

Ambarvale High School Annual Report



2017



8570

Introduction

The Annual Report for **2017** 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* we identified three elements as excelling; learning culture, wellbeing and curriculum, and three elements as sustaining and growing; assessment, reporting and student performance measures.

Ambarvale High School continues to excel in the area of learning culture, we have unerring focus on learning for all students and this is exemplified in the research and evidence based pedagogical innovation in our cohort projects: Profectus, Project Y, STEM and EPIC Humanities. In addition we are honing and refining our engagement with the community and parents to share student's learning experiences and this is evident in our Celebrations of Learning, our Student Learning Conferences and engagement with Industry Experts. In addition, our targeted employment of personnel to target Stage 6 students to maximise learning outcomes and reduce Bands 1 and 2 has resulted in outstanding benchmark growth from Year 9 to HSC. Our successes are further supported through an extensive pedagogy focused transition program, Stages 3 to 4, as well as innovative transition initiatives at other key points across the secondary learning experience. We pride ourselves on an individualised wrap around service at point of enrolment to ensure every student is known, valued and cared for both as a learner and as a person. Evidence that supports this approach includes our PBL school status, our innovative curriculum breadth and our research driven understanding of new and innovative ways to assess and report on student progress.

In the domain of *Teaching* we identified three elements as excelling; classroom practice, professional standards and learning and development, and one element as sustaining and growing; data skills and use.

All teaching staff engage in sustained and explicit learning around the efficacy of teaching strategies, underpinned by the latest research about the brain and how we learn. To maximise impact in the classroom, cleverly managed timetabled structures embed contextual professional learning within the fortnightly calendar for all staff. This time is utilised for explicit delivery of teaching skills with an emphasis on student engagement, the drafting process, feedback, and formative assessment strategies and exposure to current enquiry based learning models such as Project Based Learning, Design Thinking and Self Organised Learning Environments. During 2017 an increased learner awareness of metacognition became apparent and will be built in to the 2018–2020 School Plan. Collaboration for teaching and learning is deeply embedded within our structures and psyche as critical to the delivery of quality teaching and learning. Our staff's expertise is evidenced in the statistically high proportion of staff who either have achieved or are working towards higher levels of accreditation. Whilst data, both internal and external, is accessed and analysed for improvement we aim to refine this collective skill set during the 2018–2020 School Plan with a focus on granular data to improve individual student performance.

In the domain of *Leading* we identified three elements as excelling; educational leadership, school resources, management practices and process, and one element as sustaining and growing; school planning implementation and reporting.

The leadership team actively and explicitly create and encourage instructional leaders within the school. These leaders use evidence and research to drive their and their teams' decision making and work. A powerful example of this are the leaders of the various award winning pedagogy projects across the school and our powerful growth data Year 9 to HSC. Our self–assessment process will assist the school to refine our School Plan, leading to further improvements in the delivery of education to our students. Our school has a culture of high expectations and continual improvement. Our progress is measured and mapped using evaluative thinking tools including focus groups, photo elicitation, surveys and observations. Our school was the proud recipient of a 2017 Secretaries Award for an Outstanding School Initiative. We have strategic and precise alignment of our resourcing to our School Plan products and practices. We are continuing to develop the administrative skills to fully utilise the SPaRO electronic platform for planning, particularly the use of milestone documentation to track and report on progress.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

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 2017 our innovative teaching and learning programs in Support, Year 7 and Year 8 experienced another iteration, with a focus on the continued refinement of teacher collaboration in both planning and delivery, and student participation in innovative and self directed learning activities. In addition, another innovative program was implemented for Year 9: EPIC Humanities. An integrated curriculum program of HSIE and English, this program had a strong project based learning focus and a goal to engage the traditionally disengaged Year 9 student. All innovative projects explored a range of evaluative thinking tools to creatively measure alternate learning outcomes for which traditional assessment tools do not measure, including collaboration, creativity, communication and critical thinking.

Feedback as a powerful strategy for formative assessment was an emphasis with both teacher and student learning. This included cool and warm feedback, peer feedback and ways to maximise learning as a result of feedback. This was particularly evident in the Year 7 Project Y Program which included explicit teaching and learning activities to train students to understand, give and utilise feedback effectively.

We continued to be creative with our school timetable and curriculum patterns and introduced a trail of two hour teaching blocks to 'dive deep' into learning and engagement to support the current research on flow. Within the Year 9 EPIC Humanities Program and other curriculum areas, pedagogy teams experimented the concept of immersion days. Supported by current research on learner tacility and deep learning, students were offered sustained, authentic learning experiences including the creation of an interaction with a WWI style trench situated in our school agriculture plot. We continued to schedule Agriculture and Drama into Stage 4 in addition to TAS and CAPA and continue to offer a broad curriculum platform in Stage 6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased individual growth to cohort–equivalent for students located in the top 2 bands of NAPLAN (7–9)	\$55 000 was allocated to the development of our innovative Pedagogy Program. \$40 000 allowed for the creation of an additional leadership position to drive teaching and learning; Head teacher Teaching and Learning	In Year 9 writing students in the top 2 Bands had a growth average of 49.8 which exceeded the school average of 49.1: both of which exceeded the Department of Education school average 42.3
A reduction of 15 % in bands 1 and 2 in the HSC against 2014 data.	\$12 000 was utilised to source a .2 additional teacher who was charged with the task of individual support and learning for students in Stage 6 who were at risk of achieving Band 1 or 2. During the year, additional funding of \$20 000 was allocated to employ an additional Student Learning Adviser to support stage 6 students.	Unfortunately despite explicit and targeted funding and work to reduce the percentage of bands 1 and 2 in our HSC cohorts our results are disappointing with 29.7% of our 2017 HSC bands occurring in Bands 1 or 2. In 2014 our target comparison was 29.5%. In 2015 we experienced enormous success with a reduction down to 18.2%. Variables that may be impacting on our success in this space include; challenging social and familial circumstances impacting on students in their final year of schooling and poor student engagement due to uncertain future goals and a lack of success seeking employment. We will continue to work strenuously towards this improvement measure.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Aboriginal & Torres Strait Islander (ATSI) benchmark data is comparable to, or exceeds all students.	\$65 503 was received in Aboriginal background, Equity loading and was used to employ a teacher to implement our ATSI programs, including NAPLAN and learning support.	In 2017 our NAPLAN results showed our Year 9 Aboriginal students outperforming the State and NSW DoE in writing. VALID results in Year 8 showed our Aboriginal students outperforming the State and NSW DoE Aboriginal students, in every section of the test, including overall result. In Year 10 Valid we achieved higher results than State and NSW DoE Aboriginal students in all areas with the exception of problem solving and communication.

Next Steps

2017 marked the conclusion of the three year school planning cycle. Throughout Term 4 2017, we consolidated our evidence and data to understand our progress and successes throughout the preceding three years. We also consulted and sought feedback from our school community to set future directions and next steps to continue on our journey of excellence as measured against the Department of Education's School Excellence Framework. In our next School Plan an identified strategic direction is building great results. Our purpose is to build great results so that students exit the secondary school experience with maximised learning and development outcomes. To this end we will focus on high impact strategies to ensure maximised growth in external academic benchmarks, high impact feedback and reporting, and an emerging focus on metacognition.

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

2017 saw an expansion of the wellbeing programs we offer our students. We offered a culturally significant program for our male Pacific Islander students. The Program, entitled 'Aikona', is a venture that was run in partnership with the Campbelltown Police, HCLC, PCYC and parent volunteers. 'Aikona' featured the creation of a community garden growing a range of vegetables which feature in the culture of the Pacific Island Community. In conjunction with the garden, a range of workshops were held focusing on developing self-esteem and resilience. A Pacific Islander Student Support Officer was also employed to case manage students, and run preventative programs and workshops at point of need. This initiative has been well received in the community and feedback from parents and students has been extremely positive. The Pacific Islander Support Officer works in collaboration with our original School Support Officer to deliver services and referral pathways to our students.

In 2017, Year 7 students joined the Junior Leadership Program and were inducted by our Year 8, 9, and 10 Junior Leaders who ran the introductory workshops. The workshops focused on the definition of leadership, the "Leadership Tent" and their strengths as individuals and students. Furthermore, they were supported into formulating their own Leadership Philosophy. In 2017 we saw the Junior Leadership Program grow and expand with increasing student participation across Years 7–10. The Junior Leaders participated in Design Thinking Workshops at Campbelltown TAFE and Western Sydney University. The aim of the workshops was to guide the students in the design and costing for the refurbishment of the junior toilets. This project was proposed by the Junior Leaders and supported by the Principal with a \$50,000 budget. The workshops featured representatives from South Western Sydney Health and representatives from hygiene products suppliers. The students in cross stage groups produced a design brief for the project, which was presented to the Principal. The Junior Leaders celebrated their design and planning with a Grand Opening of the remodelled toilets. Leadership skills were further enhanced by other leadership initiatives such as the Horse-Assisted Learning Program with the focus of how to recognise and overcome challenging situations. Students also attended Y Lead, where they began brainstorming and designing their next project to be executed in 2018.

The Campbelltown Community Hub continues to deliver from within our school and focuses on working with our Aboriginal Students in regards to goal setting, employment and support to continue into further education. We have continued to employ a Speech Therapist who is heavily involved in working with our support students and our mainstream students who have expressive and receptive language delay. The staff have also benefitted from workshops that have been delivered by our Speech Therapists on language delay and how to adjust and cater for this in the classroom.

In line with our focus on unique and creative programs and initiatives to engage students, our Year 8 STEM Team deeply embedded student agency and an authentic community audience into their program. Using design thinking strategies, teams of students consulted the school community and sought feedback on areas of facility improvement within our school. As a result each team selected a project, created a design brief and pitched to an audience of school personnel and external industry experts. Two winning designs for school improvement were selected following a 'Shark Tank' style illumination strategy. The two winning designs were fully funded and have been actioned within our school, including an extensive shade sail over a senior seating area and increased signage around our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
"Tell them From Me", exit surveys and other measurement tools will indicate increasing levels of positive student connection and engagement with the school experience.	A well being faculty budget of \$25 000 was established to allow for the arrangement of a variety of programs to increase a sense of student inclusivity. Similarly \$15 000 was used for an addition .2 Head teacher	End of year "Tell Them From Me" data indicates our school exceeds NSW Government norms in the following areas: student participation in sport (50% versus 48%) student participation in extra curricular activities (26% versus 24%), intellectual engagement composite (50% versus 46%) and students who self report as interested and motivated (30% versus 28%).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>Wellbeing to support the implementation of these programs. Other programs implemented included The <i>Teachers in the Making</i> program \$2 000, extra curricular clubs \$3 000 and community programs \$12 000.</p>	<p>End of year "Tell Them From Me" data indicates our school exceeds NSW Government norms in the following areas: student participation in sport (50% versus 48%) student participation in extra curricular activities (26% versus 24%), intellectual engagement composite (50% versus 46%) and students who self report as interested and motivated (30% versus 28%).</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>\$25 000 was allocated to student leadership and was used to fund predominantly junior student leadership opportunities with a focus on leadership learning in the Junior Leadership Team.</p>	<p>We co-ordinated a number of different leadership initiatives across the school; 55 students involved in the Junior Leadership, 9 Leos, 8 Senior Leaders, 20 students in <i>Teachers in the Making</i>, and 16 Year 9 and 10 students were <i>Rosemeadow Mentors</i> with Rosemeadow Public School, assisting with reading, art, sport gala days, sport coaching and general classwork. Satisfaction surveys indicate high levels of leadership opportunities exist within our school.</p>

Next Steps

2017 marked the conclusion of the three year school planning cycle. Throughout Term 4 2017, we consolidated our evidence and data to understand our progress and successes throughout the preceding three years. We also consulted and sought feedback from our school community to set future directions and next steps to continue on our journey of excellence as measured against the Department of Education's School Excellence Framework. In our next School Plan an identified strategic direction is Building Great People. Our purpose will be to build great people, so that they are prepared and skilled to reach their potential across the various domains of a meaningful life. To this end we will focus on building a school in which everyone is positioned and encouraged to flourish and thrive, and is immersed in leadership development opportunities in an environment that explicitly develops and supports positive behaviours.

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

To deeply and authentically implement the teacher performance and development framework, staff were invited to participate in longitudinal professional learning: A Research Approach to PDP's. 27 staff adopted this framework which saw them engage in personal action research and professional reading in alignment with their PDP goals.

Our school continued to fund and formalise an accreditation co-ordinator who led regular team meetings, in addition to one to one accreditation support, available to all staff. Her duties ranged from Accreditation advice, proofing annotated evidence support and as liaison between school staff and NESA personnel.

To support ongoing teacher learning in differentiation of teaching strategies an adjustment sheet was designed and implemented to allow staff to track and monitor individualised adjustments for individual learners. These reports were included at Student Learning Conferences and were available to all staff for reference and reflection.

Our commitment to the ongoing development of targeted expert teachers continued through contextually relevant, and higher order professional learning for the teams of teachers supporting our pedagogy projects. These teams were repeatedly and continually immersed in the latest research on future focused learning and were positioned to use that learning to plan, program and deliver best practice teaching and learning. In response to our work in this field the Director for our network nominated our school for the NSW Department of Education Secretaries Award for Outstanding School Initiative; in which were successful.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers will have authentically engaged with the <i>Australian Teaching Standards and 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.	\$6 000 of funding was utilized for an accreditation coordinator and an additional \$45 000 for executive teacher professional learning. We allocated \$11 000 for Quality Teaching Rounds and observations.	7 staff are currently either accredited at highly accomplished or are currently actively engaged in higher levels of accreditation. This exceeds 10% of our teaching staff and hence we have exceeded our improvement measure.
Teaching staff regularly access internal learning opportunities with a focus on student learning.	\$45 000 was utilized to enhance school technology resources to support quality internal learning opportunities. In Addition \$65 000 was used to employ an external technology support officer. An additional \$28 000 was utilized to enhance our English language proficiency equity loading to enable the school to have a fulltime EALD teacher.	Our school has utilized creative timetabling processes to ensure all staff are available for 1 hour of regular embedded and contextual TPL on site each fortnightly cycle. In 2017 this was 'TPL Wednesday'. A range of topics were covered including administrative technology, visual thinking routines, NAPLAN, managing challenging behaviours and teaching strategies for EALD students. Most popular was managing challenging conversations in the workplace with 32 attendees, followed by an introduction to NAPLAN online (27 attendees). In addition to timetabled TPL staff were offered a suite of four 'Twilight' professional learning sessions of which they were required to attend two. It is rewarding to note that many (11.25% in 2016) availed themselves voluntarily of additional

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching staff regularly access internal learning opportunities with a focus on student learning.		learning opportunities beyond the required sessions. Staff feedback was that this was the direct result of the relevance and precision.

Next Steps

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Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$65 503 was used to employ a Student Learning Adviser for Aboriginal students.	<p>In 2017 our Aboriginal student enrolment went from 9.8% to 12.8% which follows a pattern of increasing enrolments of Aboriginal students over the last three years.</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 focused an increasing literacy of Aboriginal students through the Dream-time reading program. The program involved Aboriginal students from the high school, reading to kindergarten students from partner primary schools.</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 • Aboriginal Dance workshops in partnership with the Bangarra Dance Theatre. • Heartbeat <p>Ambarvale Aboriginal Dance Group continued to perform at partner primary schools as well as running dance workshops for Primary students.</p> <p>Students in Year 10 participated in the Opera House Work Experience, which saw two students gaining Internships for 2018.</p> <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 are outstanding with 95% of students maintaining 85% attendance and 70% of students have attendance rates of 90% or above.</p>
English language proficiency	An allocation of a .4 teacher	Ambarvale High School is a diverse and

<p>English language proficiency</p>	<p>+ \$17 185 flexible funding. This was used to employ an EAL/D teacher. The school community ascertained the need for a full-time person in this role hence \$28 000 from Socio economic background funding was accessed to provide the resources for a full time EAL/D.</p>	<p>multicultural high school with over 190 enrolled students identified as having a Language Background Other than English (LBOTE). Of these, 35 student are English as an additional language or Dialect (EAL/D) learners, requiring specific assistance in accessing English at school.</p> <p>The school currently has a 0.4 staff loading for EAL/D, which is brought up to one full-time role with additional equity funding. This allows EAL/D learners to receive regular timetabled assistance both in class and in withdrawal sessions. This assistance focuses on developing vocabulary, reading fluency, comprehension and decoding skills and writing skills. The program encompasses students from diverse language backgrounds, with Ambarvale High School having a particular concentration of enrolled EAL/D students from the Samoan and Arabic-speaking communities.</p> <p>The EAL/D teacher also provides assistance and linkages in accessing other services within the school, and can assist students and parents in accessing other services in the community, such as the programs provided by Macarthur Diversity Services.</p> <p>In 2017, EAL/D students continued to show significant growth in their literacy, with several students showing disproportionate positive growth in reading age as a result of ongoing support and targeted learning sessions. In 2018, Ambarvale High School has 12 EAL/D students attempting the HSC, with promising results for the first half of the year, including EAL/D students receiving Band 6 marks in assessment tasks for English studies and work studies.</p>
<p>Low level adjustment for disability</p>	<p>2.4 teachers and \$91 140 flexible funding.</p>	<p>The 2.4 Learning and Support Teachers (LaSTs) were supervised by the Head Teacher, Teaching and Learning, and were timetabled to support students with learning and behavioural disabilities and students with Autism Spectrum Disorder in mainstream classes. Support was usually provided in-class, but withdrawal for small groups or individual specialist support was also a component of their work. LaSTs created Learning Plans and tested students for literacy and numeracy skill acquisition, particularly for new enrolments. The flexible funding was utilised to employ Student Learning Support Officers (SLSOs) who provided aid to teaching staff.</p>
<p>Socio-economic background</p>	<p>2.0 teachers and \$686 912 flexible funding.</p>	<p>The additional resource of 2.0 teachers was utilised to employ 2 Student Learning Advisers (SLAs). Supervised by the Head Teacher Teaching and Learning, these staff were used to provide increased additional support for all learners in the mainstream cohort. Typical tasks included senior student assessment, task guidance and support and homework and assessment</p>

<p>Socio-economic background</p>	<p>2.0 teachers and \$686 912 flexible funding.</p>	<p>completion strategies with Stage 4 and 5 students. SLAs were also responsible for the coordination of our whole school Student Learning Conferences. Our flexible funding was utilised in a myriad of ways itemised within our internal budget documentation and directly mapped against the improvement measures of our School Plan. Notable uses included the school-created position of Head Teacher Teaching and Learning, a part-time speech therapist, the employment of Student Support Officers, transition activities that increased our in-area percentage of students from Year 6 into 7 and individualised the subject selections of students moving from Year 10 into Year 11. Funding was used to create time for individualised learning support for students in Stage 6 at risk of receiving a Band 1 or 2 in the HSC. As a result, we achieved our improvement measure and have very strong growth Year 9 to HSC results.</p> <p>Our commitment to innovative teaching and learning and to engage students and prepare them for the future world, was supported with funding to allow for extensive planning and learning for teacher teams, as well as the resourcing of projects in terms of students' access to equipment to enhance learning. A Technology Support Officer was employed to ensure adequate and equitable access to technology for learning and its organisation; students and staff.</p> <p>Funding was also utilised to support a range of engaging and innovative cross curricular programs with a focus on student leadership and wellbeing. One program that was highly valued by the school community and attracted media and system attention was <i>Teachers in the Making</i>; a positive program aimed and targeted at students with a passion for a future career in teaching.</p> <p>Further use of these resources included; multicultural initiatives, additional leadership learning for executive, extra curricular lunch time clubs to increase student engagement and satisfaction within school, additional wellbeing resources to support and enhance system based wellbeing structures and extensive celebrations of learning.</p>
<p>Support for beginning teachers</p>	<p>In 2017 we received \$79 439 of Beginning Teacher Funding.</p>	<p>All beginning teachers were provided with the mandated reduction in face to face teaching time and were allocated mentors. The vast majority of funding covered this expenditure. Additional resources were accessed to support an induction program led by the Induction Coordinator.</p>
<p>School Promotions</p>	<p>Funding was allocated from Socio-economic background flexible funding \$5 000.</p>	<p>This funding was used to engage with our community and seek opportunities to promote our school in the public space. We accessed a range of educational feature opportunities within the local paper, we enhanced our school newsletter, the Ambargram and based on parent feedback, and began once again to</p>

<p>School Promotions</p>	<p>Funding was allocated from Socio-economic background flexible funding \$5 000.</p>	<p>post home a hard copy to all families. Multiple copies of our newsletter are sent to our partner primary schools to ensure all students in Years 5 and 6 receive a copy to take home. Additionally a number of parent forums and communication opportunities were conducted at our school.</p>
<p>School performances and exhibitions</p>	<p>Funding for performances and exhibitions are built into faculty funds and are managed by Head Teachers</p> <ul style="list-style-type: none"> • (\$0.00) 	<p>The CAPA faculty dominated the performance and exhibition space throughout 2017.</p> <p>* Three Year 11 students selected for 'Dobell Drawing School', equivalent to a semester of drawing classes at the National Art School and exhibition of work.</p> <p>One Year 11 student selected for 'HSC Intensive Studio Practice', equivalent to a semester of an elective of a Bachelor of Fine Arts at the National Art School.</p> <p>Five Year 10 students selected for 'Tennies', a six week gifted and talented program with Campbelltown Arts Centre, students worked with various art institutions, met industry personnel and artists, also producing their own works which were displayed in the gallery.</p> <p>27 student work finalists in Fisher's Ghost Art Award at Campbelltown Arts Centre.</p> <p>Two Winners of Fisher's Ghost Art Award, Secondary Students Category, Campbelltown Arts Centre.</p>
<p>Multicultural</p>	<p>Funding for multicultural initiatives from socio economic background flexible funding \$4 500</p>	<p>Multicultural education is embedded across the school within teaching programs however, a discrete multicultural team and leader, plan for and facilitate a range of additional multicultural initiatives throughout the year. The two main events are Harmony Day and an annual Multicultural Day. Funding is used to resource a range of key speakers, performers, workshops and learning opportunities to fully immerse the school community in celebrations of a harmonious multicultural society.</p>
<p>Technology & Pedagogy</p>	<p>Funding for additional technology to support pedagogy from socio economic background flexible funding \$42 400</p>	<p>Two additional photocopiers were purchased to support the main office and Head Teacher Administration. A class set of laptops was purchased to enhance the existing pool of loanable technology and funding was allocated to purchase a HSIE senior laptop pool. Third party electronic subscriptions were purchased to support whole school administration. A range of projectors, iPads, Swivl and a Vodcast Camera were purchased for use around the school to support innovative and engaging pedagogy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	401	403	385	366
Girls	360	347	356	349

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.4	90.4	89.9	91.9
8	87.9	87.4	88.4	88.8
9	87.5	86.3	83.9	89
10	87.8	84.5	84.5	85.5
11	80.2	84	86.1	87.3
12	89.3	87.1	89.3	88.4
All Years	87.5	86.6	86.8	88.3
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

24% of Year 12 students participated in a vocational education course in 2017 with 10% undertaking two or more courses. One student participated in a School Based Apprenticeship in Meat Processing (Retail Butcher) and she achieved The Meat Industry Association Award for SBAT Student of the Year and the TAFE NSW South Western Sydney Student Achievement Award – School Based Apprentice (SBAT), Student of the Year.

Another student studying Certificate III in Fitness was awarded the Vocational School Student (TVET) of the Year. This student went on to be one of 45 selected for the Go West Project Sydney Mentoring Program.

Of the 14 students who engaged in a TVET subject, 21% were Aboriginal and 7% were from a non English speaking background.

Year 12 students attaining HSC or equivalent vocational education qualification

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	44.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.4
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	2.2
School Administration & Support Staff	17.16
Other Positions	1

*Full Time Equivalent

In 2017, 1 member of staff identified as Aboriginal and was actively involved in our indigenous programs

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	32

Professional learning and teacher accreditation

Over the 2017 school year, there were 472 points of attendance at 217 individual TPL events. These events saw all staff participating in a wide range of professionally significant activities that aligned with their professional learning needs, PDP goals and teacher accreditation including Highly Accomplished and Lead Accreditation.

Teacher Professional Learning received a budget of \$65,592.00 which was totally expended, with an additional \$84,054.60 from faculty and school funds being used to support teacher learning activities, making a total of \$149,646.60.

These professional learning activities covered, but were not limited to, the areas of Beginning Teacher, Career Development, Gifted and Talented, Quality Teaching, Syllabus Implementation, Welfare and Equity and a variety of activities to support the school's strategic plan and individual teacher PDPs. There was a continued focus on professional learning to support and improve our innovative pedagogy programs and 21st Century Skills.

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

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

In 2017 there was a significant amount of funds carried forward due to the implementation of a new Department of Education finance system. The finance committee made the decision to be more cautious in relation to the expenditure of funds during the transition in Semester 2.

Any significant variations between income and expenditure cannot be accurately identified or

commented on due to the transition into the SAP Finance system.

The school received approximately \$9,000 voluntary school contributions which is lower than in 2016. The decline is due to the new SAP finance system being implemented mid-year making it complex to produce an annual statement of account.

Receipts	\$
Balance brought forward	774,872
Global funds	386,599
Tied funds	614,603
School & community sources	128,650
Interest	9,400
Trust receipts	4,805
Canteen	0
Total Receipts	1,144,057
Payments	
Teaching & learning	
Key Learning Areas	157,630
Excursions	34,878
Extracurricular dissections	23,341
Library	0
Training & Development	575
Tied Funds Payments	548,322
Short Term Relief	101,108
Administration & Office	140,390
Canteen Payments	0
Utilities	76,766
Maintenance	27,940
Trust Payments	7,640
Capital Programs	9,500
Total Payments	1,128,089
Balance carried forward	790,840

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,736,662
Appropriation	1,599,998
Sale of Goods and Services	14,989
Grants and Contributions	121,035
Gain and Loss	0
Other Revenue	0
Investment Income	640
Expenses	-886,246
Recurrent Expenses	-886,246
Employee Related	-388,624
Operating Expenses	-497,622
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	850,416
Balance Carried Forward	850,416

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school successfully transitioned to the new SAP Finance system in July 2017 and intense training was carried out by staff during the year. The school finance committee and staff followed all processes to ensure that funds were managed cautiously and according to the School Plan during 2017 and the transition phase.

The School has reallocated funds carried forward from 2017 into the 2018 budget to ensure all programs and initiatives are met within the School Plan.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	6,678,768
Base Per Capita	121,393
Base Location	0
Other Base	6,557,375
Equity Total	1,348,296
Equity Aboriginal	65,503
Equity Socio economic	890,060
Equity Language	57,814
Equity Disability	334,918
Targeted Total	1,354,591
Other Total	303,240
Grand Total	9,684,895

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 2017 Literacy NAPLAN data was strong for our school. With increased representation of students in the top two bands in Year 7 Reading and Year 9 Grammar and Punctuation, Spelling and Writing against school average data.

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	12.3	19.8	30.2	25.5	8.5	3.8
School avg 2015-2017	11.6	22.4	32.0	21.9	8.4	3.7

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	12.4	20.0	36.2	17.1	10.5	3.8
School avg 2015-2017	8.6	23.6	39.4	16.6	9.2	2.5

Percentage in Bands:

Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	5.7	18.9	21.7	26.4	24.5	2.8
School avg 2015-2017	7.3	18.3	24.0	26.6	20.4	3.3

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	18.5	31.1	29.1	13.6	6.8	1.0
School avg 2015-2017	17.4	31.0	29.8	13.3	6.7	1.8

Percentage in Bands:

Year 9 - Grammar & Punctuation

Band	5	6	7	8	9	10
Percentage of students	22.6	28.4	24.5	12.8	7.8	3.9
School avg 2015-2017	22.0	31.0	25.8	11.9	7.1	2.3

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	10.7	38.8	27.2	18.5	3.9	1.0
School avg 2015-2017	14.2	35.4	29.0	16.1	4.7	0.6

Percentage in Bands:

Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	12.8	18.6	34.3	12.8	16.7	4.9
School avg 2015-2017	15.1	17.4	28.8	22.9	12.9	3.0

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	32.6	29.5	10.5	16.8	5.3	5.3
School avg 2015-2017	36.0	28.2	16.3	14.3	2.6	2.5

In 2017 Numeracy NAPLAN data indicated that the percentage of students in the top two Bands had increased against the school average in Year 7, and there was an increase in the top Band for Year 9. It was also noted that the percentage of students in the bottom Band for Year 9 (Band 5) had decreased against the school average.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	5.8	28.9	25.0	26.9	12.5	1.0
School avg 2015-2017	5.2	30.7	29.8	25.0	8.4	0.9

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	2.9	36.5	37.5	18.3	1.9	2.9
School avg 2015-2017	4.9	34.5	35.2	19.2	4.1	2.1

Our school achieved growth in the top two Bands for Year 7 reading, with 14.3% of students represented in these Bands compared to 11.5% in 2015. There was also strong growth in the number of Year 7 students achieving in the top two Bands for numeracy; 15% compared to 5% in 2015. Students in Year 9 did not increase in the top two Bands.

For our Aboriginal students, in Year 7 there was a slight increase in representation in the top bands from 0% to 6.7% in numeracy. In Year 9, Aboriginal students were not represented in the top two Bands, however it is important to note that in numeracy, of the ten students with NAPLAN data, one student doubled their expected growth and two students had growth above the expected growth pattern. In Year 9 Reading, none of the ten students achieved in the top two Bands, however two students exceeded expected growth, and an additional four students grew in their individual results.

Higher School Certificate (HSC)

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

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	68.5	61.3	68.1	67.3
Biology	62.8	67.0	70.9	64.5

Business Studies	61.8	64.7	68.2	65.0
Chemistry	61.7	67.4	72.1	62.6
Community and Family Studies	63.4	68.7	70.7	63.6
English (Advanced)	78.7	73.9	77.6	78.2
English (Standard)	67.7	63.6	65.6	67.2
Industrial Technology	67.4	61.7	64.8	67.0
Legal Studies	59.7	67.3	72.1	64.7
Mathematics	60.3	67.6	73.2	52.8
Mathematics General 2	58.2	59.8	63.6	57.2
Modern History	63.3	60.3	69.6	66.1
Personal Development Health and Physical Education	64.1	63.4	67.7	63.6
Senior Science	68.3	67.3	68.3	68.9
Society and Culture	77.4	69.1	76.4	73.4
Visual Arts	76.1	75.3	77.7	73.8

In 2017 10 of the 16 subject results outlined in the table above exceeded the three year school average. Further, systems data indicates our students' growth from Year 9 to Year 12 places our school in the *Excelling* range of the School Excellence Framework.

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 we continue to struggle with survey completion and our *Tell Them From Me* survey report is

based on responses from 16 parents only. Parent responses largely tracked against, but slightly lower than, NSW government norms and patterns with the exception of 'parents support learning at home' which tracked on the NSW government norm.

The *Tell Them from Me* survey report captured staff perceptions about how well our school responds to the eight drivers of student learning. We had 71 teachers participate in the survey and the results indicate that we track level with NSW government norms for: inclusive school and data informs practice and collaboration. We exceeded NSW government norms in: leadership and technology, and fell below NSW government norms by a small degree in: teaching strategies and by a significant degree in parent involvement. However, when teacher feedback is separated into experienced teachers (6 or more years) and inexperienced staff (5 or less years) experienced teachers report greater level of leadership, collaboration, learning culture, data informed practice and teaching strategies than the NSW government norm.

Our program of Student Learning Conferences continued to develop and expand after four years of implementation 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. Furthermore, 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 a hardcopy supply of our Ambargram, 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.