2009 Annual School Report
Ambarvale High School

NSW Public Schools – Leading the way
Our school at a glance

Students

In February 2009 we began our year with significantly lower student numbers than previously; 904 students, 659 of which were in Years 7-10, 181 in Years 11 and 12 and 64 in the support unit. The reduction in student numbers was a combination of a smaller cohort in Year 7, coupled with a significant number of relocations in public housing due to the upgrade of facilities in Rosemeadow by Housing New South Wales (NSW) that began in 2009.

The number of students from language backgrounds other than English remained stable at approximately 25% of students. Students who identified as Aboriginal and Torres Strait Islander (ATSI) represented over 5% of the student population.

Staff

In 2009 our school had a teaching staff of 69. These teachers and executive were divided between ten major faculty areas, including our specialist support unit.

Specialist positions included a librarian, careers adviser, counsellor, two support teachers for learning assistance in the mainstream, a head teacher administration and a 0.5 head teacher mentor.

During 2009 we began plans to amalgamate the industrial arts and applied technology faculties by 2011. This has become necessary because our school has become smaller and we are entitled to a smaller number of head teachers. Combined industrial arts and applied technology faculties are very common across the state and go under the title of the design and technology faculty.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The year 2009 proved a very successful year in terms of programs and initiatives that developed and flourished. Outlined in this document are details around the success of our Trust, Respect, Responsibility, Excellence, Co-operation (TRREC)/school values and school rules programs, a suite of proactive welfare initiatives including a strengthening of the Ambarvale Ambassadors program, many successful Indigenous education initiatives, a range of cultural opportunities, many impressive sporting achievements and notable academic successes.

Student achievement in 2009

Our National Assessment Program Literacy and Numeracy (NAPLAN) results in Year 9 were very strong, with most skill areas achieving results in the top three bands that exceeded our school’s previous results.

Year 7 NAPLAN results are primarily used as a diagnostic tool to plan learning and growth during Stage 4, and to a lesser degree Stage 5.

Our School Certificate (SC) results were also strong in a number of skill areas, especially in mathematics in which results in the top three bands exceeded not only our past years’ results, but also those of the local school group.

We were also very proud of our Higher School Certificate (HSC) cohort who produced very strong results. Unfortunately they are not all tabled in graph form within this report, as graphs are generated for subject cohorts of 10 or more students. Our smaller subjects to achieve outstanding results included extension 2 English, chemistry, visual arts, design and technology and music.

Messages

Principal’s message

Ambarvale High School (AHS) is a dynamic local high school with a focus on quality teaching and learning, and student achievement. Our school is part of our local Community of Schools, and we enjoy positive partnerships with Appin, Rosemeadow, St Helens Park and Woodland Road Public Schools. In 2009 we strengthened our focus on strategically and systematically meeting our targets; to great success. The year 2009 also saw an increased emphasis on the professional learning of head teachers to build leadership capacity within the school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ms L Barnott-Clement

Parent workshops

In place of a traditional fundraising Parents and Citizens Association (P&C), AHS has a system of termly parent workshops. These workshops are opportunities for parents to gather information and/or ask questions about topical subjects affecting their child. Workshops in 2009 included Board of Studies (BOS) information evening for parents, Laptops for Learning and Raising the School Leaving Age: Implications for Families.
**Student representative’s message**

In 2009 the Student Representative Council (SRC) contributed to an array of events, charities and networks with the school. They improved their skills in leadership and communication. They were involved in various fundraising activities and charity events. Each of these involved decision making, teamwork and effective communication. They planned these events within the school and community environments. A planning day was held at the start of 2009 and this proved to be a success as it helped evenly spread activities and events across the year. In Term 4 they revised the constitution and worked hard to develop more approachable goals and outcomes.

Events that took place in 2009 included:
- Valentines Day (raised money for school SRC)
- Christmas/Easter gifts/raffle (raised money for school SRC)

They participated and organised Genes for Jeans Day, Pink Ribbon Day, the Butterfly Badge appeal and Red Nose Day. Clean Up Day was organised by students as was a mufti day to raise money for the Victorian bushfires.

One student in Year 9 managed to gain representation in the regional and state SRC parties. This student also gained a position on the Youth Advisory Council which was selected across NSW.

Several students participated in the Zone Inter-District SRC meetings at local schools and all students attended school meetings once a term.

The SRC worked hard throughout the year and are a very dedicated and active group of students within the school body.

**Mrs E Burcher**

**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>463</td>
<td>503</td>
<td>506</td>
<td>486</td>
<td>445</td>
</tr>
<tr>
<td>Female</td>
<td>429</td>
<td>429</td>
<td>440</td>
<td>426</td>
<td>409</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

**Background**

Improving attendance continues to be a focus at AHS. The school, at 87% attendance, remains below the state and regional average.

A number of factors impact on our attendance statistics including a transient component of the community, complex blended families and the associated challenges, and the role of many students part-time income in the overall family finances.

To support positive attendance we have a rigorous and formalised system of:
- Inspecting school attendance records
- Meeting with the District Home School Liaison Officer (HSLO)
Findings and conclusions

Our persistence in working with our students and their parents to improve attendance is in many cases successful. Our students move up past the 85% attendance that is acceptable to the Department of Education and Training (DET) and stay as good attenders.

Some however do not. These students are referred to the HSLO and in several cases have required further referral for consideration in the courts.

Future directions

The year 2010 will see an attempt to accelerate our systems, so that the HSLO can be involved at an earlier point in the year.

This will mean we have a less lengthy process before the more serious consequences for non-attendance are in play.

The method for this acceleration will be a weekly, rather than fortnightly scrutiny of attendance records and then all the steps that follow will also occur in half the amount of time.

This should see HSLO referrals toward the end of Term 1 rather than Term 2, so that any efforts by the HSLO should have time to bear fruit before the conclusion of the school year.

Retention to Year 12

<table>
<thead>
<tr>
<th>School SEG</th>
<th>SC03-HSC05</th>
<th>SC04-HSC06</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
</tr>
</thead>
<tbody>
<tr>
<td>School SEG</td>
<td>50.9</td>
<td>56.5</td>
<td>58.3</td>
<td>57.0</td>
<td>46.7</td>
</tr>
<tr>
<td>State</td>
<td>61.0</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
</tr>
</tbody>
</table>

Post-school destinations

Year 12 students undertaking vocational or trade training

The Post-School Destinations Survey of our 2009 Year 12 students has indicated that a pleasing 62.5% (45 students) have successfully gained entry into tertiary education. This was an increase from last years 54%. A majority of these students are supporting their studies with casual or part-time employment.

More students undertook studies at University in 2010, 14 of which were given the opportunity through main round offers. The universities of Wollongong and Western Sydney were the most popular, with just three students undertaking studies at either Macquarie University or Charles Sturt University (Wagga Wagga and Bathurst campuses).

The courses undertaken by students included Information Technology, Social Science (Criminal Justice), Business and Commerce, Psychology/Bachelor Arts, Science Education, Medical Science, Nursing, Arts, Communication and Media Studies, International Studies, Primary Education, Sound Composition and Music Production, Electrical Engineering, Science (Advanced Science), and a Health Science (PDHPE).

Technical and Further Education (TAFE) also proved a popular choice for further studies. In total, 18 students were accepted into TAFE courses including Sign Craft, Information
Technologies, Childcare, Youth Work, Enrolled Nursing, Marketing, Retail and Human Resources. Courses in Information Technologies have attracted the largest number of students.

Four students gained entry into private colleges to study Photography, Marketing and Management, Foundation Studies and Early Childhood Studies.

Seventeen of our students ventured straight into the workforce in both part-time and full-time work. This is a decrease from last years 31%. Many of those students surveyed are aiming to enter tertiary education within the next 12 months. Four of the students have full-time positions, in the areas of retail and hospitality.

A small number of students successfully gained apprenticeships and traineeships, slightly less than last years 3%.

One student gained entry into the gap year program with the Defence Forces. Four other students are in the midst of the application and interview process for their entry into the Army or Navy.

The remaining students were either looking for work, or applying for courses later in the year. Pleasingly, only eight students were unable to be contacted.

Year 12 students attaining HSC or equivalent vocational educational qualification

Eighty eight percent of our Year 12 cohort completing the course attained a HSC. Twelve percent of our cohort attained a life skills HSC, delivered by our support unit.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

During 2009 a number of staff had the opportunity to gain valuable experience and develop the school's leadership capacity by relieving up into a number of roles. In Term 2 the principal relieved as School Education Director: Campbelltown, and both deputy principals subsequently relieved for a half term as principal. The head teacher industrial arts was on long service leave during the year and the head teacher applied technology was on maternity leave for part of the year.

Our school is characterised by a large number of quality temporary teachers, employed to manage the many maternity leaves and part-time leave without pay arrangements in place to support our many young teachers who are beginning their families.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>47</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
</tr>
</tbody>
</table>

During 2009 we did not have any Indigenous staff members at our school, however a number of Indigenous DET staff spent time in our school, working with teachers and students; Indigenous and non-Indigenous.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

In addition, many teachers possess a range of post graduate qualifications including Diplomas and Masters Degrees.

In 2009 a dedicated team of teachers began the process of applying for Professional Accomplishment Accreditation with the NSW Institute of Teaching.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>Approximately 9%</td>
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</table>

School and administrative support staff (SASS)

Background

In 2009 AHS was staffed by 18 permanent SASS. This comprised of one school administrative manager, eleven school administrative officers, five school learning support officers (formerly known as teachers aides), a general assistant and a farm assistant. The school also employed long term temporary SASS in a variety of roles and positions throughout the school.

Findings and conclusions

During 2009, with the continued evolution of the new Enrolment Registration Number (ERN), the DET computerised student data system, SASS
has continued to enhance their knowledge and skills using this technology.

Members of the AHS SASS team were part of committees for various professional learning workshops and conferences held across the South Western Sydney (SWS) Region during 2009. One member in particular is currently the secretary/treasurer of the Regional SASS Reference Group (RSRG) which steers professional learning for all non-teaching staff throughout the 276 schools in the region. During the year all SASS attended professional learning opportunities on a wide ranging scope of topics to enhance their own personal skills and to implement these learnt skills in the workplace. Others participated in workshops delivered by outside providers relevant to their specific role within AHS, with the award of a statement of attainment on completion of assessment tasks for the module.

**Future directions**

In 2010 all SASS will be encouraged to attend professional learning opportunities in their particular area of expertise as well as other areas they may be interested in professionally. In the next stage of updating the DET computerised systems in schools our administrative manager has been selected with others from the region to participate in the SASS Finance Consultation Network prior to the implementation of the finance module of the new DET computerised system – Learning Management and Business Reform (LMBR) – anticipated in 2010/2011.

With the implementation of Microsoft 2007 all SASS will be given the opportunity to familiarise or enrich their knowledge of the software package.

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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**Date of financial summary:** 30/11/2009

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>522,523.85</td>
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<tr>
<td>Global funds</td>
<td>456,242.36</td>
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<tr>
<td>Tied funds</td>
<td>248,099.00</td>
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<tr>
<td>School &amp; community sources</td>
<td>219,061.70</td>
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<tr>
<td>Interest</td>
<td>24,588.99</td>
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<tr>
<td>Trust receipts</td>
<td>211,036.41</td>
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<tr>
<td>Canteen</td>
<td>200,322.89</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>1,881,875.20</strong></td>
</tr>
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</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
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<tr>
<td>Key learning areas</td>
<td>128,524.08</td>
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<tr>
<td>Excursions</td>
<td>40,665.43</td>
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<tr>
<td>Extracurricular dissections</td>
<td>137,704.30</td>
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<tr>
<td>Library</td>
<td>12,130.46</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2,477.87</td>
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<tr>
<td>Tied funds</td>
<td>234,187.80</td>
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<td>Casual relief teachers</td>
<td>138,887.35</td>
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<tr>
<td>Administration &amp; office</td>
<td>128,435.40</td>
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<tr>
<td>School-operated canteen</td>
<td>165,620.49</td>
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<tr>
<td>Utilities</td>
<td>89,914.33</td>
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<tr>
<td>Maintenance</td>
<td>31,076.96</td>
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<tr>
<td>Trust accounts</td>
<td>141,374.22</td>
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<tr>
<td>Capital programs</td>
<td>8,028.35</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1,259,027.04</strong></td>
</tr>
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**Balance carried forward**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>622,848.16</strong></td>
</tr>
</tbody>
</table>

Further details concerning the statement can be obtained by contacting the school.

**School performance 2009**

**Achievements**

**Arts**

During 2009 the Creative and Performing Arts (CAPA) faculty had another busy year. Students from all years engaged in a range of challenging and rewarding activities producing original and inspired work.
CAPA exhibition

Our annual exhibition provided students with the opportunity to display their artistic and musical skills for the community. A feature of this year’s exhibition was the display of Egyptian artworks produced by support unit students under the guidance of new support teacher, Mr Demertzis. We also displayed work from Rosemeadow Public School and hope to expand this section with works from Appin, Woodland Road and St Helens Park Public Schools in a Community of Schools exhibit.

Mayor of Campbelltown, Mr Aaron Rule, was in attendance to present the Mayor’s Prize, selecting the HSC Body of Work of Amanda Barnes and two artworks from support students Sybelle Violen, Sarah Mamuti and Mathew Kirk. Ms Barnott-Clement selected a Principal’s award which went to Sebastian Arakaki-Carvajal of Year 10. Awards were also presented for best ceramic sea creature, best mask and best fish narrative, and to students who always worked to the best of their ability.

Social Justice sculpture

The Social Justice Committee (SJC) received a grant from Campbelltown City Council to purchase materials to construct a sculpture which is symbolic of living and learning in Campbelltown through the eyes of local youth. It will be erected at the front of the school in 2010.

Art Smart

Four Year 9 students participated in the Art Smart project and had their artworks included in a state wide exhibition at Homebush. Congratulations to Cassidy Maunsell, Tyler Wilson, Sebastian Arakaki-Carvajal and Emma Davis.

Sport

AHS students continued their achievements and participation in sporting activities in 2009. We held three successful school carnivals, with teachers and venue managers commenting on the spirit of participation, sportsmanship and outstanding efforts. We thank all students who participated in the carnivals, the teachers for their organisation and management as well as the parents and caregivers for their time in either supporting their children at the event or for signing notes and organising payment.

Students succeeding at our school carnivals were successful at gaining a place in our school representative teams. Congratulations to all students who represented our school so well at the Fisher Zone and Sydney South West (SSW) carnivals.

It was excellent to see the high involvement and achievement of many Year 7 students in these carnivals as they took their opportunities with both hands.

Some of our Year 7 elite athletes were also recognised for their efforts by being involved in the Premier’s Sporting Challenge Learning to Lead program. This program builds their leadership capacity for sporting endeavours and has them working with our local public schools in 2010 and beyond.

Our school entered a number of teams in the SSW knockout and state-wide competitions. Students and coaches are to be congratulated for their ability to organise their team, often at short notice, and to participate with high ability and fair play.

Mr Spruce coached the boys Futsal team to southern NSW state champions as our biggest success in the year.
A number of school staff held positions as Fisher Zone coaches, ensuring our students continue to benefit by having outstanding coaches available to them.

Year 7 competed against other schools in a Fisher Zone gala day, with students getting the chance to meet, compete and relate to other students around our area and have a fun day out of school.

Year 8 participated in an in-school gala day, enjoying immensely the chance to play sport for the day, crash into the giant Earth ball or compete in a small round robin competition.

Our school sports committee continue to be a voice for students to discuss sport in our school in addition to developing their sporting leadership capacity by assisting in the organisation of weekly sport and knockout teams. We thank each student who has been a part of this committee and look forward to their greater involvement in the future.

We once again recognised the outstanding efforts of our students at the annual sports assembly, held in December. A well attended event by students and community members saw great footage of students competing at carnivals. Our main award recipients were:

- Female athlete of the year – Chrystal Dorrel Year 11
- Male athlete of the year – Reid Hudson Year 8
- Ian Sosso Memorial Award for Outstanding School Service to Sport – Trent Collins Year 12
- Athlete of the year – Reid Hudson Year 8

Other

Library

Background

The library is the cultural heart of the school. The well-resourced and well-organised space is fully utilised by staff, students and the community throughout the school day and, on many occasions, after school. Daily we have lessons, workshops, first aid classes, lectures, debates, plays and speeches. Guests to the school enjoy working in the spacious and attractive environment.

It is a safe place for vulnerable students, a study for seniors, a clinic and dispensary for children requiring medication and a time-out venue for students who require a quiet place.

The library is also a technology centre within the school, having a bank of computers and the first interactive whiteboard (IWB) installed in the school.

Findings and conclusions

The library remains a popular venue for students during recess and lunchtime. The space is fully occupied on most days. The introduction of board games has been very popular with students and has improved the social skills of many children. The lunchtime club, Telling Tales, was missed very much during its interruption in 2009 when the principal was relieving at Area Office and the Japanese Anime Club proved tres chic among Years 9 and 10.

A major effort was made to work on the information and study skills of senior students. Classes are consistently booked into the several library spaces. The IWB and computer areas are very well used – both quantitatively and qualitatively. The non-fiction collection is less popular than it once was, unable to compete with the lure of the internet; while fiction is becoming increasingly attractive.

Future directions

The year 2010 will see the continued full use of all library facilities. Staff, students and parents will be encouraged in every possible way to visit.

More work on developing improved information skills will be done.

There will be a major effort to improve the audio visual collection, mainly through the purchase of DVDs and the removal of videos from the collection.
Technology

Background
One of the most important focus areas this year was the planning, teacher professional development and the updating of teaching units of work across all key learning areas (KLA) to support the implementation of the Digital Education Revolution (DER) Laptops for Learning program.

The school continued to maintain a substantial network of desktop computer labs in almost all faculty areas and the library, as well as office, staffrooms and notebook computers for staff.

Findings and conclusions
A significant number of teachers from all faculty areas completed training in at least one of the software applications installed on the DER laptops. These teachers then provided on-training to small groups of additional staff members at staff development meetings.

A recent purchase of an additional 26 portable data projectors provided teachers with the ability to use computers to demonstrate curriculum content and Information and Communication Technologies (ICT) skills in every classroom.

The interactive whiteboards continued to be a popular and productive resource with teachers and students incorporating a wider range of collaborative teaching and learning strategies into their lessons. There has also been an increase in the use of the connected classroom video conferencing facilities, particularly for professional development.

The use of ‘Mathletics’ online learning tools was enormously successful with mathematics teachers reporting very high levels of student engagement. Analysis of class test data showed evidence of improved numeracy skills, particularly within several targeted groups with previously poor numeracy levels.

Elective classes in digital media and multimedia continued to prove very popular with students and upgrades to the technology computer labs enabled the use of the latest industry standard graphic arts and multimedia software applications and resources.

Future directions
Effective use of the DER laptops across the Stage 5 curriculum will continue to be a priority focus area in 2010. Teacher professional development will concentrate on improving both traditional and emerging ICT skills and curriculum delivery in a one-to-one computing context.

The systematic use of ‘Mathletics’ online learning tools will also continue in all mathematics classes and should see further improvements in student engagement and numeracy skills.

The installation of an additional ten interactive whiteboards across the school, including two in the support unit, will provide much greater access and enhance the collaborative teaching and learning strategies in a substantially greater number of program units.

Student welfare

Background
Welfare initiatives at AHS are vast and continually growing; all aimed at meeting the welfare needs of our students.

Values and social skills – We targeted students for specific and individualised programs such as Stewart House, Links to Learning, Youth Pathways and the Park Program. We also ran many programs for the whole school and for specific cohorts – live and filmed performances, large screen shows, and a Year 7 transition camp. We also implemented and developed Positive Behavioural Interventions and Supports (PBIS)/TRREC at AHS. Our Ambarvale Ambassador program continued to be a huge success, rewarding our consistently excellent and well behaved students. The program has doubled in size and continues to expand. The year 2009 saw the ambassadors attend various excursions including IMAX theatre, ice skating, Questacon, learning to surf, and a three day ski camp.

Community awareness speakers presented to students on topics such as NSW Legal Aid, Camp Quality, NSW Rugby League, Jump Rope for Heart and Morning Crew.

Findings and conclusions
Many of our programs are embedded into our school calendar. This makes them easier to organise as they are accepted as a part of the school program by the school community.

We continue to offer programs that are targeted and effective.

The SJC continues to raise awareness and funds for community organisations.

Grouping all programs delivered by agencies under the umbrella of welfare has allowed the school to easily track individual and cohort intervention.

Future directions
New activities for 2010 will include the implementation of the Peer Support program, where a group of selected Year 10 students will
see a group of Year 7 students once per week and will focus on values, and building resilience.

A greater focus will be placed on student leadership involving the senior leadership team, SRC and ambassadors. These students will have opportunities to develop skills in leadership, public speaking and communication. The SRC and senior leadership team will begin to organise and run our weekly assemblies.

The Ambarvale Ambassadors program will play an increasingly important role as it lifts its profile within the school, having termly excursions and the annual camp.

**Careers**

The year 2009 proved to be an exciting and productive year in careers. There were a wide variety of initiatives implemented, involving students across all year groups with a focus on those students in Years 9 to 12.

Throughout the year timetabled careers lessons were conducted for students in Years 9, 10 and 11. This program delivered All My Own Work to Year 11, School to Work training to Year 10 as well as implementing the Australian Blueprint for Career Development.

Outside of these timetabled lessons, students were also invited to attend individual interviews. This extra time and assistance allowed the student in conjunction with the careers adviser to delve deeper into their individual short and long term goals with regard to future career pathways, and allowed for planning systems to be put in place.

In 2009 27 students participated in TAFE delivered Vocational Education and Training (VET), with a majority of these being discrete courses. Students studied at either the Campbelltown or Liverpool campus. Two students undertook a school based apprenticeship/traineeship, with both completing them successfully at the end of 2009.

A number of careers-oriented and organised activities were of particular note this year:

**Interview day**

Interview day was a highlight of the careers calendar. Our Year 10 cohort took part in a day of mock interviews, aimed at preparing them for entry into the workforce. They were required to wear clothing appropriate for interviews, prepare sufficiently for the questions they may be asked and present themselves in a manner suitable for interview. In preparation for the day we invited a guest speaker into the school with current experience in the workforce, and a sophisticated understanding of the interview process and job applications.

**Work experience**

In Term 2 our Year 10 students were involved in a block work experience program. Students accepted places in over 70 different organisations/businesses, both within our local community and in the broader Sydney district. This proved a very successful exercise with a majority of students undertaking the placement, with much positive feedback from employers about the progress and attitude of our students.

**Careers excursions**

Students in Years 10, 11 and 12 were also invited to attend a number of different careers expos, including The National Careers and Employment Expo, Macarthur Area Careers Expo, Centrelink Careers Expo and The Sydney Morning Herald HSC and Careers Expo.

**Environment**

**Background**

An expansion of the school’s capacity to be involved in regional environmental initiatives and the effective management of school based resources has been the focus for 2009. Ongoing projects such as paper recycling, rainwater storage, solar power usage and the growth of specific types of native vegetation were supported and enhanced during the year.

**Findings and conclusions**

The formation of an AHS student based environmental team led to our involvement in a SSW environmental initiative – Youth Environmental Network (YEN). This program aimed at engaging youth in the region with an action based agenda which maintained a global environmental focus. A youth conference was convened mid-year and several members of the environmental team attended. Young leaders were also targeted to take part in a regional environmental camp and AHS was represented by William Crocker.

At a school level, AHS was successful in gaining a federal government grant aimed at engaging Indigenous students in mentoring and basic native plant propagation. Plants targeted came from the bush tucker and bush medicine plant groups and an excursion to Mt Annan Botanical Gardens in order for students to take part in a propagation workshop.

In late 2009, one of the members of the Human Society and its Environment (HSIE) staff, Mr Michael Owen, was successful in gaining the
school a position in the Climate Change Energy Savers program. This is a federal government initiative that aims at educating our future generations about sustainability and clever energy usage. AHS students will be taking part in specific projects that aim at increasing energy efficiency.

**Future directions**

The year 2010 will see a focus on the following:

- An expansion of the Indigenous mentoring and plant propagation scheme.
- The development of permaculture in the agricultural block.
- The development of a sustainable backyard vegetable garden which will attempt to engage students with ideas like slow food and organic gardening.
- Increased programs of native tree planting and habitat support.
- The successful completion of the Climate Change Energy Savers program and the use of programs such as the Solar Schools Program.
- The ongoing engagement with regional networks like YEN and Sustainable Schools.

**Social Justice Committee (SJC)**

In 2009, the SJC raised both funding for and awareness of local youth, families and the wider community. The committee was involved in many fundraising events such as the 40 Hour Famine, selling chocolates, running hamper raffles, guessing competitions and selling merchandise. The students applied for a grant from Artstart to promote a positive view of local youth attitudes towards living and learning in Campbelltown.

The AHS SJC obtained a grant to create a public sculpture. The grant was through Artstart and Bankstown Youth Development Services (BYDS). Artstart is a youth arts skills development program funded biannually by TAFE NSW to develop creative skills and networks for young people aged 12 to 24. BYDS is a youth support service which is highly experienced with running art based projects.

The AHS SJC submitted a plan to create a public sculpture reflecting future dreams and visions of youth within Campbelltown. The project proposal was reviewed and approved by a committee of representatives from each of the Local Government Areas of the South West Sydney region; Liverpool, Wollondilly, Bankstown, Camden, Campbelltown and Fairfield.

The SJC invited input on the sculpture from the community through the school Ambargram and ran an in-school survey designed to collect data on youth in the area. The survey was completed by 50 students. Once the results were assessed the SJC began to design and build the large figurative sculpture.

The sculpture depicted a male student. Motivational words collected from data can be seen carved into the figure’s lower body. The sculpture is currently being concreted into the school grounds, in full display of passers-by. The scale and subject matter of sculpture will gain attention from the community in a positive way.

During 2009, the SJC also supported the local community with fundraising for students in need, while several students from the committee attended a leadership convention at Homebush. The convention, run by World Vision, was designed to promote community awareness and strategies about human rights across the globe.

**Academic**

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 7**

Year 7 students have only been at high school for approximately three months when they sit NAPLAN. We use their data as a diagnostic tool to support future learning and growth.
Numeracy – NAPLAN Year 7

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students 2009</th>
<th>School average 2007 - 2009</th>
<th>LSG average 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
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<td>6</td>
<td>15</td>
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<td>25</td>
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<td>7</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>25</td>
<td>30</td>
<td>35</td>
</tr>
</tbody>
</table>

Literacy – NAPLAN Year 9

Our Year 9 cohort demonstrated very strong results in 2009, in many instances outperforming the local school group in the top three bands.

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students 2009</th>
<th>School average 2009</th>
<th>LSG average 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>10</td>
<td>15</td>
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<tr>
<td>6</td>
<td>10</td>
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<td>50</td>
<td>55</td>
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<tr>
<td>10</td>
<td>50</td>
<td>60</td>
<td>65</td>
</tr>
</tbody>
</table>
Percentage of students in bands:
Year 9 grammar and punctuation

Percentage of students in bands:
Year 9 numeracy

Numeracy – NAPLAN Year 9

School Certificate

Percentage of students in performance bands:
School Certificate English-literacy

Percentage of students in performance bands:
School Certificate Mathematics
Percentage of students in performance bands:

School Certificate Science

- Percentage in band 2009
- School Average 2005 - 2009
- LSG average 2009

Percentage of students in performance bands:

Australian History, Civics and Citizenship

- Percentage in band 2009
- School Average 2005 - 2009
- LSG average 2009

Percentage of students in performance bands:

Australian Geography, Civics and Citizenship

- Percentage in band 2009
- School Average 2005 - 2009
- LSG average 2009

Percentage of students in performance band:

Computer Skills

- Percentage in Band 2009
- School Average 2006 - 2009
- LSG average 2009
Average School Certificate relative performance from Year 5 (value-added)

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 2009</th>
<th>School Average 2005-2009</th>
<th>LSG Average 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>-2.0</td>
<td>-1.7</td>
<td>-1.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-0.2</td>
<td>-1.0</td>
<td>-1.2</td>
</tr>
<tr>
<td>Science</td>
<td>-2.8</td>
<td>-1.3</td>
<td>-1.2</td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>0.9</td>
<td>0.6</td>
<td>-1.5</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>-1.8</td>
<td>-0.9</td>
<td>-0.9</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>-0.6</td>
<td>-1.8</td>
<td>-0.8</td>
</tr>
</tbody>
</table>

Note: By definition, the State average relative performance is zero

* The average for Computer skills is for 2006 - 2009

Higher School Certificate

The 2009 HSC results were very strong. In many subject areas the 2009 cohort outperformed previous years at AHS, as well as achieving results above those of the local school group.

AHS offers a much wider curriculum than indicated in these graphs. Subjects that have a cohort of 10 or less students are not reported on in graph form. Our school achieved outstanding results in a wide range of other subjects including extension 1 and 2 English, extension 1 maths, visual arts, modern history, design and technology and music.
Average Higher School Certificate relative performance from Year 10 (value-added)

<table>
<thead>
<tr>
<th>Data table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance band</td>
</tr>
<tr>
<td>School, 2009</td>
</tr>
<tr>
<td>School Average 2005-2009</td>
</tr>
<tr>
<td>LSG average 2009</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 7 and 9.

The performance of the students in our school in the NAPLAN is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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</tbody>
</table>

Significant programs and initiatives

**Aboriginal education**

**Background**

The year 2009 has seen a substantial increase in the number of Aboriginal students in our school with over 5% of our students of ATSI background. Throughout the year activities and events were coordinated by staff members who met regularly to ensure Aboriginal education was a whole school focus.

The development of individual learning plans for all of our Aboriginal students continued in 2009 with members of the Indigenous focus team conducting interviews and assisting students to set and achieve educational goals.

Also for the first time our school received funding through the Norta Norta program. In this program we employed a trained teacher to work individually or in small groups with Indigenous students in Years 7-10. The tutoring was designed to improve literacy and numeracy standards. Another first for our Indigenous students was the establishment of our partnership with University of Western Sydney (UWS) through a student mentoring program. This involved our Year 10 Indigenous students attending the university campus at least twice each term and also having regular meetings with their university mentors back at school. This program ended with a celebration at the university in December and the presentation to the school of a Certificate of Appreciation and a UWS 2009 Partnership Award.

Also two of our Year 7 Aboriginal students participated in a regional gifted and talented program organised by DET.

Finally the year ended on a high note with the successful nomination of our Aboriginal students for regional Indigenous awards. The award ceremony was held in November at Liverpool and was well attended by students, family and staff members.

**Findings and conclusions**

The year saw an increased participation in cultural, educational, sporting and career events for our Aboriginal students. Our focus on the individual learning of Aboriginal students enhanced the relationship with our Aboriginal community and increased the awareness of Aboriginal culture in the school community. The partnership with UWS improved our retention rate of Aboriginal students into the senior school and promoted a sense of identity amongst our Year 10 Aboriginal students.

**Future directions**

We will maintain our focus on personalised learning with individual interviews to develop a profile and establish educational goals for each Aboriginal student. Our partnership with UWS will extend to our new Year 10 students, as our Year 11 students move to the second year of the program. Our whole school focus on Aboriginal education will develop and implement strategies to engage our Aboriginal students and the local Aboriginal community.
Multicultural education

Background
A considerable number of students from our school come from a rich variety of non-English speaking backgrounds. The largest groups represented are: Samoan, Lao, Spanish, Arabic, and Hindi. This diversity has culturally enriched our school and has embraced the ideal of inclusivity for all staff and students.

Findings and conclusions
Multicultural policies and related DET programs are well represented within teaching programs across all faculties of the school and have been again explicitly addressed by teachers in classroom practice.

In 2009 we held a very successful Multicultural Day incorporating a high involvement from staff, students, school community members and visiting groups. Many of the cultures from our school were highlighted and a tangible feeling of acceptance and tolerance abounded. A large marquee was purchased from funds to provide a substantial shelter for our food stalls and multicultural focus area activities.

An anti-racism state grant enabled our focus team to invite guest speaker Amondo Hurley to relate personal life experiences about racism to our Year 9 cohort. It was a fabulous high impact event that led to deep thought-provoking discussion between students and presenter.

A highly visual artwork was created by students from the SRC and support unit; a water colour painting using four large canvases displaying a world map depicting the different countries and backgrounds students come from. It now takes pride of place in our school's administration block.

Other activities included tailor-made lessons embracing a multicultural perspective completed by individual faculties across the school. Later in the year a multicultural morning tea was held with tasty internationally flavoured snacks for students to try.

AHS has a strong commitment to the elimination of all forms of racial discrimination. Positive interactions between all have been fostered through all aspects of the school organisation and environment. Our anti-racism officer has shown commitment and positive action in dealing with the very minimal number of issues of a racist nature.

Future directions
The year 2010 will see the multicultural portfolio continue to embrace a wide range of initiatives and events. We will continue to build upon our experiences from our 2009 anti-racism initiative via workshops and activities involving all faculties across the school. Our popular Multicultural Day in Term 1 will once again draw from community-wide input to put together a fabulous show and food stalls with the vision of promoting tolerance and education of all cultures.

Respect and responsibility

Positive Behavioural Interventions and Supports

Background
Over the past two years the TRREC team at AHS has evaluated the school's implementation of TRREC lessons, behaviour monitoring cards, the matrix, signage around the school and our merit system.

Findings and conclusions
Behaviour monitoring cards
Feedback collected from staff has indicated that staff members are happy with the new behaviour monitoring cards; they reflect the TRREC values and the colour stages give an indication of the level of monitoring for each child on a card.

Lesson implementation
Lesson implementation has been trialled this term in faculties with a specific focus on year groups in a particular area, for instance, Year 7 HSIE, Year 8 CAPA, Year 9 Personal Development, Health and Physical Education (PDHPE) and Year 10 science. Overall, lesson implementation in faculty time has been more effective as school values have been adapted to suit subject content and students are beginning to see that our TRREC values go beyond the classroom and into the community and society at large.

Merit system
Through the development and implementation of a new merit system TRREC is continuing to make an impact in the classroom. Teachers are more inclined to write merits to reward positive behaviour in the classroom. This is evident through the increased number of topaz awards being achieved at junior assemblies.

Future directions
TRREC is an ongoing program which continues to grow on a yearly basis at AHS. TRREC will be moving in two main directions in 2010:
- Improving signage around the school that reinforces our TRREC values.
• Improving data collection from our Report of Individual Student Contact (RISC) system to identify problem areas.

The TRREC team will continue to support staff and students to achieve our future goals.

Progress on 2009 targets

Target 1
24% of Year 9 students achieving Bands 8-10 in reading (up from 20.5% in 2008)

Our achievements include:
Our 2009 Year 9 cohort performed well above our target, with 31% of students achieving Bands 8-10 in reading.

Target 2
61% of Year 9 students achieving Bands 7-10 in numeracy (up from 57.8% in 2008)

Our achievements include:
Our 2009 numeracy results were not as strong and a disappointing 57% of students achieved in the top three bands. As a result, our school has sought regional curriculum support in numeracy for 2010.

Target 3
Official retention rate to 60%

Our achievements include:
Our official retention rate actually dropped from 57% to 46%. At first glance, this is a poor result but it is moderated by the large number of students who left to continue in other educational settings including TAFE and traineeships, and to take up desired full-time employment.

Target 4
Development of individualised learning plans for all staff

Our achievements include:
• Up to eight executive staff are currently engaged in accreditation at the Professional Accomplishment level with the Institute of Teachers.
• Head teachers have individualised professional learning plans in place and are progressively developing them with all staff.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of our anti-bullying programs and the delivery of the English curriculum.

Educational and management practice

Anti-bullying programs and their success

Background
AHS has a clear commitment to eradicating, where possible, and minimising bullying behaviours at school. To this end we have had a range of proactive measures in place, supported by a substantial proportion of our global budget, to directly address bullying. We see this as a three tiered approach –
1. Broad, continuous and explicit learning for all students around positive values and positive behaviours that lead to a safe and happy environment for students and staff.
2. Strong, procedurally fair and socially just consequences for students who engage in bullying and that these behaviours are tracked and case managed to support behaviour modification.
3. Resilience building opportunities for students who are the victims of bullying to empower and strengthen individual’s abilities to resist the negative impacts of bullying.

Findings and conclusions
In 2009 we surveyed the student body to gather their feelings, beliefs and perceptions around bullying in our school.

In Year 7 64% of students stated they were never bullied, 26% were sometimes bullied, 9% were rarely bullied and 1% reported always being bullied.

Forty five per cent of students reported very mild effect if they were bullied, 48% reported feeling either “a little bit” upset, annoyed or uneasy, whilst 8% reported an extreme response. The other 46% reported feeling “angry or upset”.

The most common forms of bullying for Year 7 were name calling or teasing. The most common cause of physical bullying was pushing.

In Year 8 72% of students reported they were never or rarely bullied, 18% were sometimes bullied, 8% were regularly bullied and 2% reported always being bullied.

Forty five per cent of students reported very mild effect if they were bullied and 27% reported a moderate impact. Again, the most common form of bullying was name calling and hurtful comments and again, the most common form of physical bullying was pushing.
In Year 9 84% of students felt they were never or rarely bullied, 12% were sometimes bullied, and 4% were regularly bullied. No Year 9 student reported always being bullied. The amount of distress caused aligned with Years 7 and 8 as did the types of bullying, although ‘shoulder barging’ as a form of physical bullying was slightly more prevalent.

The Year 10 results continued the school trend of reduced perceptions of bullying the older the students became, with 89% reporting they were never or rarely bullied. Again, responses to bullying were measured by most of the students as mild, with 53% feeling “a little bit” annoyed, upset or uneasy. Only 6% of Year 10 students reported having a strong, negative reaction to bullying. Types of bullying reported were also consistent with younger years with teasing and name calling cited as the most common forms.

In Year 11, over 90% of students felt they were never or rarely bullied. Responses to bullying were again mild and the primary form of bullying was still name calling, but physical bullying had dropped off to negligible levels.

Year 12 students were not surveyed as they had already left school.

Seventy two per cent of Years 7 to 11 students reported bullying if it occurred and 69% reported that the bullying stopped once it was reported.

Overall, the results were pleasing in that the majority of students reported positively about bullying at school. However, there are clearly still areas that require strengthening and as a school we must maintain our anti-bullying focus to ensure students remain safe and happy at school.

Future directions
PBIS will move into its third year in 2010 and will continue to strengthen our explicit teaching of core values and the associated behaviour expectations. PBIS will also strengthen teacher management strategies and their consistent implementation. This in turn will reduce the occurrence of classroom bullying.

In 2010 the school will be assessing the playground and its environment to see what initiatives and/or resources might be put in place to encourage positive playground behaviour.

In the last two years over 15 picnic tables have been installed to encourage positive social settings.

The Ambarvale Ambassadors program will be extended to further encourage students to behave positively and teacher professional learning around anti-bullying strategies will be put in place.

Curriculum

English KLA

Background
Each year the school reviews a KLA area. In 2009 the English KLA was nominated to be reviewed.

English was chosen to be reviewed in order to identify the strengths and areas for development to improve student outcomes specifically in meeting state benchmarks in the NAPLAN and the SC. A new head teacher English was appointed in November 2008, providing an opportunity to create new goals with the English KLA. Specifically the review team (L Barnott-Clement – Principal, D Vandenberg – Head Teacher English, K Feltham – English teacher, M Williams – English teacher and J Perry – Head Teacher Science) was asked to report on and make recommendations about the teaching and learning of English 7-10.

Particular reference was made to:
- Teaching and learning practices and programs in engaging students in learning and improving student results.
- Programming and assessment as part of the learning cycle of students.
- Attitudes of staff within the faculty and how this impacts upon the culture of the faculty and student outcomes.

The review team used a number of processes to collect information for analysis including:
- Surveys
  - English staff
  - Whole school staff
  - Students
  - Parents
- Reflection of head teacher English
- Lesson observations
- Student forums
- Data analysis

Findings and conclusions

Student surveys and forums
- Most students surveyed had extremely positive comments about English.
- Most students STRONGLY AGREED or AGREED with the following statements: Teachers are valued and acknowledged; teachers’ opinions are expressed and respected; teachers and students work together in a cooperative learning environment; learning occurs within a safe,
stimulating, supportive and secure learning environment; teachers clearly explain assessment requirements and provide quality feedback identifying areas of strength and development.

- Students also liked: “the classroom environment – bright posters”; “creative writing”; “revision for the School Certificate”; “I enjoy the relationship we have with our teacher”; “relaxed environment”; “my teacher makes learning fun”; “Miss is a great teacher”; “She makes English enjoyable and fun”; “I enjoy how fun the teacher makes English”; “I think Miss encourages learning in a fun way”; “class discussion”; “writing essays”; “to discuss and share differing perspectives”.

- Most students (especially in Year 10) stated that they enjoyed “the focus on the School Certificate” as it “gives us a better understanding and refreshes our memory”. Students didn’t enjoy “rushing learning”.

- It is evident that more girls enjoy English than boys. Boys stated that they had little “input into the teaching and learning process” and wanted to study “things that are clearly relevant to a teenager’s life”.

- Some students believe they would benefit from accessing more technology in the classroom.

Staff surveys

- English staff demonstrate their enthusiasm, commitment and enjoyment, the English faculty contribute to the development of a cohesive culture. One third of responders STRONGLY AGREED with this statement, one third NEITHER AGREED NOR DISAGREED, and one third DISAGREEED or STRONGLY DISAGREEED with this statement.

- Students and parents value English and see it as important. A large number of responders AGREED with this statement.

- Teaching and learning in English takes place with minimal disruption, mutual respect is displayed by English staff and students. Responders were equally divided in their responses.

- Individuals are treated ethically, fairly and justly; English teachers model and promote tolerance, sensitivity to and appreciation of diversity of cultures, attitudes and values, English faculty share an expectation that all students will achieve their best, student success is recognised, shared and valued. Most responders either STRONGLY AGREED or AGREED with these statements.

- Comments reflecting strengths of the English faculty
  - “Sharing reading strategies with whole school”
  - “Engaging whole staff with teaching/learning strategies”
  - “Desire to improve”
  - “Persistence”
  - “Efforts being made to improve areas of weakness”
  - “Organised”
  - “Leadership”

No parent surveys were returned.

Reflection of the role of head teacher English

Staff were given an anonymous survey to complete, nine surveys were handed out and three returned.

- One hundred percent of responders AGREED with all statements: “Your head teacher follows up on behavioural issues and has effective organisational skills. The marking roster is transparent and fair, there have been positive improvements made to the faculty, the units of work adhere to syllabus requirements and cater for all learners and your head teacher communicates effectively with you.”

- Staff appeared satisfied with the role of the head teacher thus far. Identified strengths of the head teacher: “fair and friendly”; “organised”; “inspired me to be a better teacher”; “staff meetings organised”; “helps with resources and curriculum planning”; “gives valuable feedback”; “hard working”; “strong with kids”; “diplomatic”; “has humility”.

- Identified areas for improvement for the head teacher: Units of work often too prescriptive, more equity in providing professional development for staff, more equity in providing resources for all staff.

Lesson observations

- Both experienced teachers and teachers newer to the profession were an excellent resource to draw from due to either; their vast experience and knowledge of both content and marking criteria or their innovative ideas.

- Teachers acknowledged that in the lessons observed a variety of teaching strategies were used such as; whole class explanation, guidance, effective questioning, question probing, dictation and discussion.

- Students were managed well, especially by one of our extremely experienced teachers. The culture of the classroom was positive and calm.
• Teachers were actively involved in the classroom and attempted to engage students with relevant content.

Future directions
• **Introduction of 10-15 minute quizzes** at the beginning of English lessons where repetitive or rote learning can occur; this will be especially beneficial for spelling, vocabulary, text types and language techniques. These quizzes will begin with Year 8 in Term 4, 2009 and Years 7-10 in 2010.

• **Identification of topics/issues that interest all students** (particularly boys) and allow students to have some input into the teaching and learning process (such as texts studied and issues raised). This process will begin in Term 1, 2010 with the inclusion of a Year 9 and Year 10 girls and boys class.

• **Increase our professional learning and use of technology** in the classroom. We have begun this process by providing professional learning for English teachers on the use of interactive whiteboard at our feeder primary school, creating units for Laptops4Learning and Ms Feltham has volunteered to work as part of a team to lead the school in the use of technology.

• Students are already issued with the outcomes of assessment tasks; however the English faculty need to explicitly explain the outcomes students are expected to achieve at the conclusion of each unit.

• **Better promotion of staff's involvement in whole school or faculty activities.** The English faculty in 2009 consisted of three full-time staff (including the head teacher) and five part-time staff, thus making it difficult for staff to involve themselves in whole school opportunities which would perhaps assist in the perception of enthusiasm, commitment and enjoyment. However, in 2009 Mr Nethercote had led our junior and senior debating and public speaking students, Ms Vandenberg and Mr Nethercote (along with Ms Simpson, HSIE) have been involved in Learning to Read in the Middle Years program, Ms Feltham will be part of the technology team, Ms Williams will be involved in writing cross-curricula units in 2010 and a staff member (who was the head teacher in 2009) will be responsible for liaising with our feeder primary schools to improve NAPLAN results.

• **Continued promotion of English and English staff** to students, staff, parents and caregivers. English always contribute to Ambargram and have begun including student work samples.

• There has been a noticeable improvement in student behaviour, however with a continued focus on TRREC and consistency of school rules and implementing consequences across the faculty area this will continue to improve. The English faculty has set up a head teacher detention for those students who have continually misbehaved in class.

• Continue sharing, promoting and teaching all staff how to effectively use reading strategies in every subject.

• **Refining teaching practice through quality teaching and learning programs** ensuring specificity and repetition of content taught.

• **Better utilise more experienced staff within the faculty** to provide professional development for all staff and increase our lesson observations of staff in 2010.

• **Lesson observations will be increased throughout 2010** allowing staff to share ideas, resources and learn new strategies from one another. The English faculty will also draw on the knowledge of experienced teachers within the faculty or teachers who have gained knowledge through HSC or SC marking and teacher professional learning.

• Units of work will remain detailed and prescriptive however, more experienced staff (or if negotiated with head teacher) programs can be altered and expanded by the teacher.

• More communication between head teacher and teachers re professional development and resources. A record of professional development will be kept to ensure equity and ensure that staff are attending professional development regularly.

Parent, student, and teacher satisfaction
Throughout the course of every school year, many strategies are put in place to continually evaluate and respond to parent, student and teacher satisfaction.

In 2009 we formally evaluated student satisfaction. We did this in a variety of ways. A major whole school survey of bullying was undertaken and the results can be found in the Key evaluations – Educational and management practice section of this report.

We also undertook an extensive survey of Year 12 students and their satisfaction with the school. This survey took place at the end of Year 12 at the point of exit from formal secondary schooling.

The results were extremely encouraging.
I chose the right subjects to study in the HSC
No. of responses – 45; Strongly Disagree - 0%; Disagree - 4%; Unsure - 13%; Agree - 62%; Strongly Agree - 20%

My teachers taught me the knowledge and skill required to do my best in the HSC
No. of responses – 46; Strongly Disagree - 0%; Disagree - 0%; Unsure - 11%; Agree - 65%; Strongly Agree - 24%

I tried my hardest in each of my subjects during Years 11-12
No. of responses – 44; Strongly Disagree - 0%; Disagree - 7%; Unsure - 16%; Agree - 66%; Strongly Agree - 11%

AHS has given me skill and experiences to do well once I leave school
No. of responses – 46; Strongly Disagree - 0%; Disagree - 0%; Unsure - 11%; Agree - 65%; Strongly Agree - 24%

AHS has taught me the values to have a fulfilling life
No. of responses – 45; Strongly Disagree - 0%; Disagree - 1%; Unsure - 20%; Agree - 64%; Strongly Agree - 13%

During my time at AHS I was looked after and cared for
No. of responses – 46; Strongly Disagree - 0%; Disagree - 2%; Unsure - 4%; Agree - 72%; Strongly Agree - 22%

During Years 11 and 12 my friends and peers were supportive
No. of responses – 46; Strongly Disagree - 2%; Disagree - 0%; Unsure - 2%; Agree - 57%; Strongly Agree - 39%

The following questions were asked of our 2009 Year 12 students. A number of student responses are included.

How will you remember AHS?
- The fun lessons and my friends.
- Best time of my life.
- As a place that helped me develop the skills I needed for life after school.
- They say that school is the best days of your life and so far I’d agree – thank you AHS.
- I will remember AHS as an effective place for learning. It was very supportive and a friendly place to be.
- Good school, I learned a lot from it.
- As a place where I learnt and it gave me the best possible opportunities I could get.
- A school of high standards – a way of making great opportunities.
- As a great school that provides many opportunities.
- As a place where I met some awesome people.

What was your best school experience?
- My lessons in Biology.
- Becoming an Ambarvale Ambassador.
- The young leaders day in Sydney.
- Ambarvale Ambassadors camp.
- Duke of Edinburgh.
- Musical performances.
- The teachers and staff are committed to teaching and educating students.
- Being able to learn and have supportive friends and teachers.

What was your worst school experience?
- Getting my phone taken off me during lunch.
- HSC exams stress.
- I don’t have one.
- Students who disrupted the class.

What did you like most about your best teacher?
- She was a teacher who connected well with students.
- He taught me a lot in a short period of time and gave up a lot of time for us.
- Supportive, knowledgeable, trustworthy and good role model.
- All of my teachers were enthusiastic and genuinely cared for my learning. All teachers were focused on the syllabus which was helpful.
- She was able to make lessons interesting which made learning easier.
- He was funny, caring and taught me well.
- She has covered everything in the HSC and I believe I did well because of this.

Professional learning
In 2009 professional learning involved all staff both teaching and SASS in a variety of initiatives from in-school events to regional projects in literacy, numeracy and digital education.

Our learning activities reflected the School Management Plan priorities and training to meet mandatory requirements associated with duty of
care obligations. Teacher professional learning extended well beyond the normal school day as staff regularly attend workshops and meetings after school and on weekends.

The head teacher mentor coordinated our early career teachers to ensure they maintained their professional learning requirements. At the term three School Development Day teachers from Appin Primary School, Rosemeadow Primary School, St Helens Park Primary School and Woodland Road Primary School joined with AHS staff for a ‘Community of Schools’ professional learning activity. The focus of the day was on boys’ education with a workshop conducted by Stephen Biddulph. This initiative has led to a series of ongoing projects across our Community of Schools.

In 2009 DET extended the number of school development days to five and the last two days of the 2009 school year were dedicated to professional learning regarding ‘Laptops for Learning’ and using individual student data to adapt and refine teaching programs to enhance learning outcomes.

School development 2009 – 2011

Targets for 2010

Target 1

30% or more of students in Year 9 will achieve in the top three bands (Bands 8, 9 and 10) for reading in NAPLAN

Strategies to achieve this target include:
- continued development of the literacy team in terms of professional learning and the sharing of explicit reading strategies with all staff
- continued literacy link with our Community of Schools to strengthen practice and enhance a continuity of student learning experiences
- increased use of technology, specifically Year 9 laptops, to enhance teaching and learning strategies and student engagement

Target 2

30% or more of Year 9 students achieving in the top three bands (Bands 8, 9 and 10) in numeracy

Strategies to achieve this target include:
- involvement in the Regional Curriculum Support program for numeracy
- continued development of the numeracy committee in terms of professional learning and the sharing of explicit numeracy strategies with all staff
- continued numeracy links with our Community of Schools to strengthen practice and enhance a continuity of student learning experiences
- increased use of technology, specifically Year 9 laptops, to enhance teaching and learning strategies and student engagement

Target 3

A decrease in suspension data of approximately 3% in 2010

Strategies to achieve this target include:
- collection and analysis of data involving playground behaviour notifications and referrals
- continued implementation of PBIS to establish behaviour expectation matrix and school community understanding of and alignment with the matrix
- review of playground duty and the implementation of a whole school plan to strengthen structures within the playground to increase opportunities for appropriate recreational activities that engage students

Target 4

Individualised professional learning plans for all staff

Strategies to achieve this target include:
- continued implementation of executive professional learning plans as a ‘train the trainer’ model
- continued workshops on the NSW Institute of Teachers Professional Accomplishment and Leadership Accreditation
- Head teacher implementation of class teacher professional learning plans

History Day at Camden
**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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