School Achievements 2009
Our school has experienced some valuable achievements in 2009. These included:

- Celebrating the school’s 30th year Anniversary with a whole school fete;
- Completing the school’s first year on the Priority School Funding Program (PSFP). This program provided additional funding for staff training and development in the priority areas of Literacy, Numeracy and Student Engagement;
- The training of three teachers in Accelerated Literacy in the school. Two of these teachers completed training as Regional Tutors;
- Two teachers presenting at the State Equity Conference on how Accelerated Literacy and Prioritising Grammar were successfully implemented in their classrooms;
- A staff member training as a Reading Recovery tutor and beginning of this intervention program at Ambarvale Public School;
- Two Autism classes being established in the school, with a successful submission approved for additional funding to support the transition of these classes into Ambarvale Public School;
- The successful application of a Gary Walden Trust Fund Grant. With this funding, the Support Unit established a sensory room in one of the vacant classrooms;
- Daystar foundation donating four garden beds that are maintained by classes in the school;
- ANZAC Day and Remembrance Day services being held, maintaining links with the past.

A painting in the school’s new sensory room

- Whole school Empowerment Week being conducted for the second year running, ensuring improved student engagement through retention designed to improve attendance targets;
- The Premier Sports Challenge being successfully conducted for the second year running;
- The students in Stage 3 and Year 3-6 Mercury participated in the NSW Technopush Challenge for the second year running. This involved building four pushcarts to a specific standard. At the conclusion of the program, the students were involved in racing their pushcarts at Eastern Creek Raceway;
- The school installing four interactive whiteboards from a variety of different funding sources. A fifth whiteboard was installed with the ‘connected classrooms’ project; and video conferencing facilities were installed to complement this initiative; and
- A submission was successful in converting from a Macintosh Platform to a PC Platform across the entire school.

A painting in the school’s new sensory room

Students working in the school’s new garden beds.

Students participating in the Easter Hat Parade
Principal's message

Welcome to Ambarvale Public School Annual Report for 2009 – the year our school celebrated its 30th anniversary.

The school established itself with the motto, Learning to Live and thirty years on, this continues to be a focus. 2009 was a very busy year for the staff, students and community, with many programs and initiatives (see School Achievements 2009).

2010 will be an exciting year to be a student at Ambarvale Public School. We will build on the 2009 targets, with the additional focus on improving student’s access to technology.

I am sure students will be excited as the ‘education revolution’ gets under way and they have increased opportunities to use computers in a range of Key Learning Areas throughout the day at Ambarvale Public School.

Over 2009 many people have commented on what a great school Ambarvale is. I have been reflecting on what makes our school such a wonderful place to learn and identified three key ingredients.

The first of these is our wonderful teachers. They have done an outstanding job of planning for and supporting the learning of students. They all ‘go the extra mile’ and take on many additional roles to provide students with access to a range of extra-curricula activities; their involvement is to be commended.

The second ingredient is a supportive parent community. Ambarvale Public School staff are fortunate to have such an interested and involved community working in partnership with our school. The parents at Ambarvale, also ‘go the extra mile’; taking on lots of additional roles beyond listening to their children read and helping with homework. To all of those who have helped with fundraising, or in the classroom, sporting carnivals, transporting children to Zone carnivals, or sport, uniform, canteen, P&C, our 30th Anniversary Fete and celebrations, etc I would like to extend a huge thank you. All students at Ambarvale Public School benefit enormously from your interest and support.

The final ingredient of a great school is a large group of enthusiastic students who always give of their best and work to improve. I am so proud of all of the students at Ambarvale Public School. They consistently show a willingness to learn and accept students with differences. Our celebrations of special days such as Harmony Day exemplify this.

With so much happening in 2009, Ambarvale staff continued to demonstrate a commitment to life-long learning and a willingness to continue to teach our students learning to live.

Finally I’d like to wish everyone all the best in 2010 and thank everyone for their support during my time at Ambarvale Public School.

Christine Miller

P&C Message

The Parent and Citizens’ (P&C) Association of Ambarvale Public School is a small but dedicated group of parents. The main focus for the P&C in 2009 was forming partnerships with the community and the majority of fundraising went into beautifying the playground.

Some of our achievements included:

- The school participating in local community events such as BBQs at both school gala days;
- Participating in fundraising with BBQs at Bunnings Warehouse and the markets at Boothill and Waminda;
- Informative discussions with the SRC, students, staff and parents to review school uniform policy. Discussions enabled students wearing new hooded and wet weather jackets which our uniform shop now stocks. The sport shirt is now Ambarvale’s new uniform and may be worn with pride every day;
- Putting forward a submission for a $3000 Woolworth’s community grant for the Breakfast Club which was unsuccessful. Therefore, the Breakfast Club became affiliated with the P&C to ensure it had continual funding and to sustain the program. Money was anonymously donated and with the support of Daystar Foundation (providing milk and bread each week) we are now able to run the program more successfully;
- Through 18 months of planning, the 30th Anniversary fete/assembly became a reality in October. The fete involved inviting past students and teachers, conducting a formal whole school assembly with participating guest speakers, an Ambarvale book launch and carnival rides and stalls. Although we are a small school, with the support of our local businesses, the community and staff, such an event and celebration was a huge success. A lot of acknowledgement and credit must be given to the organising committee; and
- The Canteen has a responsibility for promoting healthy and responsible eating, with special events throughout the year. Healthy Bones Week and the Sydney Markets fruit promotion were two such events. This also enabled us to provide a service to the students, staff and local community, promoting children’s health and lifestyles.

Karyn Becker
P&C President

Student representative’s message

The student representative council consisted of 22 students ranging from Year 3 to Year 6. Throughout the year the council met once a fortnight and reported back to all classes on a regular basis.

In 2009 the SRC worked together with the P&C to come up with a new design for winter apparel. The SRC continued to work together with the P&C to raise money for a family in our school community. The school raised approximately $180 for this family, who tragically lost their house due to a fire.

Ambarvale Student Representative Council 2009
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

At the end of 2009 we had 293 students enrolled at Ambarvale Public School, 164 males and 129 females. Enrolments continue to decline in line with demographic trends within the Campbelltown area. Reference: Campbelltown Council website.

Student attendance (continued)

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
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<tr>
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<td>92.0</td>
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</tr>
<tr>
<td>Total</td>
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</tr>
<tr>
<td>State K</td>
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<td>93.6</td>
<td>93.6</td>
</tr>
<tr>
<td>Total</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

School non-attendance was managed with support from the Home School Liaison Officer (HSLO). Fortnightly meetings with the HSLO took place, resulting in several home visits to improve attendance and to inform parents about the importance of sending their children to school. The HSLO conducted a staff meeting to give an update to teachers on how to keep accurate attendance records and how to carry out their responsibility to follow up unexplained absences.

As the 2009 data shows, our K-6 attendance rates were below the State and Regional average attendance standards, however they have remained consistent with 2008 levels.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.
Structure of classes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2COSMIC</td>
<td>1</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>1-2COSMIC</td>
<td>2</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>1-2PLUTO</td>
<td>1</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>1-2PLUTO</td>
<td>2</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>2-3RIGEL7</td>
<td>2</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>2-3RIGEL7</td>
<td>3</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>3-4BLASTOFF</td>
<td>3</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>3-4BLASTOFF</td>
<td>4</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>3-4POLARI</td>
<td>3</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>3-4POLARI</td>
<td>4</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>4-5F.STAR</td>
<td>4</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>4-5F.STAR</td>
<td>5</td>
<td>23</td>
<td>30</td>
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<tr>
<td>5-6HERCULE</td>
<td>5</td>
<td>8</td>
<td>28</td>
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<tr>
<td>5-6HERCULE</td>
<td>6</td>
<td>20</td>
<td>28</td>
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<tr>
<td>5-6LUNAR</td>
<td>5</td>
<td>7</td>
<td>29</td>
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<tr>
<td>5-6LUNAR</td>
<td>6</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>KROCKET</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>KSTAR</td>
<td>K</td>
<td>20</td>
<td>20</td>
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</table>

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Emotional Disturbance Autism</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.6</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
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</tr>
<tr>
<td>Community Language Teacher</td>
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</tr>
<tr>
<td>Priority</td>
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</tr>
<tr>
<td>Primary Part-Time</td>
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</tr>
<tr>
<td>Primary RFF</td>
<td>0.42</td>
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<tr>
<td>Primary Teacher Area Relief</td>
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<tr>
<td>Primary Teacher Executive Release</td>
<td>0.042</td>
</tr>
<tr>
<td>Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Primary Teacher support RFF</td>
<td>0.42</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.622</td>
</tr>
</tbody>
</table>

Under the new National Education Agreement (2009) guidelines, Ambarvale Public School will continue to strongly support the National Education Agreement (2009) guidelines, with a focus on employing Indigenous staff with every opportunity. This will greatly benefit the Aboriginal and Torres Strait Islander students currently enrolled at Ambarvale Public School.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>86</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>14</td>
</tr>
</tbody>
</table>

Financial summary

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

Date of financial summary: 30/11/2009

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>111,224.82</td>
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<tr>
<td>Global funds</td>
<td>172,717.02</td>
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<tr>
<td>Tied funds</td>
<td>154,182.86</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>36,242.44</td>
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<tr>
<td>Interest</td>
<td>5,359.79</td>
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<tr>
<td>Trust receipts</td>
<td>5,631.65</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>485,358.58</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

**Teaching & learning**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>6,785.33</td>
</tr>
<tr>
<td>Excursions</td>
<td>4,158.09</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>20,537.17</td>
</tr>
<tr>
<td>Library</td>
<td>2,487.99</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5,538.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>151,481.05</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>57,381.56</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>41,696.46</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>36,637.44</td>
</tr>
<tr>
<td>Maintenance</td>
<td>14,161.64</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>6,415.95</td>
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<tr>
<td>Capital programs</td>
<td>9,733.94</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>357,015.57</strong></td>
</tr>
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</table>

**Balance carried forward**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>128,343.01</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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 2009

Achievements

Academic
In the National Assessment Program, the results across the Years 3 and 5, 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.
Yr 3: from Band 1 (lowest) to Band 6 (highest for Yr 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Yr 5)

Literacy – Progress in reading

![Average progress in reading between Year 3 and Year 5](image)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>84.6</td>
<td>114.4</td>
<td>82.8</td>
</tr>
<tr>
<td>LSG</td>
<td>90.8</td>
<td>83.5</td>
<td>87.4</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</td>
</tr>
</tbody>
</table>

There has been 82.8 point growth in reading for matched students in year 3 to year 5. This is above the 80 point expected growth for all students.

Literacy – Progress in writing

![Average progress in writing between Year 3 and Year 5](image)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>83.5</td>
<td>114.7</td>
<td>78.8</td>
</tr>
<tr>
<td>LSG</td>
<td>80.1</td>
<td>73.7</td>
<td>62.5</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>

There has been 78.8 point growth in reading for matched students in year 3 to year 5. This is below the expected 80 point growth for all students, but higher than both the State and LSG results.

Numeracy

![Average progress in numeracy between Year 3 and Year 5](image)

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>80.1</td>
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<td>87.2</td>
</tr>
<tr>
<td>LSG</td>
<td>86.6</td>
<td>80.1</td>
<td>90.0</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

There has been 87.2 point growth in numeracy for matched students in year 3 to year 5. This is above the expected 80 point growth for students.
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 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>69</td>
</tr>
<tr>
<td>Writing</td>
<td>76</td>
</tr>
<tr>
<td>Spelling</td>
<td>80</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>59</td>
</tr>
<tr>
<td>Numeracy</td>
<td>75</td>
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</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>70</td>
</tr>
<tr>
<td>Writing</td>
<td>70</td>
</tr>
<tr>
<td>Spelling</td>
<td>72</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>72</td>
</tr>
<tr>
<td>Numeracy</td>
<td>76</td>
</tr>
</tbody>
</table>

Creative Arts

Students have been involved in a range of activities providing them with hands-on experiences through visual arts, craft, dance, drama and music. Activities undertaken in 2009 included:

- School assembles being held each fortnight throughout the year, with host classes providing an item on a roster basis;
- Student art, craft and photography have been displayed in the foyer of the school office;
- All K-6 students had the opportunity to participate in choir. These students practised weekly, during their lunchtime, to learn a new and increasingly difficult repertoire of songs. A junior choir was formed and students from K-2 performed at the presentation day assembly, Kindergarten Orientation Parent Workshop and Harmony Day. The Senior Choir (3-6) has been given the opportunity to perform regularly throughout the school year at various assemblies. With each song their performance skills improved as did their confidence in their abilities as a choir;
- A talent quest at the end of the year. Students auditioned for inclusion in the program; and performed at the end of year concert. Students demonstrated skills using dance, drama, singing and musical instruments.

Sport

In 2009 Ambarvale Public School Students increased participation numbers in PSSA gala days by approximately 30 students when we entered two teams into the PSSA Australian Rules Football competition. Students also participated in PSSA cricket, soccer, touch football, rugby league and netball. Students experienced success in developing specific skills for each of these sports as well as teamwork and sportsmanship skills. Friday sporting groups ranged from programs that promoted skill development in a range of sports as well as fitness activities to promote positive wellbeing.

Visiting coaches ran clinics for K-6 students in rugby league, cricket and Australian Rules football. A gymnastics program was also offered one day a week in term 2 for all students in K-6.

The annual swimming carnival was held at Camden Pools in Term 1. Students participated in a variety of swimming races and novelty events. The annual Cross Country was held on the grassed area behind our school in Term 2 and the Athletics Carnival was also held behind our school grounds in Term 3. Students then went on to represent Ambarvale Public School in zone carnivals.

The Active After-Schools Program was offered to all students from K-6, which gave students the opportunity to participate in a multi-sport program after school. The program aimed at developing and enhancing students’ motor and social skills, while having fun through play. The program also encouraged a healthy lifestyle and aimed at promoting fitness among our school community.

Significant programs and initiatives

Aboriginal education

In 2009 curriculum-based programs educated all students about Aboriginal history, culture and current Aboriginal Australia. All classes celebrated NAIDOC Week to highlight our indigenous culture. Students thoroughly enjoyed the ‘Island Dreaming’ indigenous performance in June and participated in an Aboriginal Fun Day involving dreaming stories, Aboriginal art, dance and music.

Student Outcomes

- The academic progress of these students is monitored and supported on an individual basis;
- All students participated in school activities to celebrate Nation Aboriginal and Islander Observance (NAIDOC) week; and
- The school has continued to develop a bush tucker garden as part of our environmental program.

**Multicultural education**

Multicultural education was an integral part of the school curriculum throughout 2009 in the intensive teaching of ESL (English as a Second Language) in small groups and in the classroom and Spanish lessons K-6.

A proud achievement in Multicultural Education in 2009 included the Harmony Day Assembly which involved students from our school and Thomas Reddall High School performing dance, choir and public speaking items. We also celebrated Anti-Poverty Day with an excellent art and craft display by each class and raised $190 for Stewart House.

The Fruit Salad Group (which consists of the District Multicultural Officer, Ha Nguyen, parents of a variety of cultural backgrounds and teachers) met once a month to prepare for multicultural performances. It is the 2010 plan to encourage new parents to be part of the group.

**Priority Schools Funding Program**

**How the PSFP staffing supplementation was used in 2009**

The staff supplementation of 0.3 (one and half days per week), in addition to school staffing allocation, enabled an Assistant Principal (AP) to be class-free. The PSFP role of the AP was in curriculum development and in coordinating Stage 3 teacher professional development. This also included providing support in the classroom and in the development of teaching and social skills programs.

**How PSFP funding contributed to school improvement in 2009**

1. **Student Engagement and Attendance**

   **Technology** - PSFP funds were used to facilitate the effective use of technology in the classroom to increase student engagement. An IWB was purchased and timetabled to allow access for all classes from term 2, and selected stage representatives undertook Connected Classrooms training, enabling them to share knowledge and ideas with all staff about incorporating technology into classroom teaching practices.

   **Innovation** – Three innovative initiatives were developed and implemented.

   The first, Lesson Study, was implemented in Stage 3 mathematics. This professional development model focussed on a classroom lesson. The outcome of this collaborative process of planning, implementing, observing and critiquing the lesson was a shared language for describing and analysing classroom teaching.

   The second initiative was Accelerated Literacy (AL). This structured approach to the teaching of literacy was implemented across three classes. Teacher professional knowledge increased and student reading results improved.

   The third initiative was the purchase of a student welfare tracking software package. This has enabled the Learning Support Team (LST) to assess more readily the social and learning needs of students and to implement supportive programs.

   Other tailored programs were implemented using PSFP funds to promote student engagement. Stage 3 and the IM Support Class entered the *NRMA Technopush Challenge* for the second year, building on the experience and lessons of 2008 to participate with enthusiasm and dedication. The school entered four pushcarts in the state-wide event, and 95% of participating students attended the event at Eastern Creek. The school Peer Support Program and Homework Centre were also set up to foster student involvement.

   **Attendance** - Under the assumption that students cannot engage if they are not present at school, the 2008 attendance data and school attendance tracking systems were reviewed and a need was identified for improvement in attendance rates and records. With support from the Home School Liaison Officer, our class-free Assistant Principal implemented a new system to ensure notes are returned to explain absences.

   2. **Literacy**

   Improved literacy outcomes have been reported (pre and post) in stage 2 and in the IM Support Class, directly attributed to the inclusion of Accelerated Literacy (AL) pedagogy in class literacy programs. With PSP funds, three teachers undertook regional training in 2009 and implemented AL in their classrooms. Two of these teachers have recently completed further regional tutor certification in AL (also with PSFP funds) and have delivered presentations about their teaching methods and successes to visiting colleagues from other another region and at the Biennial Equity Conference, hosted by NSW Priority Schools Programs in September 2009.

   Funds were also used to purchase reading material to enable our students to participate in Premier’s Reading Challenge and in the holiday reading program, RAD.

   3. **Numeracy**

   PSFP funds were utilised to plan, create and conduct Numeracy Workshops for parents and carers within the school community. After being surveyed to ascertain their level of need for assistance and their particular interests and concerns, participants were taught mathematical concepts and content relevant to their child’s learning and were instructed on effective ways to reinforce and encourage learning at home. The Interactive White Board was used to conduct the workshops, to allow participants to become familiar
with the technology their child uses at school. All feedback from these sessions was positive, with many requests for more sessions in other key learning areas.

PSFP funds were used to conduct a lesson study across stage 3 classes in Numeracy. (Also see Engagement above). An integral component of lesson study is time, notably time for teachers to collaboratively implement the lesson-study process. Funds were used to release teachers to engage in discussions focussing on student thinking and the teaching of lessons.

Other programs
All students in Stage 3 (Years 5-6) were trained in term one to be peer support leaders. The Year 6 students took on the primary leadership role and the Year 5 students supported the Year 6 leaders. The students were then allocated a group of students ranging from kindergarten to year 4. In these groups, peer support leaders had a series of lessons to teach the younger students. The lessons were from a prescribed approved program relating to self-esteem and anti-bullying. Classroom teachers support the program by supervising all students.

In 2009 a community based student mentoring program, Big Brothers, Big Sisters, was implemented to help raise the self-esteem and leadership skills of students transitioning into high school. In 2009 we also continued with the school chaplaincy program, which provides support for students at risk.

In 2009 the school rules continued to be explicitly taught within the teaching and learning cycle. Our merit and learning awards were directly related to the rules that we were targeting for the week. Teachers were informed of the targeted rule through our Daily Memo system in the school. Two teachers were released for two days to write targeted social skills lessons based around our school rules (Be Respectful, Be Safe, Be a Good Learner and Be Kind).

The Breakfast Club Program continued to be well supported by students and by parent and teacher volunteers. Daystar Foundations funded this program by providing food donations to ensure this worthy program could continue.

Active After Schools Communities- AASC
The Australian Sports Commission on behalf of the Australian Government has developed the AASC program. This initiative aims to improve the physical activity levels of Australian children through a nationally co-ordinated after-school hours’ program. It provides opportunities for participation in quality, safe, fun and structured physical activity. Local communities and schools have been working together to stimulate children’s involvement in sport, not only at school but within the community as a whole.

Ambarvale Public School was involved in the program for the second year running. Throughout the year the students were exposed to a variety of sports including oz tag, multi skills, dance, basketball and circus skills. In excess of 80 students participated over the year, with approximately 35 students each Monday and Wednesday over the four terms.

Throughout the year, 3 Ambarvale teachers have also become accredited community coaches participating in a 2 day training workshop aimed at exposing teachers to a ‘Playing for Life’ approach to sport and physical activity. The program also saw 50 students become ‘active’ in a Campbelltown Regional Gala Day held at Thomas Acres Reserve in term 3. Students from years 1 to 6 were exposed to many sports available in the local community, including AFL, Cricket, Netball and Hockey.

The final highlight for students participating in AASC was the ‘1.5 million Sporting Pass Challenge’, held in conjunction with Diabetes Australia, to raise children’s awareness of diabetes. This challenge involved all students working together to pass objects between themselves over numerous sessions to reach 1.5 million passes.

Progress on 2009 targets

Target 1
*Increased levels of literacy achievement for every student*

Our achievements included:
- Writing for students in year 3 has remained relatively stable since 2007;
- Year 5 students’ writing has shown some slight growth from 2008;
- The home reading was implemented across the entire school;
- The whole school participated in public speaking competition, with two students each from Stage 2 and 3 participating at the area competition held at Ambarvale Public School;
- Representatives from each stage were involved in Accelerated Training and Development. Classroom data showed 85% of students participating were able to read at 90% accuracy for the studied text;
- Two teachers trained at Regional Training in Accelerated Literacy;
- Whole staff trained in Prioritisising Grammar; and
- Consultancy support in grammar and reading comprehension was provided.

Target 2
*Increased levels of numeracy achievement for every student*

Our achievements included:
- The implementation of Newman’s Error Analysis in classrooms from K-6 and the ‘Count Me in Too’ framework implemented K-2;
• Stage 3 teachers trained in ‘Counting On’ and were involved in Lesson Studies, with the main focus being numeracy;
• Some students achieved in the top two bands (proficiency standard) in both Years 3 and 5; and

Target 3
Improved levels of student engagement
Our achievements included:
• Enhanced awareness by parents of why it is necessary to bring notes about students’ absences has improved. This information was regularly communicated to our parents through the newsletter and parent interviews with the support of the Home School Liaison Officer. The attendance rate is below State average, but the explained absences have improved in the second semester;
• Quality Teaching (QT) was evident in teaching programs. The Principal conducted regular Teacher Assessment Review Schedules (TARS) and provided valuable feedback on how the QT elements could be incorporated into teaching programs;
• Each stage selected and participated in a stage-based initiative that was highly engaging and hands-on for the students;
• Professional development was conducted on how to incorporate the quality teaching elements in classroom programs; and
• Stages were given time at staff meetings to discuss how they used quality teaching in their lessons and how it fit into their programs.

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:

Numeracy 2009

SCHOOL CONTEXT
Ambarvale Public School is situated in the Campelltown School Education Group. The school has an enrolment of 260 students, K-6. 36 students (consisting of an IM, IO, IM integrated model and two Autism classes) are in the Special Education Support Unit. A 38% ESL population and 15 Aboriginal and Torres Strait Islander students are supported at Ambarvale. Five students in mainstream classes receive integrated funding support. Five students access an alternate behaviour setting. School suspension data indicates twenty-seven short suspensions and four long suspensions in 2009. Student attendance calculated in Semester 1 is 90.4%. From 2009, Ambarvale Public School has a designated PSP school and will be supported with additional funding to conduct a Reading Recovery intervention program. Ambarvale Public School has had two substantive and three new executive appointments over the past four years. The school has five New Scheme Teachers. The school has a community language program that recognises the Spanish community.

METHODOLOGY
The tasks undertaken to complete this school self-evaluation include the collection of data in Numeracy, the area for improvement. The methodology includes the use of data collection tools, online surveys, NAPLAN school performance, focus interviews and class observations.

Timeline implemented for the targeted school self-evaluation improvement team / report:

<table>
<thead>
<tr>
<th>Date /s</th>
<th>Task /s</th>
<th>Required resource</th>
<th>Staff responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>25/8/09</td>
<td>Meeting with school self-evaluation team to determine area for evaluation</td>
<td></td>
<td>Principal</td>
</tr>
<tr>
<td>17/9/09</td>
<td>NAPLAN school performance analysis task (literacy or numeracy)</td>
<td>SMART data</td>
<td>Principal</td>
</tr>
<tr>
<td>11/9/09</td>
<td>Online survey (literacy or numeracy) for teachers/students</td>
<td>Computers to undertake survey</td>
<td>Principal</td>
</tr>
<tr>
<td>24/9/09</td>
<td>Classroom Observations</td>
<td></td>
<td>CEO</td>
</tr>
<tr>
<td>25/9/09</td>
<td>Report creation after analysis of the data</td>
<td></td>
<td>School Self evaluation team</td>
</tr>
<tr>
<td>28/9/09</td>
<td>Organise date for Targeted School Improvement Team visit</td>
<td></td>
<td>Principal/SDO</td>
</tr>
<tr>
<td>2/10/09</td>
<td>Submission of report to School Education Director</td>
<td></td>
<td>Principal</td>
</tr>
</tbody>
</table>
FINDINGS

3.1 Online survey
Online Survey numeracy
All mainstream students in year 3-6 (except two who were absent) completed the online survey and 75% of teachers completed the online survey.

- 61% of teachers have taught at Ambarvale for less than 5 years and 22% of teachers have taught at Ambarvale for 11-15 years;
- 28% of teachers have 0-5 years teaching experience and 28% have 6-10 years of teaching experience;
- 44% of teachers are confident in implementing the K-6 Mathematics syllabus;
- 78% of teachers are taking responsibility for the skill development of their students. However, only 22% of programs explicitly addressed each student's numeracy needs;
- 55% of teachers indicated that numeracy development in the primary years is influenced by stage 1;
- 33% of teachers indicated that numeracy should always be integrated into other KLAs;
- 5% of year 3 students were in the top band and 19% of year 3 students were in the bottom band;
- 3% of year 5 students were in the top band and 13% of year 5 students were in the bottom band;
- 59% of students in year 3 were at or above proficient and 63% of students in year 5 were at or above proficient;
- The school is underperforming relative to the state in terms of overall numeracy in years 3 and 5;
- It was identified that the school is achieving well below average in measurement, data and space and geometry in years 3 and 5;
- Year 3 and 5 students have a higher percentage of students in the bottom band compared to state average;
- Students in year 3 were scoring 10 marks lower in approximately half of the numeracy questions. A similar pattern was observed in year 5 with regard to the proportion of questions incorrect;
- The school has students in the top and bottom bands in both years 3 and 5;
- 5% of year 3 students were in the top band and 19% of year 3 students were in the bottom band;
- 3% of year 5 students were in the top band and 13% of year 5 students were in the bottom band;
- 59% of students in year 3 were at or above proficient and 63% of students in year 5 were at or above proficient;
- The overall growth for year 3 to year 5 is below average, with the results being lower than the state. Growth data between year 3 and 5 was lower than the state 46.9% of students;
- The growth for boys in year 5 is lower, relative to the state, in numeracy, whereas the growth for girls is almost equal to the state in numeracy;
- Trend data relative to the state and the region has levelled out in year 3 and year 5 and is moving in line with the state and region; and
- There are a number of teaching strategies from the NAPLAN assessment that may be beneficial to students, should they be incorporated into teaching programs.

3.2 NAPLAN school performance analysis of numeracy
Through the completion of the NAPLAN school performance data analysis, the following findings were obtained:

- The school is underperforming relative to the state in terms of overall numeracy in years 3 and 5;
- It was identified that the school is achieving well below average in measurement, data and space and geometry in years 3 and 5;
- Year 3 and 5 students have a higher percentage of students in the bottom band compared to state average;
- Students in year 3 were scoring 10 marks lower in approximately half of the numeracy questions. A similar pattern was observed in year 5 with regard to the proportion of questions incorrect;
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- 59% of students in year 3 were at or above proficient and 63% of students in year 5 were at or above proficient;
- The overall growth for year 3 to year 5 is below average, with the results being lower than the state. Growth data between year 3 and 5 was lower than the state 46.9% of students;
- The growth for boys in year 5 is lower, relative to the state, in numeracy, whereas the growth for girls is almost equal to the state in numeracy;
- Trend data relative to the state and the region has levelled out in year 3 and year 5 and is moving in line with the state and region; and
- There are a number of teaching strategies from the NAPLAN assessment that may be beneficial to students, should they be incorporated into teaching programs.

3.3 Focus interviews
Focus groups were carried out with 13 staff members.

Numeracy teaching programs
- All staff except one use CMIT or counting on in their classrooms for their numeracy program. This teacher has had no training in CMIT;
- All teachers use the DET syllabus to inform their planning. Other resources used by 30% of staff include Developing Efficient Numeracy Strategies, modules and the NEA website; and
- 30% of staff utilise the school scope and sequence to identify which outcomes to focus on. 69% use NAPLAN data. Other strategies include pre-test, observations, SENA, NEA. However these are not consistent across the school.

Numeracy Teaching Practices
- All teachers said their students learn numeracy best using hands-on equipment. This is also the most engaging method for students;
- Students are involved in different groups styles in classrooms: eg maths groups, individual and small group work; and
• Teachers have stated that the students have shown an improvement in all areas of numeracy. 38% of teachers have seen improvements in number and problem-solving skills and 23% of teachers have seen improvements in space and measurement.

Assessment and reporting in numeracy
• 46% of staff uses NAPLAN and SENA to identify their students’ needs and abilities. 38% of staff use NEA and stage assessments to identify students’ needs and abilities;
• NAPLAN data is used to identify an area of weakness and to refocus and improve programs in that area;
• Assessment tasks are collaboratively developed in stages but these are not currently being used. New assessments are developed as stages require them;
• Feedback is provided informally to students and written in the form of reports to parents twice a year;
• Staff indicated that the current tracking sheets need to be revised and that they require time off class to test all their students. The assessment tasks need to be linked to the rubric; and
• Staff indicated that there should be whole school consistency with assessment, including which assessments should be implemented.

Concluding remarks....
• Staff would like more training in various areas such as assessment, working mathematically, fractions and decimals, hands-on equipment, effective programming, collecting data and building vocabulary;
• Suggestions by teachers to improve learning at the school include team teaching; stage consistency with assessment and planning that links to the next stage; the use of resources effectively; maths groups for all stages, following the scope and sequence; consistent assessment plans and more collaboration for beginning teachers; and
• High expectations of student performance in numeracy should continue to be a focus.

3.4 Classroom teaching observations
Twelve lesson observations took place in classrooms from ES1 to Stage 3 across the school.

An ESL teacher and a Support Teacher (Learning) were observed in a team teaching strategy (with three classroom teachers) being used in the one Stage 2 classroom. Over the three hours in classrooms, only one interruption to learning occurred.

Each classroom was presented with many outstanding visual arts/ craft and commercially printed resources to support numeracy prompts. The more professionally presented classrooms were within the ES1 and Stage 1 areas. Technology was not being used in any classroom. Each classroom was well equipped with hands-on numeracy resources.

The teacher made explicit, specific concepts in explanations in 33% of all classrooms observed and in these quality learning environments, 100% of all students were deeply engaged in the numeracy task.

The essential background required to demonstrate deep understanding, knowledge and metalanguage was only observed in 33% of the classrooms where teaching was evaluated. Differentiated numeracy instruction to recognise individual differences and enrichment were not available to the more capable students. Real world connections were being made in three classrooms where the teacher’s narrative and lesson strategy promoted interest in the task, concepts and learning.

The need to develop an increased engagement with NAPLAN data by teaching staff was evident. In particular, the NAPLAN assessment identified – in K-6 – that students at Ambarvale Public School were underperforming in the numeracy strand (both Y5 and Y3); and this corresponded to relevant sections of the Mathematics K-6 syllabus. All teachers need to use this diagnostic information to better address the underperformance and work as a team to lift the school’s performance
Conclusions and recommendations

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>Recommendation</th>
<th>Strategies to be implemented</th>
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<tbody>
<tr>
<td>Ambarvale Public School has variable, quality learning environments. A shared understanding of the craft of teaching, with strategies to address each student who is underperforming is a requirement of all best practice;</td>
<td>Build teacher SMART data analysis capacity to support school improvement and student learning (K-6); and</td>
<td>Use whole school planning processes to evaluate the quality of numeracy teaching designed to identify and address students’ numeracy learning needs.</td>
</tr>
<tr>
<td>Staff unaware of the use of NAPLAN data</td>
<td>Whole school training K-6 for teachers in analysing and using NAPLAN data from SMART software</td>
<td>Training for teachers in using NAPLAN data for programming with STLA</td>
</tr>
<tr>
<td>Teachers need a whole school numeracy program</td>
<td>Investigation of a whole school numeracy program for the school</td>
<td>Obtain the TOWN program</td>
</tr>
<tr>
<td>Staff need to be aware of the school plan and the priorities contained</td>
<td>Staff to go through the school plan on a regular basis and be updated regularly</td>
<td>School plan to be discussed in regular staff meetings.</td>
</tr>
<tr>
<td>Priorities to be displayed and discussed by staff</td>
<td></td>
<td>Progress against targets to be discussed at staff meetings</td>
</tr>
</tbody>
</table>

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school culture of Ambarvale Public School. Their responses are presented below:

- More than 65% of parents, teachers and students surveyed believed that the school teaching staff knew the context of the community in which it serves;
- More than 63% of participants surveyed believed that the school leaders generally had a positive influence on the school;
- More than 85% of participants surveyed believed that the school often praised student and rewarded individual achievements;
- More than 90% of teachers and students surveyed believed they generally support what is happening in the school, whereas 73% of parents surveyed believe this to be the case;
- More than 86% of teachers felt that the school encouraged students to achieve their best. Approximately 90% of students believed this to be case, while 63% of parents shared this view;
- More than 62% of participants surveyed believed that the school caters for the learning needs of all students; and
- More than 70% of participants surveyed believed that the school continually finds ways to improve what it does.

Professional learning

Teachers participated in three staff development days during the year. Areas covered on these days included: child protection, anaphylaxis training, Quality Teaching in literacy, assessment and reporting and school planning.

Professional learning funds were used to develop teachers’ skills across various curriculum and professional areas. Casual teachers were employed to cover staff attending training courses, including Resilient Schools, Accelerated Literacy, Numeracy, Autism, PBIS, PART Training, Gifted and Talented, Technology, Spanish, Peer Support, Welfare, Interactive Whiteboard training, Leadership conferences and CPR Recertification.
School development 2009 – 2011

Targets for 2010

Target 1 – Literacy
Increased levels of literacy achievement for every student in line with School and State Plan targets.

Strategies to achieve this target:
- English syllabus studied and benchmarks for Reading K-6 established;
- Training and Development in syllabus outcomes and benchmarks in Reading K-6;
- Develop quality reading assessment tasks to enable teachers make consistent teacher judgements about the standard of student performance in Reading;
- Track student performance through the use of Edupro;
- Continue to implement the Reading Recovery Program;
- Develop and implement Personal Learning Plans for Aboriginal Students; and
- Implement the Best Start Kindergarten Assessment Program to identify student literacy knowledge and use this information to deliver quality teaching and learning programs.

Our success will be measured by:
- A decrease in the proportion of students below national minimum standard (lowest band) in literacy by 4% (15% of year 3 in band 1, 9% of year 5 in band 3), exceeding the required 2.5%
- An increase in the proportion of students at state proficiency standard (top two bands) in literacy by 3% (16% of year 3 in bands 5 and 6, 14% of year 5 in bands 7 and 8), exceeding the required 1.5%
- 80% of students achieving or exceeding state average growth in reading.
- Year 3 and 5 ATSI students will achieve regional targets for literacy proficiency standard as measured in the NAPLAN.

School Based Targets
- Target 1 - 4% improvement in the number of students achieving reading benchmarks.

Target 2 – Numeracy
Increased levels of numeracy achievement for every student in line with School and State Plan targets.

Strategies to achieve this target:
- Mathematics syllabus studied and benchmarks established in Mathematics;
- Training and Development in syllabus outcomes and benchmarks in Mathematics K-6;
- Develop quality assessment tasks (Numeracy) to enable teachers make consistent teacher judgements about the standard of student performance in Numeracy;
- Track student performance in Numeracy through the use of Edupro;
- Use the ‘backward mapping process’ to design quality Numeracy programs;
- Continue CMIT in ES1 and ST1;
- Develop and implement Personal Learning Plans for Aboriginal Students;
- Implement the Best Start Kindergarten Assessment Program to identify student numeracy knowledge and use this information to deliver quality teaching and learning programs;
- Professional development in the Principles of ‘Taking Off With Numeracy’ Program (TOWN);
- Implementation of TOWN in stages 2 and 3; and
- Develop individual learning plans for students not meeting national minimum standards in Numeracy (Naplan Data 2009).

Our success will be measured by:

NAPLAN Targets
- To decrease the proportion of students below national minimum standard (lowest band) in numeracy by 4% in 2010 (15% of year 3 in band 1, 9% of year 5 in band 3), exceeding the required 2.5%
- To increase the proportion of students at state proficiency standard (top two bands) in numeracy by 3% in 2010 (16% of year 3 in bands 5 and 6, 14% of year 5 in bands 7 and 8), exceeding the required 1.5%
- 80% of students achieving or exceeding state average growth.
- Year 3 and 5 ATSI students will achieve regional targets for numeracy proficiency standard as measured in the NAPLAN.

School Based Targets
- 4% improvement in the number of students achieving number strand benchmarks.
Target 3 – Student engagement

Enhance school culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential.

Strategies to achieve this target:

- Professional Learning for all staff on The Quality Teaching Framework;
- Collaborative planning of teaching programs that embed the elements of the Quality Teaching Framework;
- Develop a School Attendance Policy based on DET Policy/Guidelines and in collaboration with HSLO;
- Develop improved procedures to monitor and track student attendance;
- Analyse attendance data regularly and share with school community;
- Form a Positive Behaviour Intervention Strategy (PBIS) committee in collaboration with the school community to evaluate current practices in Student Welfare;
- Work closely with PBIS Coach to develop consistent policies, procedures and programs to implement PBIS; and
- Enhance playground site, in collaboration with P&C.

Our success will be measured by:

- Student attendance rate to be at or exceeding state average;
- All teachers to critically reflect on their teaching practices using the Quality Teaching Framework;
- All teachers to use QT framework to assess, plan and implement some aspect of teaching program; and
- All students to have an understanding of the school rules and to be able to give examples of how these rules can be followed.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and has 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.

Christine Miller       Principal (2007-2009)
Lisa Porter           Principal (2010)
Paul McGillicuddy     Assistant Principal
John Warren           School Development Officer
Karyn Becker          P&C President
Lorinda Potter        Assistant Principal
Kylie Flannery        Assistant Principal
Katie Harris          Classroom Teacher
Dana Headley          Classroom Teacher
Michelle Hartley      Classroom Teacher
Samantha Bray         Classroom Teacher
Jenny Johns           Classroom Teacher

School contact information

Ambarvale Public School
Copperfield Dr Ambarvale
Ph: (02) 4626 1485
Fax: (02) 4628 0430
Email: ambarvale-p.school@det.nsw.edu.au
Web: http://www.ambarvale-p.schools.nsw.edu.au
School Code: 4505

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: