

2021 Annual Report

Armidale Secondary College



ARMIDALE SECONDARY COLLEGE

8915

Introduction

The Annual Report for 2021 is provided to the community of Armidale Secondary College as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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School vision

Our future, our learning.

Our community promotes creativity, collaboration and success for every learner through a safe, inclusive environment, and a personalised, relevant curriculum.

School context

In 2021, Armidale Secondary College began operations at a new, state-of-the-art campus in Armidale, NSW. The school's new facilities are the result of significant planning and consultation that were conducted over the three years prior and being operational in the new build symbolises a step forward for public education in the region.

Armidale Secondary College is a unique education facility. The school is partially selective (Years 7-10), has a comprehensive special education facility, and also shares the site with the Armidale Intensive English Centre. Armidale Secondary College enrolls a diverse student cohort and is a proud comprehensive, public educational facility catering for the needs of the full range of learners. Armidale Secondary College has a large enrolment of Aboriginal and Torres Strait Islander students, students who have English as an Additional Language/Dialect and students from refugee backgrounds.

As a result of a thorough situational analysis, the school has identified three critical areas for improvement which include the system-negotiated targets in addition to student voice and high-challenge, high-support teaching and learning strategies.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students grow in their learning through explicit, consistent and evidenced-based teaching, we will evaluate the effectiveness and reflectively of teaching and learning programs and adapt practice through quality, targeted professional learning and use of data to inform practice.

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.

- Explicit Teaching and Learning
- Attendance and Engagement

Resources allocated to this strategic direction

Professional learning: \$26,154.00

Aboriginal background: \$8,488.00

Socio-economic background: \$55,000.00

Summary of progress

To improve effective classroom practice in explicit strategies to grow student literacy and numeracy outcomes, in 2021 we have implemented the Get Caught Reading Strategy across year 7 and 8 classes. We established staff positions of literacy and numeracy coordinators and developed staff understanding and skills in implementing targeted literacy and numeracy strategies. The Covid Intensive Learning Support Program (CILSP) has allowed us to strategically target students in supporting their literacy, numeracy and study skills. Executive staff undertook curriculum focused training with NESA Liaison officers to improve assessment quality and HSC outcomes for students.

As a result, students in Stage 4 actively engaged in reading widely and this was demonstrated by the increased borrowing from our library. We were able to track this through the library borrowing data.

Similarly, through our Covid 19 support program we were able to develop a culture of study in our senior years. We used this initiative to develop a series of study days. Coupled with this we developed wrap around support for students who were identified through school data as needing support. This proved successful as we were able to increase students' success in submitting assessment work, and accessing the curriculum, reducing the number of N warnings. This worked to develop a culture of high expectations.

Next year we will reengage students in their learning through the rotational 10 week intensive literacy and numeracy program. We will continue to build on the success of the Get Caught Reading program, work with state strategic support teams to further improve HSC results and undertake Quality Teaching Rounds as a way of ensuring we are continuing to improve our students' results.

To develop a culturally safe learning environment that promotes high expectations of the whole school community, where we work together to ensure continuity of learning and support, consistent and systemic processes to ensure improved student attendance will be established.

As a result of these processes and despite challenges to progress in the Covid 19 pandemic, we saw attendance targeted collaboration with families to understand the importance of school attendance. We actively acknowledged and rewarded excellent attendance across the school. In Stage 6, 12 Aboriginal students graduated Year 12 in 2021 and all are engaged in further training, tertiary education or employment.

In 2022 we will continue to improve student Personalised Learning Pathways through stronger engagement with families and targeted goal setting strategies for Aboriginal students. School staff will be provided with strategic support from state level to ensure that the success of the Aboriginal Learning and Engagement Centre continues to assist students to achieve their academic and cultural learning goals. Aboriginal staff will engage with Anaiwan language workshops to ensure that the Department's partnership agreement with the NSW Aboriginal Educational Consultative Group is actioned in positive ways at a local level.

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
<ul style="list-style-type: none"> • The percentage of students achieving in the top two bands for NAPLAN reading is above 21% (Baseline 19%). • The percentage of students achieving in the top two bands for NAPLAN numeracy is above 16% (Baseline 15.1%). • The percentage of HSC students achieving in the top two bands is above 25% (Baseline 24.2%). • The percentage of HSC students achieving in the top three bands is above 54% (Baseline 51.7%). • The percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading and numeracy increases. • The percentage of students attending more than 90% of the time increases to above (Baseline 65.5%) • The proportion of students attending less than 80% of the time decreases. 	<ul style="list-style-type: none"> • 17.74% of students are now in the top two skill bands (NAPLAN) for reading, indicating progress yet to be seen towards the annual progress measure. • 13.89% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress yet to be seen toward the annual progress measure. • 42.67% of students attained results in the top three bands of HSC demonstrating progress yet to be seen toward the lower bound target. • 13% of Year 9 Aboriginal students have achieved results in the top 3 NAPLAN bands in reading and 11% of Year 9 Aboriginal students achieved in the top 3 NAPLAN bands in numeracy. This indicates a decrease since 2019 of 1% in reading and an increase of 4% in numeracy. • The percentage of students attending more than 90% of the time for 2021 was 40.5% which is on par with state levels but is a decrease of 7.9%. • The proportion of students attending below 85% was 43.5% this indicates an increase of 7.2% of students. Attendance targets have been impacted by the Covid 19 pandemic in 2021.
<ul style="list-style-type: none"> • The proportion of Aboriginal students achieving the HSC whilst maintaining their cultural identity is increased to 40% or more. • The percentage of students achieving expected growth in NAPLAN reading is greater than 50%. • The percentage of students achieving expected growth in NAPLAN numeracy is greater than 45%. 	<ul style="list-style-type: none"> • The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has increased by 6% in 2021. • The percentage of Year 9 students achieving expected growth in NAPLAN reading is 54.73% indicating progress towards the lowerbound target. • The percentage of students achieving expected growth in NAPLAN numeracy is 46.4% indicating progress yet to be achieved towards the lowerbound target.

Purpose

To develop a culture of high expectations where all learners are supported to engage in their learning and access the curriculum to achieve their best, we will build a model of high challenge, high support teaching and 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.

- High Support Initiatives
- Assessment and Reporting Initiatives
- Teaching and Learning Initiatives

Resources allocated to this strategic direction

School support allocation (principal support): \$54,413.70

Professional learning: \$46,958.00

Socio-economic background: \$12,420.00

English language proficiency: \$11,220.00

Summary of progress

In 2021, all members of the school executive undertook training in the Quality Teaching Academy's "Quality Teaching Enhancing Assessment Practice" and five members of staff undertook two days of training in the Quality Teaching Rounds. These practices were used to enhance assessment development and reporting across the various faculties of the school to ensure that assessment is effective and responsive to student needs. Further refinement of these assessment practices across the school and implementation of three Professional Learning Communities undertaking Quality Teaching Rounds is planned for 2022.

Whole staff training in Trauma Informed Practice, the Disability Discrimination Act, Aboriginal culture and learning pedagogies and the High Potential and Gifted Education (HPGE) Policy, resulted in increased staff knowledge of the diversity of the school enrollment and how to adjust teaching and learning to cater for all learners. Faculty teaching and learning programs showed greater evidence of difference and differentiation. In 2022 the HPGE team will facilitate training in further elements of the policy and its implementation and 25 staff will undertake the mini certificate of gifted education through University of NSW Gifted Education Research, Resource and Information Centre (GERRIC) unit to ensure that the selective stream students are supported to meet their full potential.

All staff completed training in relation to English as an Additional Language/Dialect (EAL/D) pedagogy, practice and assessing and reporting. In 2021 the school focused on the teaching and learning domain of the EAL/D Evaluation Framework, which was assessed at the level of delivering. By the end of the year, the teaching domain had grown to the level sustaining and growing. Armidale Secondary College was successful in obtaining an Effective EAL/D Practices grant, which was used to generate a unit of work to improve the community's understanding of the cultures of our culturally and linguistically diverse community. 19 staff successfully completed (Safety Trust Attachment Responsibility Skills) S.T.A.R.S in Schools:supporting students from refugee backgrounds and 10 staff completed Teaching Students from a Refugee Background, which improved staff knowledge and skills in supporting refugee-background students in the mainstream setting. 3 staff members further engaged in a pilot program with the University of New England, which improved participating teachers' capacity to plan for EAL/D learners using a team-teaching model.

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
<ul style="list-style-type: none"> • Tell Them From Me results for students in expectations for success measures increase from 7.2/10 and continue to remain above comparative state levels. • 	<ul style="list-style-type: none"> • Tell Them From Me results for students in 'expectations for success' measures maintained at 7.2/10 and are now above comparative state levels. • Tell Them From Me results for students in explicit teaching practices and feedback measures maintained at 6.2/10. • Tell them From Me results in student perception regarding levels of

Tell Them From Me results for students in explicit teaching practices and feedback measures increases from 6.4/10 and is at or above the state norm.

- Tell them From Me results in student perception regarding levels of instructional challenge in the high skill/ high challenge is above 51%. (Baseline 49%)

- Tell Them From Me results in Aboriginal students response to "My teachers have a good understanding of my culture" increases in the agree (beyond 28%) and strongly agree (beyond 12%) levels.

- Growing numbers of teaching and learning programs reflect authentic differentiation which improves curriculum access for a full range of learners.

- Scout Human Resources (Professional Learning) data indicates a measurable increase in the number of staff who have engaged with professional learning in Quality Assessment Practices EAL/D pedagogy, trauma informed practices of learning, EAL/D Learning Progressions, Aboriginal Education Pedagogy and Practice and High Potential and Gifted Education Policy and Pedagogy.

- Teaching and Learning programs reflect implementation of professional learning in practice.

- Consultative KLA evaluation of teaching and learning and accountability processes indicate a commitment to ongoing learning and improvement that is responsive to student needs and adhere to systemic requirements.

- Student, parent and staff surveys indicate an increased understanding and ownership of learning, assessment and reporting that is integrated with technology tools, student goal setting and developing a culture of life long learning.

- Growing numbers of teaching and learning programs demonstrate effective integration of technology to support learning.

- Tell Them From Me measures of students with a positive growth orientation improve from 58% and are equal to or above state norms.

instructional challenge in the high skill/ high challenge area is above 52%. (Baseline 49%).

- Tell Them From Me results for Aboriginal students' response to "My teachers have a good understanding of my culture" increased in the agree level to 39% and strongly agree sits at 9% levels. This indicates progress in achieving the school developed targets.

- Scout Human Resources (Professional Learning) data indicates a measurable increase in the number of staff who have engaged with professional learning in Quality Assessment Practices EAL/D pedagogy, trauma informed practices of learning, EAL/D Learning Progressions, Aboriginal Education Pedagogy and Practice and High Potential and Gifted Education Policy and Pedagogy.

- Tell Them From Me measures of students with a positive growth orientation improved to 58% indicating a positive progression towards state norms.

- A parent survey on preference for delivery of biannual reports was undertaken and results indicated that parents valued the report process and that they would like to see a continuation and improvement in the feedback provided. In particular more personalised feedback that focuses on strategies for future improvement was asked for. Parents indicated that they wanted it to be obvious that their students were known and teachers had an accurate picture of student learning and achievement.

- An increasing number of Teaching and Learning programs reflect implementation of professional learning in practice in areas of differentiation for EALD and to support student literacy and numeracy.

- Consultative Key Learning Areas evaluation of teaching and learning and accountability processes indicate a growing commitment to ongoing learning and improvement that is responsive to student needs and adhere to systemic requirements.

- Growing numbers of teaching and learning programs demonstrate effective integration of technology to support learning.

- Tell Them From Me measures of students with a positive growth orientation improved to 58% in the May 2021 survey indicating a 9% movement towards state norms.

<ul style="list-style-type: none"> • Tell Them From Me measures of students with a positive growth orientation improve from 58% and are equal to or above state norms. • Bring Your Own Device (BYOD) is fully established at Armidale Secondary College. • One-to-one learning is occurring in all KLAs. • Staff are skilled in the delivery of curriculum in a one-to-one environment. • School has implemented a process of KLA review of teaching and learning and all KLAs have been reviewed and provided feedback to commit to continual improvement. 	<ul style="list-style-type: none"> • Tell Them From Me measures of students with a positive growth orientation improved to 58% in the May 2021 survey indicating a 9% movement towards state norms. • BYOD has been embraced by Year 7 and most senior students. In 2022 the school will focus further on this in Semester 2 with the aim of full implementation by 2023. • Some one-to-one learning is occurring in some KLAs. • Some staff are skilled in the delivery of curriculum in a one-to-one environment. • A timetable was developed for a schedule of KLA evaluations to be implemented in 2022. (Term 2 English, Term 3 Mathematics, Term 4 Technology and Applied Sciences)

Strategic Direction 3: Student Voice

Purpose

To develop successful learners who are confident, creative, active and engaged citizens, we will provide students the opportunity to actively participate in decision making at school that authentically shapes their educational experience.

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.

- Student voice in the classroom
- Student voice in our school
- Student voice in our community

Resources allocated to this strategic direction

Socio-economic background: \$110,013.70

Professional learning: \$17,755.27

Location: \$3,510.33

School support allocation (principal support): \$1,600.00

Aboriginal background: \$2,000.00

Summary of progress

We have continued to build student voice and choice in the classroom, the school and community through a variety of initiatives. The Z Elective focuses on Project Based Learning and student self assessment, real world connections and student self reflection form a strong part of the Z Elective project and presentation exhibitions. We were able to have guests on site for the first of these in 2021. Students across all year groups have all completed learning reflections which are included in their biannual reports. Crew has become a valued part of our school culture and continues to develop to support student wellbeing and enhance opportunities for student voice. Student leaders represented the school in a variety of community events and school events such as Harmony Day, NAIDOC Week and Wear it Purple Day. These were planned by student groups and Crew groups devised activities for the days. A student voice coordinator was appointed and worked with student leaders to develop plans towards Student Government. Unfortunately due to Covid 19 restrictions and cohorting in the second half of 2021 we were unable to continue with the process and student leadership fell very much to the Senior Student Leaders.

Tell Them From From Me data measures have improved in areas associated with student voice.

Next year we will continue to build student capacity to develop skills in the general capabilities within the Z elective line, use lessons learned from student self assessment and reporting to improve processes and upskill students in goal setting around learning and reinvigorate the student voice process.

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
<ul style="list-style-type: none">• Students design challenging learning experiences based on learning goals, interests, talents and passions.• Annotated teaching programs demonstrate opportunities for voice, choice and working together.• 100% of students engage in the reporting process through the creation of self-reflection statements.• 75% of Stage 4 and Stage 5 assessment tasks evidence choice.	<ul style="list-style-type: none">• In 2021, Stage 5 students took the opportunity to engage with Project Based Learning Electives which focused on student voice and choice. The Z elective line allows students to achieve skills and abilities in the general capabilities so valued by employers.• Students across all year groups engaged with the self-reflection statements for their reports. In this process, students reflect on their learning outcomes and also set goals for further improvement. The process is undertaken in Crew groups and has become an integral part of student self reflection at Armidale Secondary College.• A plan to evaluate assessment tasks across Stage 4 and 5 is in place for 2022 to ascertain the level of student choice currently in assessment.• Tell Them From Me results that measure Aboriginal student satisfaction about their culture at school indicate that 41% Agree and 25% strongly

<ul style="list-style-type: none"> • Tell Them From Me results that measure Aboriginal student satisfaction about their culture at school improves in the agree (32%) and strongly agree (23%) measures. 	<p>agree that "I feel good about my culture".</p>
<ul style="list-style-type: none"> • Tell Them From Me results on the measure of school pride increase in the agree (37%) and strongly agree (13%) categories. • All Stage 4 and 5 subjects will imbed student agency and passion will be supported by teachers who are collaborating to deliver a mix of interdisciplinary and project work. • Student Government is the peak body for student advocacy in the school and is actively supported by staff as facilitators. • Crew will become a vehicle where student agency and leadership is exercised and sessions are led by students. 	<ul style="list-style-type: none"> • Tell Them From Me results on the measure of school pride indicate that 37% agree and 16% strongly agree that they are proud of their school. • Some Stage 4 and 5 subjects (Z Elective) currently imbed student agency and passion is supported by teachers who are collaborating to deliver a mix of interdisciplinary and project work. • Student government has not been established fully at the end of 2021 and further focus and resources will need to be dedicated to this area in 2022 and beyond. • Crew is still very much a teacher led part of the day with a focus on student wellbeing and developing the 3 core values of the school. There were some opportunities for student agency in organising and leading wellbeing initiatives and cultural celebrations.
<ul style="list-style-type: none"> • Tell Them From Me results for the Advocacy Outside School measure increases beyond 5.6/10 and remains above state norms. • Opportunities for 'real world' learning exist in partnership with community organisations and members. • Students practice and apply skills in agency and leadership in the community. • Student TTFM data shows that advocacy at school will be trending upwards annually towards the state average (73%). 	<ul style="list-style-type: none"> • Tell Them From Me results for the Advocacy Outside School measure • Opportunities for 'real world' learning exist in partnership with community organisations and members. • Students practice and apply skills in agency and leadership in the community. • Student Tell Them From Me data shows that advocacy at school measurement has changed to a score out of 10. ASC results in 2021 indicate a score of 6.3 which is above the state norm of 6.0.
<ul style="list-style-type: none"> • School events such as Harmony Day and NAIDOC week will be organised and led by student leaders • 100% of crew groups will be involved in such school event/s. • Staff and students will value participation in whole school events as part of the culture at ASC. 	<ul style="list-style-type: none"> • In 2021, Harmony Day was a successful school event that allowed crew groups to collaboratively plan for and display a variety of stalls focused on celebrating the diverse cultures of ASC. NAIDOC Celebrations needed to be postponed several times due to health restrictions in place related to Covid 19 but did take place in Term 4. Students and staff were acknowledged for their achievements in Aboriginal Education and in the sporting, academic and social spheres. • Tell Them From Me results that measure Aboriginal student satisfaction about their culture at school improved in the agree level to 41% and strongly agree level to 25% this indicates a positive progress beyond school targets. • Whole school events in 2021 were difficult to accommodate due to cohorting restrictions associated with Covid 19. However, major event days such as NAIDOC, Wear it Purple and Harmony Day were well attended and seen by both students and teachers as valuable to building the culture of the school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$254,551.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Armidale Secondary College 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of School Learning Support Officers (SLSO)s to support students with IFS. <p>The allocation of this funding has resulted in: students with additional needs being supported in behaviour and learning initiatives. SLSOs provide support for the Learning and Assistance Support Teachers to implement remedial and supportive literacy and numeracy programs as well as ongoing in class and playground support for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: data evaluation of student progress in these areas will take place to ensure the most effective use of staff time to support individual student needs.</p>
<p>Socio-economic background</p> <p>\$327,535.84</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Armidale Secondary College 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"> • High Support Initiatives • Student voice in the classroom • Student voice in our school • Assessment and Reporting Initiatives • Attendance and Engagement • Student voice in our community • Explicit Teaching and Learning • 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 SLSOs and School Administrative Officers (SAO). (Includes support for Careers Adviser, Print Room and Communication). • Additional staffing to implement whole school literacy and numeracy and student voice programs and enhance staff professional learning in these areas. • Quality Assessment review. • Year 6-7 Transition-Year 7 Middle School and class groupings. • Project Restore- supporting students to reengage with learning and school culture. • Providing students without economic support for educational materials, uniform, equipment and other items. • Professional development of staff through "When Adults Change, Everything Changes" to support student learning. <p>The allocation of this funding has resulted in: more effective support for teachers to be relieved from administrative work or to undertake administrative and data analysis work to support the roles of literacy and numeracy coordinator and student voice coordinator. Ongoing improvement in assessment practices across KLAs, student regrouping in Year 7 to support a more targeted approach to literacy and numeracy development. Individualised education programs for students at risk,</p>

<p>Socio-economic background</p> <p>\$327,535.84</p>	<p>creating equitable opportunities for students to access schooling and working on improving school culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: the role of student voice coordinator was relinquished by the person who achieved the position through Expression Of Interest and complications due to Covid 19 restrictions and staff shortage have meant that that allocation has not been continued in 2022. There is a view to reestablish the role in 2023. Students in Year 7 received targeted interventions for literacy and numeracy resulting in improved reading scores in internal measures. The funds will continue to support staff release to grow literacy and numeracy outcomes using data driven, focused programs.</p>
<p>Aboriginal background</p> <p>\$267,321.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Armidale Secondary College. 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"> • Student voice in our school • Explicit Teaching and Learning • 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 literacy and numeracy programs. • Employment of additional staff to deliver personalised support for Aboriginal students. • Community consultation and engagement to support the development of cultural competency. • Engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathways (PLP) process. <p>The allocation of this funding has resulted in: an Aboriginal staff member able to work with and support students in all year groups. One staff member has responsibility for the students in each year. This has made contact with the school an easier process for parents and community with one person to contact for each year group. External agencies such as University of New England's Oorala Centre, and Community Health are able to specifically target year groups for support. It has enhanced the relationships between Aboriginal staff and students. With the added benefit of 2 extra staff all year 10 Aboriginal students achieved their Record Of School Achievement(ROSA). Over 90% of student PLPs were completed and students were able to set clear goals around learning and culture in collaboration with the Aboriginal staff and parents. Increased completion of assessment tasks across all year groups is evident. Having Aboriginal staff in classes has provided positive relationship models between Aboriginal and non-Aboriginal staff which impacts on students willingness to engage with non-Aboriginal staff.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ Aboriginal staff to work across all groups to build relationships between all staff and students and to build on assessment completion and meet academic milestones such as ROSA and Higher School Certificate.</p>
<p>English language proficiency</p> <p>\$183,682.98</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Armidale Secondary College.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>English language proficiency</p> <p>\$183,682.98</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment and Reporting Initiatives • 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 EALD specialist staff. <p>The allocation of this funding has resulted in: the employment of additional EAL/D staff in the school. This has enabled increased support, guidance and professional learning for classroom teachers to cater for EALD learners. This has also increased English language support for our EAL/D students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to have the EAL/D team engage in ongoing professional learning to strengthen their skill set to support teachers and students.</p>
<p>Location</p> <p>\$6,310.33</p>	<p>The location funding allocation is provided to Armidale Secondary College to address school needs associated with remoteness and/or isolation.</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"> • Student voice in our school • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions to enable all students to participate. • Incursion expenses. <p>The allocation of this funding has resulted in: contributed to ensuring student leadership teams access to leadership conferences in Sydney and Tamworth. The result was to broaden the skills and contacts of our student leaders who in 2021 successfully implemented the school Environment team and initiated the recycling program.</p> <p>After evaluation, the next steps to support our students with this funding will be: these funds will continue to be used for the same purposes as in 2021.</p>
<p>Professional learning</p> <p>\$133,782.18</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Armidale Secondary College.</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"> • Explicit Teaching and Learning • Attendance and Engagement • High Support Initiatives • Student voice in the classroom • Student voice in our school • Assessment and Reporting Initiatives • Teaching and Learning Initiatives • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Stage 4 Reading Intervention Program (Accelerated Reader) • Ongoing development of staff to support their Performance and Development Plan (PDP) goals and Strategic Improvement Plan (SIP) goals.

<p>Professional learning</p> <p>\$133,782.18</p>	<p>The allocation of this funding has resulted in: access to the time and resources needed to implement school projects, build staff capacity and support staff to work toward the achievement of their PDP goals. Professional learning resources were also used to support staff to implement new systems, such as Schoolbytes, and literacy and numeracy programs. Professional learning was accessed by all KLAs and non-teaching staff to develop and refine skills in line with the SIP and in relation to the Australian Professional Standards for Teachers (teaching staff). Professional learning resources were used to support all strategic directions in the SIP.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further professional learning targeted towards supporting teaching and non-teaching staff to further develop their skills to cater for our diverse enrolment. A key component going forward will be a focus on quality classroom practice through engagement with the Quality Teacher Rounds and Quality Assessment. Further refinement of professional learning applications will capture data on how learning will improve teacher practice and be shared with colleagues to build a strong culture of teaching and learning in the school.</p>
<p>School support allocation (principal support)</p> <p>\$56,013.70</p>	<p>School support allocation funding is provided to support the principal at Armidale Secondary College with administrative duties and reduce the administrative workload.</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"> • High Support Initiatives • Student voice in our school <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Principal Support Officer. <p>The allocation of this funding has resulted in: employment of the Principal Support Officer, who assists the principal in administrative duties, customer relations and media promotion. The role assists the principal to improve access to community and to make links between the school and community especially in the areas of supporting student voice and agency.</p> <p>After evaluation, the next steps to support our students with this funding will be: that this allocation will continue into 2022 with a review of duties of the role. It is an essential role within the school which allows the Principal some flexibility to be the lead learner of the school.</p>
<p>COVID ILSP</p> <p>\$248,537.01</p>	<p>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.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition. <p>The allocation of this funding has resulted in: staff employment to support students in small group tuition situations has resulted in increased confidence for students to complete assessment tasks and for students to engage with online learning opportunities during lockdown and beyond.</p>

<p>COVID ILSP \$248,537.01</p>	<p>After evaluation, the next steps to support our students with this funding will be: to carry forward monies due to the school's difficulty in recruiting appropriately qualified tutors in 2021. The program will be extended into 2022 and use targeted support for identified students based on feedback from Check In Assessments.</p>
<p>Refugee Student Support \$69,488.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff for targeted student support. <p>The allocation of this funding has resulted in: employment of SLSOs, which strengthened the EAL/D program by supporting staff to engage with students and the community in the mainstream school.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to employ SLSOs, including in-language, to support our students in all aspects of their schooling and to engage with the culturally and linguistically community.</p>
<p>Per capita \$305,503.29</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Armidale Secondary College</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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Setup costs to support amalgamation and move to new campus for ASC. <p>The allocation of this funding has resulted in: the purchase of materials, programs and human resources to assist in the set up of the newly amalgamated school and new campus. These included; setup costs for the Agriculture Centre, extra furniture for learning spaces, technology (hardware and software), school admin software packages, upgrades to gate systems, security and communication systems within the school, employment of an extra deputy principal, supplementing a Head Teacher entitlement and major maintenance equipment. Major maintenance equipment included, a ride on mower for ground maintenance and a Toyota Hilux Utility vehicle to support the maintenance of the school grounds and Agriculture Centre.</p> <p>After evaluation, the next steps to support our students with this funding will be: to ensure upgrades to the new Multi Purpose Centre audio visual system and other aspects of school grounds will occur with these funds as well as supporting whole school teaching, learning and wellbeing programs.</p>
<p>Low level adjustment for disability \$498,422.98</p>	<p>Low level adjustment for disability equity loading provides support for students at Armidale Secondary College in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students</p>

Low level adjustment for disability

\$498,422.98

enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this equity loading include:

- Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students.
- 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.

The allocation of this funding has resulted in:

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. The allocation of this funding has resulted in: the school's value-add results improving. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.

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

to continue in class support and allocate SLSO support to ongoing programs to increase student workskills such as the Barista program.

Student information

Student enrolment profile

Students	Enrolments		
	2019	2020	2021
Boys	599	597	574
Girls	555	552	567

Student attendance profile

School				
Year	2018	2019	2020	2021
7		88	92.8	88.5
8		88.2	89.1	84
9		87.2	91.1	82.3
10		82.5	90.1	81.3
11		83.7	86	82.9
12		88	88.8	79.2
All Years		86.2	89.6	83.3
State DoE				
Year	2018	2019	2020	2021
7		91.2	92.1	89.7
8		88.6	90.1	86.7
9		87.2	89	84.9
10		85.5	87.7	83.3
11		86.6	88.2	83.6
12		88.6	90.4	87
All Years		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	3	7
Employment	13	21	47
TAFE entry	3	21	22
University Entry	0	0	50
Other	0	1	6
Unknown	2	11	6

Year 12 students undertaking vocational or trade training

35.60% of Year 12 students at Armidale Secondary College undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

68.1% of all Year 12 students at Armidale Secondary College 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)	3
Head Teacher(s)	17
Classroom Teacher(s)	68.9
Learning and Support Teacher(s)	2.8
Teacher Librarian	2
Teacher ESL	1.2
School Counsellor	1.6
School Administration and Support Staff	28.56
Other Positions	10.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	3,337,781
Revenue	19,081,502
Appropriation	18,859,292
Sale of Goods and Services	52,950
Grants and contributions	139,381
Investment income	987
Other revenue	28,892
Expenses	-19,299,840
Employee related	-17,536,471
Operating expenses	-1,763,368
Surplus / deficit for the year	-218,338
Closing Balance	3,119,443

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	250,372
Equity Total	1,263,937
Equity - Aboriginal	254,295
Equity - Socio-economic	327,536
Equity - Language	183,683
Equity - Disability	498,423
Base Total	13,801,672
Base - Per Capita	305,503
Base - Location	6,310
Base - Other	13,489,859
Other Total	2,265,175
Grand Total	17,581,156

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

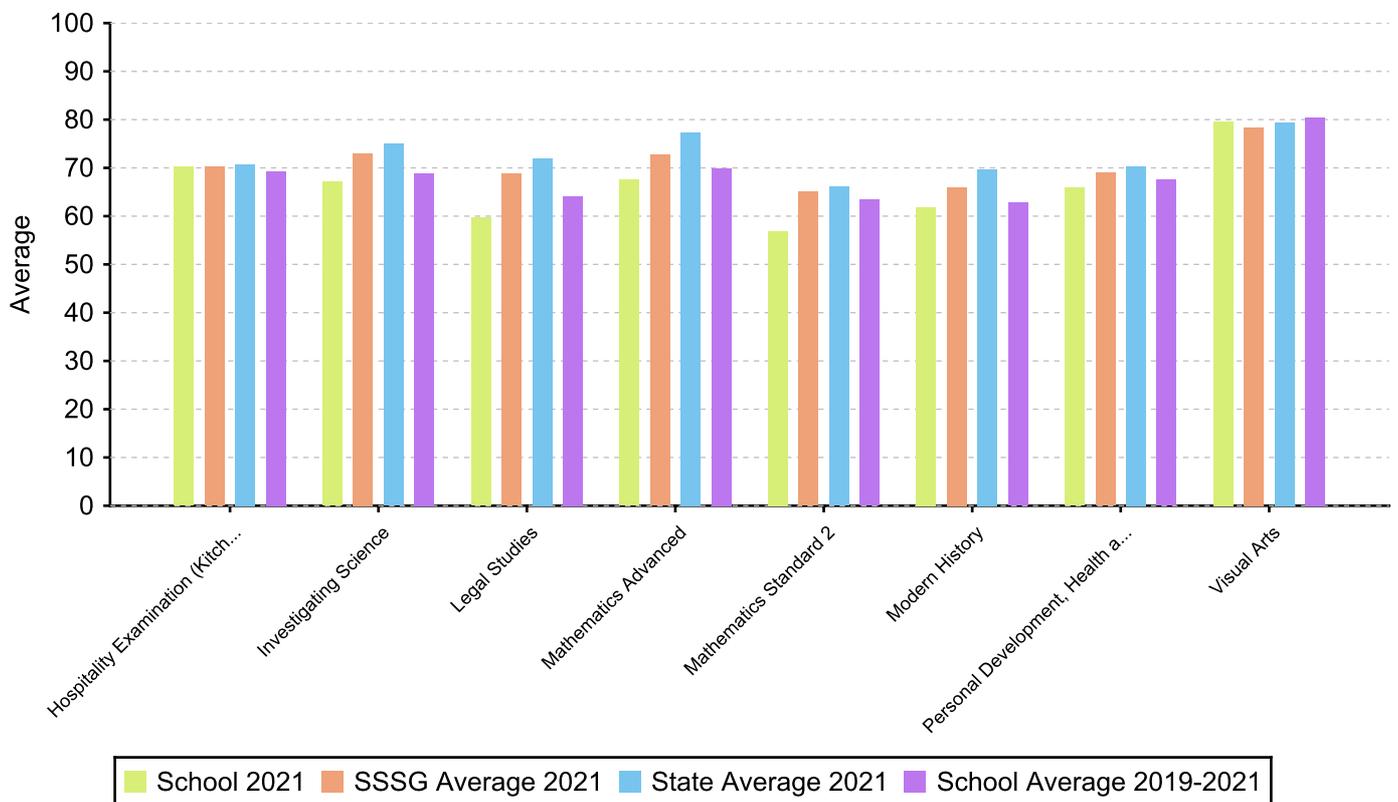
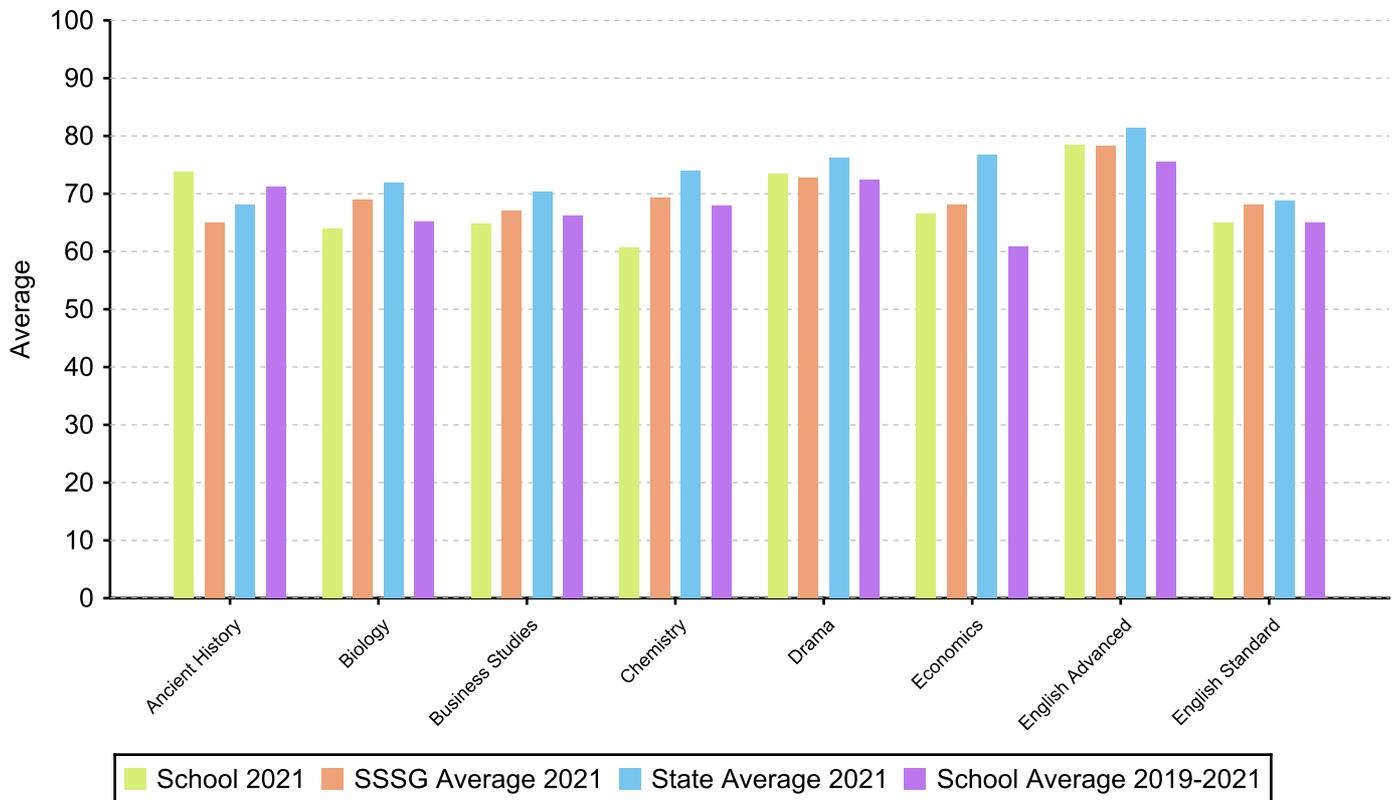
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	73.8	65.0	68.1	71.1
Biology	64.0	68.9	71.9	65.2
Business Studies	64.8	67.0	70.4	66.2
Chemistry	60.6	69.3	74.1	67.9
Drama	73.5	72.7	76.1	72.4
Economics	66.6	68.2	76.7	60.9
English Advanced	78.5	78.2	81.4	75.5
English Standard	65.0	68.1	68.8	65.0
Hospitality Examination (Kitchen Operations and Cookery)	70.2	70.2	70.8	69.2
Investigating Science	67.1	73.0	74.9	68.9
Legal Studies	59.7	68.8	72.0	64.1
Mathematics Advanced	67.5	72.7	77.4	69.8
Mathematics Standard 2	56.9	65.1	66.1	63.4
Modern History	61.8	65.9	69.7	62.8
Personal Development, Health and Physical Education	65.9	69.0	70.3	67.6
Visual Arts	79.6	78.4	79.4	80.4

Parent/caregiver, student, teacher satisfaction

In 2021 students completed the Tell Them From Me survey snap shot one. 621 students completed the survey. The results of the survey indicate areas where students perceive the school to be performing above state levels include, advocacy at school, positive learning climate, expectations for success.

69 Teachers completed the Tell Them From Me Focus on Learning Teacher Survey. Of the 8 Key Drivers of Student Learning, staff survey results indicated that strongest of these influencing student outcomes at the school were technology and the inclusive school environment. 25% of staff at the school completed the NSW Government People Matter Survey. Strengths in 2021 were in the areas of reporting risks at work, people at work who care about them, opportunities to use a variety of skills, considering customer needs when planning work and understanding expectations.

Parents did not participate in external surveys in 2021 but the school sought parent feedback on assessment and reporting processes. This indicated that the majority of parents valued the report process and that they would like to see a continuation and improvement in the feedback provided. In particular more personalised feedback that focuses on strategies for future improvement was asked for. Parents indicated that they wanted it to be obvious that their students were known and teachers had an accurate picture of student learning and achievement. In 2022 it is anticipated that parents and community will be consulted for feedback through the Partners in Learning Survey and through school based surveys on parent teacher evenings.

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 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.

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.