

Ambarvale High School Annual Report



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Introduction

The Annual Report for **2018** 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 and external validation 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

To prepare students to flourish and thrive now, and in a dynamic future society, and to do so as well–rounded, successful and happy citizens.

To achieve this, we will maximise learning outcomes in unique and personal ways and ensure students are always the centre and focus of what we do. To this end, we are committed to unique and innovative professional learning that will empower teachers to develop evidence and research informed expertise in curriculum, pedagogy and wellbeing, and explore the full breadth of their professional impact.

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 725 students, which includes 53 students in our Support Unit. 29% of students identify as coming from a non–English speaking background and 12% 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). Due to a reduction in student numbers, the HT CAPA position was dissolved at the end of the year and will be replaced with a coordinator.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

The external validation process and subsequent findings were extremely edifying for the school as the report cited that Ambarvale High School was deemed to be excelling in all of the three Domains of Learning, Teaching and Leading, with the exception of the element of student performance measures.

The school has recognised that student performance measures is an area for further improvement. The strategies which will be put in place to address this include, but are not limited to, learning mentors in Stage 6 to further personalise individual learning supports for all students. We will continue to build reporting capacity and community engagement with innovative reports. Teachers will be supported to develop enhanced skills to analyse evidence and data to improve performance.

Students across year groups will be engaged in meta-cognition (learning about learning) activities to build their capacity to both develop ownership of and skills to maximise their learning performance. We will utilise pods of expertise in terms of HSC data across the school. We will provide opportunities for mentorship with teachers/faculties who are achieving great results in the HSC.

The External Validation (EV) Process was extremely positive.

We can further enhance our annual self-evaluation by adopting some of the processes that emerge during the EV.

Strategic Direction 1

Building Great People

Purpose

Our purpose is 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, is immersed in leadership development opportunities, in an environment that explicitly develops and supports positive behaviours.

Overall summary of progress

In 2018, our school's focus on student leadership programs continued with the three arms of leadership (Junior Leadership Team, SRC and Student Advisory Board) progressing and focusing on leadership learning. In the Junior Leadership Team, Year 7 Students joined the program and were inducted by our Year 8, 9, 10 and 11 Junior Leaders who ran the introductory workshop. Students from year 10 and 11 participated in the XVenture Schools Program where they focused on developing leadership and teamwork skills through building confidence, resilience and emotional intelligence. Students from Year 9 attended the Year 9 Altitude Day at Chatswood – an annual leadership event where they heard from inspirational guest speakers and networked with students across the region through energising group activities.

The Junior Leaders also attended a Personal Branding workshop run by the company 'New Reflections' where students learnt the importance of having and maintaining a personal brand and image, as well as the impact of presentation, body language and communication.

Additionally, leadership experts from yLead ran a workshop where students learnt tips about public speaking, practised impromptu speeches and engaged in many activities and games focused on effective communication and collaboration.

In 2018 the newly revamped SRC successfully organised multiple events for the whole school. New students were elected by their peers and trained through a Lead Role Horse–Assisted Learning Program aimed to build rapport with students and develop leadership and problem–solving skills for their roles. The SRC also organised a Handball Competition, relaunched the breakfast program 'Toasties' and the Annual Halloween Spooktacular made its debut.

In 2018 the Student Advisor Board was formed, and students received training on decision making, remaining unbiased, conflict of interest and team work and are now available to be a part of any decision making at whole school level.

As part of whole school leadership, we recognise aspirations of teaching staff to seek promotion at Head Teacher or Deputy level. In order to best support staff and those in relieving positions, internal professional learning was delivered by our existing substantive senior executive team. A variety of topics were covered including how to manage difficult conversations, building staff morale, managing student behaviour, budgeting and relevant DET policies. Mentor support and executive shadowing was also offered to relieving Head Teachers to gain additional collegial support.

We are recognised as a PB4L tier 1 school however we need to review some of our processes within the continuum. We consulted with staff, parents (at SLCs) and a diverse student group for feedback on the new consistent behaviour management response and expected behaviours matrix to move forward on implementation in 2019. We offered staff professional learning to upskill staff of the framework and worked closely with Dept of Education PB4L coach mentors to review our current systems using data collection systems like the Tiered Fidelity inventory and the benchmarks of quality.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Formal incremental student leadership program.Quality succession planning program.DoE recognised <i>level 1</i> PB4L school.Conceptual and applied framework of positive psychology for wellbeing, resulting in increased proportion of students	<p>\$20,000 was allocated to school wide leadership.</p> <p>\$34,000 was allocated to School Wellbeing budget and an additional day was allocated to HT Wellbeing personnel was also funded.</p> <p>\$25,000 was available for</p>	<p>Students completed an evaluation form after attending the yLead Communication Workshop – responses were extremely positive with 100% of students recommending the workshop and rating the quality of the workshop a 4 or 5 out of 5.</p> <p>We coordinated a number of different leadership initiatives across the school; 50 students involved in the Junior Leadership Team, 9 Leos, 8 Senior Leaders, 20 students involved in the SRC, 20</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
reporting a sense of belonging, expectations for success and advocacy at school.	<p>student achievement and presentation events.</p> <p>15,000 was allocated to support students requiring student assistance.</p> <p>\$5,000 was allocated to offset the cost of the Support Unit.</p> <p>\$25,000 was allocated to Gifted and Talented programs.</p> <p>\$77,100 was of RAM funding was allocated to employ 2 Student Support Officers as addition Wellbeing personnel.</p>	<p>students in Teachers In the Making and 16 Year 9 and 10 students were Rosemeadow Mentors 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, focusing on a program of leadership learning.</p> <p>We successfully achieved the rating of <i>level 1</i> PB4L school.</p> <p>TPL was offered to all staff on a strength based approach to the workplace and the classroom. The Principal presented workshops on Six Pillars of Wellbeing and Martin Seligman's Positive Psych P.E.R.M.A. model. The Positive Psychology TPL was the highest recorded attended by staff across the year.</p>

Next Steps

In 2019 we will continue the aspirational executive professional learning and we will extend this into other areas including CV writing and panel interview tips. Through extended networking we will link newly-appointed Head Teachers and relieving 2IC Head Teachers to substantive Head Teachers from our community of schools to build new networks and systems of support.

In line with our School Plan we will teach students expected behaviours through targeted social skills lessons in roll call and carry out a review of the use of Sentral. We will also revamp our visual representations of our core values and expectations across the school.

Staff and students will continue to engage with learning about positive psychology to enhance wellbeing. Our Student Advisory Board will be operational and we will continue to roll out leadership opportunities for our students.

Strategic Direction 2

Building Great Learners

Purpose

Our purpose is to build great learners so that students and staff maximise their learning potential. To this end we will continue our fascination with and passion for innovative and future-focused pedagogies and programs, with a specific focus on teacher expertise of effective delivery skills, and within a whole school culture of collaboration.

Overall summary of progress

In 2018, there was a concerted effort on developing the teaching expertise of our staff through the use of well designed, research and evidence-based learning opportunities. Staff were consistently exposed to a variety of knowledge and skills based professional learning. The delivery of these opportunities was often designed to immerse staff and support them to identify themselves as learners. Over time, a greater number of teachers have been identified as 'experts' and have delivered professional learning for the staff at Ambarvale High School and other schools who have been interested in what we do and how we do it. The focus of teacher expertise has led to an increase in the number of staff who are seeking to attain higher levels of accreditation.

The Learning Meeting was a timetabled meeting, open to all members of staff but mainly attended by leaders of each Innovative Learning Program. At these meetings, staff have engaged in learning that reflect the most current research-based and evidenced teaching practices, resulting in an increase in the consistency of reporting and assessment of innovative teaching practices. At the meetings staff developed their knowledge and skills on educational leadership. This has led to greater consistency in the leadership of the project.

The use of technology (Google – Team Drive) has led to the creation of a professional learning calendar that is easily accessible and updated by staff. This ease of access and whole planning of professional learning has allowed staff to provide greater input in the direction of professional learning opportunities. As the professional learning calendar is open to all staff, more staff have been able to plan for the delivery and sharing of their teaching expertise with other staff. The sharing of teacher expertise within Ambarvale High School has been advantageous as the learning for our staff has been uniquely contextual.

A Focus on Collaboration for Learning has seen teacher observations occurring through 3 cycles during the formalised Exam periods. For the first time we employed external invigilators to run our formal senior exams, thus freeing up staff to utilize the time to engage in professional observations and cross curricular conversations.

Students across stage 5 were surveyed about their most enjoyable lesson activities and their best assessment tools. This information was collated and feedback provided to all staff in order to plan for future tasks with the understanding of what students want from assessment tools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• future-focused learning program embedded into each stage.• enhanced school culture of research and evidence-based collaboration practices.• In NAPLAN, measurable improvements in the percentage of students in the top bands for all students and the overall band performance of Aboriginal students, in line with Premier Priorities.	<p>\$104,000 from RAM funding was allocated to employ an additional Literacy and Numeracy teacher..</p> <p>\$77,000 of Aboriginal Background Equity loading funding was allocated for the employment of an Aboriginal Education officer.</p> <p>\$372, 700 was allocated to resource the faculties across the school to support powerful learning.</p> <p>\$17,000 of RAM funding</p>	<ul style="list-style-type: none">• A list of teachers with the Highly Accomplished Accreditation has been collated and staff aspiring for Lead have also be collated.• TPL Thursday data collated.• Increase in teacher expertise in the delivery of Project Based Learning• Increase in teacher expertise in the Design Thinking Protocols• Increase in the capacity of staff to teach content in an authentic integrated manner• Staff have refined the existing programs and how they are implemented• Students have been immersed in teacher & learning experiences that have been "unconventional".• Students and staff can identify and outline the concept of "Beautiful Work"• Students and staff can identify and outline the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • future-focused learning program embedded into each stage. • enhanced school culture of research and evidence-based collaboration practices. • In NAPLAN, measurable improvements in the percentage of students in the top bands for all students and the overall band performance of Aboriginal students, in line with Premier Priorities. 	<p>was utilised to employ a speech therapist.</p> <p>\$62,00 of RAM funding was utilised to employ a Technical Support Officer.</p> <p>\$29,008 of English Proficiency Funding was utilised an EALD teacher. This funding was increased to \$59,008 using \$30,000 using RAM Equity funding to ensure the EALD teacher was available to meet the needs of our students.</p>	<p>concept of "Feedback"</p> <ul style="list-style-type: none"> • Students and staff can identify and outline the concept of "Growth Mindset" • Students and staff can identify and outline the concept of "Project Based Learning" • Students and staff can identify and outline the concept of "Design Thinking". • All staff who deliver curriculum to year 11 and year 12 students engaged in a cross faculty observation exchange, enhancing their pedagogical understanding of curriculum breadth. • Proportion of students in top two bands has decreased (9.38% →8.88%), however the proportion of indigenous students in top two bands has increased (1.96% →3.17%). <p>Based on past data value added 9 – 12 is above state average.</p>

Next Steps

We will provide professional learning to all staff on the process of electronically recording student samples (A–E) through the scannable app and the collation of work samples for each student through the Google Suite applications. We will continue to use feedback to improve the implementation of the Student Learning Conferences and reporting on the innovation programs through the learning meetings.

Survey staff around how they can be supported further in accreditation.

The professional learning provided to teachers to develop their expertise will continue to evolve. As staff's skill sets and knowledge continue to grow we will reflect and identify the gaps in which we need to develop. TPL Thursday will continue to be offered and run. Staff and external experts will continue to deliver professional learning to refine the teacher expertise that exist. The Learning Meetings will continue and the leaders of each Innovative Learning Program are working to develop the consistency of excellence in each program. As we move forward in this space the teams will develop strong means to provide evaluative thinking processes to make the necessary changes as each program is designed and implemented.

Strategic Direction 3

Building Great Results

Purpose

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.

Overall summary of progress

This year the process team has worked successfully to implement a range of organisational skills for students and accreditation workshops for staff.

All teachers were surveyed and gave feedback on; type of organisational, assessment, time management and revision timetabling that students should need or lacked in year groups. The team responded to the feedback by initiating roll call activities for Year 7 and Year 9 on organisation and Year 8 and 10 on assessment management. In Term 3 this was followed up by distributing students with term planners and roll call teachers allowing time for students to outline assessment tasks on their planner.

In addition to improving organisation, a whole school initiative was implemented for Year 10 students to support their learning transition to Year 11. This day was called 'Getting Ready for Senior School'. Workshops were delivered by a range of school stakeholders such as teachers, police school liaison officer, counsellor and school support officer. At the end of Year 11 another workshop was delivered supporting learners with study skills. The feedback from the students indicated that all students thought the day was applicable and useful. In particular the workshops that delivered around mental health and how senior school works were especially useful. The workshop that was not as useful was the conducting research. Students suggested that they would like to see more 'hands on' activities improve the program.

Accreditation workshops were implemented for the first time this year as all teachers are now part of the process. Workshops were delivered fortnightly. Each workshop had a focus on proficient, maintenance or higher levels. Teachers could opt in for any workshop that suited their level of attainment. Overall, attendance of workshops were by attended at point of need. The workshops will be reviewed in order to increased attendance and a survey will be given out early 2019. To also meet teachers needs mentoring sessions were provided by the Accreditation Coordinator to ensure quality evidence and reports were being submitted by Ambarvale High School staff. Seven teachers were accredited at Proficient this year.

In 2018 we commenced the development of a Literacy and Numeracy framework to help teachers deliver consistent teaching in Literacy and Numeracy. To this end, we have identified each KLA's literacy and numeracy needs and collated them to start creating resources to promote best practise in teaching. We have also committed to the Year 7 Best Start program which we believe will aid in the development of teaching resources that help students improve their Literacy and Numeracy. The NAPLAN data form 2018 indicates that there was growth in average scores in reading and in numeracy there was exceptional growth in the proportion of indigenous students achieving in the top two bands.

IN 2018, we looked to Campbelltown Performing Arts High School (CPAHS) to develop a continuum for tracking and reporting on the 4C's. Through this process we were exposed to established and tested examples of the continuum and were able to begin planning a continuum that would suit our context. From this a "Learning Meeting" time was formalised to share ideas across all innovation projects. This meeting time also allowed projects to share a focus on formalised reporting for Semester 2 for each child engaged in an innovative project Year 7–10. Furthermore CPAHS piloted an app their Head Teacher Teaching and Learning had developed with her team to capture, assess and report on student work.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased number of teachers accredited at HA and LD professional standardsIncreased proportion of all students (and proportion of indigenous students) in the top two NAPLAN bands for Reading and Numeracy	\$140,000 of RAM Equity funding was utilised to support a wide range of innovative projects and initiatives; all of which were research and evidence based and designed to immerse students in best	T1 and T4: Promote NAPLAN – Premier's priorities program T2 and T3 HSC – Building and achieving learning goals. Reduction in B1 & B2 tracking Year 9 + HSC growth. All staff who attaining a higher level of accreditation meet with and attend mentoring sessions with the Accreditation Coordinator. In total, 7 teachers

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Maintain or improve value added year 9 NAPLAN to HSC 	<p>practice pedagogy.</p> <p>In addition, \$154,515 RAM Equity funding was allocated to learning facility improvement and included small hall upgrade, sunshades, air conditioning and contemporary student furniture.</p> <p>\$44,800 of RAM Equity funding was allocated to addition technology including mini iPads and laptops for students.</p> <p>RAM funding – Literacy and Numeracy teachers used Staff Development time at the end of term 4 to explain SMART data and how it can be used by classroom teachers.</p>	<p>submitted their Evidence Package this year and were successful in attaining proficient level of accreditation. Maintenance teachers were mentored and when cycles were completed advice was given on 'how to' submit.</p> <p>Year 10 Study Day (Getting Ready for Senior School) was successfully implemented for 2018.</p> <p>Study resources available to students.</p> <p>Two teachers currently working towards being accredited at LD.</p> <p>Four teachers have indicated they will start the process in the following year either at HA or LD.</p> <p>Proportion of students in top two bands has decreased (9.38% → 8.88%), however the proportion of indigenous students in top two bands has increased (1.96 → 3.17%)</p> <p>Based on past data valued added 9 – 12 is above state average in a number of subjects.</p>

Next Steps

In 2019, Ambarvale High School will be holding a Learning Conference, open to all staff. During this time staff will be immersed in practical workshops that will build their capacity to meet the individual learning needs of our students. Staff will share expertise on strategies to enhance student learning.

The professional learning provided to teachers to develop their expertise will continue to evolve. As the staff's skill sets and knowledge continue to grow we will reflect and identify the gaps in which we need to develop. TPL Thursday will continue to be offered and run. Staff and external experts will continue to deliver professional learning to refine the teacher expertise that exists. The Learning Meetings will continue and the leaders of each Innovative Learning Program are working to develop the consistence of excellence in each program. As we move forward in this space the teams will develop strong means to provide evaluative thinking processes to make the necessary changes as each program is designed and implemented.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>\$61,677 Funded in 2018</p> <p>\$15,401 carried over from 2017</p> <p>\$77,078 in total</p>	<p>In 2018 our Aboriginal enrolment remained steady at approximately 12% of the total school enrolment.</p> <p>The funding was used to employ an Aboriginal Education Co-ordinator, an Aboriginal Education Advisor and an Aboriginal SLO to support our Aboriginal students, their families and their community.</p> <p>The role of the school personnel enabled the school community to liaise with families, partner primary schools, local Aboriginal services, universities and out-reach services to create an environment where our Aboriginal students are engaged, involved and accessing all learning and cultural activities available to them.</p> <p>In 2018 all main stream students were involved in the development of an individual Personal Learning Plan. In many instances caregivers, school teaching staff and out-reach services contributed to these learning plans that are available electronically for staff to access.</p> <p>Our students were heavily involved in a range of activities to strengthen cultural connections, to develop leadership and to enhance academic performance. These included:</p> <ul style="list-style-type: none"> • WSU Pathways to Dreaming mentoring program • Applications to Kari Scholarships • Employment of indigenous SLO • WSU Heartbeat program • NRL Transition to work program • Student participation in the planning and presentation of our NAIDOC Week Ceremony and Community Morning Tea • Participation in Multicultural Day • Partnership with Campbelltown Opportunity Hub to mentor our students from year 9 – 12. • The Kari Debutante Ball and Camp co-ordinated by NSW Police <p>New initiatives in 2018 included:</p> <ul style="list-style-type: none"> • Horse Assisted Program • Gondwana Choir performance • Transition Day for Year 6 Aboriginal students in our partner Primary Schools. During the day the students were surveyed to establish their thoughts and feelings regarding commencement of Year 7 in 2019. • Liaising with the Aboriginal Employment Service to assist students with school based traineeship applications and other employment opportunities. • Boys Gardening Program • Planning for an optional discrete Aboriginal Roll Call to commence in 2019 • Development of a working group to survey Aboriginal students and documentation of the findings. • Aboriginal student representation on the

<p>Aboriginal background loading</p>	<p>\$61,677 Funded in 2018</p> <p>\$15,401 carried over from 2017</p> <p>\$77,078 in total</p>	<p>Student Advisory Board</p> <p>Attendance rates for our Aboriginal students are positive with 84% of our students maintaining an attendance record of over 80%.</p>
<p>English language proficiency</p>	<p>\$29,008 Funded in 2018</p> <p>\$30,000 additionally from Ram Equity Funding</p> <p>\$59,008 in total</p>	<p>Ambarvale High School is a diverse and multicultural high school with over 190 enrolled students identified as having a Language Background Other than English (LBOTE). Of these, 27 students 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 was brought up to one full-time role with additional equity funding until Term 4, when the position was reduced to four days per week. 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. Students are supported in class where needed and also withdrawn for more intensive support with assessment tasks and other activities both one-to-one and in small group settings. To best support the diverse needs of students who are learning English, the EAL/D teacher works in consultation with class teachers and provides support for them to engage their students in class and modify assessment tasks where needed.</p> <p>The EAL/D teacher is responsible for assessing students on arrival based on the ESL Scales in Oral interaction, reading and Responding and Writing and linking this to the EAL/D Progression. Data is being collected this year in preparation for the EAL/D survey so that the school can have a clear idea of the specific needs of students and how best to support them. 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 2018, Ambarvale High School also enrolled three international students, two in year 10 and one in year 7, who have so far been an asset to the school. They have made close friendships and have coped well with the requirements of an English speaking school.</p> <p>In 2018, 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 2019, Ambarvale High School has six EAL/D students attempting the HSC, with promising results so far.</p>

<p>Low level adjustment for disability</p>	<p>\$115,363 Funded in 2018</p>	<p>Learning and Support Teachers (LaSTs) were supervised by the Head Teacher Teaching and Learning. These teachers were positioned to support our mainstream students who presented with learning difficulties and challenging behaviours. Their work included in class support and withdrawal for both students and staff to maximise the effectiveness of their targeted support. Throughout the year, individual student learning data was collated and shared to staff, particularly new students, this provided staff a depth of student capacity based on objective literacy and numeracy measures. LaSTs created and reviewed Individual Learning plans, specifically for our Out of Home Care Students and Behaviour Management plans for students who required them.</p> <p>The flexible funding was utilised to employ School Learning Support Officers (SLSOs) who provided consistent and ongoing in class support for students.</p>
<p>Socio-economic background</p>	<p>\$745,232 Funded in 2018</p> <p>\$299,101 carried over from 2017</p> <p>\$1,044,333 total</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 the SLAs were positioned to provide additional support to our mainstream students. The SLAs were our experts in learning and their typical work included; supporting students with assessments, task guidance, support for homework and they were also responsible for offering additional learning opportunities and initiatives to students i.e. University of Wollongong – Learning Labs and University of New South Wales – ICAS. The SLAs were also responsible for the coordination of our whole school Student Learning Conferences. This whole school approach to reflection on learning was structured around Semesterised Reports issued to our students and parents and carers were invited and involved in the process.</p> <p>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 users 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 of 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. We also employed literacy and numeracy coordinators to target students who were not meeting benchmarks.</p>

<p>Socio-economic background</p>	<p>\$745,232 Funded in 2018</p> <p>\$299,101 carried over from 2017</p> <p>\$1,044,333 total</p>	<p>Our commitment to innovative teaching and learning remains a priority. We formalised structures (i.e. fortnightly Learning Meetings) for Innovative Learning Program Leaders to meet and establish consistencies amongst the Pedagogy Projects. As a result, a contextually designed Innovative Report was created for each Innovative Learning Program in Year 7, 8, 9, 10 and Support Unit. These programs have engaged our students for learning and provided students skills they need to know for their future. Funding to allow for extensive planning and learning for these teacher teams, as well as the resourcing of projects in terms of students' access to equipment enhanced each learning experience for both staff and students. A Technology Support Officer was employed to ensure adequate and equitable access to technology for learning and its organisation.</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>\$117,322 Funded in 2018</p> <p>\$106,617 carried over from 2017</p> <p>\$223939 total</p> <p>\$16,440 carried over to 2019</p>	<p>All beginning teachers, both permanent, casual and temporary (11), were provided with the mandated reduction in face to face teaching time and were allocated mentors. The vast majority of the funding covered this expenditure. Additional resources and support were accessed via a fortnightly induction program delivered to all beginning teachers in their first 2 years of teaching. An element of this induction program was opened up to beginning teachers from neighbouring secondary schools focusing on principles of Positive Psychology.</p>
<p>Targeted student support for refugees and new arrivals</p>		

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	403	385	366	381
Girls	347	356	349	356

Student attendance profile

School				
Year	2015	2016	2017	2018
7	90.4	89.9	91.9	88.6
8	87.4	88.4	88.8	86.2
9	86.3	83.9	89	85.3
10	84.5	84.5	85.5	84
11	84	86.1	87.3	80
12	87.1	89.3	88.4	89.3
All Years	86.6	86.8	88.3	85.4
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Attendance at Ambarvale High School is a priority focus area. Student attendance is reviewed weekly with students who fall below 85% being flagged by the Head Teacher Wellbeing and our Home School Liaison Officer (HSLO). Text messages are sent out to parents every day informing them of student attendance. Aboriginal student attendance at Ambarvale High School is above state average. Aboriginal student attendance is monitored by the Aboriginal Education Team who are supported when necessary by the Aboriginal School Liaison Officer (ASLO).

Ambarvale High School acknowledges excellent attendance with 100% attendance awards being distributed each term.

According to State Data, attendance at Ambarvale High

School reflects similar trends to other high schools across the State.

It is important to note that our attendance data is skewed by a small number of outliers with abnormally poor attendance. Most students have outstanding attendance. For the small number of students with significant attendance issues, a range of school based and system strategies are utilised to support families to improve in this area.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	13	13
Employment	0	74	57
TAFE entry	0	13	7
University Entry	0	0	13
Other	0	0	0
Unknown	0	0	10

In 2018, 66% of students participated in Vocational Education and Training and of these 8 students completed two courses.

One of our VET teachers won the state award for 'Vocational Teacher of the Year'. Two students participated in significant VET awards in Construction and Animal Studies.

Five Year 11 students were successful in gaining places in the very competitive NSW Health program for nursing.

Two Year 11 students gained places in the University of Wollongong's Summer Master Class program in Engineering and Business. These students have already completed 6 points of credit towards their future degrees and have a guaranteed Early Entry Interview.

Ten Year 12 students successfully gained early entry into University.

Year 12 students undertaking vocational or trade training

50 students participated in external vocational education. 6 students participated in Cert III in Assistant Nursing delivered by NSW Health. Students have attended TAFE to complete courses as diverse as Automotive, Electrotechnology, Plumbing, Real Estate, Beauty, Hairdressing, Animal Studies, Design, Tourism and more. School Based apprenticeships have been completed in Butchery, Business Services and Retail Services.

Year 12 students attaining HSC or equivalent vocational education qualification

A pleasing 100% of the 77 Year 12 students undertaking an HSC course of study were successful in gaining the Higher School Certificate, including 5 students who achieved a Life Skills Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	44.9
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	2.2
School Administration and Support Staff	17.16
Other Positions	1

*Full Time Equivalent

In 2018, all teaching staff meet the professional requirements for teaching in NSW public schools.

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

During the 2018 school year, there were 390 points of attendance at 202 individual Teacher Professional Learning (TPL) events. These events evidenced all staff participating in a wide range of professionally significant activities that aligned with their professional learning needs, PDP goals and teacher accreditation including Proficient for beginning teachers as well as

Highly Accomplished and Lead Accreditation for several members of our staff. All staff have begun the process to maintain Proficient status.

Teacher Professional Learning received a budget of \$68,199.00 which was totally expended, with an additional \$78,330.08 from faculty and school funds being used to support teacher learning activities, making a total of \$146,529.08.

The school co-ordinates a timetabled TPL day every fortnight where teachers attend a professional learning session for 1 hour, covering 19 different topics during 2018.

The following professional learning activities were offered, 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 PDP's. There was a continued focus on professional learning to support and improve our innovative pedagogy programs.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	850,416
Revenue	10,719,561
Appropriation	10,473,227
Sale of Goods and Services	47,995
Grants and Contributions	186,225
Gain and Loss	0
Other Revenue	6,992
Investment Income	5,121
Expenses	-10,836,869
Recurrent Expenses	-10,836,869
Employee Related	-9,796,051
Operating Expenses	-1,040,818
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-117,308
Balance Carried Forward	733,108

Our students and staff are all given the opportunity to have input into the financial planning and decision we make at our school. At the end of each calendar year, students and staff are asked to submit ideas and proposals, big and small, that they believe would benefit the learning and wellbeing outcomes for our students. These are collated into a proposed budget. The school budget is then set by the budget committee, comprising of the School Administrative Manager, the Principal, a Deputy Principal and a parent representative. The Student Advisory Board is also consulted for their collective opinion regarding where and how our finances are best spent. We follow the Department of Education's budgeting and finance policies and procedures and the last two years have been characterised by system and platform changes that have required extensive learning and training in the new systems.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,947,043
Base Per Capita	148,071
Base Location	0
Other Base	6,798,973
Equity Total	1,430,200
Equity Aboriginal	61,677
Equity Socio economic	953,458
Equity Language	70,654
Equity Disability	344,411
Targeted Total	1,398,760
Other Total	309,609
Grand Total	10,085,613

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.

In Yr 9 Reading, there was an increase in the percentage of students who achieved a Band 7 or higher, from 58.4% to 68.8%

In Yr 9 Spelling, there was an increase in the percentage of students who achieved a Band 8 or higher, from 39% to 43.4%

In Yr 9 Grammar and Punctuation, there was an increase in the percentage of students who achieved a Band 8 or higher, from 24.2% to 31.6%

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN

on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Yr 7 Grammar and Punctuation 43% of students achieved at or above expected growth while 70% achieved growth.

In Yr 7 Reading 41% of students achieved at or above expected growth while 86% achieved growth.

In Yr 7 Spelling 52% of students achieved at or above expected growth while 88% achieved growth.

In Yr 7 Writing 40% of students achieved at or above expected growth while 64% achieved growth.

In Yr 9 Grammar and Punctuation 56% of students achieved at or above expected growth while 83% achieved growth.

In Yr 9 Reading 65% of students achieved at or above expected growth while 92% achieved growth.

In Yr 9 Spelling 52% of students achieved at or above expected growth while 90% achieved growth.

In Yr 9 Writing 40% of students achieved at or above expected growth while 65% achieved growth.

In Yr 7 Numeracy, 64% achieved at or above expected growth with 92% of students showing growth.

In Yr 9 Numeracy, 52% achieved at or above expected growth with 88% of students showing growth.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In Line with the Premier's Priority for Improving Education Results, year 9 students in their 2018 NAPLAN for Reading from 2017 to 2018 saw an increase from 21% of students to 26% of students in the top 3 bands.

Year 9 students in their 2018 NAPLAN for Numeracy

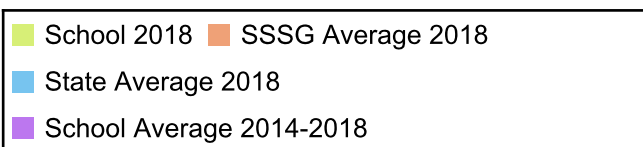
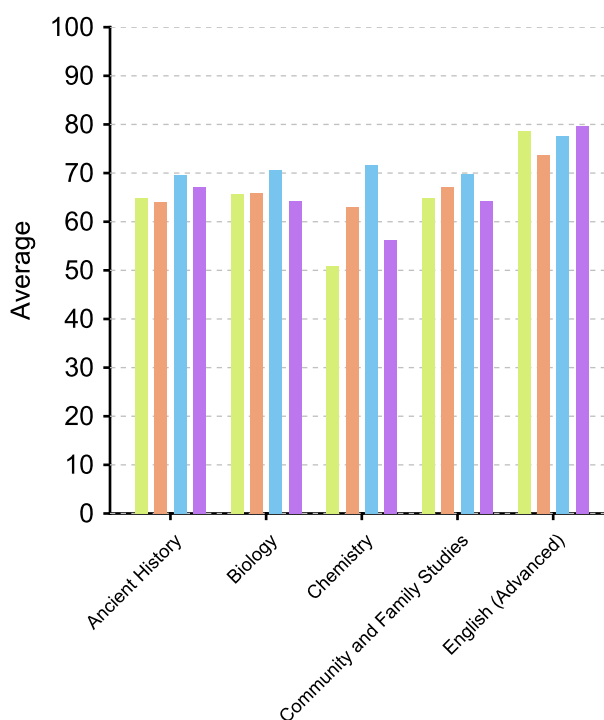
saw an increase from 21% to 28% in the top 3 bands

Higher School Certificate (HSC)

In 2018, the school achieved some very strong results in English Advanced, where 60% of students obtained a Band 5 which is 14.1% above state average.

In Ancient History, 50% of students obtained either Band 4 or 5 which was 4% above state average.

There was also an increase of 16.7% of students who obtained Band 5 in chemistry from 2017 to 2018. In 2018, there was a 4% reduction in the number of students who received band 1 from 2017 to 2018.



Parent/caregiver, student, teacher satisfaction

Our school is committed to building and sustaining partnerships with our parents, students and the wider community. It is our belief that a community thrives on the relationships it builds, through ensuring that parents and students have a voice in the operation of the school, the teaching and learning occurring and in the wellbeing of our students.

We have developed a culture across the school of students being able to access a myriad of leadership opportunities ranging from our formalised leadership, Student Representative Council and our opt in Leadership opportunities. Our leadership across the student body has grown exponentially.

We have implemented a new initiative to capture student feedback around decisions which may have an impact on the student body. The Student Advisory Board (S.A.B.) members have been trained and inaugurated into the role. The Principal will then call on the S.A.B. at point of need.

The school website has been revamped and we have gone from zero hits to an average of 964 per week. We have been able to utilise a lot more features on the website and really be more transparent with our community, by way of events and what is happening in the school. Parents are warmly embracing this method of communication and we have had a lot more success in the completion of parental surveys. The number of followers via our social media pages has grown from 655 to 1,039 which has almost doubled.

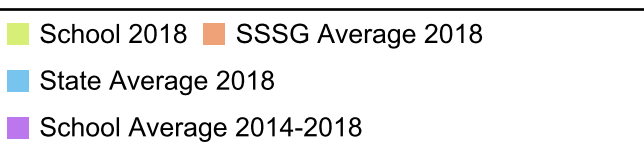
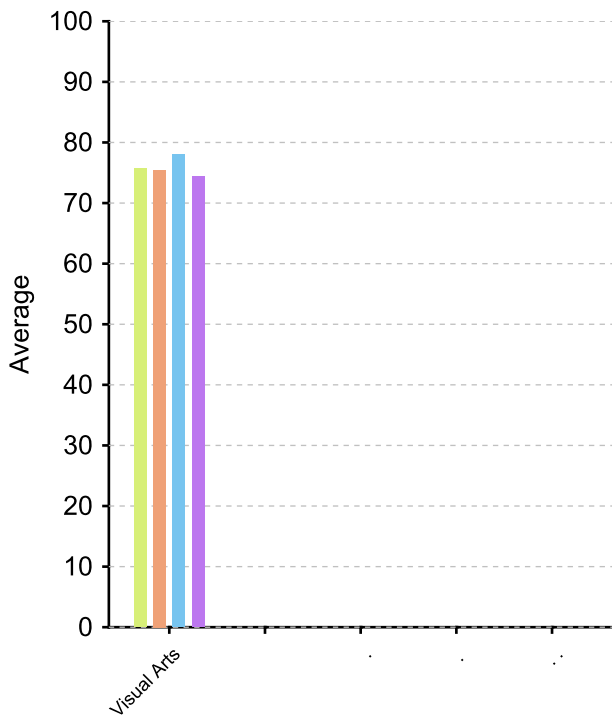
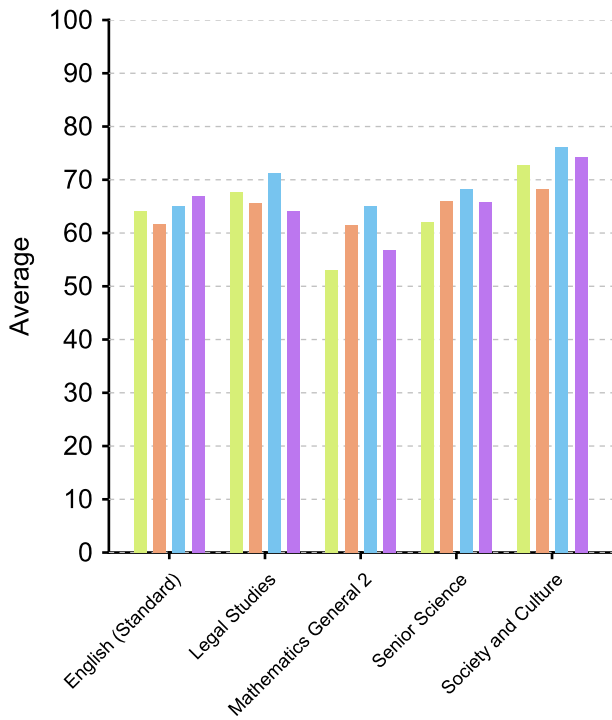
We have responded to parent surveys and feedback by reinstating Year Matters and producing a hard copy of our Ambargram, which was redesigned to feature more student's work and photographs.

Student Learning Conferences continue to be successful with a larger number of students leading the conferences, as this trial in 2017 was highly successful and well received by parents.

Tell Them From Me data on the eight drivers of student learning indicated that we were tracking to New South Wales state norms but in the driver of *inclusive schools* we were tracking higher than state norms. In the area of *staff morale* 75% of staff cited high levels of morale with 92% of staff reporting that school leaders clearly communicate their strategic vision and values for the school and 82% of staff believe that school leaders are leading improvement and change.

In the area of staff well-being we have continued to offer weekly Pilate workshops and our Twilight sessions and Teacher Professional Learning has focused on teacher well-being and practises to maintain a healthy work life balance. A whole staff development day was handed back to faculties to instigate a day focusing on well-being. The day was well received and staff feedback was extremely positive.

Our school has a trained and active ARCO (Anti



Racism Contact Officer), her role is to support both students and staff in alleged incidents of possible racism. It is very pleasing to note that this officers services are very rarely required due to the tolerant and inclusive nature of our school community. In 2018 our ARCO recorded only 2 reported incidents and they were fully resolved.

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, including the 2018–2020 School Plan.

The Premier's Priorities for Aboriginal students is reflected in two of the strategic directions, Building Great Learners and Building Great Results. Aboriginal students have been targeted for numeracy and literacy support through the appointment of a Student Learning Advisor. The Student Learning Advisor has been offering one-to-one and small group support to ensure our Aboriginal students in Year 7 and 9 are reaching State benchmarks in numeracy and literacy. 2018 NAPLAN data showed exceptional growth in the number of Indigenous students achieving in the top two bands.

Staff have been accessing training on Eight Ways of Learning, and Aboriginal Education priorities are embedded in Faculty plans. Partnerships with the Hub, the University of Western Sydney, Tharawal Health Services and Pathways to Dreaming are a focal part of an integrated approach to supporting our Aboriginal students. The numbers of students successfully achieving Kari Scholarships and accessing the programs offered through the school and the wider community has continued to grow. In 2019, an Aboriginal roll call group will be implemented as a means of sharing information and engaging students in cultural activities.

Whole school events such as Naidoc Week and Multicultural Day have an Aboriginal focus with active community participation leading to a celebration and showcasing of Aboriginal culture.

Multicultural and anti-racism education

Ambarvale High School is a diverse and multicultural high school with 190 enrolled students identified as having a language background other than English (LBOTE). Aboriginal student enrolment accounts for 12% of the student body. The school Anti-Racism Officer (ARCO) position became vacant at the end of 2018 and two staff are undertaking training to take on the role in 2019. Our Aboriginal students came under the supervision of our Aboriginal education Co-ordinator who liaises with the parents and the wider community to ensure our students have access to cultural, educational and vocational opportunities.

A partnership with Campbelltown Police saw the implementation of a series of workshops and programs for our Pacific Islander students. A gardening program was implemented entitled AIKONA. AIKONA saw our Aboriginal and Pacific Islander boys engage in growing vegetables appropriate to their culture. Embedded in this program was the opportunities for mentorship and leadership. Stemming from this program a number of the boys engaged in police run leadership camps, as well as performing cultural dances and songs for the wider school community.

To support our Pacific Islander students we have engaged a Pacific Islander Youth Worker who works with the students in the classroom and in small groups. This initiative is highly valued by parents and the students have benefitted from his mentorship.

The schools colourful and vibrant multi-cultural days remain a highlight of the school calendar. Our multi-cultural committee also organises multi-cultural focused lessons to support whole school and faculty programs.

Student surveys indicate that students believe Ambarvale to be an inclusive school where their cultures are respected and celebrated.