

2021 Annual Report

Ambarvale High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Ambarvale High School

Thomas Rose Drive

Rosemeadow, 2560

<https://ambarvale-h.schools.nsw.gov.au>

ambarvale-h.school@det.nsw.edu.au

4627 1800

School vision

Our vision is to build resilient learners and citizens with the skills to maximise their learning and their life choices, and to positively contribute to the communities within which they live. To do this we commit to developing and refining our teaching practice so that it is research and evidence informed, and characterised by precision and differentiation to improve school performance and student outcomes.

We acknowledge the socio-economic disadvantage experienced by many of our families, and the impact this can have on academic results, student and family wellbeing, general connectedness to education and future opportunities. Our vision is to utilise our school resources to challenge and address identified areas of disadvantage, with a view to support and enhance the development of the whole child.

Our vision is to develop a love of learning and curiosity in all students. We commit to the continued development of innovative practices, including programs that challenge traditional ways of learning. This will ensure our students are afforded extensive opportunities to identify and explore personal areas of learning, passion and aptitude to support a rich and successful high school learning experience.

School context

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

We currently have 860 students, which includes 51 students in our Support Unit. 29% of students identify as coming from a non-English speaking background and 15% identify as Aboriginal or Torres Strait Islander.

We have approximately 71 teaching staff, including an Executive Leadership Team made up of 14 leaders (11 Head Teachers, 2 Deputy Principals, 1 Principal).

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

We offer a range of extra curricula activities including representative sporting teams, a variety of lunchtime interest clubs including the circus skills and anime clubs. Our school has a strong focus on student leadership and a suite of programs and initiatives to support the skills required to be a successful leader.

Our school serves the Rosemeadow, St Helens Park and Appin communities. For many of our families, our school meets their aspirations to have their child be the first in their family to complete Year 12 and engage with tertiary education. Other students are supported vocationally to access work-related curriculum and opportunities to ensure a successful transition pathway from school to their career.

Our school is characterised by deep engagement with the community, including the educational community (partner schools, TAFE and universities), and Government and non-Government agencies and businesses that support our students including MTC Links to Learning, Opportunity Hub and School to Work, as well as Macarthur Workplace Learning Programs.

Our situational analysis in 2020 revealed the capacity to further improve our State and National benchmark results through increased teacher skill to individualise learning and strengthened teaching strategies, with a focus on reading for understanding and numeracy skills.

As a result we have a significant focus on improved student learning outcomes for all students, a corresponding focus on enhanced precision in our teaching practice and a continued commitment to the development of the whole child through increased engagement, attendance and immersion in innovative and experiential ways of learning.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise learning outcomes and growth for each and every student. Our system-identified targets provide focus and clarity, to ensure our continued progress in NAPLAN, VALID, Minimum Standards and HSC results. We recognise that the achievement of attendance and wellbeing targets will support the achievement of learning targets, and hence will be prioritised within the work that we do.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Steering HSC Success
- Steering Reading/Numeracy Success

Resources allocated to this strategic direction

Aboriginal background: \$87,386.00
Socio-economic background: \$384,572.00
Integration funding support: \$87,273.00
Professional learning: \$30,000.00

Summary of progress

Steering HSC Success

Our school worked tirelessly to target HSC success throughout the year, with wide-ranging strategies to build teacher capacity and understanding of impactful stage 6 teaching and learning, and to offer enhanced learning for students. Students had specific study skills sessions to support the impact of their learning and staff were immersed in both school and system based HSC professional learning. Using a train the trainer model, all head teachers completed the 'NSW Dept Education Curriculum Requirements Guide - Secondary Stage 6 HSC' when they engaged in a 1 day TPL with their equivalent colleagues in the Camden Network. The principal and deputy principal in charge of year 12 met with all faculty HTs and HSC delivering staff to unpack and explain their HSC assessment schedule and final marks, reflecting on practice with a view to build and grow the quality of assessment practices and the precision of HSC assessment marks. Despite the period of remote learning, COVID ISLP support continued on line. A revision schedule every day by subject line for term 4, with a focus on exposure to past HSC papers and marking schemas, and opportunities to practise writing within time restraints also supported students to remain focused on learning and refining their understanding and responses. Given the COVID driven disconnect between the end of formal school and HSC examinations, students were encouraged to remain connected to school through a multitude of wellbeing activities and initiatives, designed to enhance connection and engagement. At the time of the exams, and to further maximise exam success, all students received text messages the afternoon prior to each exam, and food and stationary supplies were available immediately prior to each exam. Personalised support was offered to our indigenous students, including transport to and from exams to maximise attendance. In the HSC exams, 43.1% of students overall, performed in the top 3 bands, and 12.3% in the top 2 bands. Using this data to inform our practice, 2022 will see us continue to share with HSC teachers a detailed summary profile data about each student. This profile includes an understanding of their learning needs, previous academic performance against bench marks, their wellbeing and health needs as well as academic goals and future pathways. COVID ISLP funding will continue to be used to provide after school personalised tutoring for HSC S students. Staff will have learning opportunities to share assessment and student samples across the 3 Network HSC cohorts to build consistent teacher judgement and a deeper understanding and capacity to implement quality assessment. In 2022 there will also be a strengthened transition plan to better tailor support and direction for students who desire a vocation/career pathway over HSC completion.

Steering Reading and Numeracy Success

Staff were immersed in ongoing evidence-based learning about the best teaching strategies to embed in lessons across all curriculum areas to improve students' reading and numeracy skills. Head teachers were charged with the responsibility to ensure classroom teachers were actioning reading and numeracy learning in the classroom. A staff survey indicated most, but not all staff were actively working to better embed reading and numeracy strategies into their day to day teaching, however further improvements need to occur, as some staff still perceive reading and numeracy to not fall within their core responsibilities (focusing instead on curriculum content) or struggle to manage teaching time to maximise learning impact. The Literacy Coordinator created cohort groups based on learning data, and worked intensely with specific cohorts to provide tailored learning. This was a high-impact strategy, with both staff and students reporting high levels of commitment and engagement as a result of focused attention within small groups. The Numeracy Team

created 'start up' activities to be used across KLA's at the beginning of lessons to expose and remind students of universal numeracy strategies and skills. Whilst some impact was observed, particularly amongst Early Career teachers, more experienced teachers struggled to shift their practice to encompass new ways of starting their lessons to incorporate numeracy skills. Personnel employed under ILSP funding focused on reading and numeracy as they supported students to close the learning gap from COVID interruptions. This was a high impact strategy. The diagnostic strategies, coupled with before and after testing indicated strong improvements for individual students. The professional expertise of some COVID tutors limited the degree of improvement, particularly in the numeracy space as we struggled to secure tertiary trained staff with a numeracy background. Specific strategies were employed to enhance the quality learning environment broadly, and specifically during NAPLAN assessments to ensure students were positioned to perform at their best. The 'quality' of this initiative is difficult to measure, however anecdotal feedback was that students were more settled when they were well fed and when the teacher who had been supporting their learning was also the teacher supervising their NAPLAN exam.

For Reading, we achieved 44% of students at or above expected growth. We achieved a clear increase in the percentage of students achieving in the top 2 bands for reading. In 2019, we achieved 5% and in 2021 we achieved 11%. In doing so we met our lower bound target of an increase of 3% on our baseline result (5.1%). In Numeracy, we achieved 6% of students in the top 2 bands, falling short of the lower bound target of 12.2%. We achieved 47% of students at or above expected growth in numeracy. Unfortunately, this did not move our students towards our lower bound target of 67.1%.

Moving forward, in 2022 we will focus our efforts and funding to further build our students results in reading and numeracy. In reading we will continue with a Literacy Coordinator, with specialised cohorting for direct instruction and careful management of the quality learning environment. In addition we will assertively seek a Numeracy Coordinator to engage in the equivalent activities of the current Literacy Coordinator, and we will source an evidence and research informed Teacher Professional Learning program to explicitly train teachers in how to teach reading to adolescents. This is not a skill set normally associated with secondary teachers, however the reading levels of students upon arrival in the secondary space requires strong intervention. We are actively seeking a suitably qualified numeracy coordinator to personalise the instruction of identified students capable of achieving in the top 2 bands for numeracy and to work with their teachers to support them. It is important to note that this focus on top 2 bands does not in any way exclude a deep and authentic commitment to improving all students results in all areas of numeracy. We will adopt a range of methods to ensure staff are aware of the individual students in their classes who have demonstrated the ability and or potential to perform in the top 2 bands in each area of NAPLAN. We will track 2021 results by class group to determine patterns of delivery and performance.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
HSC Attainment An increase in the HSC course top 3 bands of 2.2% towards achieving the lower bound target.	We were pleased to note an increase in our percentage of students who achieved in the top 3 bands in the HSC. Of our 2021 HSC cohort, 43.1% of students performed in the top 3 bands. This is an increase from 2019 where 41.0% of students performed in the top 2 bands in 2019.
HSC Attainment An increase in the HSC course top 2 bands of 2.5% towards achievement of the lower bound target.	We were pleased to note an increase in our percentage of students who achieved in the top 2 bands in the HSC. Of our 2021 HSC cohort 12.3% of students performed in the top 2 bands. This is a marked increase from 2019 where 8.4% of students performed in the top 2 bands in 2019.
HSC Attainment Results for aboriginal and EALD students are equivalent to, or greater than the progress and achievement of all students.	Five students completed English Standard, with a median score of 66. Thirty six non-Aboriginal students completed English Standard, with a median score of 67. In Mathematics, five students completed Mathematics Standard, with a median score of 64. Non-Aboriginal students had a median score of 66.5. In Biology, four students achieved a median score of 61.5 compared to a score of 69 for their non-Aboriginal peers, and four students studied PDHPE with a median score of 58, compared to the ten non-Aboriginal students whose median score was 64.5.
NAPLAN An increase in the in the top 2 NAPLAN bands for	We achieved 6% of students in the top 2 bands, falling short of the lower bound target of 12.2%. Band 8 results have been stable over time at approximately 20%. Band 9 results have also been stable at around 6% of students.

<p>numeracy of 2.5% towards achievement of the lower bound target.</p>	
<p>NAPLAN</p> <p>An increase in the percentage of students achieving in the top two bands for reading in NAPLAN, with positive growth towards a 3% increase on baseline results.</p>	<p>We achieved a clear increase in the percentage of students achieving in the top 2 bands for reading. In 2019, we achieved 5% and in 2021 we achieved 11%. In doing so we met our lower bound target of an increase of 3% on our baseline result (5.1%) Internal qualitative evidence suggests the strategy of identifying students with the capacity to perform in the top 2 bands, and to deliver additional literacy and reading extension to these students was impactful and will be continued as a success strategy.</p>
<p>NAPLAN</p> <p>An uplift in the percentage of students achieving expected growth for numeracy in NAPLAN towards the lower bound target.</p>	<p>We achieved 48.1% of students at or above expected growth in numeracy. This did not move our students towards our lower bound target of 67.1%. It is important to note, however, that we continue to be on par with Statistically Similar School Groups, (and the State) with At or Above Expected Growth in Numeracy in Year 9 at 48.2% and 49.5% respectively.</p>
<p>NAPLAN</p> <p>An uplift in the percentage of students achieving expected growth for reading in NAPLAN towards the lower bound target.</p>	<p>We did not move towards our lower bound target for expected growth in reading, achieving only 44.4% of students at or above expected growth. We did however achieve strong results in Year 9 NAPLAN writing. The average score for Statistically Similar School Groups was 503.39, however our school score was 527.5 with 58.8% of students achieving At or Above Expected Growth. This result is above both state and Statistically Similar School Groups (55.5% and 46% respectively).</p>

Purpose

Our purpose is to build increased precision into our professional practice. The decision-making that underpins the teaching and learning of curriculum is driven by research, data and evidence. To this end, we will prioritise teacher professional learning to build teaching expertise. We know and value the importance of knowing our students and their learning aptitudes, and we are determined to afford each child a personalised learning experience during their time at our school. Within this intention is the recognition that positive student behaviour and quality learning environments best position students to maximise their learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Creating Quality Learning Environments
- Ensuring Highly Effective Teaching Practices

Resources allocated to this strategic direction

Socio-economic background: \$227,118.00

Flexible Funding for Wellbeing Services: \$19,169.00

School support allocation (principal support): \$40,697.00

Integration funding support: \$27,000.00

Low level adjustment for disability: \$370,055.00

English language proficiency: \$29,627.00

Professional learning: \$49,070.00

Summary of progress

Creating Quality Learning Environments

Whole of staff consultation resulted in a commitment to develop a set of **agreed Quality Learning Environment strategies** which all teaching staff would implement in their teaching spaces. On our return from remote learning in term 4, these strategies were launched and embedded. Multiple layers of professional learning, including executive meetings, zoom meetings and head teacher train-the-trainer learning, were delivered to support consistent implementation and high expectations. Further, senior executive addressed all student groups to reinforce the consistent strategies students were now experiencing across their classrooms, explaining the purpose and impact. Head teachers were required to actively monitor learning spaces to support consistent delivery.

To continue to encourage, acknowledge and promote pro-social behaviour during break times, we continued our commitment to create a **park-like environment in our playground spaces**. This included the purchase of 60 wood paneled, brushed aluminium, lidded and aesthetically pleasing bin surrounds. The senior leader gazebo and landscaped gardens were completed and officially 'opened' with a ceremony for senior students. The senior executive increased their presence in playground spaces, providing healthy snacks such as fruit and muesli bars for students. Picnic blankets were provided for newly grassed areas. In response to COVID protocols, playground spaces were allocated to specific year group cohorts, and this resulted in such positive behaviour outcomes a commitment has been made to continue a similar structure moving forward.

Between the original design of the 2021-2024 school plan, it became apparent the department of education was moving away from a formal focus and related support of PBL (Positive Behaviour for Learning). This occurred at the same time the staff member who oversaw PBL moved to another school. As a result, the school has taken the opportunity to embrace Quality Learning Environments as a **research-informed focus for our school**. All staff engaged in workshops about QLE and collaboratively developed and agreed to a consistent set of whole school strategies to standardise classroom spaces and expectations. In all classrooms, teachers are committed to seating plans, settling procedures, explicit publication of learning intentions and set activities and mobile phone etiquette to support learning. To emphasise the importance of learning intentions to support the pedagogical impact of our QLEs, teaching staff engaged in ongoing professional learning about BBC (blackboard configurations) and teaching staff were supplied with consistent signage and other resources to standardise the optics in all classrooms and learning spaces.

During periods of remote learning, **students were offered equitable access to learning**, irrespective of their decision to access digital or hard copy learning activities. Members of the learning and support team worked across faculties to ensure consistent layout and accessibility of learning resources. To enhance student and parent engagement and connectivity during remote learning, faculties offered creative and enriching extra curricula opportunities (often in the

form of competitions). Examples include parent creative writing, fitness challenges, digital re-creation of famous artworks and recipe sharing.

Ensuring Highly Effective Teaching Practices

All staff regularly engage in one or more of the following; weekly 30 minute PL, early career teacher meetings, learning and support team meetings, wellbeing meetings, accreditation meetings, faculty meetings, staff meetings, school development days and innovation team meetings. In 2022 we will focus on building our suite of options to include student cohort team meetings, individual student case management of learning meetings and cross-curricula programming and assessment meetings.

A program of **weekly '30 minute' professional learning** was available to all staff (with a number of session times scheduled) and was a high impact strategy to build effective teaching practices. Based on staff identified professional learning needs, and leadership team identified skill requisition, the program included sessions on questioning techniques, lesson-planning and structure, effective assessment strategies and behaviour management strategies. A planned and sequentially designed early career teacher program included fortnightly meetings with presentations on the expectations of teaching practice, understanding the context of our school and our students and evidenced based strategies to maximise learning. The early career teacher program also included playground and classroom 'walk-throughs' and a bus tour of our drawing area to ensure teacher learning was deep and sustained. During remote learning, staff engaged in departmental online learning about teaching practice at record levels. The senior executive designed and delivered regular leadership learning for the executive team to reflect the high number of relieving or newly appointed head teachers. This supports the school culture where every meeting is a point of professional learning. In 2022 we will focus on building our suite of options to include student cohort team meetings, individual student case management of learning meetings and cross-curricula programming and assessment meetings.

The process of **resource allocation for students with learning needs** was refined, improved and shared with staff. Personalised learning plans were developed for all year 7 students to support teacher understanding of individual learning needs. It is noteworthy that these plans were developed in close collaboration and co written by the students and also included personal learning reflection statements and details of their character strengths. Similarly, all year 11 students had a one page learning profile which was co-developed, based on internal grade history, external band results, careers aspiration, planned pathways and wellbeing needs. These plans provided teaching staff with rich and data driven insight to support students to receive their best HSC results/bands in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
85% of teachers are utilising consistent research-informed and whole school agreed positive behaviour for learning strategies to create quality learning environments.	Head teachers have reported all staff, including temporary teachers, utilised our Quality Learning Environment protocols in their classrooms.
At least 80% of teachers are consistently accessing regular internal PL opportunities to build their teaching practice repertoire	Approximately 97% of staff regularly engaged in one or more of the suite of professional learning options available at our school. There is a strong culture within the school that all meetings need to be designed as a professional learning opportunity with a focus on teaching practice, or learning to enhance teaching practice, and using research-informed and data driven evidence. Meetings are not an administrative exercise. All staff regularly engage in one or more of the following; weekly 30 minute PL, early career teacher meetings, learning and support team meetings, wellbeing meetings, accreditation meetings, faculty meetings, staff meetings, school development days and innovation team meetings.
At least 80% of teachers are able to demonstrate to their supervisors consistent use of school and system developed resources to support differentiation and individualised learning.	All teaching staff received professional learning on differentiation and adjustments for specific students with disabilities in the mainstream. Staff were taught to use the NCCD adjustment check lists to record a history of adjustment and differentiation per student per term. Staff also received learning in best-practice identification and referral methods for students with learning concerns.

Strategic Direction 3: Building the Whole Learner

Purpose

Our purpose is to develop outstanding young people who leave school with enhanced skills to create a meaningful, rewarding and resilient adult life. Our school celebrates that our educational commitment encompasses the ongoing development of the whole child. Further, as the local public high school, our organisation is an integral part of our broader community. To this end we are committed to building and strengthening authentic learning relationships with individuals, groups and organisations within, across and beyond our local area.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improving Attendance Through Engagement
- Building Community Resilience

Resources allocated to this strategic direction

Socio-economic background: \$455,228.00

Summary of progress

Improving Attendance Through Engagement

During remote learning a range of engagement strategies were utilised to support attendance in the google classroom. These included weekly phone check-ins with students and parents and year group google classrooms where year advisers and student support officers facilitated games and activities and made available resources and links for positive wellbeing. Attendance information that challenged the notion of 'only a day off' was packaged and shared with parents and students to highlight and promote the positive learning impact of good attendance. Individual students with high attendance in year 7 were extrinsically acknowledged and rewarded for high attendance. The school's outdoor education program began with students from stages 4 and 5 attending day walks with corresponding learning activities. These proved highly popular with student wait-lists to attend. One of our innovative pedagogy programs, Make Break Create, continued to maximise hands-on challenges and activities to offer students authentic applications of STEM. Particularly well received by students and the broader community was the paddling pool non- newtonian fluid challenge. Student Leadership continued to grow with the employment of a leadership coordinator. A recruitment drive saw a huge increase in student self-nominations to join the program. In 2021 we had 80 students participating from Year 7 to 11. A planned program of leadership learning, including the delivery of the well-known Elevate program to the junior leadership team took place. The students have participated in Leadership Workshops focusing on leadership frameworks, advocacy and developing a leadership philosophy. These students will be involved in volunteering opportunities, a leadership initiative of their own choosing and a HACK event with Campbelltown Council.

Building Community Resilience

The Lomandra Food Van was present in our bus bay each Thursday during the first semester, and our HSIE faculty have again provided the Work Studies and Retail students with an authentic audience as they worked together to create, assemble, merchandise, brand and promote Christmas Hampers for our families. During remote learning, we expanded our use of Facebook and the school website to enhance regular communication with families to build resilience. Examples included a parent competition to best sum up their experiences of supporting a child learning remotely. Faculties used our socials to run engaging activities for students such as the visual arts competition to appropriate a favourite art work using household items and the PDHPE faculty 'trick shots' photos to encourage students to get involved online. Two members of the leadership team created a suite of 10 videos for parents to teach them how to access and navigate the various online platforms to support their child's learning. During remote learning we also enhanced our personalised contact with families as we did wellbeing check-ins on students specifically and the whole family more generally. Our community partnerships have been strengthened. In 2021 we engaged with Macarthur Workplace Learning, Youth Action, Campbelltown Council and Western Sydney University Research Teams.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>An increase in the percentage of students attending school 90% or more of the time by 3% of the baseline data, trending towards the lower bound target.</p>	<p>In mid November of 2021 our overall percentage of students attending 90% or more of the time was 54%. This is an increase on our baseline data, but falls slightly short of our lower bound target of 56%. For particular cohort groups, however, attendance data exceeded our target with 69.8% of Year 7 students attending 90% or more of the time. In the year 12 cohort, 58.3% of students attended at or above 90%. Our Tell Them From Me data indicated that 12% of students missed class or missed days at school without a reason', slightly above the Govt Norm of 10%. Year 8 was the most troubling year group, with 23%. However, students in Years 10, 11 and 12 were below NSW Govt. Norms. Moving forward, we will design and implement recognition strategies to acknowledge, reward and encourage attendance and continue to refine our communication and engagement with our community stakeholders to ensure a shared whole of community commitment to high level attendance at school.</p>
<p>An increase in Tell Them from Me data related to inclusion and connectedness to school of 2% of the baseline data, trending towards the lower bound target.</p>	<p>2021 Tell Them From Me data indicates that we were 10% behind th NSW Govt. Norm for 'Students With a positive Sense of Belonging', with 55% of students 'feeling accepted and valued by their peers'. It is interesting to note this was relatively consistent across year groups with the notable exception of the year 12 cohort, whose sense of belonging exceeded NSW Govt Norm by 11%, with a score of 75%. Our internal qualitative data indicates we our tracking well in our goal to increase and enhance students' sense of connectedness to school. In the 2021 Year 12 Exit Survey, 90.1% of students indicated they "felt a sense of belonging during their time at Ambarvale High School". Further, 92.6% of students felt they 'were included' some or all of their time at Ambarvale High School, and 91.3% of students felt they were 'cared for' some or all of the time at school. A measure of 'satisfaction' with the overall high school experience, 72.8% of students were satisfied and/or very satisfied.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$114,273.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ambarvale High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Steering Reading/Numeracy Success • Ensuring Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • In 2021, an evidence-based decision was made to adjust our funding expenditure away from Student Learning Support Officers to the purchase of an additional Learning and Support teacher. This decision promoted highly impactful teaching strategies and supports to maximise the impact of additional and individualised funding for students with significant disability in the mainstream classroom. <p>The allocation of this funding has resulted in:</p> <p>a more skilled practitioner with the capacity and qualifications to effectively diagnose and measure areas of learning need, and to then plan for and deliver targeted, adjusted learning experiences that meet the specific learning needs of individuals with learning (and other disabilities) in the mainstream classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to prioritise a trained teacher to support students who receive integration funding support, and to provide that teacher with targeted professional learning to continue to build practice.</p>
<p>Socio-economic background</p> <p>\$1,291,154.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ambarvale High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Steering HSC Success • Creating Quality Learning Environments • Improving Attendance Through Engagement • Steering Reading/Numeracy Success • Building Community Resilience • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support a variety of programs, initiatives and priorities including a Head Teacher Teaching and Learning to drive our commitment to continuous growth and development for all teachers and their classroom practice, a Speech Therapist to address the speech issues of many students, a Technology Support Officer to support our technology needs and a Business Manager to assist and support in the smooth running of the school. • a whole school program of student leadership initiatives to support a wide range of students from year 7 to year 12 to develop and build their leadership capacity. • a range of diverse and impactful wellbeing programs and initiatives to develop strong wellbeing and to explicitly develop social and emotional learning strategies. Examples include Girls Club, Pet Therapy, Student Wellbeing Days, Stage 6 Strong Learners program, the employment of additional Student Support Officers, a range of extra curricula clubs and pro-social playground activities and equipment.

<p>Socio-economic background</p> <p>\$1,291,154.00</p>	<ul style="list-style-type: none"> • the launch of our holistic and structured outdoor education program, designed to not only place students in natural environments, but to also develop a life-long connection to nature to promote and support life-long resilience and wellbeing. • a focus on celebrating student success throughout the year, targeted at academic, sporting and leadership achievements. Student recipients, in addition to formalised presentation opportunities, were also awarded book vouchers to encourage and develop a life long love of reading for pleasure and continued learning. <p>The allocation of this funding has resulted in: the continued development of the whole child, and our relentless focus on equipping students with the very best learning outcomes, but also the skills and experiences beyond the classroom to ensure they are positioned to maximise their options and choices when they transition to employment, further training or tertiary education.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue our broad, creative and aspirational use of funding to identify opportunities and additional learning for students, within and beyond the classroom, to effectively and practically close socio-economic gaps.</p>
<p>Aboriginal background</p> <p>\$87,386.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ambarvale High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Steering HSC Success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • the ongoing co ordination of our Aboriginal Education Hub. Funding is utilised to employ a teacher, an Aboriginal Liaison Officer and an Administrative Assistant. Together they drive a range of learning and cultural initiatives to ensure our students who identify as Aboriginal or Torres Strait Islander have a co created Personalised Learning Plan, are given individual numeracy support, have opportunities to engage with our local university and are involved in a range of cultural activities and programs. <p>The allocation of this funding has resulted in: Aboriginal and Torres Strait Islander students reporting a feeling of inclusion and support. There has been a noted increase in the visibility of the Aboriginal Education portfolio and staff report a greater awareness of their Aboriginal and Torres Strait Islander students, and how best to support them to maximise learning impact.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, we will continue to fund the staffing of a teacher, liaison officer and administration assistant to ensure the success of programs and initiatives. We will also re-build a number of school-based community events such as a Reconciliation Morning Tea and school-based celebrations of NAIDOC week; initiatives that were previously on hold due to COVID restrictions. In 2022 we will also see the completion of the indigenous playground space, including a yarning circle, native food forest and dancing platform.</p>
<p>English language proficiency</p> <p>\$29,627.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ambarvale High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>English language proficiency</p> <p>\$29,627.00</p>	<ul style="list-style-type: none"> • Ensuring Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The employment of an EAL/D teacher to support our students who come from a background in which English is an additional language or dialect. Our school does not attract staffing for such a position and the school has made the decision to utilise our flexible funding, and to further supplement that funding from our socie-economic funding, to employ a qualified teacher. This teacher has the skills to ascertain students' language needs in a very nuanced manner, to then differentiate the support required for individual students based on age and stage. Support comes in a range of formats including direct instruction for individuals and small groups, in class support and the adjustment of teaching and learning resources and assessments to ensure accessibilty. Further, our teacher offers cultural awareness learning and immersion opportunities to ensure students develop a sense of belonging to our school and our community. • EAL/D support at Ambarvale High School concentrates on stage 4 learners, although support for stage 5 and 6 learners is also delivered. Learners are identified after completing or attempting an integrated Reading/Use of English test (Preliminary English Test for Schools by Cambridge University Press - free, online sample paper: approximately 40 minutes). Further, students' writing is assessed after completion of a short, scaffolded, creative writing task (email to a friend or relative describing a one-week beach or camping holiday with family: 10-15 minutes). Students scoring below or around 25% on the Reading/Use of English test, and/or graded as Emerging/Developing on the ESL Progression are targeted for additional support. <p>EAL/D support - which is supplemented with COVID ILSP funding - includes student participation in small-group withdrawal sessions (2 to 5 students) three to four periods per two-week cycle. In-class support from the EAL/D teacher (after liaising with relevant mainstream teachers) is also provided as requested/needed. Stage 5 and 6 students identified by their mainstream teachers also receive support for assessment tasks and/or Minimum Standards test preparation on a one-to-one basis, in pairs or small groups. [Note that one-to-one literacy support through the MultiLit Reading Tutor Program (delivered by a MultiLit-trained EAL/D teacher and/or SLSO) will be introduced in 2022.]</p> <p>Content focuses on key vocabulary embedded in programs across KLAs, as well as complex language patterns, and aspects of grammar and the skill of writing that EAL/D learners typically find challenging. Activities include materials, tasks and resources that: are student-centred; facilitate individual and collaborative learning; promote group-building; and involve occasional, explicit instruction. Materials are provided as hard copies, and administrative records are stored on Google Drive.</p> <p>The allocation of this funding has resulted in:</p> <p>High levels of targeted and precise support for students for whom English is an additional language or dialect. Students report a greater sense of inclusion in school life and learning activites. Students can identify the EAL/D teacher and know where and how to access additional support if required.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to seek and maintain a fully qualified EAL/D teacher to ensure we maximise the learning outcomes for student. We are hopeful our EAL/D survey data may trigger some staffing allocation moving forward, however will maintain our commitment to the allocation of flexible funding sources until this occurs.</p>
<p>Low level adjustment for disability</p> <p>\$370,055.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ambarvale High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$370,055.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Ensuring Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of a speech therapist one day per week to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. <p>The allocation of this funding has resulted in:</p> <p>Enhanced levels of targeted support for a significant number of students within our school. Students identified in the mainstream as having a disability (learning, autism, physical or behavioural) are all recipients of the support and expertise of our Learning and Support team. Careful selection of Learning and Support Staff (teaching and SASS), both within our staffing entitlement, but also funded through flexible funding ensures our students needs are met.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>a focus on and commitment to ensuring all students with a disability in the mainstream have a current and responsive Individual Learning Plan. In addition, in 2022 we will receive an additional member to our senior executive team, a Deputy Principal Inclusion and Support, which will allow us to further develop our systems and expertise in this area.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$19,169.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Ambarvale High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Creating Quality Learning Environments <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Flexible Wellbeing Funding was utilised to employ Student Support Officers (SSO) for our school. In addition to the system-appointed SSO, we sought the skills and experiences of a Pacific Islander Youth Worker to work with our students in general, and our Pacific Islander boys in particular. His role included providing support for students at meetings and interviews, offering support in playground spaces, working with students in classroom setting to support the development of self-regulation strategies and the coordination of a PCYC Gardening Program for students who had experienced trauma. <p>The allocation of this funding has resulted in:</p> <p>the strengthening of our wellbeing team to provided precise support for a wide range of students. Parent, staff and student surveys indicated Student Support Officers were highly valued human resources who made real and impactful connections with students. These connections supported engagement with learning as well as developing in students a wide range of wellbeing related skills including resilience, emotional regulation and anger management.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue to employ additional wellbeing staff, including Student Support Officers, to enhance our suite of wellbeing supports for students.</p>

COVID ILSP

\$510,950.00

The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- The COVID ILSP program was introduced to AHS in week 5 of Term 1. It's inception was labelled the 'Boost Program' as it's purpose was to provide a boost to student learning outcomes in literacy and numeracy.

In Stage 4 and 5 students were withdrawn by literacy or numeracy tutoring during the school day 3 x per week. These lessons were altered on a fortnightly basis to ensure KLA's were not negatively impacted. Students were selected and grouped based on external data sets including NAPLAN, Best Start and Check In data, combined with teacher observations and feedback. Activities related to reading for comprehension, essay writing skills, inference and developing vocabulary. In the numeracy space, activities related to understanding graphs, basic mathematics computations, and developing trade-based numeracy skills. Student participants showed significant growth in all areas of NAPLAN in addition to a greater sense of confidence and engagement in their curriculum classes.

For Stage 6 students, after school tutoring was provided by experienced HSC teachers in the learning centre. Students were able to sign up to unlimited sessions to get specialised support to increase their understanding of content and the development of their writing skills. One stipulation of these sessions is that staff did not work on assessment tasks to avoid inequity. Common activities included answering previous HSC exam questions, and developing revision/study skills such as developing flashcards. Participants articulated confidence in their abilities, and many were ranked in the top 5-10 in their respective courses.

It is important to note that during the remote learning phase of 2021, all COVID ILSP tutors continued to offer and facilitate literacy and numeracy sessions through zoom in collaboration with teachers from the English and Mathematics faculties. In addition to this, the HSC sessions were also facilitated through zoom which were organised and led by the COVID ILSP Head Teacher.

The allocation of this funding has resulted in:

an overwhelmingly positive impact on student engagement and performance against literacy and numeracy outcomes. This was evident in the 2021 NAPLAN results in the two cohorts. In the year 7 results 100% of Boost participants experienced growth, with 65% of those meeting or above expected growth for numeracy; 71% of students experiencing growth in reading, 50% of which were at or above expected growth. Similarly in the year 9 cohort, 92% of participants experienced growth where 44% met or exceeded expected growth. 60% of participants in year 9 experienced growth, with 39% at or above expected growth. This also led to the successful attainment of the whole school reading targets by reaching 11% of students in the top 2 bands for reading.

After evaluation, the next steps to support our students with this funding will be:

that, given the high impact data available to us, this program will continue into 2022 in the same format in order to continue to see pleasing results and progress in student learning.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	381	394	395	433
Girls	356	384	374	409

Student attendance profile

School				
Year	2018	2019	2020	2021
7	88.6	88.8	90.6	87.6
8	86.2	86.1	88.4	79.9
9	85.3	83.8	88.6	79.5
10	84	81.9	86.1	81.7
11	80	80.6	86.6	73.4
12	89.3	84.4	88.9	82.5
All Years	85.4	84.5	88.3	81.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	0	0	2.5
Employment	3.5	20.5	21
TAFE entry	0	2.9	12
University Entry	0	0	48
Other	8.7	3	10
Unknown	1.7	2.3	6

Year 12 students undertaking vocational or trade training

21.93% of Year 12 students at Ambarvale High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

84.8% of all Year 12 students at Ambarvale High School expected to complete Year 12 in 2021 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)	10
Classroom Teacher(s)	52
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	20.36
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,514,808
Revenue	13,077,543
Appropriation	12,957,439
Sale of Goods and Services	42,622
Grants and contributions	73,968
Investment income	739
Other revenue	2,775
Expenses	-12,913,839
Employee related	-11,521,341
Operating expenses	-1,392,497
Surplus / deficit for the year	163,705
Closing Balance	1,678,513

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.

	2021 SBAR Adjustments (\$)
Targeted Total	99,556
Equity Total	1,811,728
Equity - Aboriginal	112,046
Equity - Socio-economic	1,300,000
Equity - Language	29,627
Equity - Disability	370,055
Base Total	9,879,604
Base - Per Capita	201,133
Base - Location	0
Base - Other	9,678,471
Other Total	661,050
Grand Total	12,451,938

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

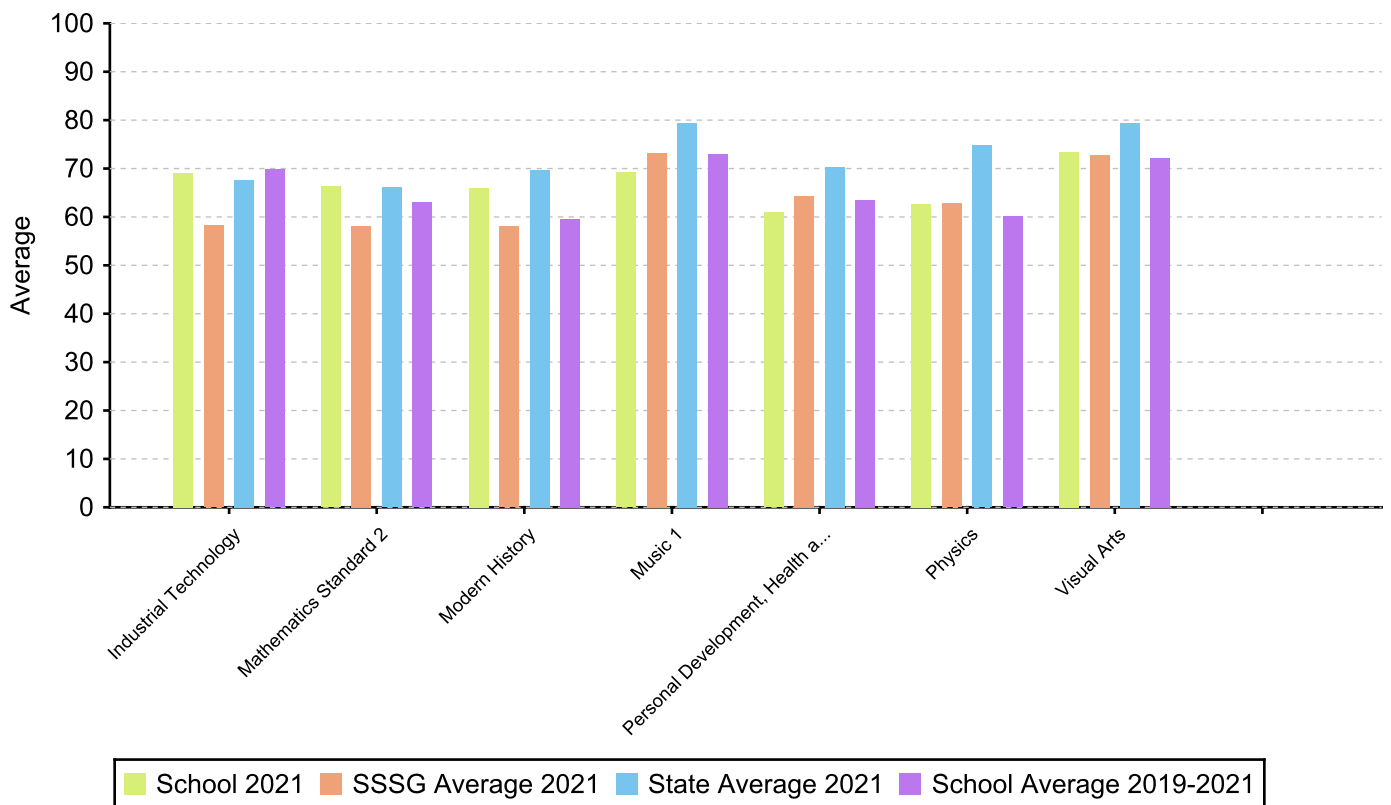
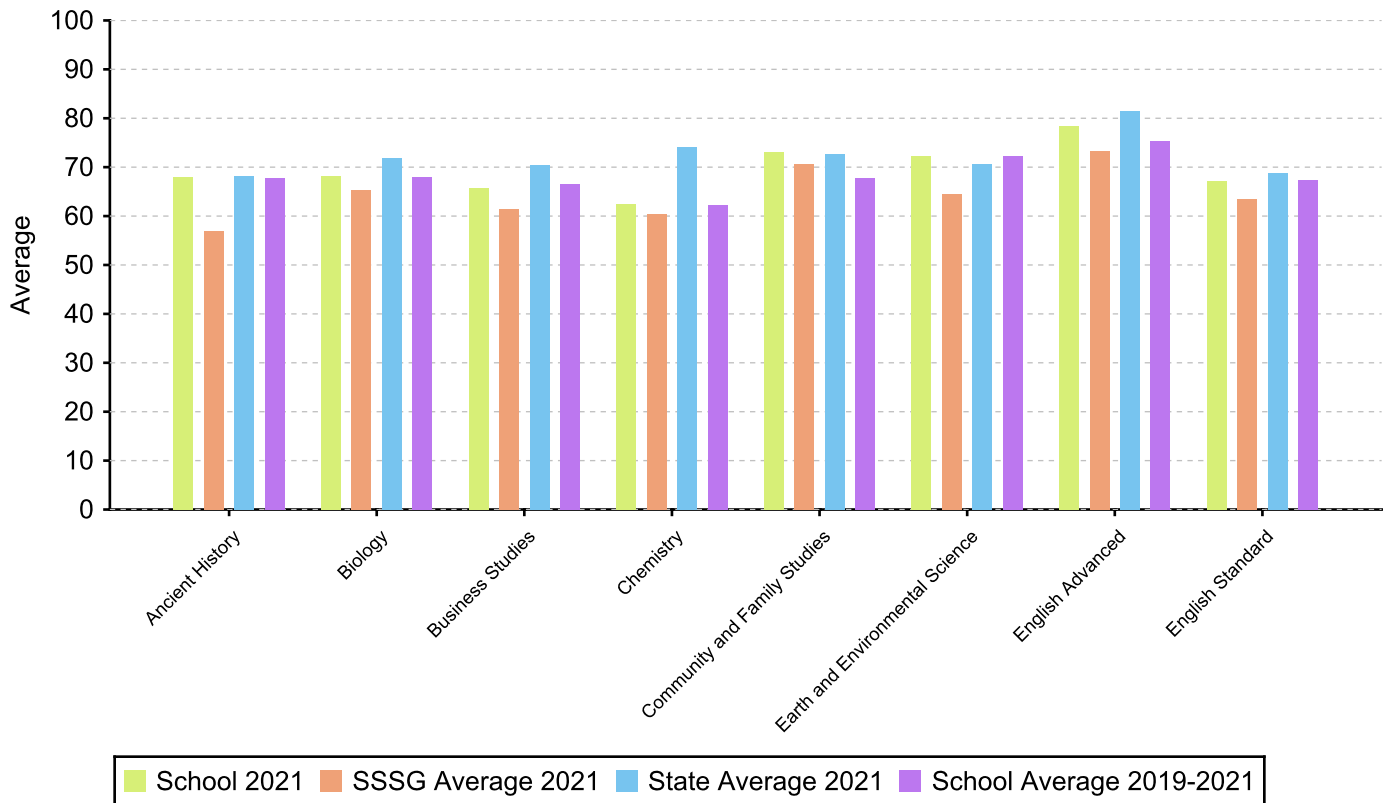
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Ancient History	67.9	57.0	68.1	67.7
Biology	68.1	65.4	71.9	67.9
Business Studies	65.7	61.5	70.4	66.5
Chemistry	62.5	60.3	74.1	62.2
Community and Family Studies	73.1	70.7	72.7	67.8
Earth and Environmental Science	72.3	64.4	70.6	72.3
English Advanced	78.5	73.4	81.4	75.3
English Standard	67.1	63.5	68.8	67.4
Industrial Technology	69.1	58.2	67.7	69.8
Mathematics Standard 2	66.3	58.2	66.1	63.0
Modern History	66.0	58.0	69.7	59.6
Music 1	69.2	73.2	79.4	72.9
Personal Development, Health and Physical Education	60.9	64.3	70.3	63.5
Physics	62.7	62.8	74.8	60.1
Visual Arts	73.4	72.9	79.4	72.2

Parent/caregiver, student, teacher satisfaction

Our **staff engaged in the NSW Government 'People Matter' Survey**. Our results indicated 93% of staff responded favourably about inclusion and diversity in the workplace, indicating personal background was not a barrier to participation in the organisation. 93% of staff indicated there were people at work who cared about them, and 91% of staff indicated there were effective resources to support employee wellbeing. 92% of staff said senior managers communicated the importance of students and parents in our work, and 91% were confident WH&S issues would be addressed promptly.

We carefully **surveyed our students as they exited the secondary school experience** to ascertain how well we met their learning and wellbeing needs. Our 2021 Year 12 students undertook their Exit Survey at the completion of their HSC Studies. The following data was collected based on their understanding, experiences and opinions about their school. 41% of students gained early entry into university and 35% of students intended to attend TAFE. 97.5% of students felt supported by staff at high school and 92.6% of students felt included in school life at high school. 93.9% of students felt supported at different times, and knew where to seek support when required, and 91% of students at different times felt cared for at high school. 72.8% of students had a positive overall experience at high school and only 1.2% of students were not satisfied with their overall experience. 90.1% of students felt they belonged to our school. Pleasingly, only 3.7% of students for literacy, and only 7.4% of students for numeracy felt their needs were not met by their school.

In 2021, we conducted a **parent survey** around the communication strategies deployed by Ambarvale High School during the remote teaching and learning period. Six questions were put to randomly selected families who represented a cross section of our community. The findings of the survey indicated some parent/carer frustration in terms of students engaging in the remote learning. Those surveyed acknowledged the school provided satisfactory work via the google classroom platform, but suggested their child had difficulty engaging with the work. Overwhelmingly, all parents surveyed were very happy with the communication methods utilised by the school to communicate teaching and learning messages and other important updates. Most respondents indicated a preference for Facebook message updates over school website due to the convenience of viewing the messages. Survey participants also felt the school SMS service was beneficial as it provided key information for specific students. The overall feedback around recommendations for improvement in communication strategies yielded no response. Rather, participants were satisfied with the school's communication strategies. Any dissatisfaction arose from a lack of student engagement due to remote learning conditions at home.

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.

Aboriginal Education - School statement

The number of Aboriginal and Torres Strait Islander students enrolled in our school continued to grow in 2021, representing approximately 16% of the school population. Our team of four staff continued to engage with our students, their families and community. Our senior students in particular were involved in a number of transition to employment or training, and have provided assistance to our graduating students for up to 12 months after they had finished school. Our Personalised Learning Plans have continued to develop and in 2021 an emphasis was to ensure students in Out Of Home Care had a combined personalised meeting, involving the student, carers, caseworker and school staff. Just under 10% of our Aboriginal and Torres Strait Islander students are in Out of Home Care. Highlights of 2021 were:

Leadership Initiatives. Traditionally our Aboriginal and Torres Strait Islander students have been under-represented in leadership roles within the school. In 2021 a priority was to work with our Leadership coordinator to raise awareness and to engage Aboriginal Students in leadership programs. Leadership opportunities were highlighted with students and their carers during our Personalised Learning Plan discussions. Individual meetings were organised to explain the program, which included workshops on study skills, excursions to universities and leadership forums. We had a significant increase in participation, with approximately 10% of our students joining the program, particularly in the junior years and we expect to see this flow through to nominations for our Senior Leadership positions.

Community Engagement In 2021 our in person community engagement resumed with a well attended Reconciliation Morning Tea and a variety of student activities throughout the week. This included for the first time a dance performances by our senior students at our partner public school. Interested students were then involved in the performance. With the second COVID lockdown commencing in late June, our community engagement reverted to remote communication. Student and Family Wellbeing was a priority for our team during this time, working with our teaching staff to make regular telephone and email contact to ensure our students remained connected to our school. Providing access to technology was a priority, as many families did not have the technology required. Also our external agencies (MTC Opportunity Hub, Western Sydney University, Pathways To Dreaming and NRL School To Work programs) were encouraged to remain engaged with our students and their families throughout the lockdown. NAIDOC Week was celebrated belatedly and remotely with the participation of our Aboriginal community, and teaching staff developing online classroom activities. The participation in Creative Writing and Artistic Competitions around the theme of "Heal Country" celebrating NAIDOC Week 2021 was well supported.

Our Yarning Circle This was designed and commenced in early 2021 but due to COVID19 it was delayed and is now on track for completion in 2022.

South Western Sydney Aboriginal Health Program This program for our Year 10 students was a weekly program in Term 2, 2021. Participation increased as the program progressed and included a number of our disengaged Year 9 students. The theme of connection to community and improved mental health was a successful aspect of the program. One of the two coordinators was an Indigenous ex-student of our school and this provided our students with a positive role model.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is

responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

Our school has an Anti-Racism Contact Officer and she is fully trained and available for students and staff who need to report and/or seek support following any incident which may occur. A significant part of 2021 was Learning From Home. During that time, students were not at school and not in unstructured social situations in the playground during break times. As a result, reports to the Anti-Racism officer were very low, with only one staff referral and 6 student referrals noted. As part of her role, our ARCO also explored the requirements for a prayer room for our Muslim students. Within the curriculum and within our values framework, our school explicitly teaches the wonderful benefits of a multicultural society and practises a zero tolerance approach to racism at our school. In a school in which 35% of students identify as non-English speaking background, we are proud of our students' predominantly respectful beliefs and practices towards others with varied cultural and ethnic backgrounds.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Due to COVID restrictions and periods of learning from home, our annual Multicultural Day was unable to proceed. We did, however, acknowledge and learn about Refugee Week. Refugee Week is an annual week-long celebration of the positive contributions of refugees to Australian society. In 2021, Australians celebrated Refugee Week from Sunday 20 to Saturday 26 June. The theme was unity.

During recess on Tuesday 22 June, the staff and students of Ambarvale High School held a food drive to help local refugee families, supported by Focus Connect, a local not-for-profit organisation. From long-life milk, breakfast cereals and tinned fruit to children's books and small toys, the collective contribution was outstanding, having generated nearly 1100 donations.