

2022 Annual Report

Ambarvale High School



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Introduction

The Annual Report for 2022 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.

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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 852 students, which includes 58 students in our Support Unit. 27% of students identify as coming from a non-English speaking background and 14.4% identify as Aboriginal or Torres Strait Islander.

We have approximately 69 teaching staff in our established staff, with additional staff purchased by the school to ensure the effective implementation of a range of educational programs and initiatives. Our staff includes an Executive Leadership Team made up of 15 leaders (11 Head Teachers, 3 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 a Community Liaison Officer.

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 the 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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

Integration funding support: \$87,801.00

Socio-economic background: \$392,811.00

Professional learning: \$26,208.00

Low level adjustment for disability: \$304,263.00

Aboriginal background: \$85,293.00

English language proficiency: \$81,192.00

Summary of progress

Throughout 2022 we have maintained our strong focus on HSC success, and improvements in Reading and Numeracy for stages 4 and 5. Our focus on HSC success has been a two-pronged approach with equal emphasis on teacher professional learning and impactful classroom practice. We have continued to engage in the system-developed best practice professional learning, presented by the Quality Teaching Practice unit and HSC 'Best in Class' team who deliver HSC Professional Learning across NSW. We also enhanced our internal evidence set for individual students in the form of Senior Profiles, with a focus on HSC pathways, academic history and trajectory, and future aspirations. This allowed teaching staff to better understand and professionally cater for the learning needs of individuals. We continued our Year 12 Mentor program, provided bespoke study skills sessions and organised Deep Learning Days for subjects with significant major work components. Student surveys indicate that 76% of students felt their teachers encourage them to perform to their best 'all of the time' and 24% of students felt that their teachers encourage them to perform to their best some of the time. Conversely, staff surveys indicated that this HSC cohort displayed sustained levels of low motivation and a significant reduction (compared to previous cohorts) in their drive to learn. Moving forward, we have had a sustained focus on assessment for stage 6 and will implement these changes in 2023. Staff will receive professional learning in the implementation of formative assessment into classroom practice, and how to maximise the impact of Deep Learning Days (with all subjects to be provided with allocated time).

To steer our stage 4 and 5 students towards reading and numeracy success, Year 7 Best Start data was shared with teaching staff to inform practice. All Aboriginal students had a Personalised Learning Plan developed in consultation with students and experts and these were shared with staff. Year 7 classes had additional numeracy lessons timetabled, and in year 8, students received additional timetabled literacy (with a focus on reading) lessons. COVID ILSP funding was utilised to employ a Head Teacher, a range of service and pre-service teachers and SLSOs to implement a strategic approach to additional literacy and numeracy learning. Internal data indicates that 80% of year 7 students who engaged in the additional ILSP support demonstrated growth in reading and in numeracy. 45% who engaged in the support demonstrated significant growth in reading and 30% in numeracy. Internal data indicates that 80% of year 8 students who engaged in the additional ILSP support demonstrated growth in reading and 95% in numeracy. Further for our year 9 students, 50% of those who engaged in the additional ILSP support demonstrated growth in reading and 87% in numeracy. In year 10, 68% of supported students demonstrated growth in reading and in numeracy. In 2023 we will continue utilising system funding to support students during semester 1 to improve numeracy and reading skills, with a focus on their engagement and skills to utilise the digital platform of NAPLAN. We will continue to implement 'Best Start' profiling, and include the ACER Progressive Achievement Test (P.A.T.) however we will embed this data into a more detailed personalised overview of year 7 students, and share with teaching staff as a 'hard copy' document to improve teacher awareness, access and response.

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>HSC Attainment</p> <p>A continued increase in the HSC course top 3 bands of 3% to achieve the lower bound target.</p>	<p>28.97% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.</p>
<p>HSC Attainment</p> <p>A continued increase in the HSC course top 2 bands of 3.4% to achieve the lower bound target.</p>	<p>5.95% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.</p>
<p>HSC Attainment</p> <p>Attainment results for Aboriginal students are equivalent to, or greater than the progress and achievement of all students.</p>	<p>The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity has remained steady with 9 students who identify as First Nations people completing their HSC in 2022. As a % of the year group, this has improved. In 2022 13% of HSC graduates identified as Aboriginal or Torres Strait Islander an improvement from 2021 with 10.4%.</p>
<p>NAPLAN</p> <p>A continued increase in the top 2 NAPLAN bands for numeracy of 3.2% to achieve the lower bound target.</p>	<p>2022 NAPLAN data indicates 3.8% of students are in the top 2 skills bands (NAPLAN) for Numeracy indicating the school did not achieve the system negotiated target.</p>
<p>NAPLAN</p> <p>A continued increase in the top 2 NAPLAN bands for reading of 3% to achieve the lower bound target.</p>	<p>2022 NAPLAN data indicates 8.4% of students are in the top 2 skills bands (NAPLAN) for Reading indicating the school did not achieve the system negotiated target.</p>
<p>NAPLAN</p> <p>An increase in the percentage of students achieving expected growth for numeracy in NAPLAN of 2.9% of baseline results.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>NAPLAN</p> <p>An increase in the percentage of students achieving expected growth for reading in NAPLAN of 3% of baseline results.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

Strategic Direction 2: Building Precise Practice

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

Professional learning: \$34,595.00

Socio-economic background: \$82,305.00

Low level adjustment for disability: \$51,590.00

Summary of progress

During 2022 we have committed funding and time to ensure teachers were well positioned to maximise their understanding and implementation of quality learning environments and effective teaching practices. We have also committed a range of resources to ensure a smooth transition to the new NSW Inclusive, Engaging Respectful Schools (IERS) policy package. To this end, the Senior Executive engaged in system-level professional learning to better understand the intent and purpose of the new IERS policy. As a result, the Senior Executive led collaborative and consultative workshops for staff to share learning and seek input to create a contextually successful platform that was co-created. From this process, a detailed Care Continuum was developed and launched at the beginning of term 4. Students and parents received information and learning about the continuum to support understanding and readiness for implementation. The result has been a smooth transition to the new policy package. Staff, students and the community understand individual's behaviour responses and associated support. Throughout 2022 teachers were supported to implement and maintain the agreed consistent quality learning environment protocols for all learning spaces. For teachers who did this well, there was an improvement in student engagement and a reduction in low-level negative behaviours. In 2023 we will maintain our expectations regarding consistent use of the QLE protocols. Additional resources and professional learning will be put in place at the beginning of semester 1, with a new focus on increased understanding and usage of explicit success criteria and formative assessment strategies within daily practice.

Throughout 2022 we have committed significant learning time on assessment as a means of increasing effective teaching practices. Teacher professional learning has included NESA delivered workshops for all staff, as well as internal professional learning on best practice assessment strategies for the executive team. As a result assessment in stage 6 has been refined and strengthened and assessments in stages 4 and 5 have been re-imagined and designed, ready for implementation in 2023. Our commitment to professional learning as a weekly practice has continued, with broad and diverse opportunities for all staff to engage in weekly '30 minute PL' and thrice-termly executive learning. In addition, executive members have continued to be coached by a qualified executive coach.

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
90% of teachers are utilising consistent research-informed and whole school agreed positive behaviour for learning strategies to create quality learning environments.	Individual qualitative teacher surveys indicate 98% of teachers are aware of the Care Continuum and 93% have consistently implemented quality learning environment protocols in their learning spaces.

<p>At least 85% of teachers are consistently accessing regular internal PL opportunities to build their teaching practice repertoire</p>	<p>100% of staff consistently access formal professional learning programs during staff meetings and school development days. Individual qualitative teacher surveys indicate 13% of teachers attended additional non-mandatory weekly 30 minute PL nearly all of the time, 39% attended more than 3, but less than 10 and 58% of teachers attended 3 or less.</p>
<p>At least 85% of teachers are able to demonstrate to their supervisors consistent use of school and system developed resources to support differentiation and individualised learning.</p>	<p>Individual qualitative teacher surveys indicate 87% of teachers are using resources to differentiate and individualise student learning experiences.</p>

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

Professional learning: \$11,532.00

Socio-economic background: \$576,152.00

Summary of progress

Our school has continued our commitment to 'building the whole learner' through a strategic use of resources to support a broad and inclusive education. We position students for a successful, happy and fulfilling life as a productive member of the community. Throughout 2022 we have focused on increased student engagement to improve attendance levels. To this end, we have continued to build the profile of Outdoor Education, with a number of walks and activities organised for stage specific groups. We have also seen the successful uptake of the Outdoor Education Stage 5 elective for 2023. We have worked to increase the number of extra curricular activities, clubs and opportunities for students. There has been significant growth in our High Potential and Gifted program and continued enhancement of our student leadership program. We have re-launched our Silver Ambassadors program with a high uptake of student interest. One criteria for Silver Ambassador is attendance at or above 90%. Unfortunately, our attendance data (in line with State trends and continued COVID impact) declined in 2022. In 2023 we will have a renewed focus on the administrative systems used to monitor attendance to ensure our data is accurate. Further, we will continue to develop reward-based programs to encourage attendance above 90%. In 2023 we will employ a Pacific Island Community Liaison Officer who will lead a range of community based programs designed to promote inclusion and connection to school.

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
A continued increase in the percentage on students attending school 90% or more of the time by 3.2% of the baseline data to achieve the lower bound target.	The number of students attending greater than 90% of the time or more has decreased by 20.58%.
A continued increase in Tell Them from Me data related to inclusion and connectedness to school of 2.3% of the baseline data to achieve the lower bound target.	70% of students reported positive wellbeing outcomes in the 'Tell Them From Me' survey and this represents an increase of 7.65% across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$87,801.00</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 HSC Success • Steering Reading/Numeracy Success <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • staffing release to build teacher capacity around behaviour interventions/ curriculum adjustments. <p>The allocation of this funding has resulted in the following impact: Employment of a Deputy Principal Inclusion and Support. Precise and impactful identification systems to ensure all students in the mainstream with a disability were known, supported, valued and cared for. Individualised student support to maximise learning outcomes. Strategic utilisation of staffing combinations to improve the learning experience for students. The ongoing development of personalised Individual Education Plans (IEPs) for students requiring adjustment.</p> <p>After evaluation, the next steps to support our students will be: To build on and embed 2022 systems, given the data and evidence to support current processes has come back as highly effective. Continued growth of the Deputy Principal Inclusion and Support role.</p>
<p>Socio-economic background</p> <p>\$1,051,268.00</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 • Steering Reading/Numeracy Success • Creating Quality Learning Environments • Ensuring Highly Effective Teaching Practices • Improving Attendance Through Engagement • Building Community Resilience <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through NESA and the Department of Education to support student learning • staff release to implement high engagement extra curricula programs designed to address societal equity of access to life-enriching events and to increase community engagement • employment of additional staff to support the literacy and numeracy program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Internal student feedback indicates students recognise and value the whole-child approach to school culture and opportunities. The variety and breadth of curricula and extra curricula activities (Australian Ballet, university</p>

<p>Socio-economic background</p> <p>\$1,051,268.00</p>	<p>lectures, year group wellbeing days) provides students with learning opportunities beyond the traditional classroom and closes the experiential equity gap experienced by many students.</p> <p>After evaluation, the next steps to support our students will be: To continue to refine and develop the rich and extensive opportunities afforded to all students in the areas of formal curriculum, extra-curricula learning, leadership learning and wellbeing. To develop, fund and implement an extensive High Potential and Gifted program across all 4 domains.</p>
<p>Aboriginal background</p> <p>\$85,293.00</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 • Steering Reading/Numeracy Success <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 deliver personalised support for Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: High quality personalised learning plans for all Aboriginal students. Maintenance and enhancement of the Aboriginal Education Learning Hub, staffed by a teacher coordinator, an Aboriginal Community Engagement Officer and School Administrative Officer. Delivery of a wide range of targeted learning and cultural activities, events and opportunities to meet the needs of a very wide range of students.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of a range of staff, teaching and other, to ensure a dynamic Aboriginal Education Hub to support the educational and wellbeing needs of Aboriginal students. A project to design and implement a learning sequence for all years about the Uluru Statement from the Heart and to track and understand the referendum process regarding an Indigenous Voice in parliament. A new approach to Personalised Learning Plans where parents, students and staff will join together and create plans in a community space, rather than individual student plan creation.</p>
<p>English language proficiency</p> <p>\$81,192.00</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> <ul style="list-style-type: none"> • Steering HSC Success • Steering Reading/Numeracy Success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of an EALD teacher, supplemented by further socio-economic funding. This teacher forms part of our greater Learning and Support Team and works closely with Learning and Support staff to develop resources, provide direct teaching and learning instruction and offer

<p>English language proficiency</p> <p>\$81,192.00</p>	<p>ongoing wellbeing support to our students who identify as EAL/D.</p> <p>The allocation of this funding has resulted in the following impact: high levels of learning support for our EAL/D students, indicated by their successful completion of a range of accreditations including ROSA, HSC Minimum Standards and HSC.</p> <p>After evaluation, the next steps to support our students will be: continued employment of a 1.0FTE teacher to meet the needs of our EAL/D students. In 2023 there will be an additional focus on immersion in Australian culture.</p>
<p>Low level adjustment for disability</p> <p>\$355,853.00</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>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 • Steering Reading/Numeracy Success • Creating Quality Learning Environments • 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. <p>The allocation of this funding has resulted in the following impact: the support of the learning needs of students with a disability in the mainstream. This has been further enhanced through the careful planning of how best to utilise support staff to meet the various different disabilities amongst students, including students with autism, students with behavioural disabilities and students with learning-specific disabilities.</p> <p>After evaluation, the next steps to support our students will be: In late 2022 the school secured a new Deputy Principal Inclusion and Support. In 2023 this new senior leadership role will enhance and improve the strength of the Learning and Support team and will offer an opportunity for an even more nuanced approach to staffing support.</p>
<p>Professional learning</p> <p>\$72,335.00</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 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"> • Steering HSC Success • Steering Reading/Numeracy Success • Creating Quality Learning Environments • Ensuring Highly Effective Teaching Practices • Improving Attendance Through Engagement • Building Community Resilience <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing

<p>Professional learning</p> <p>\$72,335.00</p>	<ul style="list-style-type: none"> • Employment of a Head Teacher Teaching and Learning <p>Strategically mapped professional learning opportunities across the school year and provided on site to allow teachers to engage deeply with the School Improvement Plan</p> <p>Strategically planned teacher engagement with the Department of Education professional learning opportunities, particularly the HSC Strategy</p> <p>The allocation of this funding has resulted in the following impact: High levels of teacher engagement with the School Improvement Plan High levels of support and direction for Early Career teachers High levels of teacher learning about high impact HSC teaching strategies Increased teacher knowledge and skill in student assessment.</p> <p>After evaluation, the next steps to support our students will be: Continued teacher engagement with Department of Education professional learning opportunities in curriculum, pedagogy and leadership. Continued teacher engagement with internal learning opportunities.</p>
<p>COVID ILSP</p> <p>\$490,091.00</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 2022.</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 • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing intensive small group tuition for identified students whose data indicated as most in need of individualised support • coordination and implementation of an intensive after-school HSC tuition program <p>The allocation of this funding has resulted in the following impact: provided students with more individualised attention during their tutorials which led to an increased sense of confidence when learning new or unfamiliar skills in literacy and numeracy Internal testing data indicates that majority of students in Stage 4 and 5 who engaged in tutoring demonstrated growth in either literacy or numeracy: - 94% of numeracy students enrolled in the Boost program experienced levels of improvement. - 78% of literacy students enrolled in Boost showed improvement in their reading age by +1 year or more. Provided educators/tutors (who were predominantly university students in their final year of study) with invaluable experiences to develop their teaching practice. This led to all tutors who were eligible for employment gaining 12 month contracts within the school for 2023.</p> <p>After evaluation, the next steps to support our students will be: utilise external testing data through Scout and PAT to identify students who are eligible to engage with the stage 4 and 5 withdrawal program provide small group tuition to select students to increase their engagement with literacy and numeracy skills, leading to increased learning outcomes continue to use funding to support the delivery of after school HSC tutoring focusing on assessment data to determine evidence of impact</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Other funded activities

Student support officer (SSO)

\$96,058.00

Overview of activities partially or fully funded with this Staffing - Other funding include:

- Support and advice on wellbeing matters for individual students and small cohorts.

Implementation of wellbeing programs within the school.

Support of activities led by the Girls' Supervisor

Development and publication of the Girls' Gazette'.

Wellbeing check in and support for students and families impacted by suspension/s.

The allocation of this funding has resulted in the following impact:

Student surveys indicated students value the wellbeing support of our Student Support Officer. Her high levels of availability and the skills and experiences she brings to the role mean she is able to provide precise and impactful support, advice and referrals to students across all year groups. The 'Girls' Gazette' has been a welcome student resource, providing much needed information about girls' wellbeing and is a publication looked forward to by our female students.

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

Continued enhancement of the support offered to families following a Formal Caution of Suspension and/or a Suspension from school. Further sourcing of high impact and contextually relevant wellbeing programs that can be implemented within the school to support identified wellbeing needs.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	394	395	433	452
Girls	384	374	409	400

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.8	90.6	87.6	82.3
8	86.1	88.4	79.9	79.0
9	83.8	88.6	79.5	73.6
10	81.9	86.1	81.7	70.8
11	80.6	86.6	73.4	72.4
12	84.4	88.9	82.5	79.8
All Years	84.5	88.3	81.2	76.2
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	20
Employment	0	2.4	25
TAFE entry	9	3.7	24
University Entry	0	0	29
Other	0	0	0
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

34.48% of Year 12 students at Ambarvale High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

94.4% of all Year 12 students at Ambarvale High School expected to complete Year 12 in 2022 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)	50.1
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,262,604
Revenue	13,663,763
Appropriation	13,493,379
Sale of Goods and Services	43,253
Grants and contributions	118,158
Investment income	4,745
Other revenue	4,228
Expenses	-12,849,450
Employee related	-11,338,057
Operating expenses	-1,511,393
Surplus / deficit for the year	814,312
Closing Balance	2,076,917

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.

	2022 SBAR Adjustments (\$)
Targeted Total	149,607
Equity Total	1,933,397
Equity - Aboriginal	162,495
Equity - Socio-economic	1,300,000
Equity - Language	81,278
Equity - Disability	389,623
Base Total	9,998,195
Base - Per Capita	224,374
Base - Location	0
Base - Other	9,773,821
Other Total	662,043
Grand Total	12,743,242

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

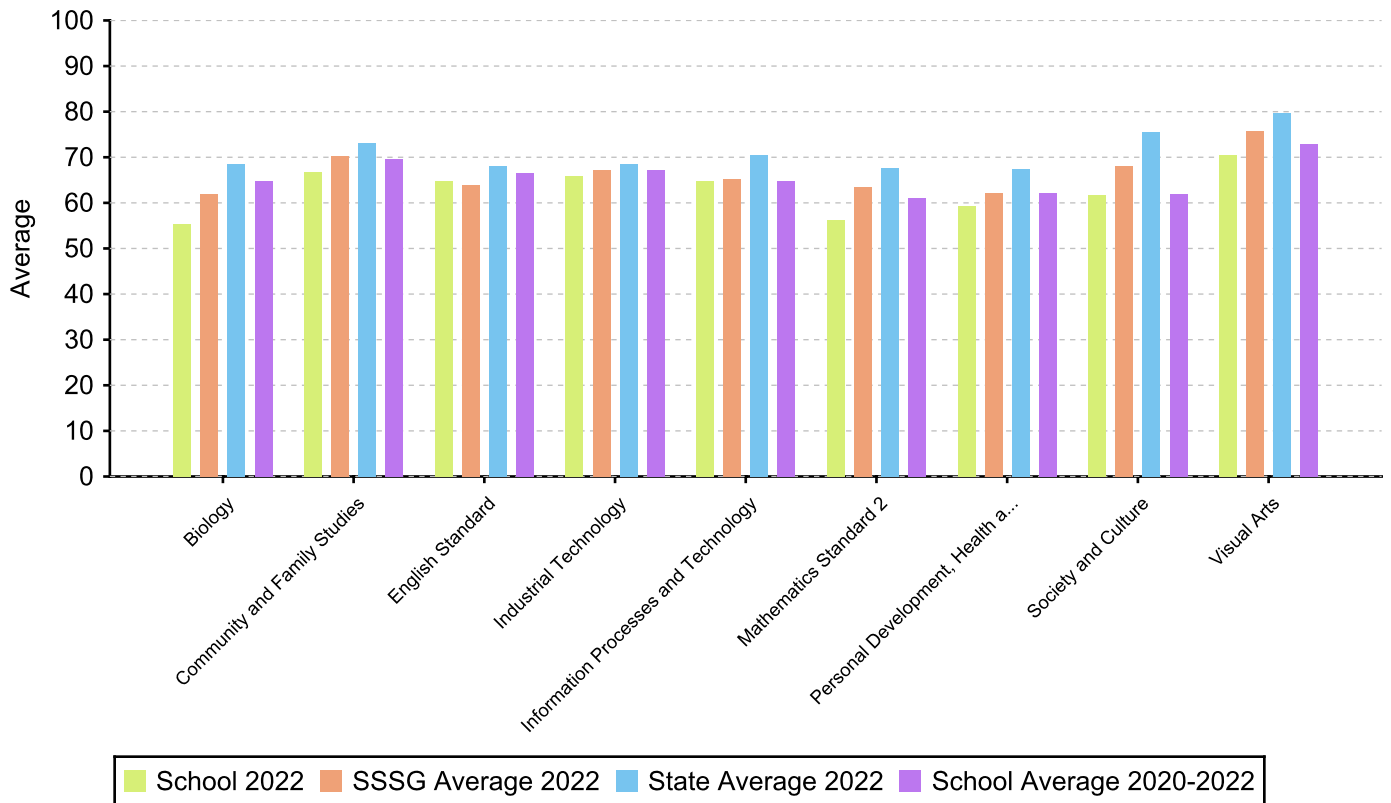
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Biology	55.4	62.1	68.5	64.8
Community and Family Studies	66.8	70.4	73.2	69.5
English Standard	64.8	64.0	68.1	66.5
Industrial Technology	65.8	67.3	68.6	67.2
Information Processes and Technology	64.9	65.2	70.5	64.9
Mathematics Standard 2	56.3	63.4	67.6	61.0
Personal Development, Health and Physical Education	59.4	62.1	67.5	62.1
Society and Culture	61.7	68.0	75.5	61.8
Visual Arts	70.5	75.7	79.8	72.9

Parent/caregiver, student, teacher satisfaction

Our year 12 students engaged in an exit survey at the conclusion of their course. Significant data included the following. 94% responded in the affirmative when asked about feeling included in school life. Reasons included the diversity of activities and caring staff, "All teachers were great and made school fun." Further, when asked if their literacy needs were met, 92% of students indicated their reading and writing skill needs were met and 84% indicated their numeracy needs were met. When asked to evaluate their overall experience in high school, 26% were very satisfied and an additional 48% were satisfied.

Parent satisfaction was measured in a variety of ways, including a survey at a curriculum evening. The results from this satisfaction survey indicated 87% were satisfied or very satisfied with their child's education. 100% of parents surveyed would recommend Ambarvale High School to others, "because of the care and work produced" and " my daughter moved here from another school and is much happier here". Further, the following main strengths of the school were identified by parents; "individual care", "good teachers", "resourcing" and "putting kids forward for programs and other opportunities".

Staff satisfaction was measured using the NSW Government 'People Matter Engagement Survey'. Areas identified by staff as strengths included workplace personnel respect, customer service, a collaborative culture and an understanding of job role and expectations. Areas that will provide opportunities for improvement were access to adequate time to perform role, remuneration, workplace stress, career development and general sense of wellbeing.

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.