked growth in each individual.</p> <p>Additional support for temporary beginning teachers was provided using Resource Allocation Model (RAM) funding. An additional temporary teacher was employed for Terms 3 and 4 to offer similar release time to that provided to permanent teachers. This allowed temporary beginning teachers to engage in professional learning, team teaching, observation and mentoring opportunities.</p>	<p>\$81,826.16</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	410	401	403	385
Girls	383	360	347	356

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.6	91.4	90.4	89.9
8	86.9	87.9	87.4	88.4
9	87.4	87.5	86.3	83.9
10	83.3	87.8	84.5	84.5
11	80.2	80.2	84	86.1
12	86	89.3	87.1	89.3
All Years	85.9	87.5	86.6	86.8
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	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	4	1
Employment	45	46	22
TAFE entry	43	38	11
University Entry	0	0	48
Other	12	15	15
Unknown	0	0	3

Year 12 students undertaking vocational or trade training

45% of Year 12 students participated in a vocational education course in 2016 with 13% undertaking two or more courses. 3% of these students participated in a School-Based Apprenticeship or traineeships, with 100% continuing on post school with their employer. School-Based Apprenticeships and TAFE delivered vocational education courses continue to become more popular as students begin specialisation courses, and SPY courses to improve their employability and also decrease the cost of their tertiary education post-school.

Year 12 students attaining HSC or equivalent vocational education qualification

A pleasing 100% of the 84 Year 12 students undertaking a HSC course of study were successful in gaining the Higher School Certificate.

Similarly, students who undertook a vocational education course as part of their HSC study were also successful in completing their selected course.

Workforce information

Workforce composition

Position	FTE*
Principal	1.4
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	40.3
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	2.2
School Administration & Support Staff	17.56
Other Positions	6.7

*Full Time Equivalent

We have one permanent teaching staff member and one temporary teacher staff member identifying as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	28

Professional learning and teacher accreditation

Over the 2016 school year, there were 387 points of attendance at 130 individual TPL events. These events saw all staff participating in a wide range of professionally significant activities that aligned with their professional learning needs and PDP goals.

Teacher Professional Learning received a budget of \$61,614.40 which was totally expended, with an additional \$50,108 from faculty and school funds being used to support teacher learning activities, making a total of \$111,722.40. These professional learning activities covered, but were not limited to, the areas of Beginning Teacher; Quality Teaching; Syllabus Implementation; Career Development; Welfare and Equity; Gifted and Talented; and a variety of activities to support the school's strategic plan and individual teacher PDP's. There was a powerful focus on innovative pedagogies and 21st Century Skills.

For information on Teacher Accreditation, please see *Strategic Direction Three; Progress Towards achieving Improvement Measures*.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	652 780.10
Global funds	0.00
Tied funds	0.00
School & community sources	211 954.40
Interest	16 680.98
Trust receipts	9 637.05
Canteen	0.00
Total income	2 434 919.08
Expenditure	
Teaching & learning	
Key learning areas	161 549.03
Excursions	72 654.23
Extracurricular dissections	35 060.97
Library	0.00
Training & development	6 115.11
Tied funds	982 592.10
Short term relief	94 693.39
Administration & office	154 836.65
School-operated canteen	0.00
Utilities	113 095.25
Maintenance	23 310.09
Trust accounts	16 140.17
Capital programs	0.00
Total expenditure	1 660 046.99
Balance carried forward	774 872.09

A full copy of the school's 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.

School performance

NAPLAN

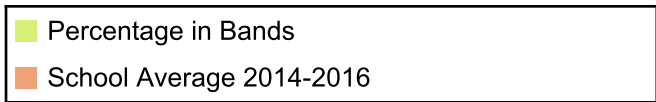
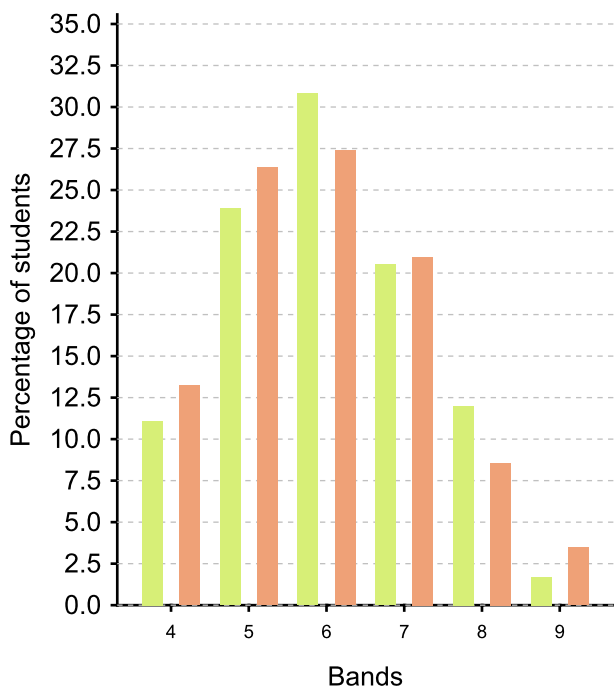
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The 2016 NAPLAN results show improvements in Year 7 in Numeracy, with growth in two of the three top

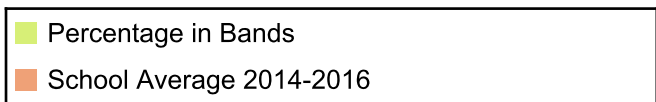
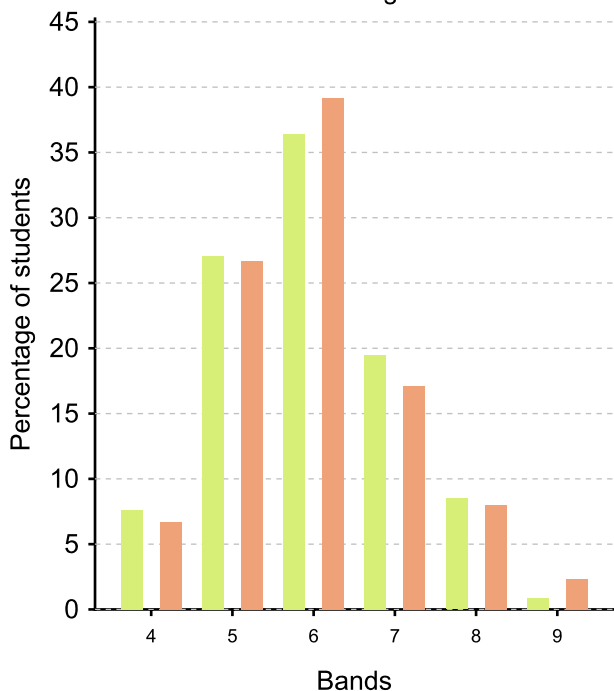
bands. There was strong growth in Band 7 performance in all areas of Literacy and Numeracy.

In Year 9 NAPLAN results, there was a slight improvement in the Band 8 range. Other results were largely consistent with previous years, with the exception of Year 9 Reading which saw stronger than average results in the top four bands

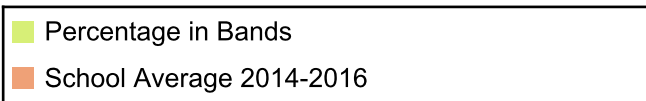
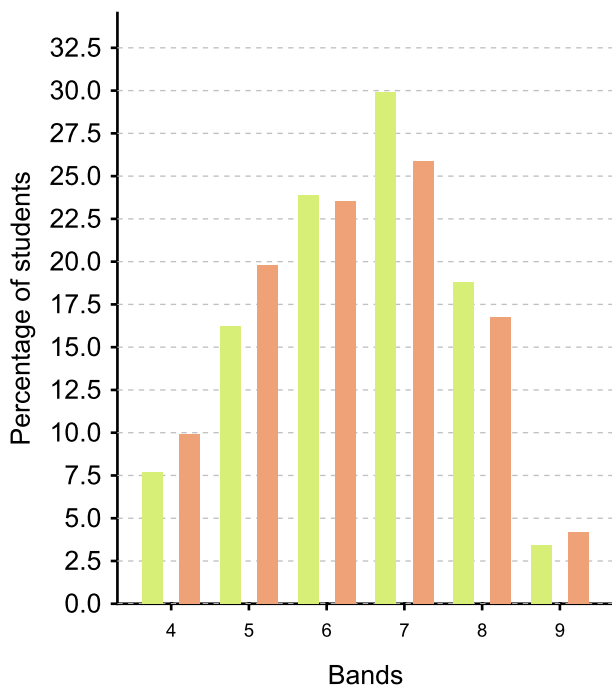
Percentage in bands:
Year 7 Grammar & Punctuation



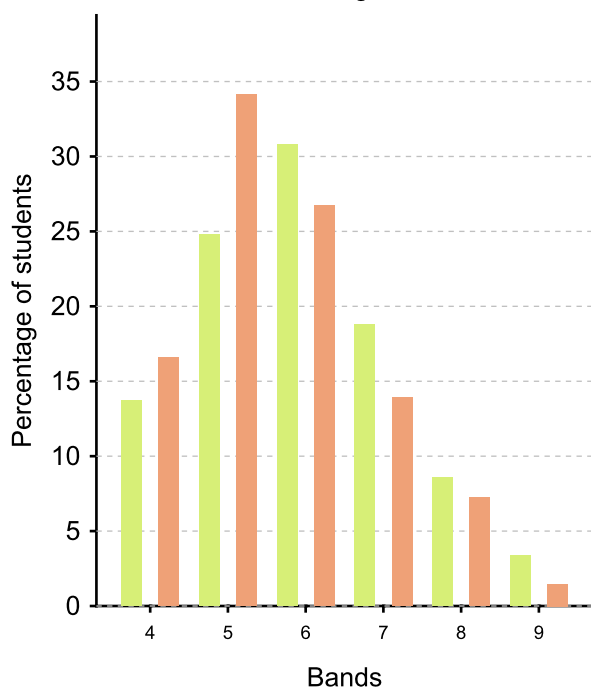
Percentage in bands:
Year 7 Reading



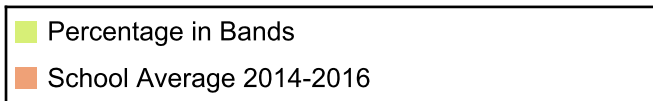
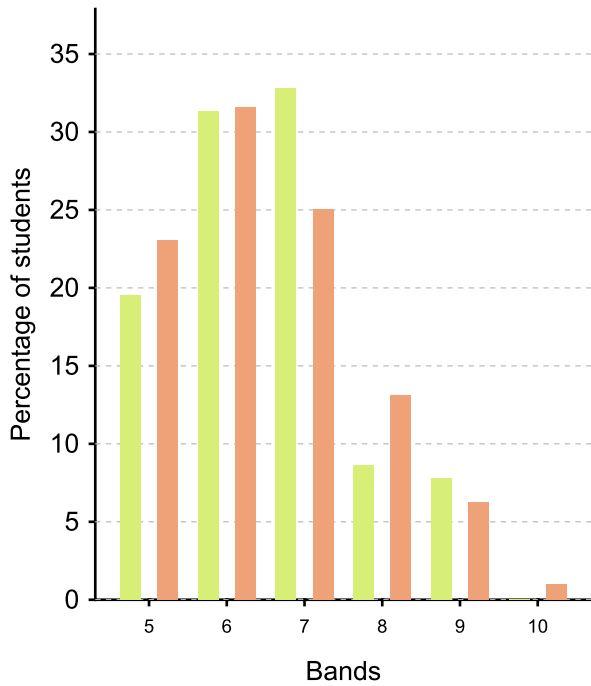
Percentage in bands:
Year 7 Spelling



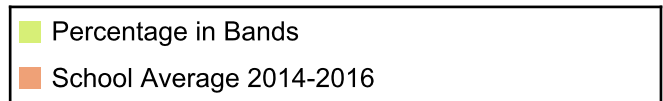
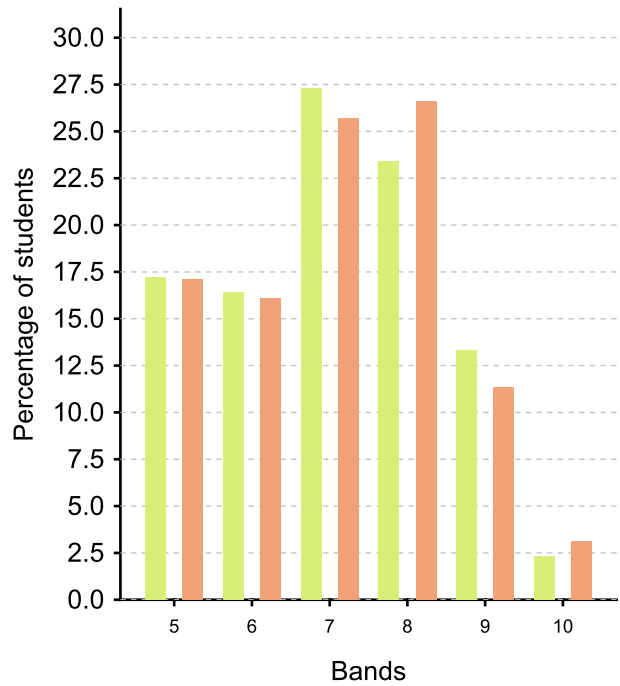
Percentage in bands:
Year 7 Writing



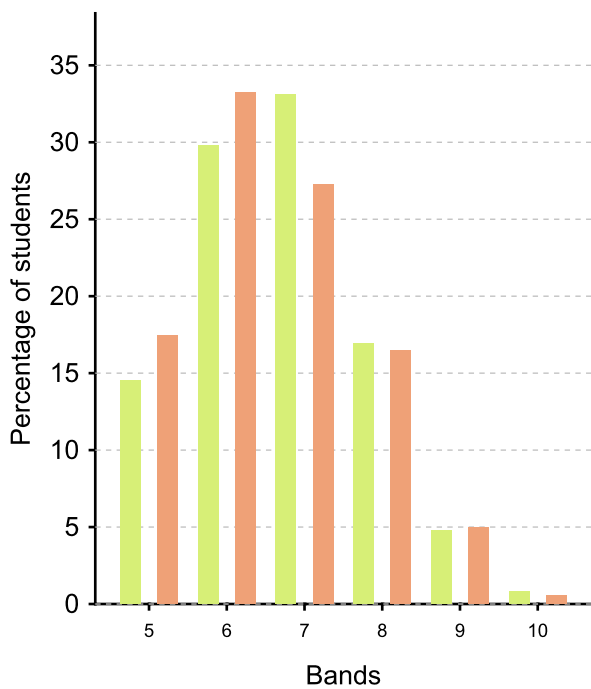
Percentage in bands:
Year 9 Grammar & Punctuation



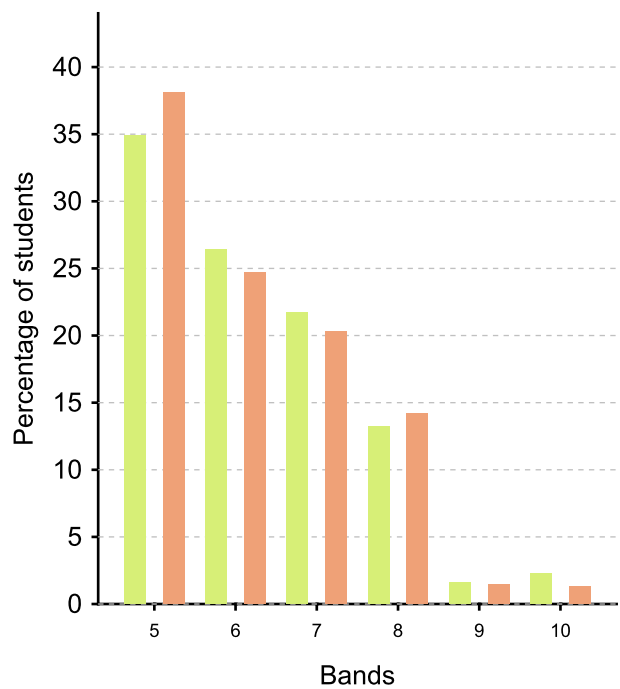
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

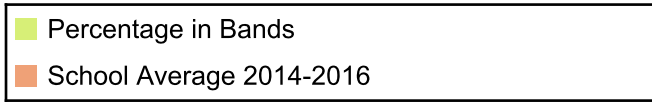
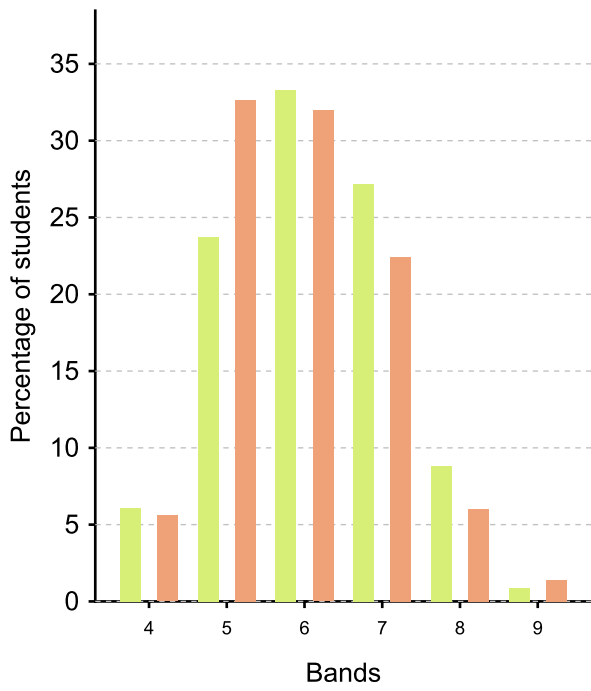


The percentage of students in the top two bands for Year 7 NAPLAN remained consistent or improved slightly, with a noticeable improvement in Writing.

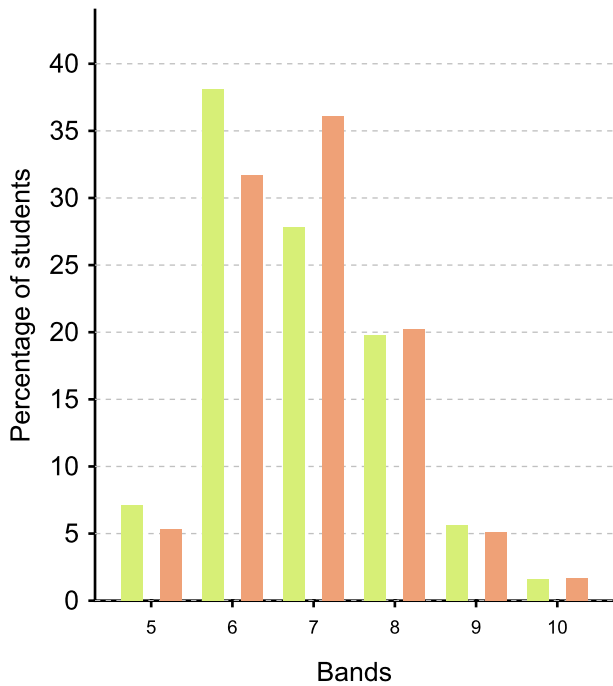
Similarly, the percentage of students in the top two bands in Year 9 NAPLAN also remained consistent, with some growth in Band 9 Grammar and Punctuation, Band 9 Spelling and Band 10 Writing

Percentage in bands:
Year 7 Numeracy

There were no Aboriginal students in the top two bands for NAPLAN in Year 9.



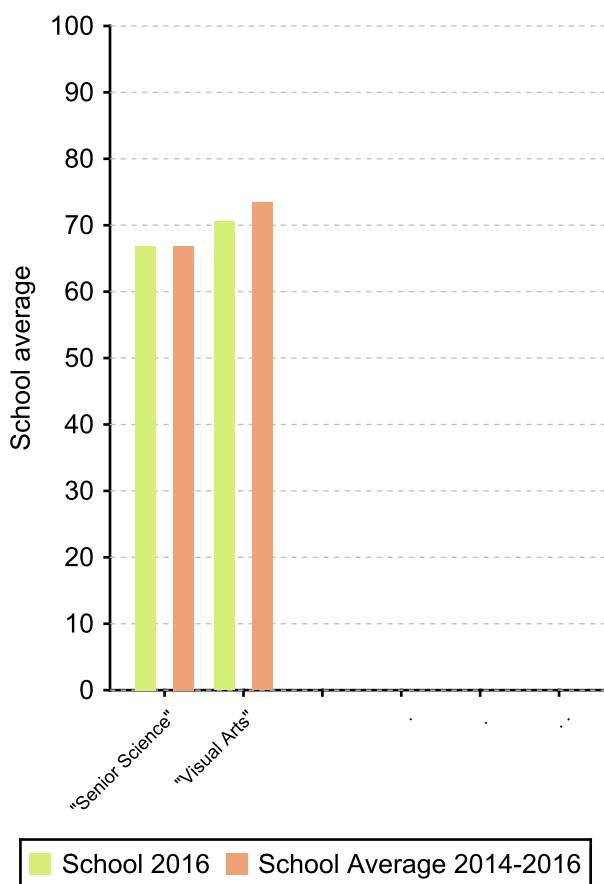
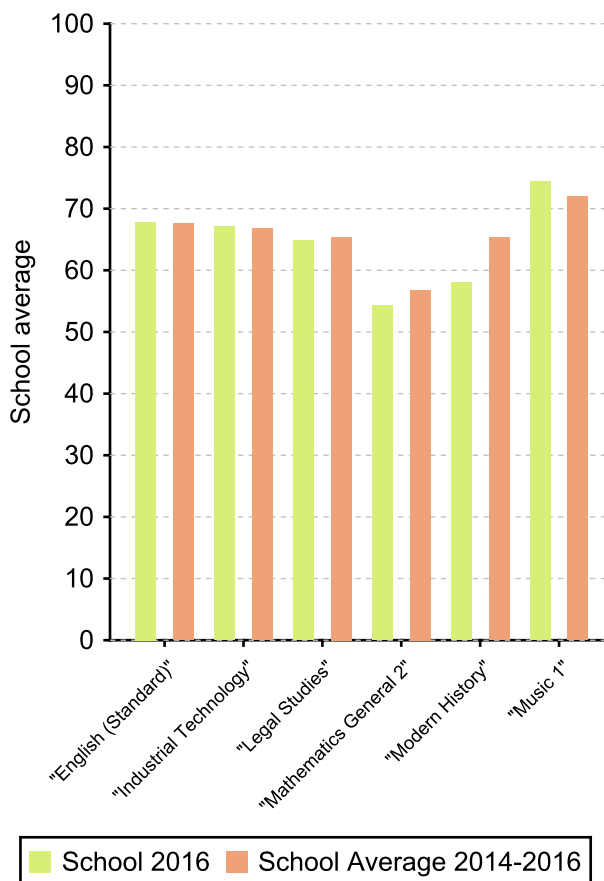
Percentage in bands:
Year 9 Numeracy



In 2016 in Year 7 NAPLAN, Aboriginal students scored in the top two bands for the first time in three years. There was a Band 8 achievement in Reading, Spelling and Grammar and a Band 9 achievement in Writing. There were no Aboriginal students in the top two bands in Numeracy.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Students studied a range of courses across the spectrum of curriculum including Australian Tertiary Admissions Rank (ATAR) eligible and non-ATAR eligible subjects.

A Band 6 was achieved in both Senior Science and Mathematics General 2. Overall, students performed

similarly to previous cohorts, with students in the top bands in Year 9 NAPLAN achieving close to State in their relative growth.

Parent/caregiver, student, teacher satisfaction

Our school operates in a culture of open communication and feedback, and we regularly seek information, opinions and perceptions from students and parents to measure satisfaction. In addition, we offer many opportunities for parents to be actively involved in the running of the school, and to partake in a range of relevant activities. Formal student leadership opportunities are also in place to provide students with sustained and structured systems to influence school life and give feedback regarding satisfaction.

Student forums, surveys and exit slips have been utilised to evaluate student feedback for all major programs. These are usually internal instruments, however the "Tell Them From Me" Survey is implemented twice yearly to ensure we capture student voice, and can compare our data to other schools nation-wide. Parents were also included in the "Tell Them From Me" surveys, however participation was low. This is an area we will seek to expand in 2017.

In 2016 we continued to implement student leadership processes as indicated in our school plan. A Junior Leadership Program was launched. This initiative was particularly notable for its self-nomination process, and our decision to enlist the expertise of an academic partner from within the local community to advise, support and co-deliver our workshops.

Our program of Student Learning Conferences were enhanced to include a trial of Student Led Conferences. These proved highly successful with feedback from all stakeholders indicating a continued expansion in 2017.

Following parent feedback, our Parent Voice program was expanded. Further, parents indicated a desire for more regular information exchange between families and the school, and we responded by planning for the re-introduction of Year Matters in 2017, and the return to hardcopy supply of our Ambagram, as electronic versions on the website were not being accessed to its fullest extent.

Staff surveys indicated a high level of staff satisfaction, with staff wellbeing and work/life balance continuing to be topics of high interest. In response to feedback, we are planning to offer exercise/relaxation classes to staff after school to support general wellbeing. In addition, we have made a commitment to support healthy eating options through the selection of healthy food alternatives when providing refreshments at teacher events.

Policy requirements

Aboriginal education

The Aboriginal Education Policy is reflected in the

engagement of the Aboriginal community, parents and the local Aboriginal Education and Consultative group in collaborative decision making. Areas of ongoing consultation include our 2015–2017 school plan, Aboriginal cultural programs held at the school, Sistaspeak, partnerships with the community services such as the Hub, Tharawal health services and the University of Western Sydney programs (Pathways to Success and Pathways to Dreaming)

Teachers are aware of the Aboriginal Education Policy and the need for targeted support to 'Close the Gap'. Bench mark data for our Aboriginal and Torres Strait Islander students showed Year 9 Aboriginal students growth exceeding the 'all students growth' in Reading, Spelling, Grammar and Numeracy.

Staff ongoing commitment to supporting and increasing Aboriginal students' learning outcomes is evidenced by staff participation professional development opportunities, in particular 'Eight Ways of Learning'. Ambarvale High hosted the delivery of 'Eight Ways of Learning'. This professional development opportunity was attended by fifty staff from local primary and high schools.

Four male members of staff will also be undergoing training to deliver Brospeak in 2017.

Targeted learning support has been delivered through the employment of a Student Learning Advisor for the Indigenous Students (SLAIS). The role ensures those Aboriginal students access opportunities to engage in cultural events, learning opportunities, career pathways and further education.

Whole school events such as The Deadly Awards and Multicultural Day have an Aboriginal focus with a celebration of success and showcasing Aboriginal culture.

Multicultural and anti-racism education

Ambarvale High School is a widely multicultural school, which reflects the diverse demographic of our local community. Our student body represents over 120 nationalities. We have over 240 LBOTE students, and 38 receiving English as a Second Language (ESL) assistance. We have a sizeable minority of students born overseas, with Samoa being the most significant source country. Our school also has a significant cohort of students who identify as Indigenous. Ambarvale High School has one Anti-Racism Contact Officer (ARCO) who has been in the role since January 2014. The role of the ARCO is to mediate and resolve any disputes around racism within the school, as well as educating the student body around relevant race-related issues so that these do not become problematic. The ARCO deals with approximately 12–15 reported incidents of racism a year. Most of these are low-level disagreements between students and have been resolved with intervention from the ARCO, with support sometimes provided by the Deputy Principal or Police Liaison Officer. Ambarvale High School has a

Multicultural Committee, which organises multicultural focused lessons to support whole school and faculty programs, also the celebration of important occasions such as Harmony Day, and an annual Multicultural Day in November. Ambarvale High School's Multicultural Day involves students, staff, and community members in celebrating the diverse cultures in our school through performance, crafts, food and national costumes.