Our school at a glance

Students
In February 2010 we began our year with 904 students, 659 of which were in Years 7-10, 181 in Years 11 and 12 and 64 in the support unit.

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 7% of the student population.

Staff
In 2010 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 2010 we amalgamated the industrial arts and applied technology faculties. 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 2010 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.

We also pride ourselves on our active and meaningful engagement with our local community, reflected in the number of shared programs and initiatives with which we engage.

Student achievement in 2010
Our National Assessment Program Literacy and Numeracy (NAPLAN) results in Year 9 were very strong, in particular our writing and spelling results. This is reflective of the focus on writing for the 2010 Year 9 cohort for the previous two years.

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, seeing school based improvements in English, maths and science.

We were also very proud of our Higher School Certificate (HSC) cohort who produced some very strong results, particularly in advanced English, ancient history and food technology. Unfortunately they are not all tabled in graph form within this report, as graphs are generated for subject cohorts of 10 or more students.

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 2010 we strengthened our focus on strategically and systematically meeting our targets; to great success. The year 2010 also saw a continued strengthening of 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 2010 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

During 2010, the AHS Student Representative Council (SRC) underwent some significant changes. The group elected to move towards a greater support role within our school community. They offered support to our TRREC team and promoted the values of our school during assemblies. The students also provided advisory support to the whole school portfolio of Student Leadership. As a result, those students who presented themselves as candidates for a leadership position were required to submit an application, prepare a presentation for both staff and students and undertake an interview. Congratulations must be extended to those successful candidates who will perform a variety of leadership tasks throughout 2011.

Lunch time activities were introduced during Thursday and Friday each week. The SRC provided assistance to those staff members who ran activities and also organised the DJ events for these days.

The SRC was responsible for hosting the District SRC Meeting. The event was attended by a number of schools, both primary and secondary, from our local area. The day provided the students with an opportunity to work with others and share ideas and policies that other SRC groups had found successful.

Finally, we wish the outgoing leadership team the very best and thank them for their commitment to our school and local community.

Mrs G Koens

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>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>503</td>
<td>506</td>
<td>486</td>
<td>445</td>
<td>438</td>
</tr>
<tr>
<td>Female</td>
<td>429</td>
<td>440</td>
<td>426</td>
<td>409</td>
<td>414</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
</table>
| School
| 7    | 89.2 | 90.9 |
| 8    | 88.2 | 87.4 |
| 9    | 85.4 | 86.6 |
| 10   | 86.5 | 84.7 |
| 11   | 89.9 | 85.5 |
| 12   | 87.7 | 88.1 |
| Total| 89.5 | 88.0 |

Region

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>92.9</td>
<td>93.7</td>
<td></td>
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<tr>
<td>8</td>
<td>90.9</td>
<td>91.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>89.4</td>
<td>90.4</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>88.9</td>
<td>89.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>89.6</td>
<td>89.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>89.6</td>
<td>90.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90.3</td>
<td>90.7</td>
<td></td>
<td></td>
</tr>
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</table>

State

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
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<td>7</td>
<td>92.3</td>
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<tr>
<td>8</td>
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<td>90.5</td>
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<td></td>
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<tr>
<td>9</td>
<td>88.8</td>
<td>89.1</td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>88.7</td>
<td>88.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>89.4</td>
<td>89.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>89.4</td>
<td>89.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>89.9</td>
<td>89.7</td>
<td>89.9</td>
<td></td>
</tr>
</tbody>
</table>
Management of non-attendance

Background

Improving attendance is a complex and difficult matter at AHS and it continues to be a high priority at AHS. The school, at 87% attendance, remains below the state and regional average.

A number of factors impact on our attendance statistics including complex blended families with the associated challenges, students with dual enrolments and the new school leaving age.

In 2010 we accelerated our systems so that we could involve our Home School Liaison Officer (HSLO) with our poor attenders much earlier in the year.

To support positive attendance we have a rigorous and formalised system of:

- Weekly meetings with school staff and the HSLO.
- Close examination of the attendance records.
- Prompt action on poor attenders; phone calls, letters, interviews.
- Reporting to executive and welfare staff.
- Fast referral to the HSLO.
- Enforcement of Attendance Improvement Programs (AIP).
- Support for reluctant attenders.
- Support for court proceedings against non-attenders.
- Cooperation at court ordered multiple agency meetings with non-attenders.

Findings and conclusions

Most of our students attend at least 85% of the school year.

Those that do not attend satisfactorily are dealt with promptly and firmly.

The school, the HSLO, the police and the courts work cooperatively to continuously improve compliance.

Future directions

The year 2011 will see more rigorous school follow up on non-attendance. Parents and carers will be contacted as soon as their child starts to show poor attendance. This will occur in the first weeks of Term 1.

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

HSLO referrals will have time to affect attendance much earlier in the year and will see more students attending more often.

Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC04-HSC06</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
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<tbody>
<tr>
<td>School</td>
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<td>58.3</td>
<td>57.0</td>
<td>46.7</td>
<td>53.2</td>
</tr>
<tr>
<td>SEG</td>
<td>53.3</td>
<td>56.6</td>
<td>52.9</td>
<td>52.7</td>
<td>58.1</td>
</tr>
<tr>
<td>State</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
</tr>
</tbody>
</table>

Post-school destinations

Year 12 students undertaking vocational or trade training

The Post School Destinations Survey for Year 12 2010 was positive with 61% of students eligible for an ATAR. Majority of students (80%) had already applied for tertiary education with 31% applying for university, 38% for Technical and Further Education (TAFE); 11% applying for both.

Pleasingly 58% of students have sourced fulltime or part time employment.

The University of Wollongong (UOW), University of Western Sydney (UWS) and University of Technology Sydney (UTS) were popular this year with eight students gaining entry through main round offers in to degrees in Tourism Management, Primary Education, Information Technology, Web Design and Development, Arts, Environmental Science, and Engineering/Computer Science. A rise was obvious in students that successfully gained entry into a University College for a six month Tertiary Enabling Program at UWS, UOW and Notre Dame.
TAFE decreased as a choice of further study (11%) with many students preferring full time employment or private colleges. Students studying at TAFE have been accepted into the areas of Children's Services, Graphics Design, Business, Tourism and Events and Fitness. Courses in Information Technology remained to attract the largest interest from students. An increase was shown in students partaking in pre-employment/apprenticeship courses with two students gaining apprenticeships/traineeships in the areas of electro technology and business.

Students gaining entry into private provider courses again increased this year with students being accepted into Australian Careers Business College, Australian Institute of Fitness and Macarthur Community College (Children's Services).

Defence Force entry was again popular this year with one student successfully gaining entry and five others are in the midst of the application and interview process to gain entry into the Navy and Army.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

Eighty seven per cent of our Year 12 cohort attained a HSC. Ten per cent of our cohort attained a Life Skills HSC delivered by our support unit and 3% received an HSC Statement of Attainment with the option of completing a full HSC course of study in the future.

**Staff information**

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

During 2010 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. Our head teacher mathematics, applied technology and industrial arts were relieving positions due to various leave situations, and for a part of the year the head teacher science was also a relieving position followed by a shared position later in 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>Assistant Principal(s)</td>
<td>0</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>Teacher of Reading Recovery</td>
<td>0</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>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>88.2</strong></td>
</tr>
</tbody>
</table>

During 2010 we did not have any Indigenous staff members at our school, however a number of Indigenous Department of Education and Training (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 2010 a dedicated team of teachers continued the process of applying for Professional Accomplishment Accreditation with the New South Wales (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>
</tr>
</tbody>
</table>

**School and administrative support staff (SASS)**

Members of the AHS SASS team continued in their roles as members of various professional learning committees delivering workshops and conferences to SASS across the South Western Sydney (SWS) Region. One member of the AHS SASS team retained their position on the Regional SASS Reference Group (RSRG) which steers professional learning for non-teaching staff.
across the region. During the year SASS continued to build and develop skills learnt in previous years as the DET moves forward with the implementation of the new Learning Management and Business Reform (LMBR).

**Future directions**

Throughout 2011 SASS will continue to enhance their skills by attending professional learning opportunities that will challenge their knowledge and abilities relevant to the ever evolving roles that SASS undertake in the workplace.

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>622,848.16</td>
</tr>
<tr>
<td>Global funds</td>
<td>515,559.36</td>
</tr>
<tr>
<td>Tied funds</td>
<td>321,270.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>158,081.05</td>
</tr>
<tr>
<td>Interest</td>
<td>34,120.57</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>185,769.34</td>
</tr>
<tr>
<td>Canteen</td>
<td>205,993.42</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2,043,641.90</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 124,902.86 |
| Excursions                 | 52,052.18  |
| Extracurricular dissections| 88,607.75  |
| Library                    | 12,945.12  |
| Training & development     | 4,117.85   |
| Tied funds                 | 292,516.43 |
| Casual relief teachers     | 119,637.88 |
| Administration & office    | 133,053.53 |
| School-operated canteen    | 162,355.59 |
| Utilities                  | 100,115.43 |
| Maintenance                | 47,531.68  |
| Trust accounts             | 156,847.40 |
| Capital programs           | 67,131.77  |
| **Total expenditure**      | 1,361,815.47 |
| **Balance carried forward**| 681,826.43 |

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

**Achievements**

**Arts**

In 2010 the Creative and Performing Arts (CAPA) faculty worked hard to increase the learning of students and raise the profile of AHS in the community.

**Community of Schools Visits**

As part of an initiative to inform our future students of learning opportunities and experiences at AHS, Year 11 music students performed at the assemblies of Rosemeadow, St Helens Park, Appin and Woodland Road Public Schools. The performances were well received by the students, staff and parents in attendance. Visual arts teacher Mrs Sarah McAteer, a former student of Woodland Road Public School and AHS, captivated the audience with her impressive drawing skills during the visual arts section of the presentation.

**Music Performances**

Students in Year 11 music performed at a luncheon for senior citizens at the Tallowwood Community Centre during seniors’ week and at a volunteer’s luncheon for Housing NSW at the Rosemeadow Ambarvale Community Meeting Place. As part of the lunch time activities initiative all elective classes performed for staff and students in the playground.

**Exhibition**

The annual CAPA exhibition showcased the talents and achievements of students in
photography, visual design, visual arts and music. Students from our Community of Schools were invited to enter the inaugural Stage 3 art competition. The artworks demonstrated the artistic talents of students in the area and received a great response. We are grateful to the staff and students of Rosemeadow, St Helens Park and Thomas Acres Public School for their support in putting time and effort into the production of the artworks. Music students from Years 9, 10 and 11 performed pieces from their class repertoire. Prizes were given to students from all years and courses to recognise their efforts during the year.

**Senior Workshop**

Senior visual art students participated in a workshop organised by Mrs McAteer with a representative of an art supplies company gaining hands on experience with a range of products. They were able to experiment with various materials under expert supervision in preparation for their HSC Body of Works.

**Sport**

AHS students continued their achievements and participation through 2010. We held three successful school carnivals, with teachers and venue staff commenting on the students’ behaviour, participation and sportsmanship. Students succeeding at our school carnival went through to the Fisher Zone carnival where they represented the school once again with excellent sportsmanship. A number of our students also made it through to the Sydney South West (SSW) carnival across all the disciplines.

Our school also participates in a number of SSW knockout competitions. Students should be congratulated on their ability and sportsmanship while coaches deserve a great deal of thanks for the time and effort required when taking a knockout team.

At the zone level Years 7 and 8 competed in gala days that included the other local high schools. These gala days are always a success as they allow students to interact with students from other schools while developing communication and teamwork skills.

Our school sport committee continued to be a voice for the students and their input and discussions have led to many changes in the sport options available.

Once again our school was involved in the Premiers Sporting Challenge. This gave our students an opportunity to challenge schools across the state by participating in and then recording their physical activity levels. This was a great initiative as it taught our students the importance of physical activity in everyday life. As a part of the Premiers Sporting Challenge students were also given the opportunity to visit local primary schools and conduct sport and exercise sessions. This enhances our students’ leadership skills as well as strengthening ties with our local community.

Our school organised and hosted a very successful Fisher Zone sports presentation that recognised talents from students across the zone and included a number of special guests that inspired our students. This was followed by our school sports presentation where we recognised the effort, participation and skill of our students. This was a well-attended event with parents and the remainder of the school on hand to congratulate our sporting stars.

We look forward to 2011 as we are further amazed by the talents and sportsmanship of AHS students.

**Other**

**Library**

This 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, 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, an interactive whiteboard (IWB) and the Technical Support Officer (TSO) who controls and maintains the students’ DET laptops.

**Findings and conclusions**

The library remains a popular venue for students during recess and lunchtime. The space is fully occupied on most days.

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, and has been culled so that it presents as fresh and inviting. The fiction collection remains popular and is in high demand.

**Future directions**

The year 2011 will see the continued full use of all library facilities. Staff, students and parents will be encouraged in every possible way to visit.

Senior students have requested formal study and information skills classes and this request will be met in the library.

The effort to improve the audio visual collection will continue. The non-fiction collection will be kept small, but up to date. Fiction will continue to grow and great efforts to increase its popularity will continue.

**Student Welfare**

**Background**

Welfare initiatives and programs at AHS are vast and always developing to meet the needs of our students and community.

Throughout 2010, we targeted students for specific and individualised programs such as Stewart House, Links to Learning, Links to Learning - Early Leavers, Youth Connection, Stay Connected - Burnside to name a few. We also ran many programs for the whole school and for specific cohorts; Brainstorm live performances, large screen shows such as Motivational Media, Love Bites Program, boys and girls groups and a Year 7 transition camp.

Our Ambarvale Ambassador program continued to be a huge success, with numbers close to 200. We are rewarding our consistently excellent and well behaved students. The year 2010 saw the ambassadors attend Teen Ranch, IMAX Theatre, Taronga Zoo and a camp to the Collaroy Centre at Collaroy Beach. Each semester sees a new intake of keen and excellent students.

Community awareness programs and speakers presented to students on a range of emerging and current issues; Camp Quality - The Teenage Alchemist, NSW Rugby League - Fit and Healthy - Backyard League, Heart Foundation - Jump Rope for Heart and our Police School Liaison Officer on Crime Prevention to name a few.

We have a very strong transition program in place to ease the transformation into high school including transition days at school and a strong peer support program where our selected and trained Year 10 students run sessions around values on a weekly basis.

Student leadership has continued to grow within the school and we aim to give students opportunities to excel and display leadership potential. We held a values forum with our senior leaders, a range of ambassadors, and leaders from our feeder primary schools. The day focussed on school values, community issues and anti bullying. The second half of 2010 also saw the redevelopment of our student leadership team through the Leadership Committee. Our leadership team, consisting of prefects, vice captain and captains were active in positive peer relationships through leadership activities, actively involved in Thursday and Friday lunchtime activities, running assemblies (both whole school and year meetings) and attending events that represent the school.

**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 community.

We continue to offer programs that are targeted and effective. By grouping all programs delivered by agencies under the umbrella of welfare has allowed the school to track individual and cohort intervention.
Future directions

New activities for 2011 will include the development of a peer mediation program, student mentoring and a pastoral care system in roll call, where students will continue with the same roll call teacher (where possible) throughout their time at AHS. This will allow another point of contact for students and parents to keep communication lines open between home and school.

A continued focus will be on student leadership where students have opportunities to be involved in leadership skill development, public speaking and communication.

The Ambarvale Ambassador program will continue to play an increasingly important role as it lifts its profile within the school. This will include a review process for current ambassadors, as well as continuing the semester application process.

Environment

Our focus in 2010 was aligned with the DET ‘Year of Sustainability’. We had an extremely successful year with a variety of environmental activities that had links to the concept of sustainability and education. Examples included:

- Gaining a grant of $50 000 under the ‘Solar Schools’ Federal grant scheme. These panels are going to be installed on the top of G-Block and will supply electricity into the state grid as well as provide students with active lessons in power generation, numeracy and renewable energy.

- Completing electricity monitoring and recycling activities under the Federal Government ‘Climate Clever’ funding which aimed at students becoming involved in sustainability projects in a school setting.

- Initial establishment of the Endangered Cumberland wood plain regeneration. This project aims at supporting heritage species and increasing lost biodiversity in areas that were once abundant with a wide variety of plants, birds and animals.

- Ongoing links with regional environmental groups like Mt Annan Botanic Gardens and the SWS Youth Environmental Network (YEN). Students from AHS took part in a YEN sustainability camp that took students from SWS high schools to areas of Victoria devastated by the ‘Black Saturday’ bushfires. Students spoke with survivors and took part in a variety of activities including fence building, replanting and the creation of habitat boxes for threatened species.

- Active participants in ‘Plant a tree Day’ and ‘Clean up Australia Day’ where students filled 35 garbage bags with litter from the playground area behind the school canteen.

- An environmental audit of activities around the school which include: a wide variety of recycling activities that are collected by the Support Unit, self sufficient water usage in the agriculture plot, development of bush tucker species in a variety of areas around the school, Human Society and Its Environment (HSIE) ‘backyard vegie garden’ project – engaging Year 7s and 8 students in cross curricular activities based around sustainability; and the use of ‘slow food’ in staff welfare activities including the supply of local apples to enhance staff wellbeing.

Careers

2010 proved to be an exciting and productive year in careers. There was a wide variety of initiatives implemented, engaging with 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 and School to Work - Work Readiness Training to Years 9 and 10. These programs implemented and followed the Australian Blueprint for Career Development.

Outside of these timetabled lessons, students were also invited to attend individual careers counselling and compulsory regular Year 12 interviews and counselling. This extra time and assistance allows the students in conjunction with the careers adviser to delve deeper into their individual short and long term goals with regard to future career pathways, Tertiary Education Applications, and allow for planning systems to be put in place resulting in a smoother transition to tertiary education and/or the workforce.

In 2010, 32 mainstream students participated in TAFE delivered Vocational Education and Training
(VET). This was a sufficient increase possibly resulting from the new increased leavers’ age and the introduction of Stage 5 TVET. Students studied at the Campbeltown, Macquarie Fields, Wetherill Park or Liverpool campuses. Six students started school based apprenticeships/traineeships in retail, real-estate and business services with some of these students taking industry-based learning also.

A number of careers oriented and organised activities were of particular note this year: Year 10 interview day and interview training, subject selection career classes/counselling, subject selection interviews, Year 9-10 work readiness program, work experience week, university discovery days and various careers expo and Industry excursions.

Year 12 Exit Survey results were positive with 61% of students eligible for an Australian Tertiary Admission Rank (ATAR). Majority of students (80%) had already applied for tertiary education with 31% applying for university, 38% for TAFE (11% applying for both). Fifty eight per cent of students had already sourced full time or part time employment.

**History Club 2010**

The history club provides an outlet for students who are interested in exploring history beyond the classroom. The students become living history practitioners exploring the past through reconstruction of artefacts, cooking period foods, research, and taking part in period drill.

At a broader level students have taken their knowledge and practice into the broader community. This has occurred through the AHS Showcase Tour of our feeder primary schools. Members of the Living History Club were engaged to present and discuss to the primary schools aspects of the past. Students ‘kitted up’ and discussed what they were wearing and conducted a ‘live’ chronological interactive history game with the primary students. This activity proved rewarding for history club members and primary students alike.

At AHS members took time to manage resources and take part in regular drill. This enabled students to gain an insight into maintenance of equipment and practise for upcoming events. Drill took a number of different forms be it Anglo Saxon, Renaissance or De Gheyns’ drill from the first quarter of the 17th Century.

The students also explored many of our school values demonstrating ability to

- **Trust** - Handle safely equipment and work on equipment independently
- **Respect** - Members of the history club have consistently demonstrated good manners and politeness for those around them including members of the broader community
- **Responsibility** - Manage and look after equipment in a safe and careful manner
- **Excellence** - Group members have always strived to do the best they can and a noticeable result was a flow on effect for many of the students in HSIE. For many students it encouraged reading and research skills which were taken back into the classroom environment
- **Cooperation** - Group members regularly demonstrate team work skills and work together safely in the pursuit of their club activities

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 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.
Percentage of students in bands:
Year 7 reading

Percentage of students in bands:
Year 7 spelling

Percentage of students in bands:
Year 7 writing

Percentage of students in bands:
Year 7 grammar and punctuation
Numeracy – NAPLAN Year 7

Percentage of students in bands:
Year 7 numeracy

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of students</th>
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<tbody>
<tr>
<td>4</td>
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- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010

Literacy – NAPLAN Year 9

Our Year 9 cohort demonstrated very strong results in the top band for reading and writing and the top three bands for spelling. These results often outperformed the local school group as well as exceeding previous school performances.

Percentage of students in bands:
Year 9 reading

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<tr>
<th>Band</th>
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</tbody>
</table>

- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010

Percentage of students in bands:
Year 9 writing

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<tr>
<th>Band</th>
<th>Percentage of students</th>
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<td>5</td>
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- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010

Percentage of students in bands:
Year 9 spelling

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<tr>
<th>Band</th>
<th>Percentage of students</th>
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</table>

- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010
**Numeracy – NAPLAN Year 9**

Year 9 students achieved extremely well in the top band for numeracy, outperforming both the local school group and our own previous performance.
Percentage of students in performance bands:
School Certificate Science

Performance band
Percentage of students
Percentage in band 2010
School Average 2006 - 2010
SSG average 2010

Percentage of students in performance bands: Australian History, Civics and Citizenship

Performance band
Percentage of students
Percentage in band 2010
School Average 2006 - 2010
SSG average 2010

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

Performance band
Percentage of students
Percentage in band 2010
School Average 2006 - 2010
SSG average 2010

School Certificate relative performance comparison to Year 5 (value-adding)

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Australian History, Civics and Citizenship</th>
<th>Australian Geography, Civics and Citizenship</th>
<th>Computer Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>School 2010</td>
<td>-1.3</td>
<td>-2.8</td>
<td>-2.5</td>
<td>3.2</td>
<td>-2.1</td>
<td>-2.5</td>
</tr>
<tr>
<td>School Average 2006-2010</td>
<td>-1.6</td>
<td>-1.3</td>
<td>-1.7</td>
<td>0.7</td>
<td>-1.4</td>
<td>-2.0</td>
</tr>
<tr>
<td>SSG Average 2010</td>
<td>-0.8</td>
<td>-1.1</td>
<td>-0.9</td>
<td>-1.1</td>
<td>-1.0</td>
<td>-0.9</td>
</tr>
</tbody>
</table>

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

Higher School Certificate

The 2010 HSC results were solid, with some notable achievements in advanced English, ancient history and food technology.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

Data table

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>School, 2010</td>
<td>-1.7</td>
<td>-5.3</td>
<td>-7.3</td>
</tr>
<tr>
<td>School Average 2006-2010</td>
<td>-2.6</td>
<td>-4.4</td>
<td>-4.0</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>-1.4</td>
<td>-2.5</td>
<td>-3.9</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy 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 2010
### Percentage of Year 7 students achieving at or above minimum standard

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<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.3</td>
</tr>
<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
<td>91.3</td>
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<tr>
<td>Punctuation and grammar</td>
<td>77.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.3</td>
</tr>
</tbody>
</table>

### Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>82.1</td>
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<tr>
<td>Writing</td>
<td>88.0</td>
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<tr>
<td>Spelling</td>
<td>86.6</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>87.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>78.6</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Aboriginal education

**Background**

In 2010 our number of Aboriginal students stabilised at approximately 5% of our school population. Aboriginal Education is an important focus area for our school staff and the programs, events and activities conducted during the year were coordinated by a dedicated group of staff across all faculty areas.

**Findings and conclusions**

The year saw an increase in Aboriginal events and activities for our community. Involvement from staff and the whole school student body also increased. Our various activities have enhanced our relationship with the local Indigenous community and increased the number of Aboriginal community members coming into the school to support our positive programs and individual students. Our relationship with UWS, South Western Sydney TAFE and various Aboriginal employment groups has seen an increase in our senior students either remaining at school or transitioning into TAFE, apprenticeships or traineeships.

Some of the highlights from the year are:

- Our participation in the UWS Indigenous mentoring program expanded to include students from Years 10 and 11. These students attend workshops at the university and are mentored by UWS students at least twice per term. The program culminated in November with an Indigenous cultural morning for Indigenous and non-Indigenous students from one of our feeder schools, Rosemeadow Public School. The program ended with a celebration at the Campbelltown Campus for students and their families.

- National Aboriginal and Islander Day Observance Committee (NAIDOC) week celebrations were conducted with a community morning tea following a NAIDOC Assembly addressed by Aunty Mae Robinson. Throughout the NAIDOC week Aboriginal education and culture were emphasised across the school with a special school merit card produced to reinforce our focus. We also took the opportunity to provide our Indigenous guests with a native plant, from our Indigenous garden and included an explanation of the traditional uses of the plant.

- Three of our junior Aboriginal students were elected to leadership positions on the Campbelltown Junior Aboriginal Education Consultative Group (AECG). This is an opportunity for our students and primary school students from our feeder schools to become involved in Indigenous cultural and educational events.

- A small group of staff worked individually with our Indigenous students to develop Individual Learning Plans (ILPs). In many cases these plans were adapted and enhanced from plans developed in 2009.

- We also had our second successful year of ‘Norta Norta tutoring. This is a program for our junior Indigenous students to improve their literacy and numeracy through access to a qualified tutor during school hours. The goal is to improve the student scores in future NAPLAN results.

- A group of Years 10 and 11 students completed TAFE ‘Hands On’ taster courses. The courses were conducted at either Campbelltown or Liverpool TAFE in hospitality, automotive, nursing and building. These were highly successful and graduation ceremonies were well attended by family members and staff from our school.

- Finally our junior Indigenous students participated in the creation of Spirit Poles to acknowledge their Aboriginal heritage. This was
coordinated by one of our creative art teachers and the poles are almost completed and we hope to place them in a prominent location at the front of the school in 2011.

**Future Directions**

We will maintain our focus on individualised plans for our Aboriginal students and increase the awareness and participation of our students in educational, cultural and training/employment opportunities.

Our mentoring partnership with UWS will extend from Year 10 to Year 12 as we move into the third year of the program. Our focus on community involvement will continue to expand with the inclusion of opportunities from local Indigenous elders who have expressed interest in participating in ongoing educational programs at the school.

**Gifted and talented (G&T)**

**Background**

The year 2010 saw the formulation of a gifted and talented committee. The committee met regularly to discuss the identification and development of gifted and talented students.

The committee used a number of methods to identify G&T students including faculty/teacher observations based on formal assessments and teacher observations using faculty identification pro formas.

Recommendations from outside bodies including feeder primary schools, parents and caregivers, student nominations and self referral were also used as a method of identification.

Members of the committee also provided the staff with professional learning on the identification, development and extension of G&T students, their needs and the kinds of support and extension they require.

**Findings and conclusions**

A number of initiatives were implemented in 2010 including the formulation of a maths roll call, a science week for G&T students, Stage 3 art exhibition/competition (pre-test and identification) and students taking part in a range of state-wide competitions.

A group of seven talented Year 9 mathematicians completed the School Certificate, four of which received a Band 6 and the others achieving a high Band 5. Currently five of those students are engaged in the Stage 6 mathematics curriculum.

The school in partnership with the UWS has provided enrichment activities at the university to inspire our students to achieve their personal best. Our G&T classes in Years 7 and 8 went to the university to work with faculties on a range of projects.

**Future directions**

The committee’s focus for 2011 will be to provide staff with professional learning around curriculum differentiation and compacting.

Targeted G&T students will have ILPs ensuring that they are provided with enrichment experiences enabling them to discover, explore and extend their gifts.

**Multicultural education**

**Background**

AHS has approximately 25% of students who identify as coming from a non-English speaking background. We are staffed 0.2, or one day a week, with a qualified English as a Second Language (ESL) teacher. This teacher works directly with students to support their needs. In addition we have a whole school Multicultural Education Portfolio team managed by a member of the school executive. This team oversee curriculum implementation and whole school programs and initiatives designed to support and engage students in multicultural education and perspectives. We also have an Anti Racism Contact Officer (ARCO) whose role is to investigate and resolve reported issues of racial discrimination or conflict within the school.

**Findings and conclusions**

In 2010 the multicultural team was very active within the school. They co-ordinated a range of events including speakers, workshops and performances, of particular note were the curriculum based workshops designed to engage students and staff in discussions and activities about multiculturalism and our perspectives.

It is pleasing to note the ARCO had only one reported incident of racially based conflict and this was successfully resolved.
**Future directions**

Multicultural Education will continue as an executive managed whole school portfolio. Curriculum based workshops proved so successful in 2010 that they will continue as an emphasis. A Multicultural Day is also planned to celebrate the various cultures represented in our school.

The 2010 ARCO is trained and will continue in 2011. We anticipate a continued ESL staffing allocation of 0.2.

**Respect and responsibility**

**Positive Behaviour and Intervention Supports (PBIS)**

**Background**

Over the past three years, the TRREC team at AHS has evaluated the school’s implementation of TRREC lessons, behaviour monitoring cards, the merit system and signage around the school.

The year 2010 saw the relaunch of PBIS - TRREC at the beginning of Term 4. Students were involved in a range of activities alternative to their normal school day, focussed on our values of trust, respect, responsibility, excellence and cooperation including:

- Study skills - excellence
- Initiative and team games - cooperation and trust
- Guest speakers and video lessons - responsibility and excellence
- Anti bullying program executed by Year 10 students - respect
- Step ahead activities - responsibility

**Findings and conclusions**

**Behaviour Monitoring Cards**

Staff members continue to be happy with the TRREC behaviour cards as they reflect our school rules and values. The colours of orange, red and green indicate the level of monitoring for each child on a behaviour card.

**Merit System**

Through the development and implementation of our merit system, TRREC is continuing to make an impact in the classroom. This is evident by the number of students receiving higher levels of sapphire and ruby awards throughout the year.

**Signage**

The TRREC team continues to liaise with staff and executive in developing and displaying signage around the school based on our behaviour matrix. Signs representing a matrix of appropriate behaviours depending on the area of the school (classroom, playground, office, canteen etc) went up around the school in our TRREC footprint colours and are visible for all students in the appropriate areas.

Many staff purchased shirts with our school TRREC logo and values to assist in the implementation and embedment in our school community.

**Future Directions**

TRREC is an ongoing program which continues to grow on a yearly basis at AHS. TRREC will continue in 2011 to:

- Improve data collection from our Report Individual Student Contact (RISC) System to identify problem areas.
- Continue to embed TRREC in lesson planning and execution.
- Identify focus areas each fortnight to identify and recognise students who are demonstrating this value at school and in the community.

**Connected learning**

Our school enjoys the facilities of a connected classroom that allows video conferencing and virtual excursions. These facilities are utilised for both student learning and teacher professional learning. Accessed across the school, 2010 saw a large number of PDHPE faculty video conferences with other PDHPE faculties across the state, and to access professional learning workshops co-ordinated centrally by DET.

**Progress on 2010 targets**

**Target 1**

_Thirty per cent or more of students in Year 9 will achieve in the top three bands (Bands 8, 9 and 10) for reading in NAPLAN_

Our achievements include:
Our 2010 Year 9 cohort performed well, but did not meet our target with 22.1% of students achieving in the top three bands for reading in NAPLAN. We did, however, achieve 32.2% of the students in the top three bands for writing and an outstanding 43.7% of the 2010 Year 9 cohort performed in the top three bands for spelling.

Target 2
Thirty per cent or more of Year 9 students achieving in the top three bands (Bands 8, 9 and 10) in numeracy
Our achievements include:
- Our 2010 Year 9 cohort achieved only 25.7% of students in the top three bands, however of that percentage 5.7% achieved the highest band, Band 10. This is an increase of 2.3% on the school average 2008-2010.

Target 3
A decrease in suspension data of approximately 3% in 2010
Our achievements include:
- Although our suspension numbers increased slightly in 2010, this can be partially explained with the increased leaving age. It is also important to note that a very small percentage of our students (2.2%) were involved in 33% of suspensions and reflect a very specific cohort with very high behavioural needs. These needs are addressed in a myriad of ways other than suspensions including internal and external support programs, and applications to more appropriate behavioural settings.

Target 4
Individualised professional learning plans for all staff
Our achievements include:
- All head teachers work with their staff to develop and monitor individualised professional learning plans to ensure teacher capacity and development is maximised.

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 2010 our school carried out evaluations of our gender equity programs and the delivery of the Personal Development, Health and Physical Education (PDHPE) curriculum.

Educational and management practice
Gender equity
Background
AHS has a clear commitment to maximising learning outcomes and to ensuring a culture and practice of gender equity to support this. To this end we have a range of proactive practices in place, supported by funding, to address gender equity issues.

Findings and conclusions
The main area for the concentration of gender equity programs is driven by the suspension data that indicates a 70%/30% male/female representation within recorded suspensions. In turn, these suspensions are predominantly for aggressive behaviour (again 70%) rather than continued disobedience (30%).

To address these issues AHS has responded with a range of programs and initiatives, both internally and externally sourced to address anti-social behaviours and conflict resolution in boys. These have included: Boys Education as a whole school portfolio led by a member of the school’s leadership team, the externally sourced Open Families and Reactions Emotions Anger Control Therapeutic Talk (REACTT) program to address anger management in boys and an internally organised boys program staffed by male year advisers. In addition, boys are actively sought as participants in our many positive behaviour programs and the school has a case management/mentor system in place to align identified boys with male staff members in a mentoring role.

Our internal data indicates female students continue to have greater self esteem/self image needs than their male counterparts. Counselor referral data indicates two thirds of referrals in this area are made by or for girls. As a school we have responded with a range of initiatives designed to address these issues including greater counsellor time addressing these needs, internal ‘girls groups’, female dance groups and
female staff mentors. Our involvement with the Beacon Foundation has given groups of girls access to the Polish Program – a program designed to train and instil confidence in girls in terms of their grooming and appearance. Each year we nominate young girls for the Sister-to-Sister program which is a community delivered program that links young girls with a successful older woman who is achieving highly in her life.

**Future directions**

Staff are currently being trained in the well known Rock and Water Program in addition to a school commitment to actively seek male applicants for welfare/behaviour related positions within the school.

In 2011 we will access teacher professional learning to increase skill knowledge of and skills with the body of research available for boys Education and engaging boys in learning.

AHS will continue to work with Broaden Your World and to access the Polish Program for girls in addition to other self esteem/self image programs delivered within the school. We will continue to encourage applications by girls and for the Sister-to-Sister program and any other external programs made available to us.

**Curriculum**

**PDHPE Key Learning Area (KLA)**

**Background**

Each year the school reviews a KLA area. In 2010 the PDHPE KLA was nominated to be reviewed.

PDHPE was chosen to be reviewed in order to identify strengths and areas for development to improve student outcomes and also because it is one of the largest and most ‘popular’ KLAs in terms of student elective choices and curriculum demands. During 2010 Scott Frazier, the head teacher of the faculty, received a promotion to deputy principal via the merit promotion system. PDHPE has a substantive staff of one head teacher and five classroom teachers.

They also have the expertise of and teaching delivery load of the head teacher welfare who is also a trained and experienced PDHPE teacher. The faculty delivers mandatory PDHPE 7-10, physical activity and sports science (PASS) as a Stage 5 elective, sports lifestyle and recreation (SLR), a Stage 6 Board Developed course, and co-ordinate and partially deliver sport within the school (some sport is delivered by teachers from other faculties).

**Findings and conclusions**

The PDHPE faculty enjoys a very positive reputation across the school community including students, school staff and parents. Sixty nine per cent of students stated that a subject within the faculty was their ‘favourite’ and of those 89% felt they were capable of ‘high levels of learning’ within that subject. One hundred per cent of parents surveyed believed the quality of teachers and teaching was ‘very high’; although it is important to note that only parents whose children were heavily involved in activities related to the PDHPE faculty responded to the survey.

Most students indicated that they ‘strongly agreed’ to the following statements:

- PDHPE teachers are highly skilled
- PDHPE teachers are very good teachers
- PDHPE electives are useful to me

Responses to questions regarding sport were weaker in terms of student enjoyment and student perception of teacher ability. However it is important to note that whilst sport is largely co-ordinated by PDHPE staff, and that they generally hold the expertise in this area, sport is delivered by a range of teachers across the school.

**Future directions**

The year 2011 will see a new head teacher for the PDHPE faculty and the subsequent review and consolidation of programs and practices that accompanies a change in leadership.

In 2011 we will ensure PDHPE electives are offered across curriculum lines to ensure we can meet student curriculum needs.

The faculty will investigate the feasibility of training in 2011 for the VET sports coaching framework to increase curriculum diversity and relevance in 2012 and beyond.

Also in 2011 a greater proportion of sport will be delivered by PDHPE teachers to maximise the skills within our school and to address the identified issue of a drop in student engagement/enjoyment of sport compared to PDHPE.
Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Throughout the course of every school year, many strategies are put in place to continually evaluate and respond to parent, student and teacher satisfaction. This is an ongoing and embedded component of our culture and practice as we continuously reflect upon and strengthen our practice.

In 2010 we surveyed our Year 10 cohort to ascertain their expectations of and plans for Year 11. One hundred and twenty three surveys were returned. Half of our students had planned to return because they wanted to go to university. Sixteen per cent because they wished to access TAFE and 20% because they believed it would lead to a ‘good job’. Only 6% indicated it was because they had to stay at school until they were 17 and only 1% because their friends are here.

Sixty nine per cent planned to work as hard as they could and to do as well as they could. Seventeen per cent planned to work as hard as required to achieve satisfactory results. In terms of study and homework requirements, 27% believed about five hours per week was required, 15% thought less than an hour would suffice, whilst 35% believed 10 or more hours a week would be needed to achieve their goals. Over 70% of students intended to improve their behaviour in the senior school.

Professional learning

In 2010 professional learning involved all staff both teaching and SASS in a variety of initiatives from in-school events to regional projects. These activities were diverse and designed to reflect the priorities of the School Management Plan and the mandatory training associated with duty of care obligations.

Professional learning is conducted both at school using the expertise of existing teaching staff and also at a variety of external locations with participation in workshops, conferences and meetings regularly held after school and on weekends.

Professional learning is an integral part of the development of our new scheme teachers. Approximately 40% of our current teaching staff are new scheme teachers including 19 staff that are early career teachers in their first three years of teaching. New scheme teachers are required by the NSW Institute of Teachers to complete 100 hours of professional learning every five years. The types of professional learning activities include lesson observation of colleagues, development of best practice classroom management techniques, understanding of DET policies and procedures and curriculum based activities. Ambarvale is fortunate to have a head teacher mentor who works with these teachers to allocate funds and develop appropriate activities to meet their professional learning requirements.

Another important area of professional learning is digital education. An essential part of the Digital Education Revolution (DER) is the training of staff in Information Communication Technology (ICT) skills to enhance the use of emerging technologies in the classroom and associated administrative responsibilities. Staff now apply for professional learning events online and in many cases complete professional learning online.

School development 2009 – 2011

Targets for 2011

Target 1

Thirty one per cent of the Year 9 cohort to achieve in the top three bands of NAPLAN in reading

Strategies to achieve this target include:

- continued use of diagnostic data
- access to and utilisation of ILPs
- teacher/student dialogues about the students Year 7 achievements in literacy in NAPLAN and their shared goals for Year 9 achievements
- continued refinement of teaching programs and delivery methods
Target 2

Thirty per cent of the Year 9 cohort to achieve in the top three bands of NAPLAN in numeracy

Strategies to achieve this target include:
- continued use of diagnostic data
- continued refinement of teaching programs and delivery methods, with a strong emphasis on whole numeracy approach
- access to and utilisation of ILPs
- continued professional learning opportunities for staff, particularly early career teachers

Target 3

Individual Student Learning Plans are in place and utilised to enhance teaching and learning for a range of students 7-12

Strategies to achieve this target include:
- strategic development of ILPs across a range of cohorts and for a variety of purposes across the school
- professional learning opportunities for staff to share expertise and knowledge about a range of ILP styles and applications
- systems to encourage and support teacher access and utilisation of ILPs within their teaching

Target 4

Head Teacher Development is a sustained and repeatable program that is embedded and is resulting in increased whole school leadership skills

Strategies to achieve this target include:
- a program of Head Teacher Development meetings with the principal
- an executive meeting structure that supports and promotes a commitment to continuous professional learning
- head teachers to lead and manage a whole school portfolio towards improved learning outcomes

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.

L Barnott-Clement, Principal
S McMahon, Deputy Principal
M McKenzie, Deputy Principal
L Dunn, School Administrative Manager
K Weber, Head Teacher HSIE
C Melville, Head Teacher Welfare
C Barnes, Head Teacher Administration
E Burcher, R/Head Teacher PDHPE
D Olsen, Head Teacher CAPA
M Koens, R/Head Teacher TAS
A Berry, Head Teacher Support
J Ellem, Careers Adviser
G Koens, SRC Coordinator
J Carlton, School Captain
W Crocker, School Captain
K Archibald, School Vice-Captain
V Nguyen, School Vice-Captain

School contact information

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr