

2020 Annual Report

Ambarvale High School



8570

Introduction

The Annual Report for 2020 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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Message from the principal

The 2020 school year evolved to be a very different educational journey to the one planned. The impact of the COVID 19 pandemic resulted in a significant adjustment in regards to the activities and initiatives originally outlined in our School Plan. As the pandemic progressed, new and never before experienced educational challenges emerged as we worked together as an educational community to provide quality teaching and learning for our students. This annual report reflects the unique circumstances of 2020.

School vision

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 as a result of natural demographic changes, the HT CAPA position was dissolved at the end of 2018 and was 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

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>

Self-assessment using the School Excellence Framework

| Elements | 2020 School Assessment |
|--------------------------------------------------------|------------------------|
| LEARNING: Learning Culture | Excelling |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Excelling |
| LEARNING: Assessment | Excelling |
| LEARNING: Reporting | Excelling |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Sustaining and Growing |
| TEACHING: Professional standards | Excelling |
| TEACHING: Learning and development | Excelling |
| LEADING: Educational leadership | Excelling |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Excelling |

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.

Improvement Measures

- Formal incremental student leadership program.
- Quality succession planning program.
- DoE recognised *level 1* PB4L school.
- Conceptual and applied framework of positive psychology for wellbeing, resulting in increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Progress towards achieving improvement measures

Process 1: A focus on **contextual leadership** across the school.

Leaders and teams will work to enhance leadership learning opportunities across the school with a focus on further developing student leadership spaces and accession planning and skill development for formal staff leadership positions.

| Evaluation | Funds Expended (Resources) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| As a result of the COVID 19 pandemic, many of the initiatives and activities planned for strategic direction 1 were either reduced or did not occur. The planned incremental leadership program for students was halted, and instead the existing leadership opportunities and programs were adapted to meet the new COVID 19 environment. For example, the Senior Leaders Program moved to a video platform to allow for various events to continue to occur in a COVID 19 safe manner. \$139 500 of Socio-Economic funding was budgeted across the entire strategic Direction. Due to COVID 19 restrictions and related impacts, only \$30000 was expended. | Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$30000.00) |

Process 2: A focus on **Positive Behaviour** to maximise learning and success.

Leaders and teams will continue to grow our school's commitment to, and culture of, positive behaviour; with a focus on re-enhanced PB4L and other structures to support teacher expertise and student success in positive behaviour as a tool to maximise learning and inclusion.

| Evaluation | Funds Expended (Resources) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Opportunities to move the school to level 1 PB4L did not occur at a systems level, so PB4L was maintained at a school level. TRREC lessons continued in Semester 2 and TRREC was embedded into our transition activities with our Year 6 students as they prepared for high school. Our TRREC coordinator secured a position in another school for 2021 and we are currently seeking a new coordinator to ensure TRREC as a consistent positive behaviour platform within our school. \$139 500 of Socio-Economic funding was budgeted across the entire Strategic Direction 1 (inclusive of the 3 processes). Due to COVID 19 restrictions and related impacts, only \$30 910 was expended within this process. | Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$30910.00) |

Process 3: A focus on our **capacity to thrive and flourish**.

Leaders and teams will introduce and develop a deep understanding of positive psychology across the school community, along with strategies and initiatives to embed positive psychology practices into our

Progress towards achieving improvement measures

Process 3: organisation.

| Evaluation | Funds Expended (Resources) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Positive psychology programs continued and were enhanced to meet the unique wellbeing needs of students and staff as they found ways to adapt to the new ways of teaching and learning during the pandemic. Wellbeing phone calls were made to all students and staff during remote learning, and wellbeing packages were developed and distributed to all students, including fully equipped craft packages to ensure mindful and joyful activities. \$139 500 of Socio-Economic funding was budgeted across the entire strategic Direction (inclusive of the 3 processes). Due to COVID 19 restrictions and related impacts, only \$35 610 was expended in this process.</p> | <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$30000.00)• Flexible Funding for Wellbeing Services (\$35610.00) |

Next Steps

2021 will see the development of a new style of school plan known as a SIP (School Improvement Plan). To guide its development we will engage in a situational analysis with the broader school community to identify the areas to target for significant improvement.

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.

Improvement Measures

- 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.

Progress towards achieving improvement measures

Process 1: A focus on our **Innovative learning** programs.

Leaders and teams will continue to build and broaden our commitment to innovative pedagogies and our skills to respond to feedback and data to refine our practice.

| Evaluation | Funds Expended (Resources) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Innovative pedagogy programs required significant adjustment during the COVID 19 period, particularly during remote learning. We continued our full suite of initiatives (one per year cohort), but many of the planned events could not occur, such as the Learning Mentor Dinner and the various Celebrations of Learning, which moved online or to a shared document, rather than as the previously planned live events. Time was spent planning for 2021 enhancements across all six pedagogy programs, as well as the development of an Outdoor Education program, again to be rolled out in 2021. We were very proud as a school with the innovation we brought into the remote learning space. Teachers adapted quickly in their ability to harness technology to ensure continued learning engagement with whole classes, small groups and individuals. This refined level of technology support was positively commented on by parents and students who were very appreciative of the high level of support provided. | Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$21250.00) |

Process 2: A focus on **teacher expertise** for effective delivery skills.

Leaders and teams will focus on where our teaching expertise is located to ensure all students are advantaged by shared teacher practice. Areas of teaching practice that are either new, or for which we require expertise will be identified for rigorous teacher learning and implementation.

| Evaluation | Funds Expended (Resources) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Our ability to meet our planned development of teacher expertise was seriously challenged by COVID 19 restrictions. Our planned learning sessions were replaced with extensive online learning. The 'zoom' platform enabled teachers to engage in professional dialogue, sharing and learning within and beyond our school. All staff were encouraged through the availability of staff meeting time to complete the Department of Education's 'What works best' series of online learning modules, and other online learning opportunities. | Funding Sources: <ul style="list-style-type: none">• Professional learning (\$39120.00)• Support for beginning teachers (\$95636.00) |

Process 3: A focus on our **collaboration for learning**.

Leaders and teams will create many and varied opportunities, both formal and informal, for teachers to build their knowledge and practice through deep professional collaboration..

Progress towards achieving improvement measures

| Evaluation | Funds Expended (Resources) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Again, our ability to collaborate deeply needed to be reframed during remote learning and COVID 19 restrictions to meetings and group events. Technology was well utilised to ensure staff maximised opportunities to collaborate for improved practice and to support this, staff received training in how to set up and participate in 'zoom' (and other platform) meetings. | Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$39500.00) |

Next Steps

2021 will see the development of a new style of school plan known as a SIP (School Improvement Plan). To guide its development we will engage in a situational analysis with the broader school community to identify the areas to target for significant improvement.

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.

Improvement Measures

- Increased number of teachers accredited at HA and LD professional standards
- Increased proportion of all students (and proportion of indigenous students) in the top two NAPLAN bands for Reading and Numeracy
- Maintain or improve value added year 9 NAPLAN to HSC

Progress towards achieving improvement measures

Process 1: A focus on student **academic growth** against external continuums and benchmarks. Leaders and teams will work to understanding academic growth data to inform and track future performance, with a view to maximise student potential.

| Evaluation | Funds Expended (Resources) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Our Head Teacher Support led our school towards increased staff involvement in, and work towards, higher levels of teacher accreditation. Using time made available on School Development Days and other learning times, a series of workshops for staff regarding the requirements of Highly Accomplished and Lead accreditation were offered to staff. For staff who indicated their desire to begin the process, further workshops, designed to support staff to understand evidence and how to annotate that evidence, also occurred.</p> <p>Due to COVID 19 the national benchmark assessment, NAPLAN, did not occur in 2020 and hence we are unable to indicate results or growth in literacy and numeracy. Despite this, we utilise a range of tools to ensure literacy and numeracy continued to be a teaching and learning focus. During remote learning, all student in years seven to ten, were required to engage in mandatory literacy and numeracy activities each day. This was in addition to their usual curriculum timetable. The English faculty introduced and experienced great success with Literacy Planet, an external online literacy program designed to maximise engagement. When students returned to school following remote learning, students who were not meeting internally measured literacy and numeracy benchmarks were offered targeted small group support from staff that were purchased as additional teaching support.</p> | <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$34100.00)• English language proficiency (\$32902.00)• Low level adjustment for disability - flexible (\$123395.00) |

Process 2: A focus on high impact **feedback and reporting**. Leaders and teams will work to build on previous staff learning on feedback as a component of the learning cycle. Further enhancements to our reporting strategies will be implemented to reflect best and innovative practice.

| Evaluation | Funds Expended (Resources) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <p>Again, COVID 19 altered the nature of the school calendar, and normally reporting was adjusted to meet the extraordinary circumstances with which we were faced. During remote learning, teachers were in regular phone contact with parents, to report on their child's learning, to also check technology availability and to provide students and parents with ongoing feedback. These calls were also used to work with parents to check-in on their child's mental wellbeing and to offer support mechanisms as required. Semester 1 reports were adapted to offer parents feedback on their child's social and emotional wellbeing, in addition to their broader learning. Semester 1 reports did not include academic grades, as per the Department</p> | <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$35000.00) |

Progress towards achieving improvement measures

of Educations guidelines. Grades were reintroduced in the Semester 2 report.

Process 3: A focus on enhanced **self-directed learning**. Leaders and teams will work to enhance staff's research-based understanding of self-directed learning to implement a range of strategies to grow our students. Our focus will be on students' metacognition and organisation.

| Evaluation | Funds Expended (Resources) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| This initiative did not occur and was placed on hold until 2021. The professional learning time required to develop this initiative in a manner that engaged teachers in research and evidence to drive effective development was committed to other requirements during COVID 19. It is anticipated this will continue to be an area for development and will be identified in the situational analysis utilised to inform the 2021-2024 SIP and hence will be imbedded in the activities planned moving forward to 2021 and beyond. | Funding Sources: <ul style="list-style-type: none">• (\$0.00) |

Next Steps

2021 will see the development of a new style of school plan known as a SIP (School Improvement Plan). To guide its development we will engage in a situational analysis with the broader school community to identify the areas to target for significant improvement.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aboriginal background loading | Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$110 349.00) | <p>Our school received significant funding to meet the learning needs of our students who identify as Aboriginal. and Torres Strait Islanders. The funding was primarily used to purchase a range of staff, including a teacher, an Aboriginal teacher and administrative staff. All students had a comprehensive Personalised Learning plan developed in consultation with the student, and where possible, their parent. A wide range of cultural initiatives were developed by our Aboriginal Teacher, including arts and crafts, dance, murals, story telling and cultural identification. A numeracy program, that offered small group and individual support, was implemented, as our Aboriginal and Torres Strait Islander students identified mathematics as an area of curriculum need. Many programs, including Pathways to Dreaming and MTC Outreach programs were implemented, but using an online platform due to COVID 19 restrictions.</p> |
| English language proficiency | Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$32 902.00) | <p>A dedicated staff member has continued to be employed to meet the needs of our students for whom English is not their first language. Additional funding from our Socio-Economic Funding is utilised to increase the number of days the staff member supports students. Supports for students includes one on one time with students to offer individualised learning opportunities, small group support, with a focus on assessment completion and collaboration with staff to develop appropriate adjustments (to activities, assessment and other learning materials).</p> |
| Low level adjustment for disability | Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$364 040.00) | <p>Our school attracts a staffing loading of 2.2 Learning and Support teachers to meet the needs of our students with identified disabilities in the mainstream. The additional flexible funding is utilised to purchase Student Learning and Support Officers (SLSOs) to strategically provide additional learning assistance for these students. SLSOs also work with teaching staff to adjust curriculum materials to ensure all students can access their learning.</p> |
| Socio-economic background | Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$1 291 322.00) | <p>This area of funding is the largest Equity Loading that the school receives. A discrete budget for the flexible funding is develop in the preceding year to ensure careful management of these funds in line with the school plan. In 2020 COVID 19 restrictions meant that many of the planned initiatives were cancelled, scaled back or significantly adjusted to align with COVID 19 health guidelines. As a result, there was significant under-utilisation of funds. Within this funding is the additional allocation of 2.0 teaching staff. We used these positions to employ two Student Learning Advisers whose role was to provide additional learning support for mainstream students without a diagnosed disability, but for whom there were significant</p> |

| | | |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Socio-economic background | Funding Sources: • Socio-economic background (\$1 291 322.00) | impediments to learning engagement for a variety of reasons. Student Learning Advisers work with teachers, groups of students and individual students as required, with a focus on the completion of assessment tasks. |
| Support for beginning teachers | Funding Sources: • Support for beginning teachers (\$95 636.00) | In 2020 our school had 6 Beginning Teachers. The funding we received was used primarily to offset the staffing of a reduced teaching load for the beginning teacher and their mentor. A comprehensive Beginning Teacher Program was rolled out across the year and included induction activities, a bus tour of the local area and a range of workshops that address curriculum, pedagogy, assessment and reporting, and behaviour management. There was also a number of workshops that focused on teacher wellbeing, and introduced beginning teachers to the fundamental principles of positive psychology. All beginning teachers, including temporary and casual staff, were strongly encouraged to take full advantage of our extensive program of support. |
| Targeted student support for refugees and new arrivals | Funding Sources: • Targeted support for refugees and new arrivals (\$0.00) | Our school did not attract funding for refugee or new arrival students. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 366 | 381 | 394 | 395 |
| Girls | 349 | 356 | 384 | 374 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| 7 | 91.9 | 88.6 | 88.8 | 90.6 |
| 8 | 88.8 | 86.2 | 86.1 | 88.4 |
| 9 | 89 | 85.3 | 83.8 | 88.6 |
| 10 | 85.5 | 84 | 81.9 | 86.1 |
| 11 | 87.3 | 80 | 80.6 | 86.6 |
| 12 | 88.4 | 89.3 | 84.4 | 88.9 |
| All Years | 88.3 | 85.4 | 84.5 | 88.3 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| 7 | 92.7 | 91.8 | 91.2 | 92.1 |
| 8 | 90.5 | 89.3 | 88.6 | 90.1 |
| 9 | 89.1 | 87.7 | 87.2 | 89 |
| 10 | 87.3 | 86.1 | 85.5 | 87.7 |
| 11 | 88.2 | 86.6 | 86.6 | 88.2 |
| 12 | 90.1 | 89 | 88.6 | 90.4 |
| All Years | 89.6 | 88.4 | 88 | 89.6 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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 | 2 | 7 |
| Employment | 0 | 3 | 20 |
| TAFE entry | 0 | 1 | 33 |
| University Entry | 0 | 0 | 37 |
| Other | 0 | 0 | 0 |
| Unknown | 0 | 0 | 3 |

Year 12 students undertaking vocational or trade training

44.44% of Year 12 students at Ambarvale High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

95.5% of all Year 12 students at Ambarvale High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

| Position | FTE* |
|-----------------------------------------|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 9 |
| Classroom Teacher(s) | 47.1 |
| Learning and Support Teacher(s) | 2.2 |
| Teacher Librarian | 1 |
| School Counsellor | 2 |
| School Administration and Support Staff | 17.56 |
| Other Positions | 1 |

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---------------------------------------------------------------------------|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 1,352,971 |
| Revenue | 11,607,917 |
| Appropriation | 11,472,086 |
| Sale of Goods and Services | 41,269 |
| Grants and contributions | 76,836 |
| Investment income | 1,618 |
| Other revenue | 16,108 |
| Expenses | -11,446,079 |
| Employee related | -10,162,739 |
| Operating expenses | -1,283,340 |
| Surplus / deficit for the year | 161,837 |
| Closing Balance | 1,514,808 |

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.

Our school develops a budget based on our anticipated School Budget Allocation Report (SBAR) which is released late in the preceding year. All staff are invited to submit a budget request that aligns with our Strategic Directions and these requests are considered by the Finance Committee. Standard curriculum faculty budgets are financed from Operational Funding and additional targeted staff, innovative pedagogies programs and unique extra-curricula and leadership programs, along with wellbeing and library budgets are funded from the significant monies we receive in our Socio-Economic Background: Equity Loading.

In 2020 the global pandemic had a significant impact on our planned budget, with many initiatives, activities and excursions unable to occur.

Financial summary - Equity loadings

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

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 0 |
| Equity Total | 1,798,613 |
| Equity - Aboriginal | 110,349 |
| Equity - Socio-economic | 1,291,322 |
| Equity - Language | 32,902 |
| Equity - Disability | 364,040 |
| Base Total | 8,847,211 |
| Base - Per Capita | 199,729 |
| Base - Location | 0 |
| Base - Other | 8,647,482 |
| Other Total | 561,082 |
| Grand Total | 11,206,906 |

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.

Each component of the Equity loadings is carefully budgeted to drive our school plan and meet the needs of our students. Our Aboriginal background loading is primarily used to purchase personnel to support our ATSI students and to implement the many programs within and beyond the school that take place within this portfolio. Our Socio-Economic Loading is our largest equity loading and is utilise to fund the many programs we have in place in our school to close the equity gap. Our English Language Proficiency Loading is utilised to purchase an EALD teacher to support our students for whom English is not their first language. Our Low Level Adjustment for Disability Loading is utilised to employ School Learning Support Officers to provide additional support in our mainstream classrooms.

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 My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

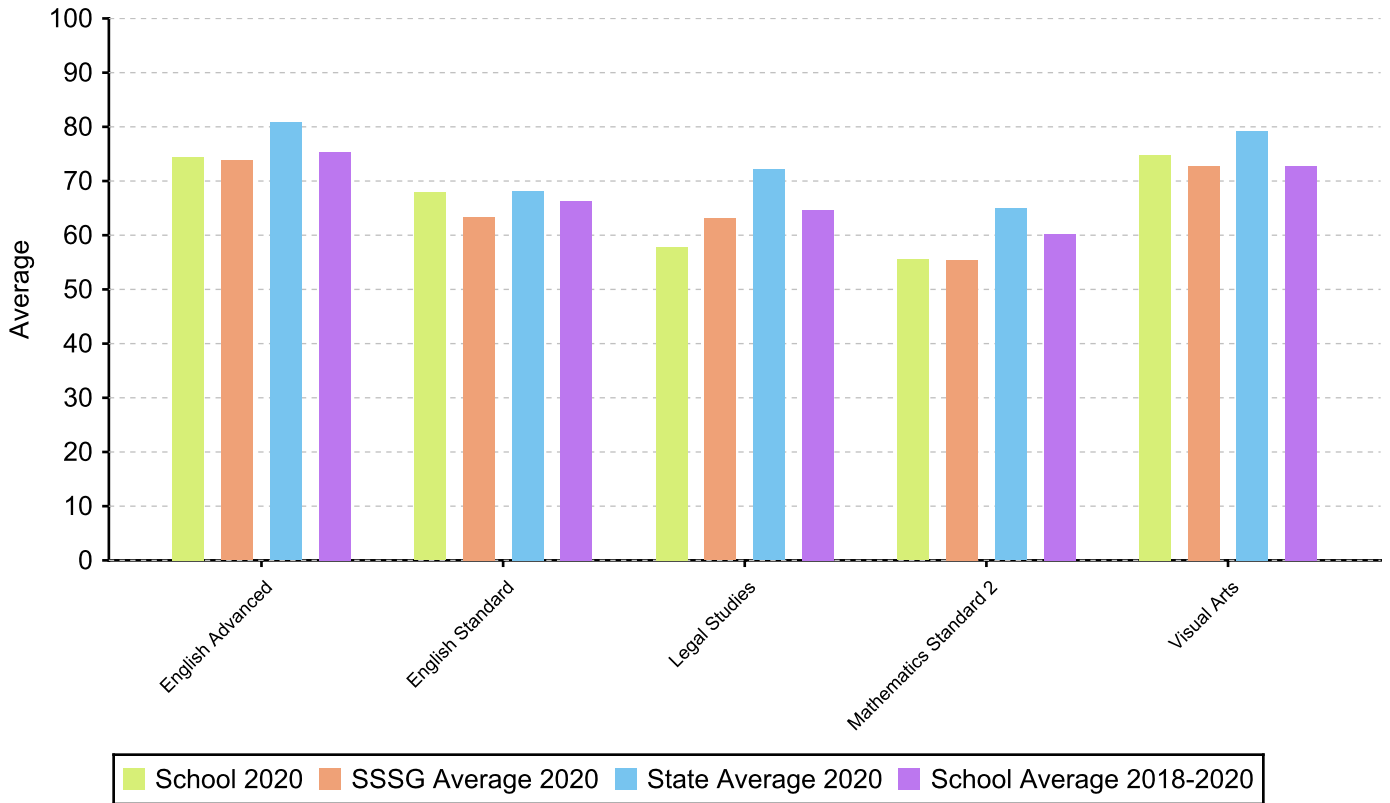
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020 | SSSG | State | School Average 2018-2020 |
|------------------------|-------------|------|-------|--------------------------|
| English Advanced | 74.4 | 73.8 | 80.8 | 75.4 |
| English Standard | 67.9 | 63.3 | 68.1 | 66.3 |
| Legal Studies | 57.8 | 63.1 | 72.1 | 64.7 |
| Mathematics Standard 2 | 55.5 | 55.5 | 64.9 | 60.2 |
| Visual Arts | 74.8 | 72.7 | 79.2 | 72.7 |

Parent/caregiver, student, teacher satisfaction

During the COVID 19 pandemic our school community came together in ways that were unique as we navigated a truly unusual year for all of society, not just schools.. Our students', families' and staff wellbeing took centre stage and regular check-ins became the norm. Initiatives such as care packages, wellbeing phone calls and mindfulness activities were regular features of our school. Parents, students and staff indicated high levels of satisfaction on a variety of measures, with many communications of gratitude for the elevated levels of care and support we provided throughout the year. Our Holiday Hampers were particularly noted by our families as an example of how our school goes beyond curriculum-based education, and is deeply committed to the education of the whole child. The 2020 People Matter Survey indicated very strong results for staff satisfaction and trust towards senior management and the organisation's ability to adapt and respond during major events. 94% of staff indicated that there were people at work that cared about them and 96% indicated that they were contributing their best at work.

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)

Holiday Hampers

In 2020 we delivered on a wonderful initiative that provided authentic learning for our students, and a wonderful end of year community event to support our families over the end of year break. Students, as part of their HSIE curriculum planned and organised for Holiday Hampers for all of the families within our school. They researched product availability, considered costing, ordered goods and cartons and then constructed hampers that contained a range of products to supply a family of 4 with a 'celebration' lunch. Students also designed and included a 'Recipe Book' that had a range of ways the various items in the hamper could be used or combined to create festive dishes.

Students and staff attended school during the end of year break, and a few days prior to Christmas, to hand out hampers to our families. Whole families attended and engaged with staff and students as they collected their hamper and also some fresh fruit we provided on the day. The community were delighted with, and grateful for the hampers, and the students involved in hamper production felt the deep satisfaction of learning and effort that results in real and authentic impact. Some families were unable to collect hampers for a variety of reasons, and many were delivered to doors by the senior executive. Left over hampers were given to local charities and also a local school to distribute to families who would benefit from some additional nutritional support over the holiday period.