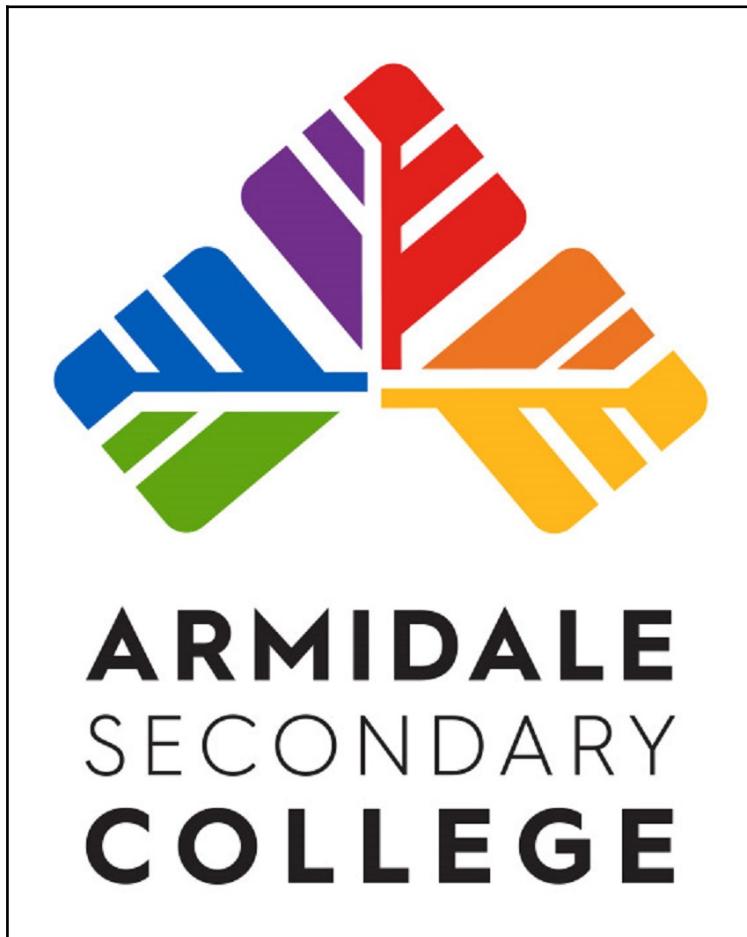


Armidale Secondary College

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Armidale Secondary College 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.

School contact details

Armidale Secondary College

Crest Rd

Armidale, 2350

www.armidale-s.schools.nsw.edu.au

armidale-s.school@det.nsw.edu.au

02 6772 1266

Message from the principal

In 2019, Duval High School amalgamated with Armidale High School to form **Armidale Secondary College**, with an enrolment of 1200 students. 19% Aboriginal, an Intensive English Centre (IEC) and a partially selective stream. All staff and students are currently based at the Duval Campus for the next 12 months while a brand-new, purpose-built school is completed on the site that was previously Armidale High School. The school has an ongoing focus on excellence and achievement in academic, cultural, sporting and citizenship areas, and is committed to innovation in education. Armidale Secondary College reflects a culture of lifelong learning and high expectation. The school offers a diverse curriculum, effective suite of welfare programs and a wide range of cultural and sporting opportunities to support the school goal of developing well-rounded future citizens. There is a Support Unit with four classes. These classes are comprised of two IO/AU classes and two multi-categorical (MC) classes. Programs to promote diverse student achievement include collaborative teaching practices and strong community connections.



School background

School vision statement

Our school provides the skills and attributes to be confident, resourceful, responsible lifelong learners as well as active and informed global citizens. Our community promotes creativity, collaboration and success for every learner through a safe, inclusive environment, and a personalised, relevant curriculum

School context

The Armidale Secondary College community is in a very unique position as the lifespan of this school plan will see the relocation of the newly amalgamated school to a brand new campus. There has been significant work done over the past three years to ensure that students and staff are well-prepared and well-supported to make this significant transition.

By the end of 2020, the school will be making significant preparations to move the entire school community back to the brand-new school which will be situated at the current Armidale High School site

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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.

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Working towards Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Leadership for Wellbeing

Purpose

To provide a safe and nurturing environment enabling students and staff to succeed in their learning and personal growth. To build trust and respect through personal learning, individual support and mentoring programs

Improvement Measures

Internal data reflects increased positive student engagement (Sentral data) through decrease in negative wellbeing incidents and increase in students' attendance.

Wellbeing surveys for students and staff indicate growing levels of satisfaction. Students can identify staff who can support them with the implementation of CREW

Stable and/or growing enrolments in the transition period.

Maintain or increase number of Aboriginal support personnel in the school through use of targeted funding.

TTFM data indicates a high sense of belonging, advocacy and expectations

Newly arrived students are supported through Intensive English classes

Progress towards achieving improvement measures

Process 1: Student Wellbeing

The development of a safe and nurturing environment through personal learning, individual support and mentoring schemes will build the capacity of students in order to enhance student efficacy.

Evaluation	Funds Expended (Resources)
We believe that the Wellbeing system is working very well for our students. We will maintain this system through the transition to the new build in order to provide extra support for students.	TTFM results in the Advocacy, Expectations, Belonging sections are very high (85% against State Average and SSG.) In all areas the survey showed increased feelings of belonging from 2018, and indicated a 70% feeling of high advocacy and high expectations in the quadrants.

Process 2: Staff Wellbeing

Through supported activities staff efficacy will be enriched to embrace change. This will include planned and informal opportunities from groups and individuals to engage in targeted professional learning that supports cultural and workplace change.

Evaluation	Funds Expended (Resources)
Staff and students have engaged with the P&P reward structure. CYOA has been taken up by the vast majority of staff, and will continue into the future.	Financial commitment from Equity funds PL time

Strategic Direction 2

Self-Directed Learning

Purpose

To increase student engagement and outcomes through the development of relevant, inclusive and purposeful learning and teaching practices.

Improvement Measures

All KLAs embrace transformation and embed innovative pedagogical practices in the learning cycle. This is identified and monitored through Learning and Teaching Programs.

Student engagement data generated from surveys, focus groups, etc indicate positive student experience in the learning cycle.

All staff engage in professional learning and collaboration to increase student engagement, choice and self-directed learning. This is evidenced in observations and PDP reflections.

Through the use of the *Literacy and Numeracy Progressions* there is a growth in aspects of student achievement. This can be measured by quantitative assessments that are both internal and external.

Greater than 80% of Year 10 students achieve Minimum Standards in literacy and numeracy as shown through NESA data.

All students engage with the learning disposition wheel to better know themselves as learners so as to take more responsibility for their learning.

Progress towards achieving improvement measures

Process 1: Pedagogy: Practice and Innovation

Whole school strategies and protocols are used to establish and maintain educational excellence in the learning cycle through the development of a framework of transformation through innovation.

Evaluation	Funds Expended (Resources)
Staff are broadly engaging with the training. PL groups will continue to develop this into 2020.	Funding for Pivotal Education Master Training – \$5000 Funding Sources: <ul style="list-style-type: none">• (\$0.00)

Process 2: Pedagogy: Student Experience

Students become self-directed learners through engaging with the Learning Disposition Wheel and a variety of future-focused pedagogy that enriches the school experience.

Evaluation	Funds Expended (Resources)
Uptake in this area has not been general, but those participating in it come from diverse faculties and indicate staff and student enjoyment of the process (e.g. STEM/HSIE project.)	PL time

Strategic Direction 3

Professional Development

Purpose

To promote a culture of continuous quality professional learning to enhance the capacity to deliver innovative teaching. All teachers will use research– based teaching practices in all classrooms to ensure every student is challenged, engaged and learning successfully.

Improvement Measures

All Professional Learning is aligned to school and system priorities and is peer reviewed

All PL funds are fully expended and mapped against School Strategic Directions, PDPs and the APSTs.

All staff engage in learning that models collaboration, communication, creativity and critical thinking

Progress towards achieving improvement measures

Process 1: Building Culture

The establishment of a culture of sharing of professional learning to build the capacity of self and others.

Evaluation	Funds Expended (Resources)
Staff not fully engaging with CREW protocols are identified. Planning begins to reinforce the program in 2020. Pizza and Pedagogy is highly–regarded and widely adopted.	Small financial commitment from Equity funds for P&P rewards system.

Process 2: Building Collaborative Practice

Human and financial resources are strategically allocated to support ongoing opportunities for authentic cross–KLA and whole–school collaboration that builds staff efficacy.

Staff collaboration is used to drive transformative learning

Faculties plan and prioritise PL to ensure it is meaningful and targeted.

Evaluation	Funds Expended (Resources)
Changes to PL and administrative meetings in 2019 have been widely adopted, despite some criticism. We will continue this process in 2020.	PL time embedded in timetable for 2020

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$243 399.00) 	Funding was expended throughout the year focusing on the Key learning goals of engagement and attendance, as well as professional learning of staff. we also were able to fund program that increased the culture awareness of the whole school
English language proficiency	\$64,030 – Staffing \$73,385 – Flexible Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$137 415.00) 	This has been an essential part of the successful transition of IEC students to the mainstream setting. It has also allowed for PL to occur between EAL/D staff and mainstream teaching staff.
Low level adjustment for disability	\$298,805 – Staffing \$163,874 – Flexible Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$462 679.00) • (\$0.00) 	All funding was expended on hiring support staff to assist students with additional learning needs throughout the year.
Socio-economic background	\$1000 \$743922 Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$216 391.00) • Socio-economic background (\$1 000.00) 	All Wellbeing programs supported by Socio-Economic Equity Funding have been very successful in 2019. We believe that our pastoral care system has been well supported by Equity Funding, and the TTFM results bear this out.
Support for beginning teachers	\$135,696 Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$133 072.00) 	In 2019, Armidale Secondary College spent all designated funds provided for supporting Beginning Teachers, and "topped up" the available amount out of school funds.
Targeted student support for refugees and new arrivals	\$404,468 Funding Sources: <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$684 611.00) 	Late in 2019, ASC was informed that we would be formally establishing an Intensive English Centre, the first outside the metropolitan area. Prior to that, we had been operating an extended New Arrivals Program for Ezidi refugee children, many of whom arrived with no English familiarity whatsoever. It is a tribute to the efficacy of our NAP staff and SLSOs that we have been chosen for this, and the educational success of our IEC students has been very pleasing.

Student information

Student enrolment profile

Students	Enrolments
	2019
Boys	599
Girls	555

Student attendance profile

School				
Year	2016	2017	2018	2019
7				88
8				88.2
9				87.2
10				82.5
11				83.7
12				88
All Years				86.2

State DoE				
Year	2016	2017	2018	2019
7				91.2
8				88.6
9				87.2
10				85.5
11				86.6
12				88.6
All Years				88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	5	38
Employment	6	9	8
TAFE entry	12	10	25
University Entry	0	0	153
Other	31	13	9
Unknown	4	17	5

Enrolment in University courses continues to be the predominant post-school pathway followed by Armidale Secondary College students. 69 students were offered places at UNE, 3 at University of Sydney, 2 at University of Sydney Technology, 33 at Newcastle University, 20 at Southern Cross University, 7 at Macquarie University, 7 at Charles Sturt University, 1 at Australian National University, 8 at UNSW, 2 at University of Wollongong and 1 at University of Canberra.

A survey of post school options administered to year 12 in Term 3 2018 showed the following: 25 students intended to study at TAFE, 22 students indicated their intention to take a gap year and 38 students would be seeking full-time employment including apprenticeships.

Year 12 students undertaking vocational or trade training

36.42% of Year 12 students at Armidale Secondary College undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

VET continues to support the broad curriculum offered at Armidale Secondary College, catering for students who wish to include a vocational component in their HSC. In 2020, 30% of year 12 students were enrolled in one or more VET frameworks. In addition, 15 students were undertaking a TVET course and 9 students completed a school based traineeship.

A number of students undertaking VET completed more than one framework. 45 VET qualifications were achieved at HSC level in 2019.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2.5
Head Teacher(s)	16
Classroom Teacher(s)	68.6
Learning and Support Teacher(s)	2.8
Teacher Librarian	2
Teacher ESL	0.6
School Counsellor	2
School Administration and Support Staff	24.56
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Please note: the Staffing figures listed above do not take into account the special staffing agreement negotiated between the Department of Education and the NSW Teachers Federation as part of the amalgamation of Armidale and Duval

High Schools.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	929,036
Revenue	17,246,080
Appropriation	16,793,850
Sale of Goods and Services	25,635
Grants and contributions	395,719
Investment income	5,513
Other revenue	25,362
Expenses	-16,328,787
Employee related	-14,947,467
Operating expenses	-1,381,321
Surplus / deficit for the year	917,293

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,300,356
Equity Total	1,059,884
Equity - Aboriginal	243,399
Equity - Socio-economic	216,391
Equity - Language	137,415
Equity - Disability	462,679
Base Total	12,169,775
Base - Per Capita	261,908
Base - Location	7,214
Base - Other	11,900,653
Other Total	799,685
Grand Total	15,329,701

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

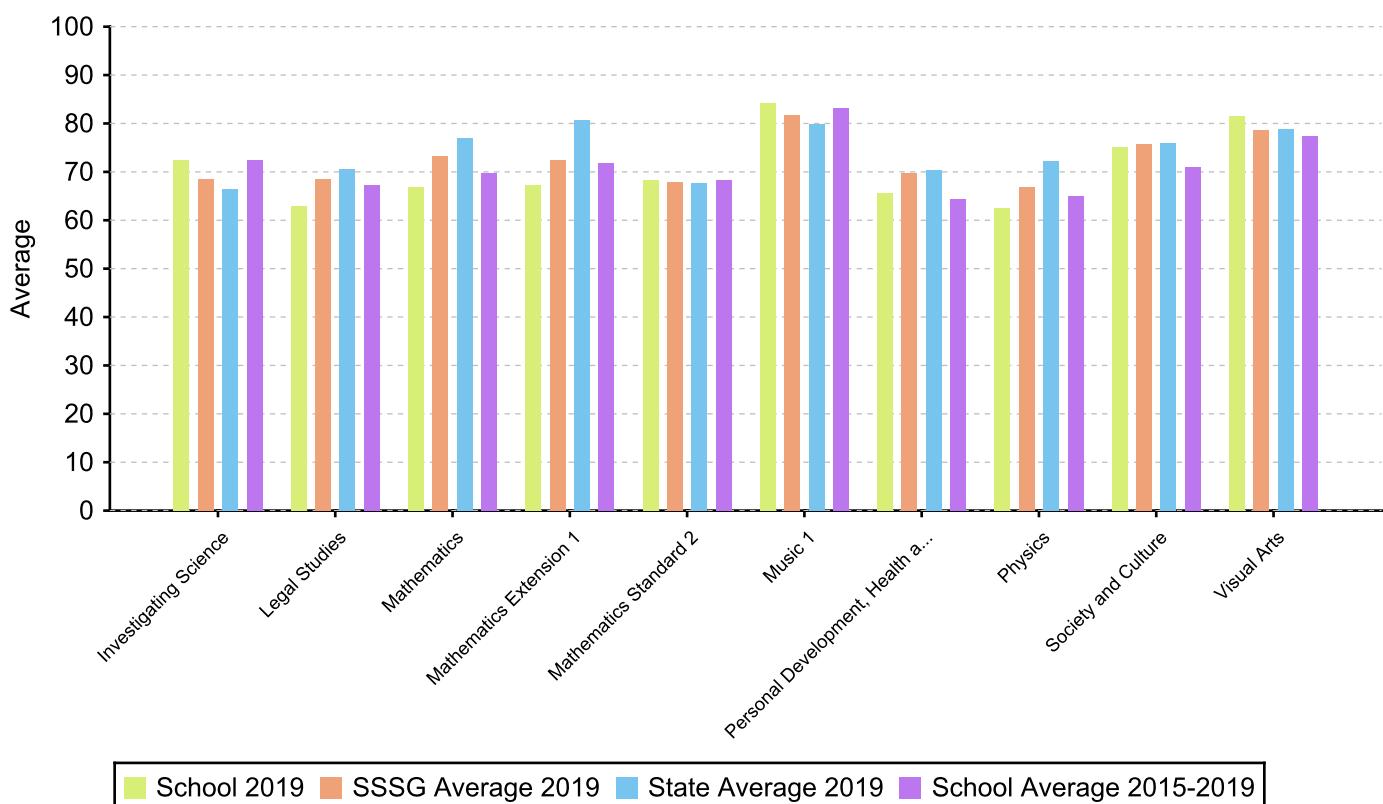
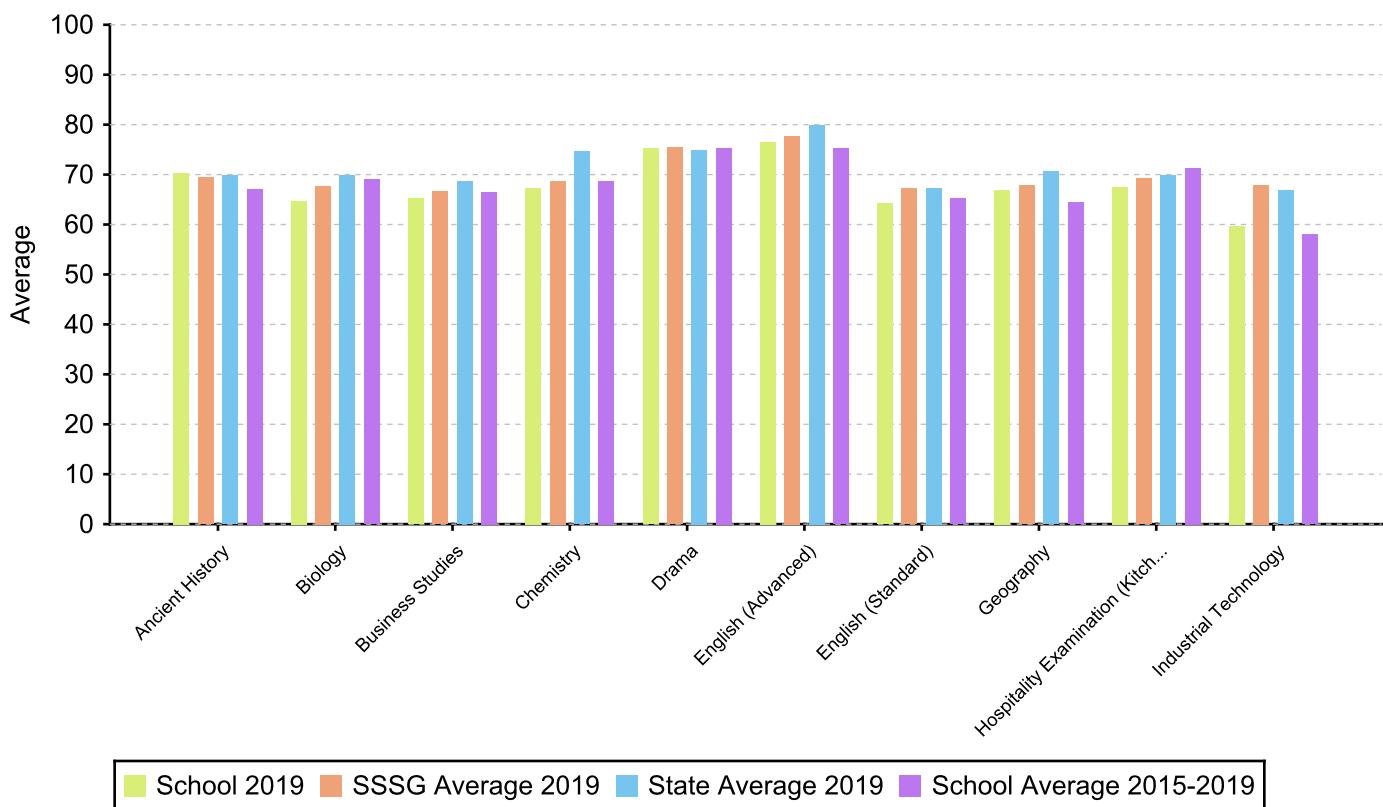
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

School performance - HSC

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

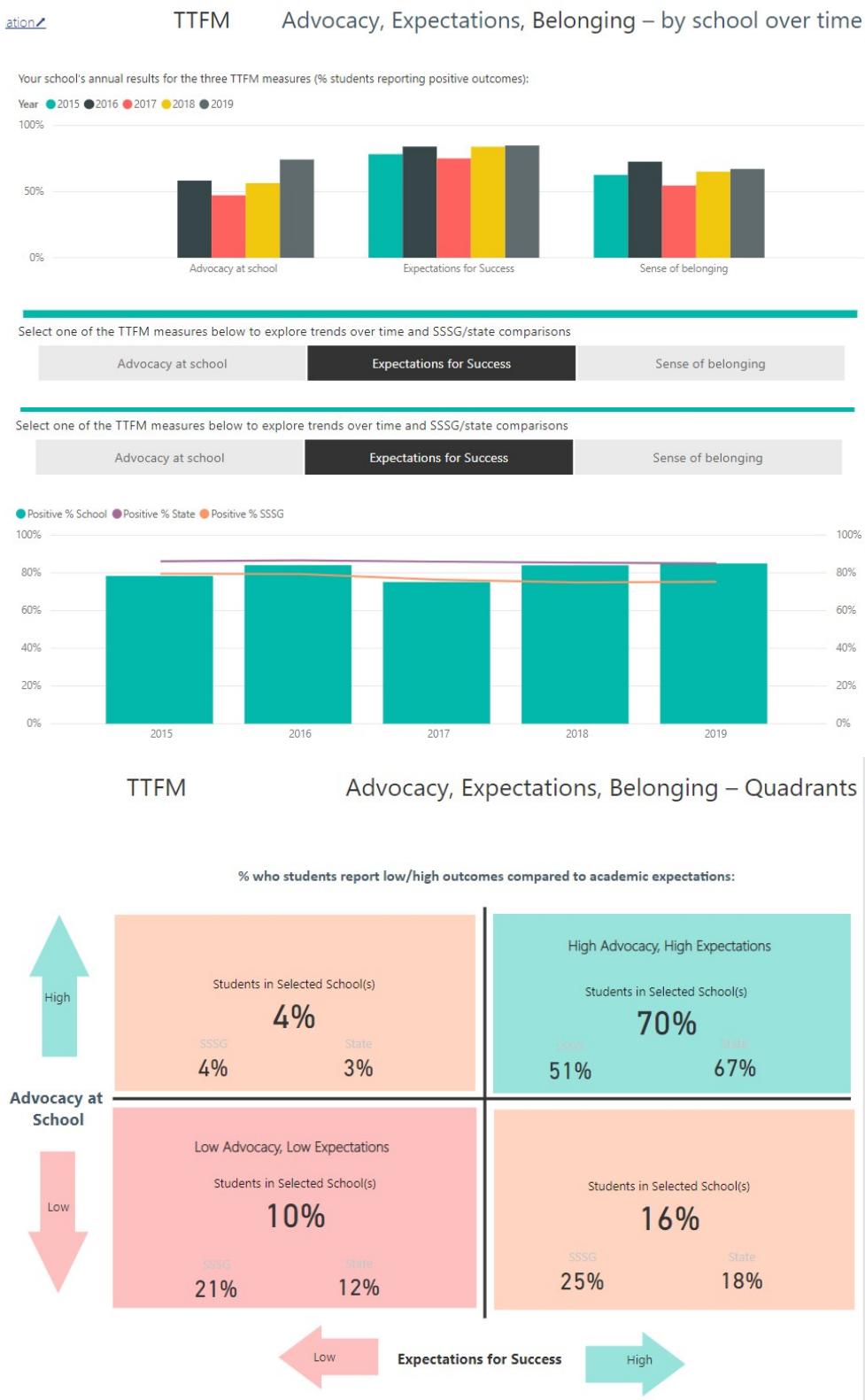
The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

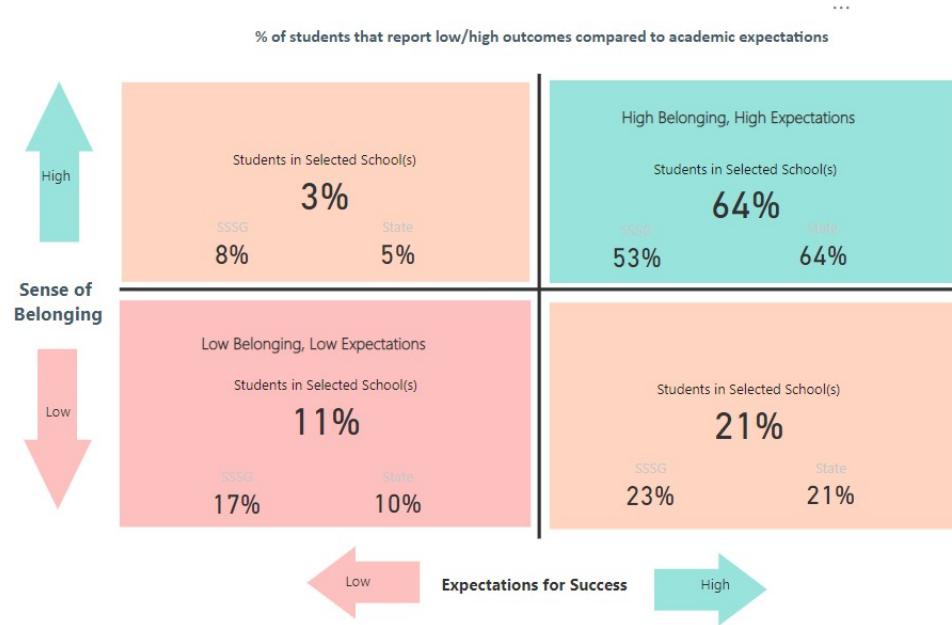


Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	70.3	69.4	69.9	67.1
Biology	64.7	67.7	69.9	69.0
Business Studies	65.2	66.7	68.6	66.5
Chemistry	67.3	68.7	74.7	68.7
Drama	75.2	75.4	75.0	75.3
English (Advanced)	76.5	77.8	80.0	75.2
English (Standard)	64.2	67.2	67.3	65.2
Geography	66.9	67.8	70.6	64.5
Hospitality Examination (Kitchen Operations and Cookery)	67.5	69.3	70.0	71.3
Industrial Technology	59.7	67.9	66.8	58.0
Investigating Science	72.4	68.6	66.5	72.4
Legal Studies	62.9	68.5	70.6	67.3
Mathematics	66.9	73.3	76.9	69.8
Mathematics Extension 1	67.2	72.4	80.6	71.9
Mathematics Standard 2	68.3	67.8	67.7	68.3
Music 1	84.2	81.7	79.9	83.1
Personal Development, Health and Physical Education	65.7	69.8	70.5	64.4
Physics	62.5	66.8	72.1	65.0
Society and Culture	75.2	75.7	75.9	71.0
Visual Arts	81.5	78.6	78.8	77.3

Parent/caregiver, student, teacher satisfaction

In 2019, we completed the Tell Them From Me survey snap shot one and two. The latter provided a greater snapshot of the school and overall the results were pleasing, especially considering we had only been officially one school for three terms. Below are images that provide examples of parent, student and teacher satisfaction. In this report, we had 348 students from Years 7–11 complete the survey, 64 teachers and 44 parents. In 2020 we will be seeking improved input from parents and working towards improving identified areas of need across all areas. The images below show a real area of strength for us as a school as was the result of significant PL and work with staff on the importance of building positive student – teacher relationships. As the images show, we are above state mean as a result of this focus area and this is reflected in the positive environment and culture at the school.





Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Other School Programs (optional)

Throughout 2019, Armidale Secondary College facilitated an "informal" **Intensive English Centre** for growing numbers of Ezidi refugee children. With numbers quickly growing past one hundred students, and numbers of Ezidi refugees in the Armidale area predicted to continue to grow for the foreseeable future, the NSW Department of Education decided late in the year that ASC would establish the first formal Intensive English Centre outside the metropolitan area. The establishment of this Centre attracted extra staffing including a designated Head Teacher, expanded teaching and ancillary staffing, and a discrete School Administrative Manager. The Centre will continue to operate into 2020, and will transition with the rest of the school community to the new buildings in 2021. We are very proud of the efforts of the IEC team in supporting some of our most vulnerable students, and easing their transition into both the Armidale community and Australian society.

