

2023 Annual Report

Ambarvale High School



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Introduction

The Annual Report for 2023 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 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

Professional learning

Socio-economic background

Aboriginal background

Low level adjustment for disability

Summary of progress

Teaching staff employed a wide range of teaching and learning strategies, along with diverse and complementary ways to group and target specific learning needs and areas requiring improvement, to provide students with personalised and precise learning support. Targeted interventions were provided to Stage 6 students, including study skills and SQ3R (scan, question, read, recite review strategies), learning mentors and personalised learning plans. As a result, whilst our HSC attainment did not meet projected targets, all students with a major project completed their submissions and students reported that they felt highly supported in their learning.

In Literacy and Numeracy the school strategically utilised ILSP (Individual Learning Support Program) funding to create a team of literacy and numeracy tutors who were provided with ongoing professional learning and support to ensure their work with student groups had maximum impact. Further, Year 8 were provided with additional timetabled literacy lessons led and planned by a staff member specifically employed as a literacy coordinator. A range of high-engagement activities were implemented to ensure literacy and numeracy remained prominent within the school culture. As a result, internal data indicated strong student engagement with clear examples of individual growth and success.

Moving forward teaching staff will continue to embed precise and personalised learning strategies for students in stage 6. In 2024 the school will seek alternate strategies to improve reading and numeracy for stage 4 students, given that current internal and external data is below expectation.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
HSC Attainment A continued increase in the HSC course top 3 bands of 3% to achieve the lower bound target.	In 2023 Ambarvale High School had positive growth from 28.97% to 39.07%, but did not meet the lower bound target of 42.7%.
HSC Attainment A continued increase in the HSC course top 2 bands of 3.4% to achieve the lower bound target.	In 2023 Ambarvale High School had positive growth from 5.95% to 7.89%, but did not meet the lower bound target of 15.20%.
HSC Attainment	Aboriginal students performed at a level equivalent or greater than for more

<p>Results for aboriginal and EALD students are equivalent to, or greater than the progress and achievement of all students.</p>	<p>than half the courses studied in 2023. In particular, one student performed greater than the school cohort for all of their courses and achieved higher than the state average in 5 of their subjects.</p> <p>It is noted that the Aboriginal students who performed under the overall cohort in some courses, did not have a pattern of study that would allow them to achieve an ATAR and thus could provide reasoning for their performance against students who were moving towards tertiary studies.</p>
<p>The 2023 year 8 cohort will demonstrate an overall improvement in the percentage of correctly answered questions in their Numeracy Check In Assessment against 2022 performance.</p>	<p>In 2023 the year 8 cohort demonstrated a 2.44% positive growth in their Numeracy Check In Assessment scaled score against their 2022 Check In Assessment scaled score performance.</p>
<p>The 2023 year 8 cohort will demonstrate an overall improvement in the percentage of correctly answered questions in their Reading Check In Assessment against 2022 performance.</p>	<p>In 2023 the year 8 cohort demonstrated a 0.58% positive growth in their Reading Check In Assessment scaled score against their 2022 Check In Assessment scaled score performance.</p>

Purpose

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

Initiatives

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

- Creating Quality Learning Environments
- Ensuring Highly Effective Teaching Practices

Resources allocated to this strategic direction

Professional learning

Socio-economic background

Aboriginal background

Low level adjustment for disability

Summary of progress

Ambarvale High School has had a long term focus on the creation and maintenance of Quality Learning Environments. In 2023 we continued to employ the PB4L platform, including consistent and research-informed classroom and playground management systems. All teachers had the opportunity to engage with ongoing professional learning that underpinned and supported these strategies. As a result, poor behaviour choices that disrupt learning, and suspensions of students were reduced from 2022. To enhance the precision of teaching and learning across the school, internal contextual professional learning formed an integral part of the weekly activity across the school, with multiple opportunities available to staff. Senior leadership led a focus on data and evidence-informed decision-making, with opportunities for peer review. Collegial feedback was also a feature of improved teaching practice. As a result, teachers reported greater confidence in assessment design and implementation, and a stronger understanding of wide ranging strategies to inform learning in the classroom.

In 2024 Ambarvale High School will maintain and enhance the professional learning hub and in doing so will enhance teaching staff' exposure to research and learning about impactful pedagogy. Ambarvale High School will continue to embed our Quality Learning Environment expectations and continue to strengthen our care continuum and interventions.

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.	A survey of staff, supported by head teacher observation, indicated that 90% or more of classroom teachers had utilised positive behaviour strategies in their classroom to support learning, and in excess of 90% of teachers were consistently implementing the agreed Quality Learning Environment strategies designed and agreed upon by teaching staff.
At least 85% of teachers are consistently accessing regular internal PL opportunities to build their teaching practice repertoire	Attendance data indicated 92% of teachers consistently accessed one or more internal professional learning opportunities on a regular basis.
At least 85% of teachers are able to demonstrate to their supervisors consistent use of school and system	Reflecting on 2023 differentiation data submitted by classroom teachers, it is pleasing to report 90.4% of teaching staff are accessing and utilising differentiation strategies and resources in their classroom to support student

developed resources to support differentiation and individualised learning.

learning.

Strategic Direction 3: Building the Whole Learner

Purpose

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

Initiatives

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

- Improving Attendance Through Engagement
- Building Community Resilience

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

Ambarvale High School has continued a commitment to 'building the whole learner' through a strategic use of resources to support a broad and inclusive education. Ambarvale High School positions students for a successful, happy and fulfilling life as a productive member of the community. Throughout 2023 the school focused on increasing community engagement which has improved the sense of inclusion within the community and strengthened community connection to school. This was achieved through the ongoing work of the Pacific Island Community Liaison Officer who co-ordinated and participated in inclusive events with students across the region and beyond. These included; Polyfest performance day and 'Pacific Motivation' leadership workshops. This year a conscious effort was made to strengthen connections with partner primary schools. To this end, the school co-contributed to the following events, 'Rosemeadow Illuminate' evening, Rosemeadow community art exhibition (hosted by Ambarvale High School) and a combined high school and primary school musical showcase.

There has been a continued focus on improved student engagement to improve attendance levels. To this end, the school has continued to build the profile of Outdoor Education, with a number of walks and overnight activities held for different year groups. The school has worked to increase the number of extra curricular activities, clubs and opportunities for students which operate during break time, and before and after school. There has been significant growth in High Potential and Gifted programs and continued enhancement of student leadership programs.

In 2024 a portfolio to develop and enhance community connections will be developed utilising executive leadership. Further, the Department of education system-wide attendance strategy resources will be further utilised to ensure consistent and regular positive messaging to parents and the community.

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 has increased by 14.71% over the last 5 years.
A continued upward trend in Tell Them From Me data, towards achieving the upper bound target.	Positive wellbeing outcomes have decreased by 8.44 % indicating the school has not progressed towards the system negotiated target.

Funding sources	Impact achieved this year
<p>Integration funding support</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> <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 • consultation with external providers for the implementation of speech therapy, pet therapy, occupational therapy and additional psychological supports • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: The provision of personalised learning. The provision of adjustments and differentiation to support access to learning The provision of allied healthcare services within school.</p> <p>After evaluation, the next steps to support our students will be: Continued personalised interventions for students with disabilities in the mainstream classes of the Ambarvale High School</p>
<p>Socio-economic background</p> <p>\$1,300,000.00</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 Reading Rope to support student learning • employment of additional staff including wellbeing, teaching and learning, additional learning support, additional administrative staff to support the implementation of a range of programs tailored to the needs of students. • resourcing to increase equability of resources and services, including the provision of learning equipment, uniforms, food, access to extra-curricula opportunities and mandatory fieldwork and depth studies • employment of external providers to support students with additional learning needs, including art therapy and sporting opportunities <p>The allocation of this funding has resulted in the following impact: Teaching and Learning opportunities have been maximised, and supported in a manner that reflects student learning 'beyond the school gate' and as a whole of community commitment.</p> <p>After evaluation, the next steps to support our students will be: To carefully source and analyse the 'all of school life' data (system wide learning data, feedback from stakeholders and other evaluative information</p>

<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>collected across the year) from 2023 to inform the allocation of funding in 2024.</p>
<p>Aboriginal background</p> <p>\$174,013.04</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 • Creating Quality Learning Environments <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Strong HSC success for Aboriginal students Strong cultural connections for Aboriginal students Strong community links to support transition to work and further studies for Aboriginal students</p> <p>After evaluation, the next steps to support our students will be: Continued employment of specialist staff to support Aboriginal students to maximise their learning and school experiences Re-location of the Aboriginal Education Hub to a much larger and well-resourced space to better support the range of programs and initiatives in place.</p>
<p>English language proficiency</p> <p>\$105,141.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ambarvale High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Unfortunately, impact in this area was limited by the inability to secure staffing to deliver support to EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: Continue to seek staff to support EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$412,894.47</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 Reading/Numeracy Success • Creating Quality Learning Environments

<p>Low level adjustment for disability</p> <p>\$412,894.47</p>	<ul style="list-style-type: none"> • Ensuring Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: students have received in class support across the curriculum from a range of personnel within their classroom at any one time. Literacy and numeracy testing at point of enrolment and at other points of need. This data is then shared with classroom teachers. Assistance with NAPLAN and PAT testing</p> <p>After evaluation, the next steps to support our students will be: Continued strategic employment of SLSOs and in some instances additional Learning and Support teachers, to maximise student learning opportunities.</p>
<p>Professional learning</p> <p>\$84,610.38</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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • engaging a specialist teacher to unpack evidence-based approaches to effective teaching practice <p>The allocation of this funding has resulted in the following impact: Teaching staff have been supported to remain current in their practice. Teaching staff have access to a curated and contextual professional learning hub.</p> <p>After evaluation, the next steps to support our students will be: To address the challenge to maintain high levels of professional learning in a climate of teaching staff shortage. A focus on the explicit teaching of study skills and exam technique to support students to fully demonstrate the extent of their learning.</p>
<p>COVID ILSP</p> <p>\$376,532.17</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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 based on their reading and numeracy ability and potential growth and to continue to monitor progress of student groups

<p>COVID ILSP \$376,532.17</p>	<ul style="list-style-type: none"> • releasing executive staff to coordinate the program • employing school administrative support staff to support the administration of the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Internal data indicated student growth in literacy and numeracy Internal data indicated students felt supported and cared for in their learning. Pre-service teachers were immersed in authentic teaching and learning opportunities and significantly improved in their teaching capacity.</p> <p>After evaluation, the next steps to support our students will be: COVID ILSP funding does not continue into 2024, however small group tuition funding will takes its place. The school will utilise similar strategies and systems to identify and support individuals and small group requiring literacy and numeracy support. There will no longer be the capacity to fund a head teacher in this area, and instead tutors will be supervised as part of the Learning and Support team.</p>
<p>Student Support Officer \$99,516.00</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> <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • Establish referral pathways to appropriate local services through community partnerships. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. <p>The allocation of this funding has resulted in the following impact: Student wellbeing supports have been enhanced and a range of community programs have been accessed by students to support their overall wellbeing. Strong links with community providers have been made, and will continue into the future. The Student Support Officer's capacity to triage emergent wellbeing issues has positioned teaching staff to focus on teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: The Student Support Officer will continue in her role, building supports in the areas of student mentoring programs, case management programs for students with complex needs and enhanced liaison with parents whose child has been suspended to support a successful return to school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	395	433	452	427
Girls	374	409	400	367

Student attendance profile

School				
Year	2020	2021	2022	2023
7	90.6	87.6	82.3	85.9
8	88.4	79.9	79.0	81.4
9	88.6	79.5	73.6	79.0
10	86.1	81.7	70.8	77.3
11	86.6	73.4	72.4	69.8
12	88.9	82.5	79.8	84.7
All Years	88.3	81.2	76.2	79.4
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	3.94
Employment	0.7	13.51	14.86
TAFE entry	10.56	25.22	34.21
University Entry	0	0	32.9
Other	9.86	11.8	1.31
Unknown	2.82	13.51	13.32

Year 12 students undertaking vocational or trade training

28.13% of Year 12 students at Ambarvale High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

88.2% of all Year 12 students at Ambarvale High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	10
Classroom Teacher(s)	49
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
Teacher EAL/D	0.4
School Counsellor	1
School Administration and Support Staff	19.96
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,157,633.45
Revenue	13,930,315.38
Appropriation	13,732,919.21
Sale of Goods and Services	43,188.07
Grants and contributions	136,004.39
Investment income	15,795.54
Other revenue	2,408.17
Expenses	-12,723,832.50
Employee related	-11,299,739.46
Operating expenses	-1,424,093.04
Surplus / deficit for the year	1,206,482.88
Closing Balance	2,364,116.33

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.

	2023 SBAR Adjustments (\$)
Targeted Total	246,212
Equity Total	1,992,049
Equity - Aboriginal	174,013
Equity - Socio-economic	1,300,000
Equity - Language	105,141
Equity - Disability	412,894
Base Total	10,159,507
Base - Per Capita	234,895
Base - Location	0
Base - Other	9,924,612
Other Total	657,470
Grand Total	13,055,238

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

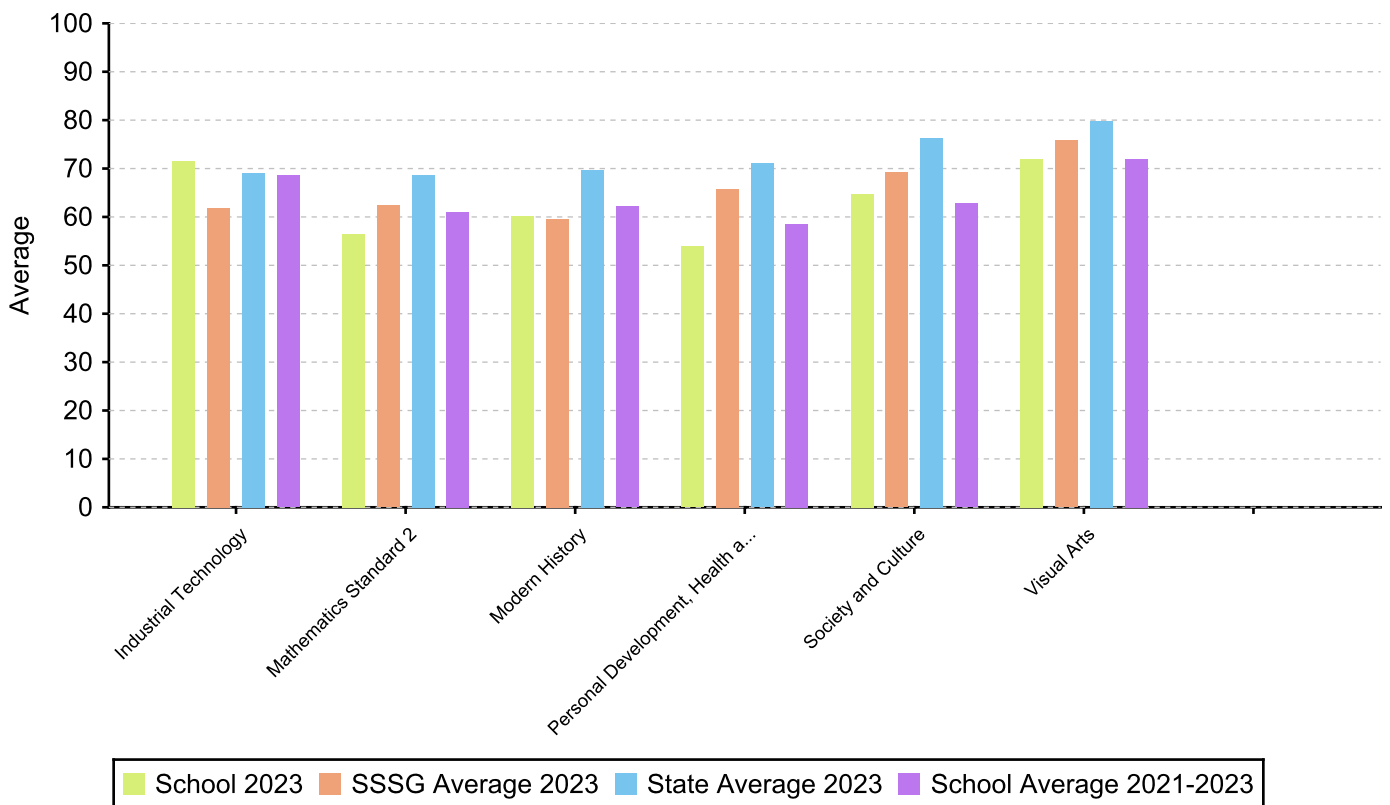
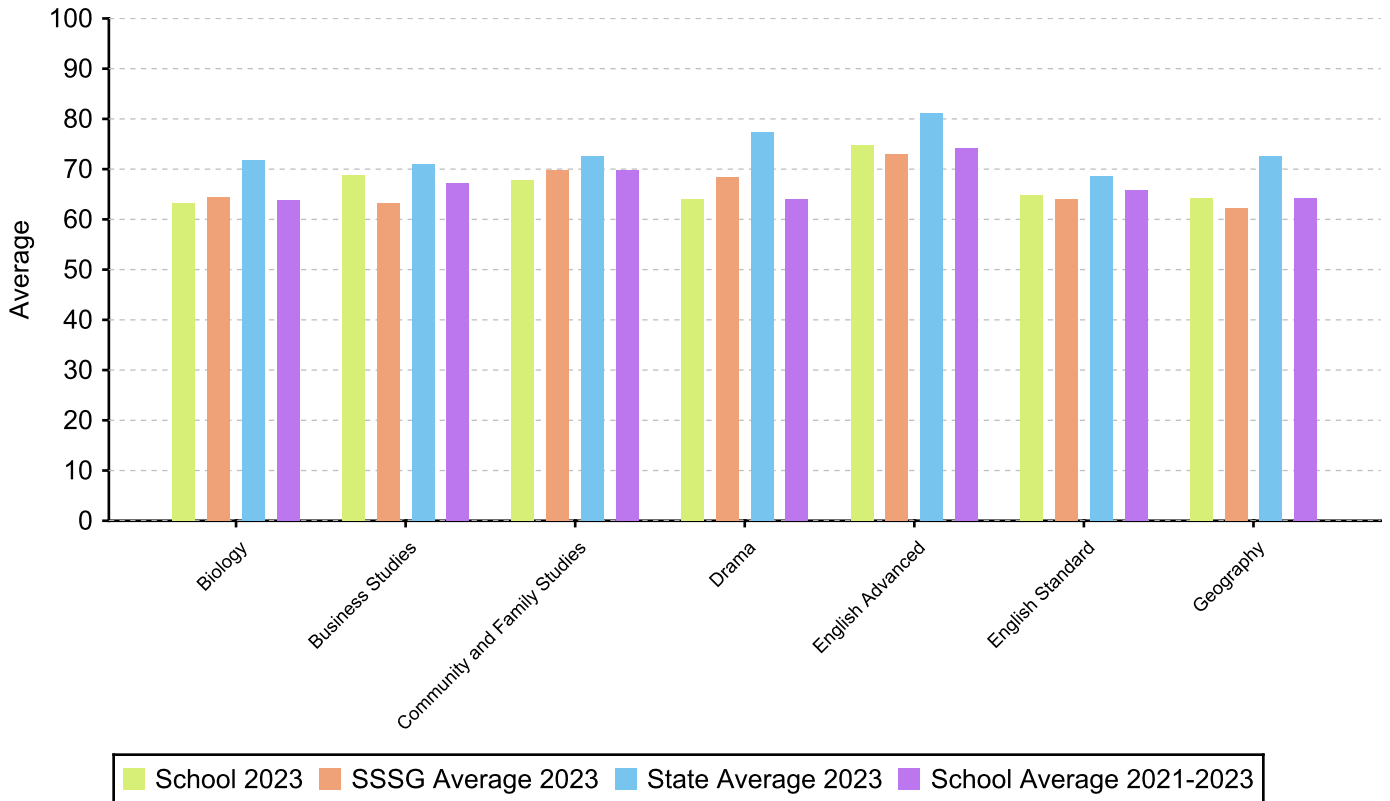
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Biology	63.3	64.3	71.8	63.8
Business Studies	68.8	63.2	70.9	67.3
Community and Family Studies	67.8	69.8	72.7	69.9
Drama	64.1	68.4	77.3	64.1
English Advanced	74.7	73.0	81.2	74.2
English Standard	64.8	64.1	68.5	65.8
Geography	64.3	62.3	72.5	64.3
Industrial Technology	71.6	61.9	69.1	68.5
Mathematics Standard 2	56.5	62.4	68.7	61.0
Modern History	60.2	59.6	69.6	62.2
Personal Development, Health and Physical Education	53.9	65.7	71.0	58.6
Society and Culture	64.7	69.2	76.3	62.8
Visual Arts	72.0	75.8	79.8	72.0

Parent/caregiver, student, teacher satisfaction

During 2023, Ambarvale High School self-assessed Management Practices and Processes as excelling. We are responsive to the needs of our community and adapt our practices accordingly. We survey our community regularly to access rich feedback on practice. We have developed a bespoke enrolment interview form which captures the necessary information from our new families to best support their children when they begin enrolment with us. Importantly, we make a courtesy call to the parents or carers of newly enrolled students approximately one month into enrolment to seek feedback regarding how their child/ren are settling into our school.

We survey our year 7 parents at the Meet and Greet meeting, which occurs at the end of term 1. From this survey, we were able to see that 92.9% of parents reported being happy or very happy with the high school experience for their child. and 89.9% of parents had formed the opinion that teacher quality was either high or very high.

Feedback from our community has indicated a preference for quick communication via text or on Facebook rather than the School's website. We have responded accordingly. Similarly, a survey of parents provided information to suggest that despite the environmental benefits of an online newsletter, busy family life meant accessing the online platform was rare. In response, we have returned to posting home a 'hard copy' paper version of the school newsletter, the Ambargram, for both deliberate, but also incidental, perusal 'at the kitchen bench'. Again, in response to feedback, the school has worked to create a newsletter that focuses on student achievement and where the visuals 'tell the story' as the community have indicated a strong preference for this format.

Role descriptions are available for the vast majority of the formal roles within the school, including those of the Senior Executive. Parents, students (and staff) have reported that this increases the efficacy of communication and provides clarity regarding areas of responsibility and action. Moving forward, we will continue to seek ways to share the school site as a Community of Schools resource to elevate the role of education within the greater community.

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.