2022 Annual Report

Armidale Secondary College

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Introduction

The Annual Report for 2022 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 enrols 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
- HSC Attainment

Resources allocated to this strategic direction

Socio-economic background: $45,968.00
Location: $6,806.00

Summary of progress

In 2022 key activities were undertaken to meet the goals of Strategic Direction One. These included, literacy and numeracy interventions (Get Caught Reading and Accelerated Reader program, Quicksmart), Improving HSC Student Outcomes through participation in staff professional learning in the HSC Strategy and Strategic School Support in the HSC Aboriginal Attainment Program and guided support in the Attendance Matters Program.

Get Caught Reading and Accelerated Reading programs were expanded from the three focus classes in Year 7 2021, to include all Year 7 classes in 2022. Staff who had been in the initial program acted as mentors to the new classes. To further support literacy development, literacy classes were started in Year 7 within the Humanities (HUMS) program. The Accelerated Reading program was expanded to include all Year 8 in Semester Two. Through regular testing that established reading ages, the school was able to resource appropriate reading materials for the library including ebooks.

Quicksmart targeted numeracy support in Stage 4. Students who were in the lower bands of numeracy were targeted for this program. Quicksmart was suppiorted by the Aboriginal Education Officer and SLSOs who withdrew groups of students for targeted support.

HSC attainment was targeted through a professional learning strategy. Staff from HSIE and PDHPE faculties participated in the HSC strategy, while those in English and Mathematics revisited the strategy.

The school continued to work actively through guided support from the Department of Education in 'Attendance Matters'. Guided support in attendance will continue into 2023. Staff participated in five guided workshops where they analysed data and developed effective practices that included increased communication to community as well as roll marking and reporting.

The HSC Aboriginal Attainment Program commenced in Term 4 and at the initial phase, the school interviewed every Aboriginal student about engagement and attainment goals. The school ran a community event that invited community to provide feedback around their educational expectations.

Our English as an Alternative Language / Dialect (EALD) students had significant gains in 2022. 94% of students had uplift in the standardised scores with 50% substantial, 100% increased in reading age. Year 7 and Year 8 literacy classes had 83% increase their standardized scores, while 42% had substantial growth and 91.6% of students increased their reading age.

The school adopted a universal strategy for all staff with regular literacy updates at each Staff Development Day. All Year 7 teachers participated in twilight professional learning in Term 3 and those who would be teaching the 2023 year 7 cohort participated in a whole school learning day in which they reviewed Stage 3 data from partner primary schools to inform best practice. Targeted professional learning enabled all Year 7 and Year 8 English teachers to engage in developing skills in the Accelerated Reader program, to support literacy development across the school. The Aboriginal Education Team engaged in training in the Accelerated Reading program which has increased their ability to support student learning. The impact has been that most staff have increased their understanding of the current reading program in the school and those who have actively engaged in it use the data to inform practice. to support student learning. For those who wished to pursue literacy development further they were able to participate in a school action group focussing on Tier 2 Vocabulary acquisition. This will be further explored in 2023.

Greatest enablers to the success of literacy was the consistent implementation of the literacy strategy and the work done by the literacy coordinator to upskill staff in all areas. This was supported by resourcing the library acquistion program. We were able to measure this success through the increased borrowings across the school. Barriers to success included inconsistent staffing and staff shortages which reduced the ability of the staff to engage with the professional learning on offer. Work load concerns meant some staff were reluctant to fully engage in the literacy programs we developed.

Barriers to numeracy included the lack of a clearly defined whole school program of intervention and very few opportunities for the whole staff to be involved in a whole school strategy. This has been compounded by inconsistent staffing and staff shortages.

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
The percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading and numeracy increases.	11% of Year 9 Aboriginal students achieved in the top 3 bands of NAPLAN in reading and 16% of Year 7 Aboriginal students achieved in the top 3 bands of NAPLAN reading. 0% of Year 9 Aboriginal students achieved in the top 3 bands of NAPLAN numeracy. This indicates that further progress is required to meet targets for year 9 Aboriginal students while there has been a 2% improvement in Year 7 reading in this measure.
The percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading and numeracy increases.	0% of Year 9 Aboriginal students achieved in the top 3 bands of NAPLAN numeracy. This indicates that further progress is required to meet this target in year 9. 4% of Year 7 Aborigiginal students achieved in the top three NAPLAN bands for numeracy. This indicates a 1% increase from the previous year.
The percentage of HSC students achieving in the top three bands is above 59% (Baseline 51.7%).	53.8% of students attained results in the top three bands demonstrating progress toward the target.
The percentage of HSC students achieving in the top two bands is above 30.2% (Baseline 24.2%).	23.3% of students attained results in the top two bands demonstrating 7.1% progress toward target from the previous year.
The percentage of students achieving in the top two bands for NAPLAN reading is above 24.4% (Baseline 19%).	2022 NAPLAN data indicates 14.01 % of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target. Focus on this target since NAPLAN 2022 has resulted in the Literacy Action Group engaging with action research, to identify and develop explicit strategies for the teaching of Tier 2 vocabulary and reading comprehension. This coupled with a focus on the Get Caught Reading program has seen positive gains of up to 2 years growth in reading age for some year 7 students engaged with the program.
The percentage of students achieving in the top two bands for NAPLAN numeracy is above 22.3% (Baseline 15.1%).	2022 NAPLAN data indicates 5.88% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. Focus on this target since NAPLAN has resulted in a significant investment in staff professional learning to ensure that the in 2023 a greater understanding of the numeracy requirements of different KLAs and using data to inform practice will lead to a stronger focus on numeracy by all teaching staff to address student areas of need.
The percentage of students achieving expected growth in NAPLAN reading is greater than 60%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The proportion of Aboriginal students achieving the HSC whilst maintaining their cultural identity is increased to 45% or more.	Twelve, Year 12 Aboriginal students successfully completed Year 12, attaining their HSC or equivalent qualification. This indicates 11.83% of Aboriginal students attaining HSC whilst maintaining their cultural identity. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. This is evidenced by the school's engagement in

The proportion of Aboriginal students achieving the HSC whilst maintaining their cultural identity is increased to 45% or more.	strategic support around Aboriginal HSC Achievement, ongoing consultation and collaboration with Aboriginal students and their families and the award of ABCN scholarships to Aboriginal students through the Australian Business and Careers Network Foundation. In 2022 one year 10 student accepted a $7000 scholarship to assist in their educational expense needs while two other year 10 students received a Highly Commended Award, making Armidale Secondary College the only school in the state to receive three scholarships.
The percentage of students achieving expected growth in NAPLAN numeracy is greater than 55%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

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
- Curriculum and Policy Monitoring

Resources allocated to this strategic direction

Socio-economic background: $57,173.00

Summary of progress

In 2022, the staff undertook training in Disability Discrimination (DDA) and High Potential and Gifted Education Policy (HPGEP), Year 7 model, project RESTORE, Key Learning Area Groups and Action Groups, Differentiation training from staff experts in Support Unit, LaST and EAL/D staff, Life Skills development of differentiated programs, building capacity in staff with a focus on differentiated learning, plus a review of teaching and learning programs through Quality Teaching Rounds. All staff were introduced to the CANVAS Learning Management System. Quality Teaching Assessment training was introduced to all staff to be included in the implementation across all faculties.

Using the School Excellence Framework Self Assessment Survey in 2022, the school validated that it was 'Delivering' with strong progress towards 'Sustaining and Growing' in the theme of Differentiation. Learning activities for differentiation were confidently implemented through building the capacity and skills of staff through staff mentoring, access to professional learning and the validation of teaching and learning programs.

The activities had a positive impact on student learning and engagement in lesson content. This was most evident within the subjects that incorporated 'Science, Technology, Engineering and Mathematics' (STEM) into their lessons and where acceleration and enrichment has been a focus.

A 'Differentiation Checklist' was added to every teacher's program to promote strategic consideration of lesson content and adaptation of the content to suit the range of learners within their classes. The school witnessed the highest number of students who could access disability provisions for the HSC to date. This was a result of the teachers being able to collect meaningful and informative data.

Consultation with parents/ carers around what effective HSC differentiation looks like had a direct impact on the students and their engagement with meaningful and relevant learning.

The professional learning focus had a positive impact on the teachers. A result of teachers engaging in meaningful co-programming and co-teaching opportunities, saw an increase in teaching and learning capacity across the school. Assessment tasks were streamlined as more teachers had understanding of differentiated needs for students in all aspects of the learning spectrum.

Access to appropriate and targeted professional learning was an enabling factor to promote the enthusiasm of the staff to improve student outcomes and engagement in their learning.

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
Tell them From Me results in student perception regarding levels of instructional challenge in the high skill/	This measure is no longer available in TTFM reports.

high challenge is above 51%. (Baseline 49%)	
Differentiation In 2022 the school will be self assessed as Delivering in the theme of Differentiation against the Schools Excellence Framework.	Using the SEF S-aS in 2022, the school validated that we are delivering with strong progress towards Sustaining and Growing in the theme of differentiation. In 2022, the school was selected for a NESA random inspection. NESA assessed the school's processes and procedures around Child Protection and the TAS faculty Stage 4 and 5 programs. NESA representatives found that all school, NESA and Departmental processes were adhered to and the school compliant in all areas.

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 Direction in Learning
- Student self regulation and governance
- Engagement with community

Resources allocated to this strategic direction

Socio-economic background: $1,500.00
Aboriginal background: $1,000.00
Student support officer (SSO): $96,058.00

Summary of progress

In 2022, activities to progress our targets on student voice have included; student report reflection, progressing student learning autonomy through stubject selection processes and project based learning, a review of school processes and policies supported by the Safeguarding Kids Together Team, employment of a Student support officer, the revitalisation of the ASC Positive Behaviour for Learning processes as well as student leadership engagement with the broader community.

All students complete a self reflection as part of the reporting process. This self reflection is completed during Crew Lessons. Year Advisers review and include this into reports to families. Whilst there is some guidance from Crew teachers on how students could complete this there has been shallow engagement with this process and in 2023 we will seek to reinvigorate the rigour of the process.

The subject selection process was more streamlined in 2022 and was better integrated with NESA processes and procedures. A review of the assessment and reporting around the Z Elective (project based learning) found the need for stronger accountability for learning outcomes and as a result, staff involved in the Z Elective underwent professional learning to link outcomes for assessment to the General Capabilities. The Z Elective line in both Year 9 and 10 is popular with students and the numbers of negative behaviour referrals from these subjects is less than those in traditional learning areas. Subject choices are broad and varied allowing diverse opportunities for student to learn in their areas of interest and strengths. This includes extracurricular activities, Z line options and the implementation of the XEL program ,Term 2 2023.

A Tier 1 leadership team was formed with staff from across the school, consisting of the Principal, a Deputy Principal, Head Teachers, teachers from different facilities, as well as School Learning Support Officers (SLSO), Aboriginal Education Officers (AEO) and School Administration Support Staff (SASS) to develop a whole school student behaviour matrix. The matrix was co-created with the view to make student expectations common across every aspect of school and is based on the goals of positive behaviour for learning.

A benefit of the student behaviour matrix being created, was the positive reinforcement language that was introduced around its implementation, which invited teachers to 'catch students' displaying positive citizenship towards each other as well as towards the staff. As a result, Sentral wellbeing positive incidents increased from 41 positive incidents at the start of Term 4 to over 500 by the end of 2022. Staff improved their understanding of common expectations. This saw an increase in positive identification of behaviours, an increase in positive communication between staff and students, an increase in positive communication between staff and community and a better understanding of using Sentral to send positive messaging through Short Message Services (SMS).

The increase of capturing positive behaviour can be attributed to the ease of using the Sentral portal for awarding positive incidents, the shared goals for student behaviour and developing a common understanding and need for frameworks for student behaviour. The NSW Department of Education behaviour specialist team have been a wealth of information and support for our school staff.

Barriers in the implementation of the student bahaviour matrix to use a common expectation in all settings have been implementing professional learning across all facuties due to the size of the staff. Teacher training, teacher time to award

positive incidents, using common expectations in all settings, ease of use of online systems and communication have also been barriers to some extent.

A collaboration with the Safeguarding Kids Together team commenced on 8 August 2022 with an information gathering process, utilising information and data from multiple sources that assisted in identifying activities that enabled the school to increase this capacity. The support team assisted the school executive to analyse the data collected from staff, students and community forums to make recommendations.

While some aspects of the support had immediate impact and allowed the school to meet policy requirements, other recommendations will require long term planning and implemntation to demonstrate impact for student and staff wellbeing in particular. Senior executive, executive and relevant action groups will continue to pursue direction and improvement through collaborative and consistent messaging, planning and communicating with students.

Opportunities for student leadership and engagement with community in 2022 included but are not limited to; the Senior Student Leadership Team which from Term 4 included 2 representatives from the support unit who have enhanced the diversity and inclusivity of the team, representation at community events such as ANZAC day and Rememberance Day. High level individual leadership opportunities such as representation on The Minister for Education's 'Department of Student Voices in Education and Schools', a student on an ANZAC scholarship and combined leadership days with local and state wide schools were also acessed by some of our students.

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
Coding scale of the Quality Teaching Framework in Student Direction is at level 5 in 70% of observed lessons through Quality Teaching Rounds.	This measure made some progress towards the target. However, due to casual staff shortages only 2 Quality Teaching Rounds Professional Learning Communities were formed and able to proceed during 2022. Consequently measures using the Quality Teaching Framework were not reliable for a whole school measure.
70% of students, almost all of time, demonstrate autonomy and initiative in regulating their own behaviour during lessons, as measured by a Level 5 against student self regulation in the Quality Teaching Framework coding.	This measure made some progress towards the target. However, due to casual staff shortages only 2 Quality Teaching Rounds Prfoessional Learning Communities were formed and able to proceed during 2022. Consequently measures using the Quality Teaching Framework were not reliable for a whole school measure.
Number of negative incidents in Sentral decrease by 5% of the 2021 total. Number of positive incidents in Sentral increases by 5% of the 2021 total.	The number of negative incidents in Sental including negative attendance incidents increased by 1477 incidents in 2022 from 2021. This data has been impacted by a stronger focus on attendance monitoring through the targeted support around attendance. The number of positive incidents in Sentral including positive attendance incidents decreased by 480 in 2022 from 2021. This data was impacted by a lack of focus on the Positive Behaviour for Learning system in terms 1-3 and the awarding of wings dropped off significantly as the school investigated changing the reward systems and moved to the new Inclusive, Engaging, Respectful Schools suite of policies.
Proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) to be at or above 65%.	59.35% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating movement toward this school-based progress measure.
Attendance Data The proportion of students attending school at least 90% of the time will be at or above the system-negotiated baseline target of 65.5%.	The number of students attending greater than 90% of the time or more has decreased by 8.83%, however this figure was significantly affected by the public health orders due the COVID-19 pandemic.

Funding sources	Impact achieved this year
Integration funding support $337,034.00	Integration funding support (IFS) allocations support eligible students at Armidale Secondary College in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** the employment of Student Learning and Support Officers to support students in class and in literacy and numeracy remediation programs. Some students have required support around behaviour and socio-emotional skills both in class and on the playground. **After evaluation, the next steps to support our students will be:** regular reviews of student IEPs, ongoing support to improve literacy and numeracy learning and to build study skills for students with additional needs. School staff have consulted with Delivery Support Staff to plan and develop an alternate learning centre for students unable to self-regulate to a level to be able to engage with mainstream learning.
Socio-economic background $109,641.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching and Learning • Student self regulation and governance • Assessment and Reporting Initiatives • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support literacy and numeracy program implementation. • staff Professional Learning and Faculty Time to implement Quality Teaching and Assessment • student planned events **The allocation of this funding has resulted in the following impact:** This funding enabled every student equitable access to everyday learning through the provision of classroom resources. It also provided every student access to school incursions and excursions. This meant that all students were involved in all extra-curricular activities in and outside of the school. Funding enabled the school to employ a literacy coordinator and a numeracy coordinator. The coordinators gathered data on the students. From this they developed and guided staff through targeted professional learning in literacy and numeracy by focusing on the use of internal data sources to drive their teaching. The data also highlighted the need for teachers to address Tier Two and Tier Three Vocabulary in their lessons to ensure all students understood what was being taught. Student progress and development was tracked regularly and effectively communicated with relevant staff. All Year 7 core classes were involved in the Accelerated Reader program. Employment of additional Learning Support Staff was used to support student learning within the classrooms.

Socio-economic background $109,641.00	**After evaluation, the next steps to support our students will be:** to continue the data analysis and create informed high impact assessment tasks to further direct explicit learning. The school will continue to engage in the development of proficient literacy and numeracy learners. Additional School Learning Support Officers will be employed to support students at their point of need. Funds will be allocated to ensure all students have access to extra-curricular activities, additional classroom resources, uniforms and any other basic requirements.
Aboriginal background $270,206.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student self regulation and governance • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • provision of uniform (Aboriginal Design Shirt) and book packs for Aborigianl Students • Aboriginal Parent Yarn Up • Songlines collaboration and Elders afternoon tea • HT Aboriginal Learning and Engagement Conference **The allocation of this funding has resulted in the following impact:** an increase in Aboriginal student numbers in the school and families engaging in their children's education. Conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school. Songlines has enhanced the school's connection to community, particularly our Elders. **After evaluation, the next steps to support our students will be:** engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. Implementing the Schools Strategic Support for Aborigianl Student HSC Attainment in the areas of students' perceptions of school and community engagement seeking to further develop high expectations of learning and engagement for all Aboriginal Students and increasing the level of Aboriginal student voice within our school and community. We will continue to work with our community Elders to build positive intergenerational relationships.
English language proficiency $88,808.72	English language proficiency equity loading provides support for students at all four phases of English language learning at Armidale Secondary College. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives **The allocation of this funding has resulted in the following impact:**

| English language proficiency

$88,808.72 | the employment of additional EAL/D staff and bilingual SLSOs in the school has enabled increased support, guidance and professional learning for classroom teachers to cater for EAL/D learners. This has also increased English language support for our EAL/D students.

After evaluation, the next steps to support our students will be:
to continue to support the employment of these staff to enable smaller classes in junior years targeted to EAL/D learners so that teaching and learning can be differentiated and students supported. |
|---|---|
| Location

$6,806.00 | The location funding allocation is provided to Armidale Secondary College to address school needs associated with remoteness and/or isolation.

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

Overview of activities partially or fully funded with this operational funding include:
 • subsidising student excursions to enable all students to participate
 • technology resources to increase student engagement and achievement.

The allocation of this funding has resulted in the following impact:
support of stage 6 students to access specialist curriculum support.

After evaluation, the next steps to support our students will be:
reevaluation as to the value of Atomi and Edrolo as support materials for HSC students and Stage 6 Teaching and Learning. |
| Professional learning

$12,750.00 | 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.

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

Overview of activities partially or fully funded with this initiative funding include:
 • supporting 26 staff to attend professional learning in HSC Strategy
 • 24 staff completed the Mini Certificate in Gifted Education through GERRIC
 • Quality Teaching Rounds and Quality Assessment training for Head Teachers
 • Berry Street Trauma Informed Practice for Learning and Support Team Members.

The allocation of this funding has resulted in the following impact:
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, literacy and numeracy programs and programs for High Potential and Gifted Students. 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.

After evaluation, the next steps to support our students will be:
further professional learning targeted towards supporting teaching and non-teaching staff to 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 and in the area of student wellbeing, the neuro sequential mapping which informs the Berry Street Model of Trauma Informed Practice. |

Professional learning $12,750.00	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.
COVID ILSP $198,830.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** identification of students in Stage Four and Five to engage in an intensive reading program. This program targeted students not meeting the progressions targets. Students worked in small groups with their tutor. Base line data for each student was collated and the students were tracked over a term with midpoint and end of tuition data to show student improvement. This has resulted in students engaging more confidently in their learning and seen improvement in their willingness and interest in engaging with reading for pleasure. **After evaluation, the next steps to support our students will be:** to continue to support the identified students in reading for meaning as a means to support them access understanding within each subject's syllabus. The school will investigate tuition with HSC students that require a 'boost' to achieve their full potential.
Refugee Student Support $59,000.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • after school homework support centre for refugee students. • employment of additional staff for targeted student support **The allocation of this funding has resulted in the following impact:** refugee learners who meet the attendance criteria accessing extra tuition and support. Attendees were supported by a mix of SLSOs, EAL/D teachers and bilingual SLSOs. Students who attend have been able to revise content and skills, complete assessment tasks and gain subject-specific assistance. Homework centre has also been used to support students with matters that lie outside of the mainstream curriculum such as resume writing and applying for tax file numbers. This has increased job readiness for these students. **After evaluation, the next steps to support our students will be:** to merge the after-school homework centre with the Armidale IEC. This will increase student exposure to extra support mechanisms during their initial settlement phase and build a culture of academic excellence. We also intend to conduct the after hours homework centre on more than one day a week to capture more students.
Per capita $207,829.00	These funds have been used to support improved outcomes and the achievements of staff and students at Armidale Secondary College

Per capita $207,829.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this operational funding include:** • purchase of digital subscriptions and program subscriptions, including Learning Management Systems and school adminiastration systems. • implememtation of Yonder Pouch - mobile phone free school program. • purchase of student lockers and furniture to complete the set up of the new school. **The allocation of this funding has resulted in the following impact:** the improvement of digital systems and student access to a variety of programs as well as ongoing maintainenence and support of physical learning spaces. **After evaluation, the next steps to support our students will be:** to regularly evaluate the digital systems and programs and update where required.
Student support officer (SSO) $96,058.00	These funds have been used to support improved outcomes and the achievements of staff and students at Armidale Secondary College **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student self regulation and governance **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Programs organised, implemted and supported by the Student Support Officer including; RU OK Day- Universal support, organisation of 'Creating Chances'- Targeted Intervention (30 students), 'Managing the Bull'- Individual Intervention (6 students), organisation and management of the 'Breakfast Program' - Targeted Intervention (60 student approximately daily), wellbeing days for year groups with Creating Chances Team- Targeted Intervention, 'Lovebites'- Targeted Intervention, 'Seasons for Growth'- Individual Intervention, individual work with students to support the School Counselling Team and Community Wellbeing Nurse Program. **The allocation of this funding has resulted in the following impact:** students are supported across the care curriculum through a variety of individual, small group, year group and whole school programs implemented by the Student Support Officer. The programs enrich student wellbeing and reduce the load on the school counselling team. **After evaluation, the next steps to support our students will be:** to engage the SSO in building student voice and choice, to expand the offerings of programs in collaboration with Creating Chances and continue to ensure that students continue to connect, succeed and thrive at ASC.
Low level adjustment for disability $508,929.76	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in accessing Life Skills curriculums, meeting gols of

| Low level adjustment for disability

$508,929.76 | Individual Learning Plans/Profiles and accessing HSC Disability Provisions
 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy, numeracy, social and emotional needs of identified students

The allocation of this funding has resulted in the following impact:
employment of Student Learning Support Officers (SLSOs) to assist student participation and engagement with learning and development of work ready skills has been a great asset to the school and students. The Barista Program testifies how the SLSOs provide the students with the work skills and work ethic to attain casual and fulltime employment.

To support teachers to differentiate their lessons and teach their students at their 'point of need', the SLSOs followed the adjustments that the teachers made for students who required academic and emotional assistance.

The Learning Support Teachers assisted student learning by working with the students and their families to educate all identified students within each classroom. They supported the writing of applications for Disability Provisions, the development and implementation of Individual Education Plans as well as supporting student learning through interventions in literacy, numeracy and socio-emotional development.

After evaluation, the next steps to support our students will be:
to continue to provide additional support for identified students through the employment of trained School Learning and Support Officers. All student progress will be tracked by the Learning Support Teachers who will make adjustments to the students' Individual Education Plans when the need arises. |

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	599	597	574	538
Girls	555	552	567	585

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.0	92.8	88.5	85.8
8	88.2	89.1	84.0	81.7
9	87.2	91.1	82.3	80.7
10	82.5	90.1	81.3	75.9
11	83.7	86.0	82.9	84.0
12	88.0	88.8	79.2	87.4
All Years	86.2	89.6	83.3	82.2
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	2	2
Employment	1	13	33
TAFE entry	3	10	13
University Entry	0	0	45
Other	0	3	4
Unknown	2	4	3

Enrolment in university courses continues to be the predominant post-school pathway followed by Armidale Secondary College students. At Armidale Secondary College: 64 students were offered places at the University of New England, 1 at University of Sydney, 1 at University of Technology Sydney, 50 at Newcastle University, 22 at Southern Cross University, 5 at Macquarie University, 13 at Charles Sturt University, 1 at Australian National University, 4 at University of NSW, 4 at University of Wollongong, 6 at University of Canberra, 2 at Griffith University, 1 at Sydney Institute of Business (SIBT), 1 at Melbourne Institute of Technology (MIT Sydney Campus) and 1 at Western Sydney University.

A survey of post school options administered to Year 12 in Term 3 2022 showed the following: 15 students intended to study at TAFE, 19 students indicated their intention to take a gap year and 49 students have secured or seeking full-time employment including apprenticeships.

Year 12 students undertaking vocational or trade training

30.22% of Year 12 students at Armidale Secondary College undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

90.3% of all Year 12 students at Armidale Secondary College expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

VET continues to support the broad curriculum offered at Armidale Secondary College, catering for students who wish to

include a vocational component in their HSC. In 2022, 21% of Year 12 students were enrolled in one or more VET frameworks. In addition, 12 students were undertaking a TVET course, and 6 students completed a school-based traineeship or apprenticeship.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	17
Classroom Teacher(s)	67.3
Learning and Support Teacher(s)	2.8
Teacher Librarian	2
Teacher ESL	4.6
School Counsellor	1.6
School Administration and Support Staff	30.06
Other Positions	9.4

*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	3,119,443
Revenue	19,820,280
Appropriation	19,514,005
Sale of Goods and Services	23,635
Grants and contributions	229,935
Investment income	9,368
Other revenue	43,337
Expenses	-18,211,950
Employee related	-16,296,709
Operating expenses	-1,915,240
Surplus / deficit for the year	1,608,331
Closing Balance	4,727,774

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	396,097
Equity Total	1,842,849
Equity - Aboriginal	270,268
Equity - Socio-economic	439,549
Equity - Language	617,799
Equity - Disability	515,234
Base Total	13,938,117
Base - Per Capita	303,639
Base - Location	6,806
Base - Other	13,627,672
Other Total	2,656,533
Grand Total	18,833,597

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.

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.
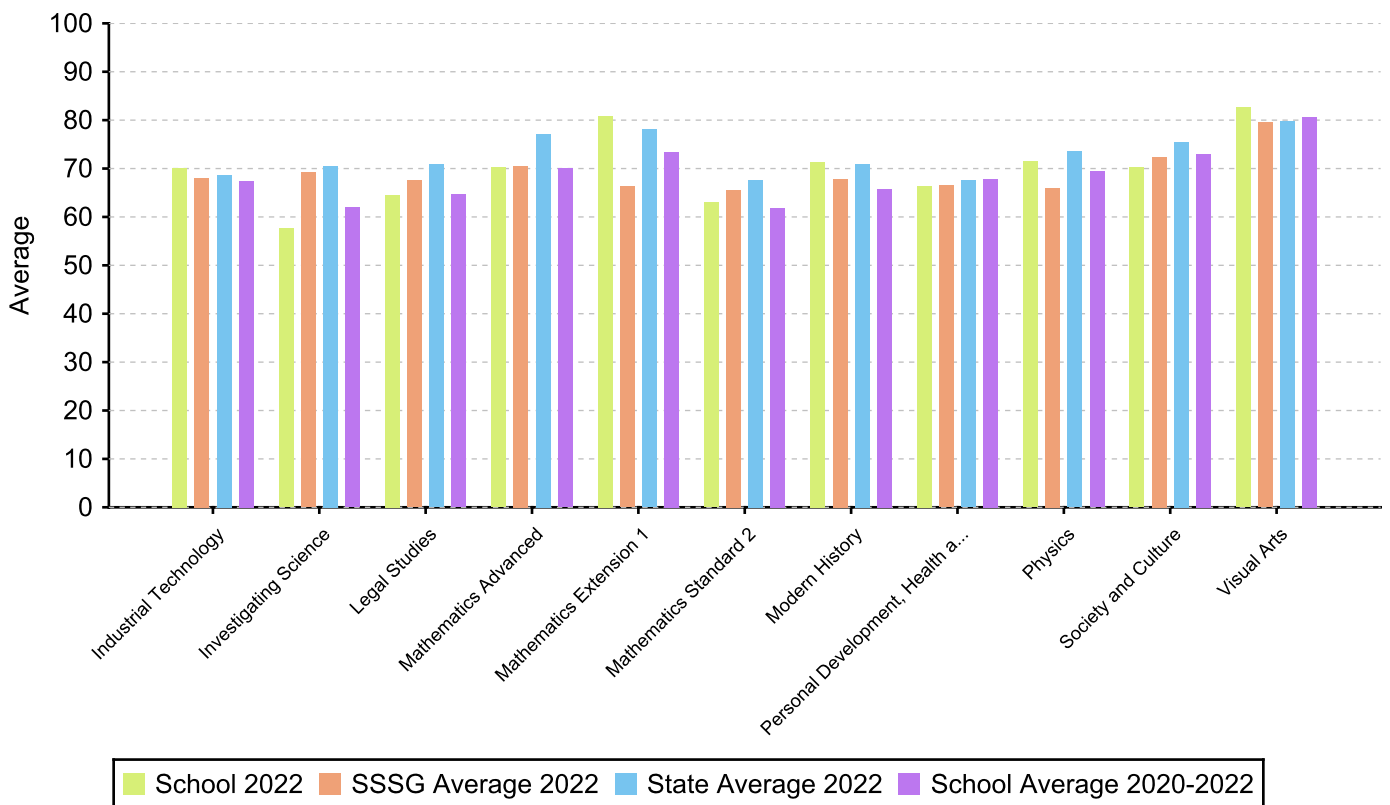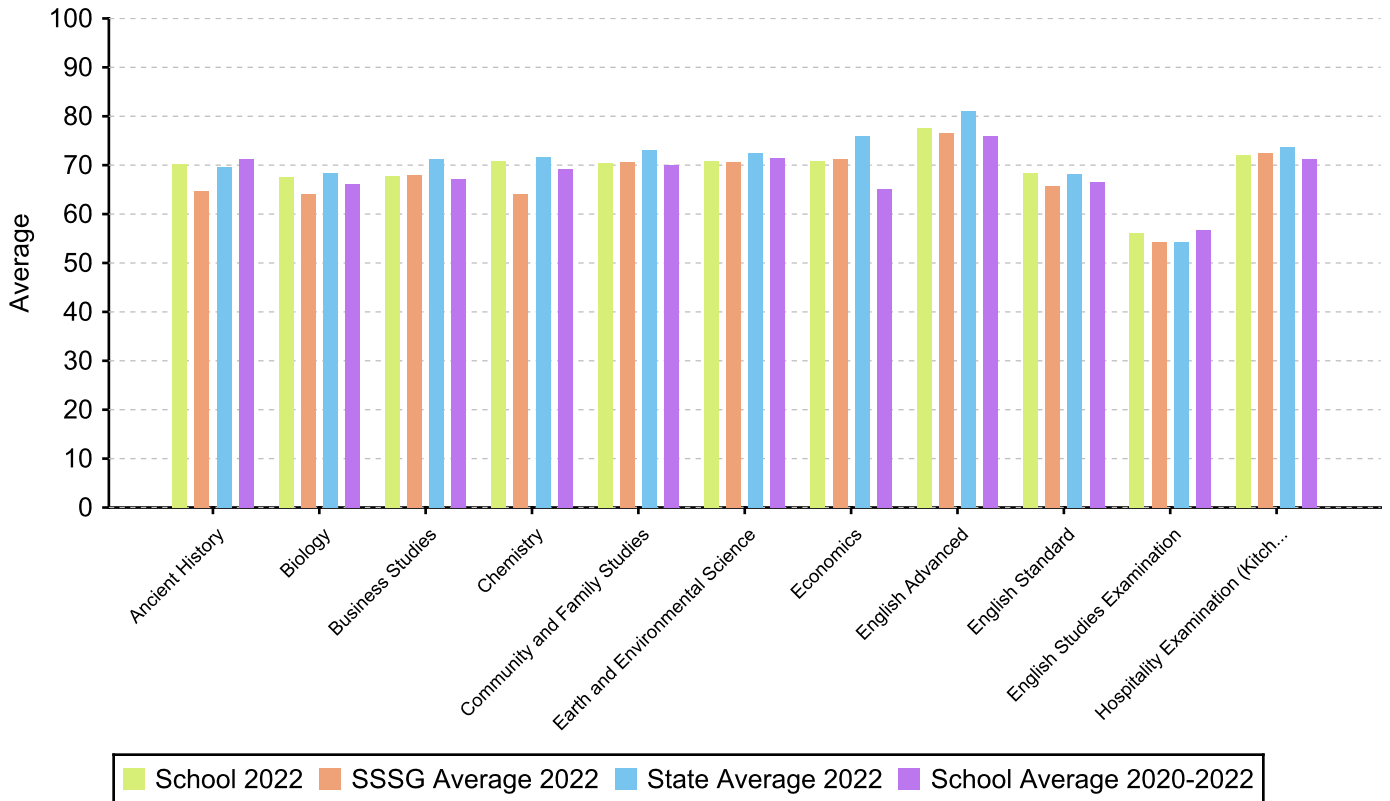
Subject	School 2022	SSSG	State	School Average 2020-2022
Ancient History	70.3	64.7	69.6	71.3
Biology	67.6	64.1	68.5	66.2
Business Studies	67.7	68.0	71.2	67.2
Chemistry	70.9	64.2	71.7	69.3
Community and Family Studies	70.5	70.7	73.2	70.1
Earth and Environmental Science	70.9	70.7	72.5	71.6
Economics	70.8	71.3	76.0	65.1
English Advanced	77.6	76.6	81.0	75.9
English Standard	68.3	65.7	68.1	66.6
English Studies Examination	56.1	54.2	54.3	56.7
Hospitality Examination (Kitchen Operations and Cookery)	72.0	72.5	73.7	71.2
Industrial Technology	70.1	68.1	68.6	67.4
Investigating Science	57.6	69.2	70.6	61.9
Legal Studies	64.5	67.5	70.8	64.6
Mathematics Advanced	70.2	70.6	77.1	70.0
Mathematics Extension 1	80.8	66.3	78.0	73.4
Mathematics Standard 2	63.0	65.6	67.6	61.8
Modern History	71.3	67.9	70.9	65.8
Personal Development, Health and Physical Education	66.4	66.5	67.5	67.8
Physics	71.5	66.0	73.5	69.4
Society and Culture	70.2	72.4	75.5	73.0
Visual Arts	82.6	79.5	79.8	80.7

Parent/caregiver, student, teacher satisfaction

In 2022 students completed the Tell Them From Me survey snap shot one. 745 students completed the survey. The results of the survey indicate areas where students perceive the school to be performing above state levels include, students with positive behaviours at school, positive learning climate and expectations for success. Student voice was also sought through interviews by Safeguarding Kids Together on the theme of wellbeing and through the strategic support of the Aboriginal Student HSC attainment team.

40.9% of staff at the school completed the NSW Government People Matter Survey. Strengths in 2022 were in the areas of 'My job gives me the opportunities to use a variety of skills', 'people in my workgroup can explain how their work impacts customers', 'I'm confortable notifying my manager of any risks at work' and 'personal background is not a barrier to participation in my organisation'.

72 Parents/Caregivers participated in the Partners in Learning Survey surveys in 2022. Of this number of parents, 6% identified as Aboriginal or Torres Strait Islander and 10% of these respondents children identified as Aboriginal or Torres Strait Islander. In most areas of the survey the school was seen by this group to fall below the norm for NSW Public Schools. Consultation with parents was also sought as part of the Strategic Support for Aboriginal HSC Attainment and for feedback around HIgh Potential and Gifted Education.

Armidale Secondary College has an active and engaged P&C who provide regular feedback on a variety of programs.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

In 2022, Armidale Secondary College began a program of School Strategic Support in HSC Attainment for Aboriginal Students. This support and initiatives codeveloped with Aboriginal Community and students from the school will be ongoing in 2023.

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.