

2023 Annual Report

Armidale Secondary College



ARMIDALE SECONDARY COLLEGE

8915

Introduction

The Annual Report for 2023 is provided to the community of Armidale Secondary College as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Our future, our learning.

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

School context

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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
Aboriginal background
English language proficiency
Low level adjustment for disability
Beginning teacher support
Professional learning

Summary of progress

In 2023 ASC engaged in the Aboriginal Students HSC Attainment program. A team of school executive, led by the principal, was supported by the wrap around support from non-school based staff. The team identified building staff knowledge and efficacy in incorporating aboriginal perspectives and pedagogies, and the empowerment of student and community voices, as being core to building better outcomes for ASC students.

Staff knowledge was built through targeted professional learning. The teaching staff were taken "On Country" and exposed to local cultural knowledge on the SDD. Time was spent gathering staff views and mile-stoning where were to begin. We then targeted a group of volunteer staff, supported by their faculty Head Teacher, to complete the "Aboriginal Pedagogies" training, delivered by Michelle Clare from the SSS team. These teachers became resident "experts" and were asked to start auditing and adjusting teaching programs to reflect the eight ways of learning. The training was then delivered to the whole school staff (teaching and SLSOs) on day 1 2024. These steps were the beginning of a process to embed Aboriginal perspectives and pedagogies across the school, a process that needs to continue to strengthen.

Student voice was sought through establishing strong student/staff relationships through a mentoring program. This was piloted with all Year 11 First Nations students. The mentoring staff were supported with PL around the PLP process and the staff and students gathered regularly, at least twice per term, to share their progress. The staff reported strong connections and the opportunity to facilitate problem solving and assistance for their mentees on a needs basis. The students reported feeling supported and greater confidence in their ability to complete their senior studies. Community voice was gathered through an open forum meeting held away from the school site to encourage participation. While the initial gathering was small the response was very positive and those present encouraged us to continue to hold these meetings.

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 Top 3 Bands The percentage of HSC students achieving in the top three bands is above the lower bound target of 59% (Baseline 51.7%).	45.01% of students attained results in the top three bands demonstrating progress towards the lower bound target
HSC Top 2 Bands	18.16% of students attained results in the top three bands demonstrating

<p>The percentage of HSC students achieving in the top two bands is above the lower bound target of 30.2% (Baseline 24.2%).</p>	<p>progress towards the lower bound target</p>
<p>Reading Growth</p> <p>The number of students achieving growth on internal Reading data improves from the previous year.</p>	<p>Internal Reading data showed that XX% of students achieving growth in Reading in 2023 increased from 2022, indicating this progress measure was achieved.</p>
<p>Numeracy Growth</p> <p>The number of students achieving growth on internal Numeracy data improves from the previous year.</p>	<p>Internal Numeracy data showed that the percentage of students achieving growth in Numeracy in 2023 increased from 2022, indicating this progress measure was achieved.</p>
<p>Aboriginal HSC Attainment</p> <p>The proportion of Aboriginal students achieving the HSC whilst maintaining their cultural identity is increased to the network target of 51% or more.</p>	<p>The percentage of Aboriginal students attaining HSC whilst maintaining their cultural identity increased from 2022 to 22%.</p>

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

**Professional learning
Integration funding support
Socio-economic background
Low level adjustment for disability**

Summary of progress

In 2023 Armidale Secondary College (ASC) has implemented high support initiatives by empowering teachers to access targeted professional learning around differentiation of teaching, learning and assessment. This includes differentiation for EAL/D students and guided professional learning with specialist practitioners, in areas including assessment tasks, cultural communication, and reporting. Targeted support has led to the development of the skills of EALD students, which has increased their capacity to access the curriculum. To address the theme of High Expectations the school has engaged in significant professional learning to identify and expand on strategies to promote and celebrate high expectations of students and teachers in learning, teaching, communication and celebrations. We have also engaged in significant work and drawn on School Strategic Support in HSA Aboriginal Attainment to develop staff in Aboriginal Pedagogies and Culture.

This professional learning increased application of the differentiation of class and assessment tasks and has led to the developing confidence of students and an improvement in educational outcomes.

Accessing professional learning has increased staff morale, confidence, knowledge and understanding of the need for and purpose of differentiation and high expectations, in a range of educational and wellbeing contexts leading to the ownership of specific strategies that contribute to the development of school culture.

The enablers have been shifting pedagogical practices. Barriers have included resistance of some staff to embrace change, and incorporate this into their teaching practice. The increased rate of EALD students at ASC and the intermittent access to professional learning due to staff shortages. High staff turnover is also a barrier to the maintenance of the skills within faculties and on a school wide basis.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Differentiation</p> <p>In 2023 the school will be working towards being self assessed as working towards Sustaining and Growing in the theme of Differentiation against the Schools Excellence Framework.</p>	<p>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. As a result, the school has self assessed at Sustaining and Growing in the Differentiation theme in the Curriculum element of the School's Excellence Framework Version 2.</p>
<p>High Expectations</p>	<p>In the theme of Learning Culture the school is sustaining and growing. We are working towards achieving greater levels of high skill/high challenge</p>

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

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

across all levels of learning. There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

The leadership team is establishing and building a professional learning community which is focused on continuous improvement of teaching and learning. With a focus on Quality Teaching Rounds, Curiosity and Powerful Learning, What Works Best and Aboriginal pedagogies. Tell Them From Me Survey Data indicates that 42% of Aboriginal Students either agree or strongly agree that "My teachers have a good understanding of my culture". indicating an increase in this measure.

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

Resources allocated to this strategic direction

Location

Student Support Officer

Professional learning

Summary of progress

2023 has seen a strong focus on improving wellbeing within our school community and a focus on ASC Positive Behaviour for Learning as a universal support for improved behaviour and wellbeing. We have co-designed and implemented common signage and language that reflect ASC PBL values, streamlined Sentral positive incidents to allow teachers to more readily award 'wings' to students, provided professional learning and information to staff in using Sentral to reward students and surveyed staff through the SET to determine a 'snapshot' of school behaviour before co-design was initiated.

Activities to support the implementation of ASC PBL have included; staff and student co design of a behaviour matrix and posters, school wide collaborative and communication meetings to disseminate information, PBL time routinely dedication in Staff Development Days, documentation created to disseminated on using Sentral, regular data analysis using Sentral (positive and negative behaviours), action team and sub teams regularly working together to create tangible recommendations and improvement measures, working with DET school support services (PBL).

There has been a significant increase in positive rewards, regular data analysis through PBL team to track students, signage put up around school, positive language scripts created and being used in classroom and playground interactions.

Teachers have increased their use of Sentral to provide recognition of positive behaviour in students. There has been an increase in positive communications home, streamlining Sentral has reduced time that teachers use on Sentral rewarding students. The school is using PBL language more regularly with more engagement in the PBL action teams and Staff Development Days.

Enabling the process of improving theme wellbeing has been PBL teams, the co-design process, Staff Development Days and Professional Learning time. Strategic funding to engage external agencies (signage, DET school support services) and to support the professional learning of the PBL leadership team has also assisted the improvement of wellbeing within the school.

Further work needs to be undertaking to increase staff buy in to using the stream-lined Sentral processes to reward positive behaviours in 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
Wellbeing Proportion of students reporting a positive sense of wellbeing	The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

<p>(Expectations for Success, Advocacy, and Sense of Belonging at School) to be at or above 70%.</p>	<p>Students reporting positive wellbeing outcomes through the Tell Them From Me Survey results has slightly decreased indicating the school has still making progress towards the system negotiated target. However, following the reinvigoration of the ASC Positive Behaviour For Learning focus the school has seen a significant shift in internal well being data with a XX% decrease in negative incidents reported in semester 2 and a XX% increase in positive incidents recorded in Semester 2.</p> <p>The positive recognition of student behaviour through ASC wings has increased across the school indicating an extremely positive change in behaviours that support a sense of belonging and wellbeing for students and staff.</p>
<p>Attendance</p> <p>The percentage of students attending more than 90% of the time increases to towards the first negotiated target of 66.7% (Baseline 65.5%)</p>	<p>The number of students attending school 90% of the time or more has increased since 2022. The school and community are working towards our negotiated targets.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$226,117.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Armidale Secondary College in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Support Initiatives <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing School Learning Support Officers. • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>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. regular reviews of student IEPs, ongoing support to improve literacy and numeracy learning and to build study skills for students with additional needs. The development of an alternate learning centre staffed with HT, Teaching staff and SLSO's for students unable to self-regulate to a level to be able to engage with mainstream learning.</p> <p>After evaluation, the next steps to support our students will be: School staff will continue to consult with Delivery Support Staff (Team around a School) to refine the alternate learning centre for students unable to self-regulate to a level to be able to engage with mainstream learning. The ongoing and regular reviews of student IEPs, ongoing support to improve literacy and numeracy learning (STAR Reading data will help inform) and to build study skills for students with additional needs.</p>
<p>Socio-economic background</p> <p>\$432,335.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Armidale Secondary College who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Learning • Assessment and Reporting Initiatives • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through targeted Literacy program and guided numeracy support to support student learning • employment of additional staff to support the literacy and numeracy program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • The School Barista Program to increase job readiness skills for students at risk of disengaging from school before post compulsory school age. <p>The allocation of this funding has resulted in the following impact: 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</p>

<p>Socio-economic background</p> <p>\$432,335.63</p>	<p>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.</p> <p>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.</p> <p>After evaluation, the next steps to support our students will be: 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. Staff will continue the data analysis and create informed high impact assessment tasks to further direct explicit learning.</p>
<p>Aboriginal background</p> <p>\$283,186.24</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Armidale Secondary College. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Learning • HSC Attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: In 2023, Armidale Secondary College (ASC) engaged in three key programs to improve explicit teaching and HSC Attainment. These programs were; guided support in numeracy, improving literacy and Strategic Support for HSC Attainment. With a focus on professional learning to build staff capacity in additive thinking strategies, evidence based literacy strategies and culturally enriched learning incorporating local Aboriginal knowledge, we have supported teachers to be more confident in using explicit teaching strategies within their classroom and KLA context. Staff have an improved capacity to provide high quality learning experiences for all students.</p> <p>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 Aboriginal 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. Programs such as BroSpeak will be initiated after staff have undertaken training in the Program. This will strengthen mentorship of Aboriginal boys in the school through the involvement of local Elders.</p>
<p>English language proficiency</p> <p>\$720,996.16</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Armidale Secondary College.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$720,996.16</p>	<p>including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional teaching staff for parallel EAL/D classes and intensive language proficiency classes. • Staff support to allow students to meet the requirements of HSC Minimum Standards. • Building staff capacity in STARTTS. <p>The allocation of this funding has resulted in the following impact: ELP funds were used to employ EAL/D specialist staff to support the language learning needs at the school. Human resources were effectively used to staff parallel EAL/D classes, run intensive language proficiency (ILP) classes, and to support students from Year 10 to engage with HSC Minimum Standards tests. Students in EAL/D parallel and ILP classes have demonstrated growth in the areas of literacy and language development. As a result, several students will not need this level of intervention in 2024. We have had a high number of EAL/D students pass the HSC Minimum Standards tests.</p> <p>Professional learning time was provided to EAL/D specialist staff to work in collaboration with the EAL/D Education Leader and undertake training by STARTTS. This has built staff capacity to plan for and teach EAL/D learners and support the arrival and transition of students from a refugee background.</p> <p>After evaluation, the next steps to support our students will be: In 2024, we intend to continue the use of ELP funds to employ EAL/D specialist staff and continue to engage in context-specific professional learning.</p>
<p>Location</p> <p>\$6,762.15</p>	<p>The location funding allocation is provided to Armidale Secondary College to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Direction in Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate technology resources to increase student engagement and achievement. <p>The allocation of this funding has resulted in the following impact: Support of stage 6 students to access specialist curriculum support.</p> <p>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.</p>
<p>Professional learning</p> <p>\$142,934.58</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Armidale Secondary College.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • HSC Attainment • High Support Initiatives • Student self regulation and governance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • supporting 26 staff to attend professional learning in HSC Strategy

<p>Professional learning</p> <p>\$142,934.58</p>	<p>24 staff completed the Mini Certificate in Gifted Education through GERRIC Quality Teaching Rounds and Quality Assessment training for Head Teachers</p> <p>Berry Street Trauma Informed Practice for Learning and Support Team Members.</p> <p>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.</p> <p>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. Further refinement of professional learning applications will capture data on how learning will improve teacher practice and be shared with colleagues to build a strong culture of teaching and learning in the school.</p>
<p>COVID ILSP</p> <p>\$258,625.51</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> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • employment of teachers/educators to support senior students to meet curriculum requirements of school and TAFE pathways. <p>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.</p> <p>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.</p>
<p>Refugee Student Support</p> <p>\$60,915.63</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p>

<p>Refugee Student Support</p> <p>\$60,915.63</p>	<ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Refugee student support funds were used to employ a bilingual school learning support officer (SLSO). The SLSO was strategically timetabled to provide in-class and whole-school language support. This included things such as being timetabled in parallel EAL/D classes where the SLSO could offer in-language support, interpreting services across the school, and the introduction of 'language hour' in the school office for the last hour day. Having the bilingual SLSO in classes increased student access to the curriculum and the introduction of language hour enabled parents to confidently engage with the school and increased the level of home-school communication.</p> <p>After evaluation, the next steps to support our students will be: The continued employment of a bilingual SLSO.</p>
<p>Low level adjustment for disability</p> <p>\$585,564.19</p>	<p>Low level adjustment for disability equity loading provides support for students at Armidale Secondary College in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Learning • Assessment and Reporting Initiatives • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>support for students in accessing Life Skills curriculums, meeting goals of 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</p> <p>The allocation of this funding has resulted in the following impact: 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.</p> <p>The school has employed 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. 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 Barista Program testifies how the SLSOs provide the students with the work skills and work ethic to attain casual and fulltime employment.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide additional support for teachers to differentiate lessons and teach their students at their 'point of need'. SLSOs will support these adjustments that the teachers made for students who required academic and emotional assistance.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Armidale Secondary College</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Student Support Officer</p> <p>\$99,516.00</p>	<ul style="list-style-type: none"> • Student Direction in Learning <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. <p>The allocation of this funding has resulted in the following impact: These funds were used to employ a full-time Student Support Officer (SSO). The role of the SSO is to enhance the wellbeing and learning outcomes of students, this is done through the implementation of individual, small group and whole-of-school wellbeing initiatives. These initiatives include but are not limited to, strengths-based programs such as Managing the Bull, RAGE and Love Bites. These initiatives have had positive impacts on student learning and promoted positive relationships, coping skills and resilience among students.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ the SSO and use their expertise to further enhance small group and whole of year group programs and proactive wellbeing initiatives.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	597	574	538	545
Girls	552	567	585	563

Student attendance profile

School				
Year	2020	2021	2022	2023
7	92.8	88.5	85.8	84.8
8	89.1	84.0	81.7	81.7
9	91.1	82.3	80.7	77.0
10	90.1	81.3	75.9	75.0
11	86.0	82.9	84.0	79.1
12	88.8	79.2	87.4	88.5
All Years	89.6	83.3	82.2	80.6
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	2	9
Employment	2	5	17
TAFE entry	5	5	13
University Entry	0	0	56
Other	0	2	0
Unknown	3	9	5

Enrolment in University courses continues to be the predominant post-school pathway followed by Armidale Secondary College students. At Armidale Secondary College 49 students were offered places at UNE, 5 at University of Sydney, 1 at University of Technology Sydney, 73 at Newcastle University, 20 at Southern Cross University, 8 at Macquarie University, 7 at Charles Sturt University, 2 at UNSW, 4 at University of Wollongong, 7 at University of Canberra, 1 at Griffith University, 1 at Australian Catholic University, 1 at Western Sydney University, 1 at SIBT, 1 at SAE Sydney and 1 at ACPE Sydney.

A survey of post school options administered to Year 12 in Term 3 2023 showed the following: 17 students intended to study at TAFE, 36 students indicated their intention to take a gap year and 23 students have secured or seeking full-time employment including apprenticeships.

Year 12 students undertaking vocational or trade training

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 2023, 11% of Year 12 students were enrolled in one or more VET frameworks. In addition, 6 students were undertaking a TVET course, and 2 students completed a school-based traineeship or apprenticeship.

Year 12 students attaining HSC or equivalent vocational educational qualification

A number of students undertaking VET completed more than one framework. 9 VET qualifications were achieved at HSC level in 2023, and 14 Statements of Attainment towards qualifications.

Year 12 students undertaking vocational or trade training

19.88% of Year 12 students at Armidale Secondary College undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

70.8% of all Year 12 students at Armidale Secondary College 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)	15
Classroom Teacher(s)	55
Learning and Support Teacher(s)	3.2
Teacher Librarian	1
Teacher EAL/D	6
School Counsellor	1.6
School Administration and Support Staff	24.17
Other Positions	7

*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	2,597,626.04
Revenue	19,021,865.59
Appropriation	18,597,516.86
Sale of Goods and Services	30,879.94
Grants and contributions	322,504.09
Investment income	32,582.36
Other revenue	38,382.34
Expenses	-18,649,758.18
Employee related	-16,232,272.95
Operating expenses	-2,417,485.23
Surplus / deficit for the year	372,107.41
Closing Balance	2,969,733.45

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	410,533
Equity Total	2,022,082
Equity - Aboriginal	283,186
Equity - Socio-economic	432,336
Equity - Language	720,996
Equity - Disability	585,564
Base Total	11,845,559
Base - Per Capita	297,644
Base - Location	6,762
Base - Other	11,541,153
Other Total	2,339,390
Grand Total	16,617,564

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.

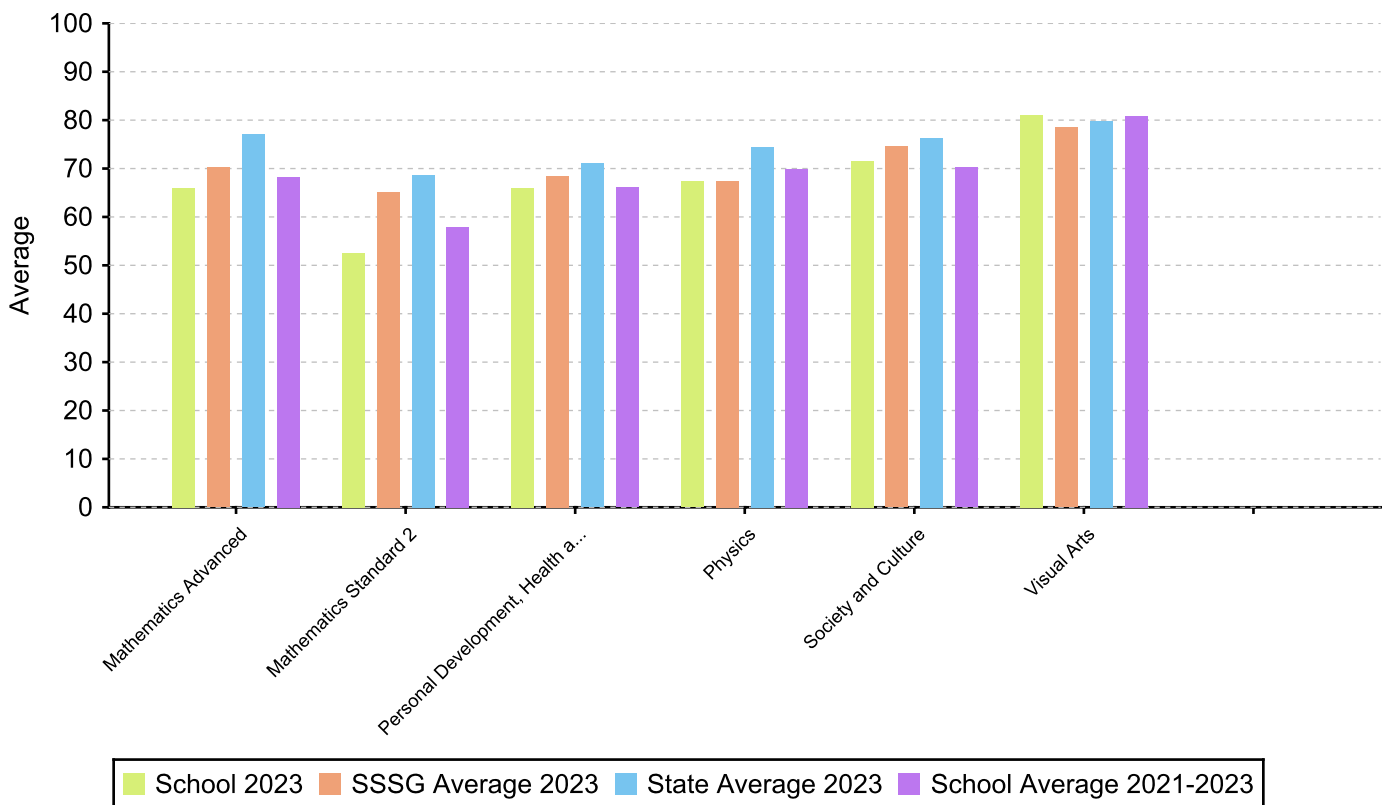
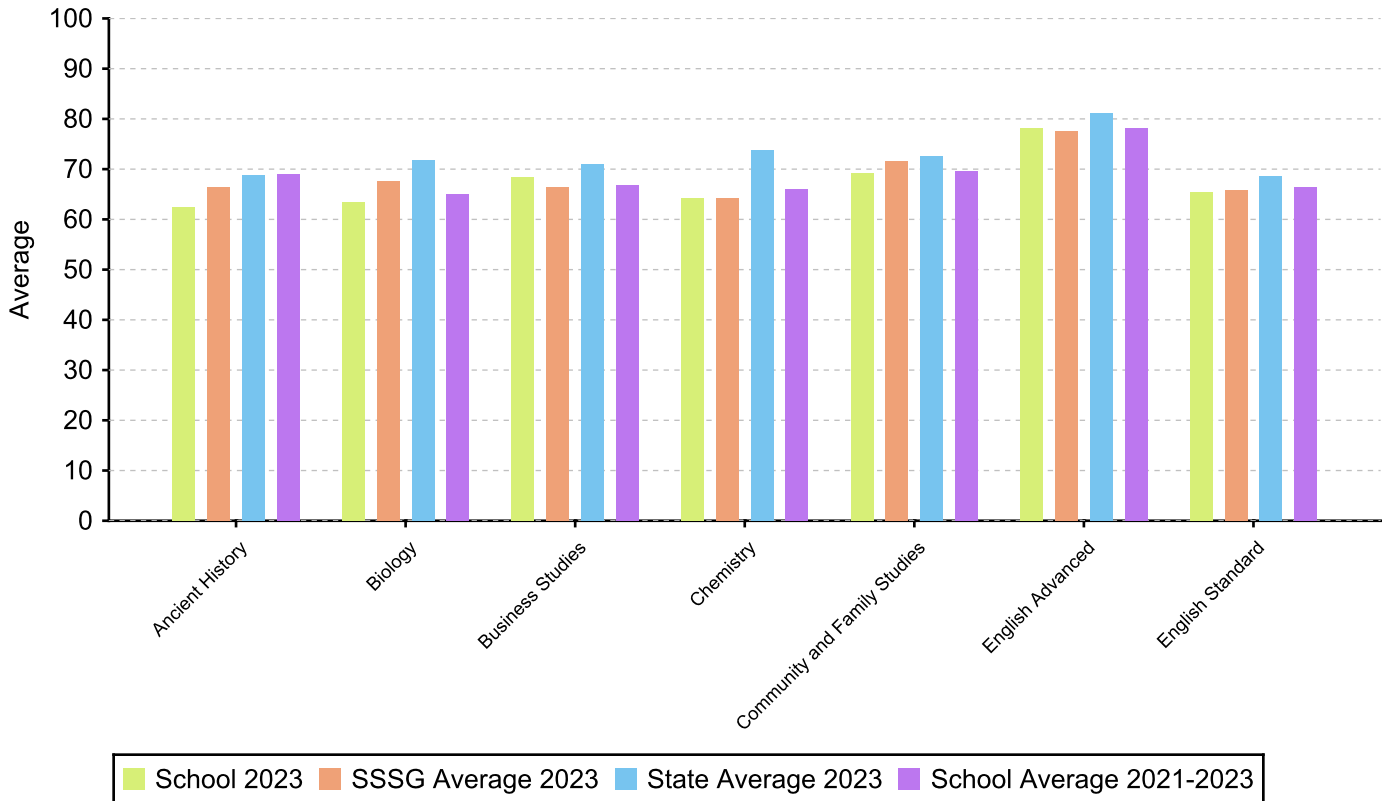
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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
Ancient History	62.4	66.3	68.7	69.0
Biology	63.4	67.5	71.8	65.0
Business Studies	68.3	66.4	70.9	66.8
Chemistry	64.2	64.2	73.7	66.0
Community and Family Studies	69.1	71.5	72.7	69.6
English Advanced	78.1	77.6	81.2	78.0
English Standard	65.3	65.9	68.5	66.4
Mathematics Advanced	66.0	70.2	77.0	68.2
Mathematics Standard 2	52.6	65.1	68.7	57.9
Personal Development, Health and Physical Education	66.0	68.5	71.0	66.1
Physics	67.3	67.4	74.4	69.9
Society and Culture	71.6	74.6	76.3	70.2
Visual Arts	81.1	78.5	79.8	80.8

Parent/caregiver, student, teacher satisfaction

In 2023 students completed the Tell Them From Me survey snap shot one. 546 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.

Staff at Armidale Secondary College are able to vet ideas and solutions to issues raised through a co-design team as part of a co-design process. This team has representation across all levels of the school who work with the senior executive team to synthesise feedback from all staff and work towards solutions around three main areas which are; systems and processes, students behaviour and staff morale.

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.

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.