2010 Annual School Report
Ambarvale Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

Ambarvale Public School is committed to providing quality education for our students and has achieved much to be proud of in 2010.

We have participated in the National Partnerships program, with a focus on improving teacher quality and in turn, student results in Numeracy. Our results in the August National Partnerships tests showed that our work in this area has been effective, with some pleasing growth in our students’ results. We are working towards transferring this growth to our NAPLAN results in 2011.

In Literacy, we have designed a school based reading program, and participated in professional learning in the teaching of quality reading programs. Full implementation of this program is planned for 2011 to support our continued focus of improving student results in Reading.

In Student Engagement, we have worked hard on two main areas: attendance and student welfare. In 2010 we achieved our best attendance rate since 2007 and a significant increase in the number of absences being justified with a note of explanation. We thank parents and carers for supporting us in the area of student attendance.

To support our goals in student welfare, we formulated and implemented a new student management system K-6. This system has successfully supported a clear and consistent approach to managing and rewarding student behaviour across the school. As part of our work in student welfare, our school rules signs have been designed and are now displayed throughout the playground and classrooms. These have been wonderful new additions to our school.

In addition to these significant focus areas, our school has benefitted from major infrastructure works. All our classrooms have been significantly refurbished, our administration office upgraded, our infants’ toilets improved and a new COLA completed. This work, as part of the Building Education Revolution, has supported our goal of providing a high quality learning environment for all school community members.

This year, the school has worked with an active and supportive P&C, who have assisted us by providing additional resources for our students. With their support, we achieved our goal of air conditioning all the classrooms used in 2010.

In November, we surveyed our parent body on their satisfaction with the school. Of the 85 surveys we received, it is pleasing to report that 86% of parents are satisfied or highly satisfied with our school. One other key finding was that 80% of families believe we have competent teachers who set high standards of achievement for our students. We thank our parent community for their confidence in us and will continue to aim high, working to bridge any gaps we may find.

In 2011, we will remain committed to our school mission: to provide quality teaching and learning, focusing on all students achieving their potential, in a caring and inclusive environment. We remain focused on improving our student results in literacy and numeracy. In 2010 we achieved many of our goals through strong partnerships with our parent community, our committed staff and our wonderful, hard-working students. I look forward to leading Ambarvale PS to achieve our goals and targets in 2011.

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.

Lisa Porter

P & C message

Some 2010 highlights included -

- Raising funds from outside the school with barbeques at Bunning’s Warehouse and Gala Days. We were fortunate enough to be able to donate $6000 towards playground enhancement and air conditioning.

- Successfully applying for a small community grant of $2700, which enabled the purchase of new barbeque equipment; and
Running two major school clean ups, selling and removing unwanted furniture. We are now very proud to have supported an improved school environment for all to share.

As we look forward to a busy 2011, we actively seek ideas and volunteers... as many hands make light work.

Yours in P&C,

Karyn Becker
P&C President

Student representative’s message

2010 has been a successful year for the students at Ambarvale Public School. A large number of students participated in a variety of activities, such as gala days, school, zone and area carnivals, school choir performances, dance groups, oracy competitions and university competitions. Many students entertained us at the school assemblies and special days such as Harmony Day and Education Day.

This year the SRC proudly organised a successful fund raising activity, ‘Crazy Hair Day,’ with funds being donated to the school to assist with providing air conditioning for the Support Unit students. The SRC also provided input about our school rules.

We have enjoyed leading the student body and representing our school.

Lara Fitzpatrick and Matthew Tisdell
School Captains

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>174</td>
<td>174</td>
<td>167</td>
<td>164</td>
<td>149</td>
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<tr>
<td>Female</td>
<td>164</td>
<td>144</td>
<td>141</td>
<td>129</td>
<td>127</td>
</tr>
</tbody>
</table>

At the end of 2010 we had 276 students enrolled at Ambarvale Public School, 149 males and 127 females. Enrolments continue to decline, in line with demographic trends reported on the Campbelltown Council website.

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>91.1%</td>
<td>90.5%</td>
<td>90.4%</td>
<td>91.7%</td>
</tr>
<tr>
<td>Region</td>
<td>94.0%</td>
<td>94.3%</td>
<td>92.4%</td>
<td>94.7%</td>
</tr>
<tr>
<td>State</td>
<td>94.0%</td>
<td>94.1%</td>
<td>92.1%</td>
<td>94.4%</td>
</tr>
</tbody>
</table>

Our attendance rate has been the highest since 2007, but still below State and Region average rates. Comparative analysis of 2009 and 2010 data has shown that all except one grade achieved an increase in attendance, with Year 1 having the strongest increase of 3.3%.

Management of non-attendance

Improved attendance rates provide students with greater continuity of access to quality teaching and learning. New policy and procedural guidelines enabled teachers to promote and closely monitor student attendance in 2010.

New measures included -

- Improved tracking procedures for attendance and unjustified absences;
- Training for teachers in record keeping and new absence follow-up procedures;
- Sharing attendance targets and progressive data with the school community, which allowed broad-scale recognition of strengths and areas for improvement;
- Fortnightly meetings with the Home School Liaison Officer (HSLO);
- Frequent communication with parents, via newsletter and assembly notices; and
- An attendance reward BBQ at the end of each term.
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 according to the audit conducted on Wednesday 17 March 2010.

Structure of classes - Mainstream

<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>KH</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>K-1P</td>
<td>K 1</td>
<td>12 - Yr K 6 - Yr 1</td>
<td>18</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1-2H</td>
<td>1 2</td>
<td>8 - Yr 1 13 - Yr 2</td>
<td>21</td>
</tr>
<tr>
<td>2-3B</td>
<td>2 3</td>
<td>17 - Yr 2 7 - Yr 3</td>
<td>24</td>
</tr>
<tr>
<td>3-4M</td>
<td>3 4</td>
<td>18 - Yr 3 7 - Yr 4</td>
<td>25</td>
</tr>
<tr>
<td>4P</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5I</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5-6F</td>
<td>5 6</td>
<td>13 - Yr 5 13 - Yr 6</td>
<td>26</td>
</tr>
<tr>
<td>6K</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

Structure of classes – Support Unit

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Class</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6H</td>
<td>Junior Autism</td>
<td>7</td>
</tr>
<tr>
<td>3-6S</td>
<td>Senior Autism</td>
<td>7</td>
</tr>
<tr>
<td>K-6M</td>
<td>IO</td>
<td>8</td>
</tr>
<tr>
<td>3-6B</td>
<td>IM</td>
<td>18</td>
</tr>
</tbody>
</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>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.0</td>
</tr>
<tr>
<td>Teacher of Emotional Disturbance Autism</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
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</table>

Staff retention

During 2009-2010 our school experienced some staff mobility. This included: a new principal in 2010; one permanent staff member retiring; one permanent staff member taking long-term leave in 2010 and then relinquishing her position in 2011. Some long-term temporary teachers attained permanent positions within the DET at the end of 2010. Two new staff members were appointed by merit selection, and one permanent staff member was appointed by service transfer. These three new permanent staff members will take up their positions at Ambarvale PS in 2011.

Teacher qualifications

All teaching staff at Ambarvale PS 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>100</td>
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<tr>
<td>Postgraduate</td>
<td>14</td>
</tr>
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</table>
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>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>128343.01</td>
</tr>
<tr>
<td>Global funds</td>
<td>170400.92</td>
</tr>
<tr>
<td>Tied funds</td>
<td>278385.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>33254.08</td>
</tr>
<tr>
<td>Interest</td>
<td>10484.61</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6485.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>627353.69</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>3232.02</td>
</tr>
<tr>
<td>Excursions</td>
<td>3857.10</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>19903.62</td>
</tr>
<tr>
<td>Library</td>
<td>2623.56</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2263.22</td>
</tr>
<tr>
<td>Tied funds</td>
<td>195941.77</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>49540.70</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>65063.61</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>39451.88</td>
</tr>
<tr>
<td>Maintenance</td>
<td>12924.11</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5491.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>406663.09</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>220690.60</td>
</tr>
</tbody>
</table>

The amount set by the school’s community for the voluntary contribution is $20 per student or $30 per family. A full copy of the school’s 2010 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

Public Speaking K-2

This year Ambarvale PS extended its Talking and Listening program with an oracy competition for all K-2 students. The winners of the school competition were Emily White and Brodie Paul in Kindergarten; and Jordan Paul and Larissa Thompson-Elliot in Stage 1. These four students represented Ambarvale PS at the Community of Schools K-2 Oracy Competition, which we also hosted. Emily White was awarded joint winner in this competition, and Brodie Paul runner-up.

Public Speaking 3-6

Ambarvale PS highly values opportunities for students to develop their public speaking skills. Of key importance is the participation of all Year 3-6 students in the school Oracy Competition. The 2010 winners were Amy Cottrill and Szedhane Goh in Stage 2; and Denzaan Goh and Patricia Hernandez in Stage 3.

We also hosted the Zone final for our local area. Five other schools competed for progression to the Area level and a very high standard was set by all participants.

Senior Choir

The 2010 Ambarvale Senior School Choir joined 25 children from Years 3-6. The choir rehearsed twice a week and performed at Education Week, Harmony Day, Presentation Day and Multicultural Day at Thomas Reddell High school.

At the beginning of Term 4, the choir was invited to audition for the Campbelltown Council Christmas Carols for 2010. They were selected to perform and attended two rehearsals leading up to the main event on 4th December.

The choir’s behaviour and performance drew many compliments from local community members.

Dance

The Junior Dance Group consisted of 16 students selected from Years 1 and 2 after an audition process involving 35 children. The group performed a dance routine to the song ‘Singing in the Rain’ at our Education Week Assembly. They practised twice a week for two terms to learn and perfect the dance steps. They looked stunning in their colourful costumes and provided the audience with an entertaining performance.

Sport

Swimming Carnival

Students turning 8 years or older attended the annual swimming carnival at Camden Pool. A significant number of students participated in
competitive individual events. Structured activities were provided in shallow water to support developing swimmers, allowing all students to actively participate in the carnival.

**Athletics Carnival**

Our school ran a highly successful K-6 Athletics Carnival, with all students participating in a tabloid carnival. 53 students were selected to represent Ambarvale PS in the Zone Athletics Carnival. Two students performed strongly and made the Zone team, competing at the Area Athletics Carnival.

**Cross Country**

51 students from Ambarvale PS participated in the Zone Cross Country Carnival in 2010. Although none of our students progressed to the Zone Carnival, our students demonstrated wonderful behaviour, attitude and effort over the two days of the competition.

**School Representation in Zone Sporting Teams**

In 2010 we had a number of students trial for zone sporting teams, including: Boys Basketball, Junior and Senior Rugby League; Junior and Senior Boys Soccer; Junior and Senior Girls Soccer; and Netball.

Five students gained places in zone teams for Basketball and Rugby League.

Following his outstanding performance in the Zone Rugby League carnival, one student was selected for the South Western Sydney Regional Team which competed at the State carnival.

**P.S.S.A. Sport Report for 2010**

In 2010 our students had the opportunity to participate in Gala Days run by the Public School Sporting Association (PSSA). These competitions operate on a round-robin basis and promote inclusivity, sportsmanship and enjoyment, as well as teaching students the skills and rules of the game.

While the school aims for maximum student participation in Gala Days, those who do not attend participate in an alternative, school-based sports program.

In the 2010 Summer Gala Days, held in terms 1 and 4, approximately 150 students from Years 3 to 6 competed in Cricket, Softball, Touch Football and T-Ball. In the 2010 Winter Gala Days, held in terms 2 and 3, approximately 130 students from Years 3 to 6 competed in Netball, Rugby League, Soccer and AFL.

In an outstanding effort, the Girls Senior Netball team won the PSSA Netball competition for 2010.

**Premier’s Sporting Challenge**

In Terms 2 and 3, most of our classes participated in the NSW Premier’s Sporting Challenge (PSC) for the third consecutive year. The program promotes a healthy, active lifestyle by challenging students to increase their level of physical activity over a 10-week period. In 2010 we purchased new sporting equipment with a PSC grant of $2936.80. The students used the new equipment to engage in sport and physical activities at school.

The PSC leadership program, titled ‘Learning to Lead’, enabled eleven students from Years 5 and 6 to engage with students from neighbouring schools while learning valuable coaching skills. Participants learned the specific techniques and rules of one particular sport, then developed their skills by leading training sessions for their peers at school.

**Regional Recognition**

Ambarvale Public School continues to promote strong school and community partnerships.

One of our long term P&C members, Michelle Kotsou, received a Regional Public School Parent of the Year Award for her committed service to the school over many years.

In South Western Sydney’s Annual Regional Ambassador Program, Lara Fitzpatrick was named Ambarvale PS’s Student Ambassador for 2010, in recognition of her excellent leadership and communication skills.
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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Reading

Our Yr 3 NAPLAN Reading results indicated -
- 18% of our students (at proficiency) were placed in the higher skill bands (bands 5-6) compared to the region’s 33% and the state’s 48%;
- 83% of our students were at or above the minimum standard for reading, compared to 95% of the region and 96% of the state; and
- 17% were below the minimum standard for reading, compared to the region’s 5% and 4% of the state.

Comparison: 2009 and 2010 NAPLAN data
Although these results were below state and regional average performance levels, we have shown slight improvements in the following areas-
- An improvement of 3%, at proficiency standard - 2009 (15%); 2010 (18%);
- An improvement of 9% at or above minimum standard - 2009 (74%); 2010 (83%); and
- An improvement of 9% below minimum standard - 2009 (26%); 2010 (17%)

Writing

Our Yr 3 NAPLAN Writing results indicated:
- 87% of our students were at or above the minimum standard for writing, compared to 97% of the region and 98% of the state. Although these results were below state and regional average performance levels, we have had an improvement of 5% performing at or above minimum standard- 2009 (82%); 2010 (87%).

Numeracy – NAPLAN Year 3

Our Yr 3 NAPLAN Numeracy results indicated -
- 9% of our students (at proficiency) were placed in the higher skill bands (bands 5-6) compared to the region’s 27% and the state’s 38%;
- 96% of our students were at or above the minimum standard for numeracy, compared to 94% of the region and 97% of the state; and
- 4% were below the minimum standard for numeracy compared to the region’s 6% and 3% of the state.

Comparison: 2009 and 2010 NAPLAN data
Although these results were below state and regional average performance levels, we have had slight improvements in the following areas -
- An improvement of 15% at or above minimum standard 2009 (81%); 2010 (96%)
Reading
Our Yr 5 NAPLAN Reading results indicated -
- 5% of our students scored proficiency and were placed in the higher skill bands (bands 7-8) compared to the region’s 23% and state’s 33%;
- 73% of our students scored at or above the minimum standard (bands 4-8) for reading compared to 89% of the region and 93% of the state; and
- 27% were below the minimum standard for reading compared to 11% of the region and 7% of the state.

Comparison: 2009 and 2010 NAPLAN data
These results showed our students performed significantly below state performance levels and showed limited growth from 2009 to 2010. As a result, all students who scored in the bottom two skills bands and all students who did not achieve the expected minimum growth from Yr 3 to Yr 5, had an Individual Learning Plan implemented for Literacy and accessed additional support in Literacy from the Support Team (STLA teachers).

Writing
Our Yr 5 NAPLAN Writing results indicated -
- 95% of our students were at or above the minimum standard for writing, compared to 93% of the region and 96% of the state. The comparison of NAPLAN data from 2009-2010, showed that we had an improvement of 15% at or above minimum standard- 2009 (80%); 2010 (95%).

Numeracy – NAPLAN Year 5
Our Yr 5 NAPLAN Numeracy results indicated -
- * 76% of our students were at or above the minimum standard for numeracy, compared to 93% of the region and 96% of the state; and
- * 24% were below the minimum standard for numeracy as compared to the region’s 7% and state’s 4%.

Comparison: 2009 and 2010 NAPLAN data
These results showed our students performed significantly below state performance levels and showed limited growth from 2009 to 2010. As a result, all students who scored in the bottom two skills bands and all students who did not achieve the expected minimum growth from Yr 3 to Yr 5, had an Individual Learning Plan implemented for Numeracy and accessed additional support in Numeracy.
Progress in literacy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>114.7</td>
<td>78.8</td>
<td>90.6</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>63.7</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

Reading
- There has been a 54 point growth in Reading for students matched in Year 5 compared to 84.9 point for the State and 88.45 points for the Region; and
- 29.4% of matched students scored greater than or equal to the expected point growth.

Writing
- There has been 81.5 point growth in Writing for matched students in Year 5 compared to 66.46 points for the State and 68.4 points for Region; and
- 50% of matched students scored greater than or equal to the expected point growth.

Progress in numeracy

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>School</td>
<td>88.3</td>
<td>87.2</td>
<td>68.5</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>90.6</td>
</tr>
<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</td>
</tr>
</tbody>
</table>

- There has been 82.32 point growth in Numeracy for matched students in Year 5 compared to 88.85 point for the State and 96.56 points for the Region; and
- 35.3% of matched students were greater than or equal to the expected point growth.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Year 3 and Year 5.
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.

2010: Percentage of Yr 3 students in our school achieving at or above the minimum standard

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Yr 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>63</td>
</tr>
<tr>
<td>Writing</td>
<td>67</td>
</tr>
<tr>
<td>Spelling</td>
<td>67</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>57</td>
</tr>
<tr>
<td>Numeracy</td>
<td>73</td>
</tr>
</tbody>
</table>

2010: Percentage of Yr 5 students in our school achieving at or above the minimum standard

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Yr 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>59</td>
</tr>
<tr>
<td>Writing</td>
<td>76</td>
</tr>
<tr>
<td>Spelling</td>
<td>70</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>67</td>
</tr>
<tr>
<td>Numeracy</td>
<td>61</td>
</tr>
</tbody>
</table>

University Competitions
This year our school participated in the UNSW International Academic Competitions in the areas of Computers, Maths, Writing and English. Achievements included -
- Maths Competition: 8 students participated;
- Writing Competition: 3 students participated with 1 receiving a Credit;
- English Competition: 3 students participated with 1 receiving a Credit; and
- Computer Skills Competition: 5 students participated with 1 student receiving a Credit and 1 student receiving a Distinction.

Noteworthy acknowledgements include: Amy Cottrill who received a Credit in English, Admir Karajcic who received a Distinction in Computer Skills, Shauna Johnson received a Credit in Computer Skills and Denzaan Goh who received a Credit in English.
Significant programs and initiatives
Priority Schools Funding Program

How the PSFP staffing supplementation was used in 2010

The staff supplementation of 0.3, in addition to school staffing allocation, enabled an Assistant Principal (AP) to be class-free. The PSFP role of the AP was in coordinating student engagement, with an emphasis on improving student attendance. Other initiatives involved the development of a whole school reading program, teacher mentoring in Accelerated Literacy and instruction in the use of Interactive Whiteboards to support quality teaching programs.

How PSFP funding contributed to school improvement in 2010

The 2010 school plans allocated PSFP funds to improve student outcomes in the following areas:

1. Literacy: In 2010 the school’s overall NAPLAN literacy results continue to be below Region and State levels. However, Year 3 results have shown an improvement of 9% below minimum standards. Further improvements in our reading results have been shown post NAPLAN, with the National Partnership tests in August 2010, and Semester 2 school based data.

Improved literacy outcomes in Reading have been reported for Year 3 and Year 5 students using a comparison of National Partnerships data (assessments completed March 2009, March 2010 and August 2010).

Year 3:
- An improvement of 36% of students achieving at and above minimum standards (Bands 2-5);
- An improvement of 46% of students achieving above minimum standard (Bands 3-5); and
- A decrease of 46% of students placed at and below minimum standard (Bands 1 & 2)

Year 5:
- An increase of 37% of students achieving at and above minimum standards (Bands 3-6);
- An increase of 23% of students achieving above minimum standard (Bands 4-6); and
- A decrease of 22% of students placed at and below minimum standard (Bands 1-3)

There has been a significant increase in student achievement across the data collection period from March 2009 to August 2010. An additional final assessment will be completed in 2011.

According to school based data, an improvement of students’ achievement in Reading benchmarks was evident from Semester 1 to Semester 2, with exception of the Year 3 results.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>38%</td>
<td>68%</td>
</tr>
<tr>
<td>1</td>
<td>30%</td>
<td>47%</td>
</tr>
<tr>
<td>2</td>
<td>86%</td>
<td>90%</td>
</tr>
<tr>
<td>3</td>
<td>46%</td>
<td>39%</td>
</tr>
<tr>
<td>4</td>
<td>38%</td>
<td>47%</td>
</tr>
<tr>
<td>5</td>
<td>57%</td>
<td>72%</td>
</tr>
<tr>
<td>6</td>
<td>82%</td>
<td>84%</td>
</tr>
</tbody>
</table>

These gains are yet to be transferred to our NAPLAN results, with 2010 figures showing school results in Literacy below state and regional averages in Year 3 and Year 5. Raising student achievement in Literacy NAPLAN results will continue to be a significant focus in 2011.

PSFP Funding allowed our Assistant Principal (off class) to develop and implement a whole school enhanced Reading Program. This initiative was driven by analysing school based and NAPLAN data, evaluating classroom programs and practices against these results, and analysing Teacher Curriculum survey results. This project included developing a comprehensive teacher support resource package to develop class reading programs that reflect quality teaching and learning practices. The package included benchmarks in Reading K-6 as well as relevant program and assessment documentation. Time was allocated to coordinate whole staff professional development sessions to support teachers with the planning and programming of a balanced reading program, and with implementing quality teaching and learning expectations in Reading. This initiative will continue into 2011 and will include intensive classroom support and collaborative practice, as well as assessment and evaluation of student achievement through tracking of individual progress.

The first of a series of training modules for staff in Accelerated Literacy (AL) began in Term 1. This initiative ceased in Term 2, upon a DET directive based on our school’s commitment to the
National Partnerships Program in the area of Numeracy (TOWN program). However, two teachers have maintained their tutor certification in AL during 2010 by attending network meetings with other tutors (PSFP funds). It is expected that this program will continue post 2011.

PSFP funds were also used to purchase a comprehensive range of reading material and benchmarking kits (post 30+) to support the school’s balanced reading program ie: modelled, guided and independent reading. Students, the librarian and STLA staff were consulted throughout the purchasing process. These resources were acquired to: provide access to relevant, quality literature; promote achievement of student outcomes in reading; and enhance student engagement. In addition, some resources were used for the holiday reading program, RAD, to encourage reading practice and continuity during school breaks.

An intensive Literacy Support program, involving students in Years 3 and 5, was implemented in Term 4. Support Staff, including a School Learning Support Coordinator, have focused on improving student reading results through targeted support programs informed by NAPLAN data.

2. Student Engagement and Attendance:

a) Attendance: Under the assumption that students cannot engage if they are not present at school, 2008 and 2009 attendance data were analysed and policies reviewed.

Initiatives to improve attendance in 2010 were introduced, monitored and improved. The Assistant Principal (off class), with support from the Home School Liaison Officer, strengthened the focus and accountability of all stakeholders in improving attendance rates.

Communication within the whole school community, enhanced classroom monitoring systems, and positive rewards have been integral to our success in 2010. These initiatives have resulted in gains in overall attendance figures, with our highest rate of attendance achieved since 2007. Nevertheless, our attendance rate is still below state and regional attendance levels, so we will continue to work on this in 2011.

b) Technology: PSFP funds were used to facilitate the effective use of technology to increase student engagement and improve overall literacy outcomes. Purchase of a new IWB provided a greater number of students the opportunity to engage with technology on a daily basis. Teacher professional learning occurred during shared sessions and team teaching, enabling teachers and students access to the knowledge and ideas of others. More teachers are able to incorporate technology into their classroom teaching practice through their increased capacity to deliver quality lessons using technology.

c) Innovation: The implementation of Positive Behaviour Interventions Strategy (PBIS) enhanced student engagement by fostering a positive school climate. A PBIS committee was formed in collaboration with the whole school community to evaluate existing Student Welfare practices and establish goals for improvement. Staff worked closely with the PBIS Coach to develop consistent policies, procedures and programs to implement PBIS.

A whole school approach to Classroom Management was established with staff consultation, and a resource package was created for every classroom teacher. Clear and consistent procedures were formulated to promote and reward positive behaviours and to manage students with high behavioural needs. Teachers have reported improvements in behaviour and a higher level of overall engagement in learning. Staff survey responses indicated that the enhanced student welfare system was a great support to them and a positive initiative in 2010.

The playground site, in collaboration with the P&C, was enhanced using some PSFP funds. This included the design and purchase of engaging visuals related to the rules and expectations in the classroom and the playground. The visuals have become a strong focus, placed strategically around the school and within every classroom. There is an ongoing effort to target student literacy outcomes in reading, as these visuals are
regularly referred to and rules explicitly taught on a daily basis.

A playground mural of Australian fauna and flora was created to support Literacy and Creative Arts outcomes. A whole school focus was placed on researching and reporting about the Australian flora and fauna that were featured in the mural. Students worked with a teacher/librarian/artist and were actively engaged in designing and painting the mural, which added significance to their learning. The mural is a permanent celebration of student achievement in enhancing our playground site.

Note: Only a small amount of funds were used to purchase Numeracy resources, since Numeracy is the school’s main focus within the National Partnerships Program.

**National Partnership Program**

**Background:** In 2009 a joint initiative between the Australian Federal Government and the New South Wales State Government was announced as the National Partnership on Literacy and Numeracy. The initiative is a state-wide program which gives teachers and school executive opportunities to increase student results and embed improvement practices that will further develop their teaching of reading or numeracy. The Partnership focuses on three main reforms:

- High quality teaching
- Strong leadership
- Effective use of student performance information

Ambarvale PS was selected to participate in the National Partnership in the area of Literacy and Numeracy. Following a school based analysis of Literacy and Numeracy results, Ambarvale PS chose to strengthen teaching practices in Numeracy, with comprehension of word problems identified as a particular area of need.

‘Taking Off With Numeracy’ (*TOWN*) was chosen from a selection of programs supported by the National Partnership. This choice was based on the fact that NAPLAN results indicated below state and region minimum standards for both Year 3 and Year 5. The school had implemented a Newman’s Error Analysis focus in 2008 and 2009 which linked to TOWN, and was also implementing CMIT in Early Stage 1 and Stage 1.

**National Partnership Targets - to achieve by June 2011, for students in Stage 2 and 3:**

- 80% of participating schools reduce the proportion of students at and below the national minimum standard by 2.5% or more annually in Reading or Numeracy;
- 80% of participating schools reduce the proportion of Aboriginal students at and below the national minimum standard by 2.5% or more annually in Reading or Numeracy;
- 80% of participating schools increase the proportion of Aboriginal students above the state proficiency standard by 1.5% or more annually in Reading or Numeracy; and
- 80% of participating schools increase the proportion of Aboriginal students above the state proficiency standard by 1.5% or more annually in Reading or Numeracy.

**Implementation:** The T.O.W.N. program is an intervention program for students at risk. All students from Years 2-5 were initially assessed in a class assessment situation. From these results, additional individual assessments were conducted by the class teachers in 2009. Ongoing assessment involved the TOWN Team: three teachers who met once a week to discuss the students, groups of students or classes who required re-assessment. In 2010 the majority of re-assessments were completed by the team, however it is hoped that with flexible timetabling in 2011, class teachers will have the time to conduct re-assessments on a more regular basis.

The TOWN Team Leader (in-class mentor) completed fortnightly in-class observations, program reviews and feedback sessions with every class teacher across the K-6 and Support Unit settings. The feedback assisted teachers in planning their quality teaching and learning programs for the following fortnight, using data and evaluations to drive learning programs.

Every Year 4 student who placed in Band 1 or 2 in the 2009 NAPLAN Numeracy test was required to have an Individual Learning Plan (ILP). Every Year 6 student who placed in Band 3 or 4 in the 2009
NAPLAN Numeracy test was required to have an ILP. This was regardless of their results in TOWN assessments.

Every Year 2 student who placed at Band 1 in the 2009 National Partnership test was required to have an ILP, regardless of their results in TOWN assessments.

41% of Ambarvale PS students in Years 3-6 had an ILP written to support them in Number in 2010. Teachers accessed SMART teaching strategies to assist their implementation of TOWN lessons. Class teachers were responsible for using the ILPs to track student progress and implement teaching strategies which supported each student at their point of need, and in doing so, differentiate the curriculum to cater for the variety of needs within their classroom.

National Partnership Data Analysis: Comparison of 2009/2010 National Partnerships data showed improved student outcomes in Numeracy for Years 3 and 4 -

Year 3:
- 33% improvement in students above minimum standard (4% in 2009, 37% in 2010); and
- 14% improvement in students at proficiency (4% in 2009, 18% in 2010)

Year 4:
- 50% improvement in students above minimum standard (36% in 2009, 86% in 2010); and
- 42% improvement in students at proficiency (14% in 2009, 56% in 2010)

Year 5:
- 23% improvement in students above minimum standard (68% in 2009, 91% in 2010); and
- 7% decrease in students at proficiency (41% in 2009, 34% in 2010)

There has been a significant increase in student achievement across the data collection period and a final assessment will be completed in 2011.

These gains are yet to be transferred to our NAPLAN results, with 2010 figures showing school results in Numeracy below state and regional averages in Year 3 and Year 5.

The Analytical Framework
The Analytical Framework is an evaluation tool for schools that guides and supports improvement in literacy, numeracy and leadership capacity. There are 25 statements contained in the Analytical Framework that are known as Best Practice for schools.

There was an expectation that we increased by 1 Band level in 50% of the statements in 2010. We met that target by increasing a minimum of 1 Band level in 14 of the statements (56%). The expectation for 2011 is that we will have increased by 1 Band level in 80% of the statements.

Future Directions
In 2011, our school will continue to be part of the National Partnerships Program. We will continue to utilise the TOWN Leader role to coach and mentor staff in implementing quality Numeracy programs and practices, and maintain our commitment to improving student Numeracy results in NAPLAN and school based assessments. We will continue to embed the analytical framework in all school practices to support improvement in literacy, numeracy and leadership capacity.

Aboriginal education
NAIDOC Week was a huge success this year. Students participated in a variety of activities to celebrate and promote a greater understanding of Indigenous people and culture.

During NAIDOC Week teachers and students participated in the following:

a) NAIDOC Ceremony: Students from Briar Road PS performed an Aboriginal dance using traditional instruments and weapons. Students read poems about reconciliation and our Junior Choir performed an Aboriginal song. Students from K-2 performed an Aboriginal dance using tapping sticks.

b) Quality Learning Experiences. Each teacher taught a focus lesson such as: indigenous art, music, Dreamtime story or dance. Students rotated classes and participated in a variety of
learning experiences to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander people.

c) **Artefacts Display & Cultural Talk.** An Aboriginal speaker from Thullii Dreaming visited our school to demonstrate and talk about traditional weaponry, Aboriginal life (traditional and contemporary), Aboriginal music, body ochre and bush tucker. On this day, students wore black, red or yellow and formed together to make a human Aboriginal flag.

As part of our commitment to the DET’s Aboriginal Education Policy, all teachers have worked with the school’s Aboriginal Education Coordinator to design and implement Personalised Learning Plans (PLP’s) for every Aboriginal student. PLPs are designed to highlight a student’s area of interests and needs (academic, social, behavioural) and specifically assist students, teachers and parents assisting Aboriginal students in reaching their potential.

**Multicultural education**

Ambarvale PS community reflects Australia’s diverse multicultural society. Thirty six percent of our students are from language backgrounds other than English, representing twenty five different languages.

Our school multicultural programs were greatly enhanced by our successful Harmony Day Assembly in Term 1.

Students performed dances, songs and speeches to celebrate this important cultural celebration.

The school has a Parent Multicultural Group (named Fruit Salad), which met monthly with the district Multicultural consultant, Ms Ha Ngyuen, in pursuit of supporting and uniting the parent body within the school.

**Spanish**

The school has a full time community language teacher, who teaches Spanish to students K-6 for two hours per week.

**ESL**

We have one specialist ESL (English as Second Language) teacher, who provides support for ESL students and their classroom teachers.

**Respect and responsibility**

**PBIS and Student Welfare**

Throughout 2010 Ambarvale PS’s Positive Behaviour Intervention Supports (PBIS) team worked with staff, students, parents and DET personnel to achieve many goals.

Though a consultative process, the team developed and implemented a behaviour expectation matrix, which was linked to four new core rules and visual images for each rule.

The core rules, visuals and expectations matrix were all used to develop a range of signs, now placed in all areas of the school, such as the classrooms, library, office, playground, toilets and assembly areas. The signs are a visual reminder to students of the behavioural expectations in all areas of the school.

In 2010, we conducted an extensive review of current behaviour practice within the classroom. As a result, a classroom behaviour management system was developed and implemented. This system has ensured a consistent approach to managing and rewarding student behaviour across all classrooms. Social skills lessons to address problematic behaviours identified from 2010 data have been designed for full implementation in 2011.
The achievement of our PBIS goals has had a significant positive impact on our quality teaching and learning environment, student engagement levels, student behaviour and general school culture.

**Future Directions**

In 2011, the PBIS team will:

- Continue to evaluate school practices and develop policies, procedures and programs to implement PBIS in line with three phases, working closely with the PBIS external coach;
- Officially launch PBIS;
- Implement and evaluate the PBIS matrix and social skills lessons; and
- Review and implement modifications to the Student Welfare Policy.

**Student Representative Council**

The Student Representative Council (SRC) is an important part of Ambarvale PS.

In 2010, the SRC was made up of the two school captains, the three vice captains and two student representatives per stage, elected to the position by their stage peers.

The SRC provides a forum for students to express their views and ideas on behalf of students from Kindergarten to Year 6. The SRC works with students, parents and teachers to put ideas and solutions into action.

In fortnightly meetings, the SRC discusses a wide range of topics and organises fundraising events.

Being a member of the SRC helps students to learn many valuable life skills, such as cooperation, teamwork and respect, whilst also developing their public speaking skills.

**Student Leaders**

Our student leadership team enables students to participate in the decision-making processes within the school. The team provides an essential link between the student body and the wider school community, and fosters the leadership skills of our student leaders.

Student leaders undertake a variety of leadership development opportunities and regularly lead whole school assemblies, assist parents and members of the community during special school events, attend regional SRC leadership forums, support and assist younger students and engage in public speaking events.

In 2010 the positions were filled by:

- Lara Fitzpatrick (Captain)
- Mathew Tisdell (Captain)
- Chris Siotis (Vice Captain)
- Sophie Rattangavong (Vice Captain)
- Patricia Hernandez (Vice Captain)

**Other programs**

**Support Program**

The Department of Education and Training (DET) provides an annual allocation of Support Teacher Learning Assistance (STLA) and funding to support students experiencing learning difficulties. In 2010 our school’s allocation was equivalent to 1.4 teachers.

Ambarvale PS also received IM integration funding equivalent to one full time teacher and a three day allocation of (ESL) English as a Second Language to assist students requiring additional support.

The school also received tied funding of $3998 to support students requiring further assistance with their learning. Decisions about the allocation of support time and the funding provided were made by the Learning Support Team, which met each fortnight to discuss and monitor the progress of students.

**Reading Recovery Program**

Reading Recovery is an early intervention program for Year 1 students. It provides intensive, high quality assistance to students experiencing reading and writing difficulties. The program aims to accelerate
students’ progress to the average level of their peers as quickly as possible, so that they can obtain maximum benefit from classroom instruction. In 2010, Mrs M. Clarke filled this role and the rigorous training required. Fourteen Year 1 students benefited from inclusion in this program.

Chaplaincy Program

We have a Pastoral Carer, Mr Rob, at our school 1-2 days per week. The position of Pastoral Carer at Ambarvale PS is funded by the Commonwealth Department of Education Employment & Workplace Relations (DEEWR) under the National School Chaplaincy Program (NSCP). The sponsor (employer) is GenR8 Ministries, a combined churches organisation responsible for administering the Federal Government funding.

Mr Rob’s role is to provide welfare and pastoral support to the school community, with a focus on the needs of students, staff and families. In 2010 Mr Rob supported the gardening group, breakfast club, sports groups, parent courses, camps and excursions.

Library Program

2010 has been another busy year in the library. The junior books were all re-labeled, making it easier for the younger students to locate and re-shelve the library’s picture books. A number of graphic novels were purchased and proved to be very popular during the second half of the year: only a handful of these books remained on the shelves at any one time.

Book Club has continued to be positively received, with two catalogues going home each term. The school has also been able to purchase a number of books with the commission earned from this initiative.

Book Week took place during Term 3 and included the inaugural Reading Picnic. We also hosted a Scholastic Book Fair, selling product worth $1647.70. Of this, the school received a commission of $746.77, which was used to purchase new books for the library.

The Premier’s Reading Challenge was a great success this year, with 52 students completing the challenge: a 100% increase on last year’s participation rate.

Writing Project with Daystar Foundation

Students in Year 5 were given the opportunity to participate in a writing project coordinated by Daystar Foundation. The project enabled our students to write to a buddy from the CA Technology firm, located in Ryde.

The aim of the project was to provide students with a purpose for writing, while developing their skills and understanding of text structure, grammatical features and correct use of language to communicate with their buddy.

The project linked our students with workers in the wider community and provided them with exposure to the varied career paths of their buddies. In December, our students had the opportunity to meet their buddy in person and travelled to Taronga Park Zoo in Sydney, spending the day with their buddy, with all costs generously covered by Daystar Foundation and CA Accounting. This is now the third year we have successfully participated in this project.

Big Brothers and Sister’s Program

Through effective links with community service providers, we successfully implemented the Big Brothers/Big Sisters Program. Supported by the Young Women’s Christian Association (YWCA) the program aimed to build self-esteem, leadership and social skills for participating students.

Nominated senior students were mentored by community members once a week. Students participated in structured activities designed to support their individual development.

The 2010 program successfully supported our Year 6 students from 2009 with their transition to high school, with mentors continuing to network with those students attending Thomas Reddall HS. In March, the YWCA also funded a special day out to Wollongong, in which 19 of our students participated. Each participant was also presented with a free bicycle.
Breakfast Club

The school Breakfast Club ran twice a week throughout the 2010 school terms. Giving children a healthy start to their day by providing them with breakfast, the program was generously supported by Daystar Foundation’s donations of bread, cereals, spreads, milk and other breakfast foods and drinks. The P&C committee, Miss Freebody and various staff helped to run this program.

Playtime and Transition program

In 2010, a Playtime and Transition program operated at our school each Monday. Part of a community links program with neighbouring schools, this program was highly successful in supporting links and building relationships with our community and the school.

Evaluation of 2010 targets

Intended Outcome 1:

Increased levels of Numeracy achievement in line with School and State Plan targets.

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Target</th>
<th>Actual result</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3</td>
<td>85%</td>
<td>96%</td>
<td>Achieved</td>
</tr>
<tr>
<td>Yr 5</td>
<td>91%</td>
<td>76%</td>
<td>Working towards</td>
</tr>
</tbody>
</table>

% of students in top bands

<table>
<thead>
<tr>
<th>Year Group</th>
<th>% Above minimum standard for numeracy</th>
<th>% of students in top bands</th>
<th>% of students achieving or exceeding state average growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3</td>
<td>16%</td>
<td>9%</td>
<td>16%</td>
</tr>
<tr>
<td>Yr 5</td>
<td>14%</td>
<td>0%</td>
<td>5%</td>
</tr>
</tbody>
</table>

5% increase of all students achieving school benchmarks in Numeracy

<table>
<thead>
<tr>
<th>Year Group</th>
<th>% Above minimum standard for reading</th>
<th>% of students achieving or exceeding state average growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>67%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Intended Outcome 2:

Increased levels of Literacy (Reading) achievement in line with School and State Plan targets.

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Target</th>
<th>Actual result</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3</td>
<td>86%</td>
<td>83%</td>
<td>Working towards</td>
</tr>
<tr>
<td>Yr 5</td>
<td>73%</td>
<td>27%</td>
<td>Working towards</td>
</tr>
</tbody>
</table>

% of students in top bands

<table>
<thead>
<tr>
<th>Year Group</th>
<th>% of students in top bands</th>
<th>% of students achieving or exceeding state average growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Yr 5</td>
<td>16%</td>
<td>5%</td>
</tr>
</tbody>
</table>

5% increase of all students achieving school benchmarks in Reading

<table>
<thead>
<tr>
<th>Year Group</th>
<th>% of students achieving or exceeding state average growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 5</td>
<td>80%</td>
</tr>
</tbody>
</table>

Intended Outcome 3:

Increased levels of Student Engagement and Retention.

<table>
<thead>
<tr>
<th>Target</th>
<th>Actual result</th>
<th>Progress</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance rate at or exceeding state average</td>
<td>94.4%</td>
<td>91.7%</td>
<td>Working towards</td>
</tr>
<tr>
<td>NB: Highest attendance rate since 2007</td>
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</table>

All teachers using Quality Teaching Framework to assess, plan and implement teaching programs

<table>
<thead>
<tr>
<th>Target</th>
<th>Actual result</th>
<th>Progress</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>100%</td>
<td>Achieved</td>
<td>Continued focus for 2011.</td>
</tr>
</tbody>
</table>

Suspension rates to decrease by 5%

<table>
<thead>
<tr>
<th>Target</th>
<th>Actual result</th>
<th>Progress</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>54</td>
<td>Working towards</td>
<td>Our school has high expectations in terms of student behaviour. This area remains a target for 2011.</td>
</tr>
</tbody>
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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 Teaching and Reading.

Educational and management practice:

Teaching

Background –

During 2009-2010, staff experienced extensive professional learning in the area of quality teaching. It was decided to evaluate the range of current teaching practices to provide information on areas requiring development, to ensure support is provided to enable quality teaching learning practices to be maximised.

Teachers, parents and students were surveyed using School Map Best Practice statements as a base for the surveys. All teachers, 85 parents and 80 students responded to the surveys about teaching.

Findings and conclusions -

The analysis of survey results found the following:

- Teachers indicated that they provide a relevant curriculum to their students (95%); they provide a teaching program that responds to their students’ needs and abilities (95%); they have classroom management practices in place to maximise student learning (100%). 63% of teachers felt that their assessment practices were understood by students and parents. 75% of teachers consistently clarify intended learning outcomes and the purpose of learning with students;
- Parents indicated that the school’s curriculum is important (76%); teachers provide appropriate activities for their child’s level of need (72%); the school provides clear information about student achievement through the reporting process (69%). Only 59% of parents felt that their child’s learning experiences are interesting, motivating and enjoyable for their child; and
- Students indicated that: teachers provide appropriate activities for their level of need (72%); their teachers tell them what they are going to learn and why (72%); the school’s curriculum is important (69%). Only 54% of students agreed that they are interested, motivated and enjoy their learning.

Future directions -

- To provide clear and regular communication to parents and students about expected learning outcomes and the purpose of learning experiences and assessment strategies; and
- Teachers to review teaching methods and continue to strive to provide learning experiences that are interesting, motivating and enjoyable for students.

Curriculum

Reading

Background –

Literacy and Numeracy programs are the focus areas for our school and as such continual review, evaluation and implementation takes place.

Reading was a focus area in 2010 and our school’s data continued to indicate that this area needed further review to support improved student results in Reading.

Teachers, parents and students were surveyed using School Map best practice statements as a base for the surveys. All teachers, 85 parents and 80 students responded to the surveys about reading. Regular feedback from stage, committee and whole-school meetings also provided information.

Findings and conclusions -

The analysis of survey results found the following:

- 68% of teachers indicated that they thoroughly understand the ‘learning to’ and ‘learning about’ outcomes for the stage they teach. Over 40% of staff indicated they needed support with assessing students in Reading using quality assessment tasks to obtain effective data to drive programs;
- A high percentage of staff indicated that they need to more regularly communicate with colleagues, through sharing student work samples, to make consistent judgments about student achievements in Reading;
- 75% of parents indicated their child’s teacher has a good understanding of their child’s achievements and needs in reading. 74% of parents indicated that they are happy with their child’s reading progress. 79% believe that regular Home Reading is important, however
only 45% indicated they were satisfied with the school’s home reading system; and

- 65% of students indicated that their teachers know how they are performing and provide appropriate activities at their level. 60% of students felt they were taught reading well and enjoy reading at school. Only 33% of students complete regular home reading and only 47% believe that their teacher provides interesting and engaging reading material.

**Future directions** -

- Continue to implement professional learning for staff in teaching reading, particularly in assessing and programming Reading, ensuring implementation of a balanced reading program based on syllabus outcomes and student needs;
- Review and improve the school’s Home Reading Program;
- Review the school’s reading material and purchase suitable interesting and engaging resources; and
- Implement parent workshops, providing greater understanding about the school’s reading program, including how students are assessed in Reading and how parents can assist their child in reading.

**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.

**Parents**

85 families returned their survey. Over 20% were ‘very satisfied’ with the school, while a further 66% were ‘satisfied’. 10 of the families who responded said they had ‘some concerns’ and 2 responded that they were ‘not satisfied’.

When asked “What do you think Ambarvale P.S. does well?” there were a wide range of positive responses. Attributes which were mentioned by 5 or more respondents included -

- Positive learning environment; where staff are dedicated, supportive and have a happy, friendly attitude (19);
- Teachers’ interactions with students are positive and friendly (11);
- Ambarvale PS provides opportunities for students to participate in sports and sporting events (7);
- Great communication and interaction between staff and parents (5); and
- Ambarvale PS involves parents and community in various activities and events and parent helpers are welcomed (5);

Suggested areas for development included: Enhanced school playground and strengthening of the student discipline across the school.

**Students**

85% of students were ‘very satisfied’ or ‘satisfied’ with the school.

When asked “What do you think Ambarvale P.S. does well?” the responses surrounded the following themes: quality of teachers and opportunity for extra-curricular activities such as gala days.

Suggested areas for development included improvement to the school playground and increased hands on learning activities.

**Staff**

70% of staff were ‘very satisfied’ or ‘satisfied’ with the school.

When asked “What do you think Ambarvale P.S. does well?” the responses surrounded the following themes: quality teaching, student welfare, leadership and a positive school climate.

Suggested areas for development included: student outcomes, school promotion and involvement, and the school environment.

**Professional learning**

All members of staff participated in professional learning through individual training, at staff meetings and in team meetings.

All staff participated in professional learning sessions at school development days at the beginning of Term One, Two and Three. In addition, members of staff participated in courses provided through external providers.

Staff participated in extensive professional learning primarily in Numeracy and Quality Teaching as a result of participation the National Partnership program.

In addition to this, staff were involved in professional learning in the following areas: Numeracy, Literacy, Quality Teaching, Use of Technology, Syllabus Implementation, Leadership, Welfare and Equity, and Career Development.
School development
2009 – 2011

The priority areas for 2011 include -

- Numeracy
- Literacy
- Student Engagement and Retention

Targets for 2011

Intended Outcome 1:
Increased levels of Numeracy achievement in line with School and State Plan targets.

Targets:
- To increase the proportion of Year 3 students at proficiency (bands 5 & 6) in NAPLAN testing from 9% in 2010 to a minimum of 10.5% in 2011, a 1.5% increase on 2010 data;
- To increase the proportion of students in Year 5 above minimum standard (Bands 5-8) from 49% in 2010 to a minimum of 50.5% in 2011, a 1.5% increase based on 2010 NAPLAN data;
- To increase the proportion of Year 5 students at proficiency (Bands 7 & 8) in NAPLAN testing from 0% in 2010 to a minimum of 10% in 2011, a 10% increase on 2010 data;
- To increase the proportion of Year 5 students achieving expected minimum growth from 35.3% in 2010 to 50% in 2011, based on 2009 NAPLAN data;
- To increase the number of students achieving grade benchmarks by 5% in Number as measured by school based data Targets: K = 80%, Yr 1= 80%, Yr 2= 69%, Yr 3= 88%, Yr 4= 44%, Yr 5= 63%, Yr 6= 54%;
- To increase the percentage of students attaining expected level on the Early Numeracy Continuum for Best Start in early arithmetical strategies as measured by Best Start data and/or Sena testing. Targets: for Kinder = 80% (Perceptual), Year 1 = 89% (Figurative) NB: Year 1 targets are a 5% increase on 2010 results; and
- All students on IEPs achieve minimum of 80% of individual target in Numeracy.

Intended Outcome 2:
Increased levels of Literacy achievement in line with School and State Plan targets.

Targets:
- To increase the proportion of students in Year 3 above minimum standard (Bands 3-6) from 49% in 2010 to a minimum of 50.5% in 2011, a 1.5% increase based on 2010 NAPLAN data;
- To increase the proportion of students in Year 3 at proficiency (Bands 5 and 6) from 18% in 2010 to a minimum of 19.5% in 2011, a 1.5% increase based on 2010 NAPLAN data;
- To increase the proportion of students in Year 5 above minimum standard (Band 5-8) from 51% in 2010 to a minimum of 52.5% in 2011, a 1.5% increase based on 2010 NAPLAN data;
- To increase the proportion of students in Year 5 at proficiency standard (Bands 7 & 8) from 5% in 2010 to a minimum of 10% in 2011, a 5% increase on 2010 data;
- To increase the proportion of Year 5 students achieving expected minimum growth from 29.4% in 2010 to 50% in 2011, based on 2009 NAPLAN data;
- To increase the number of students achieving grade benchmarks by 5% in Reading as measured by school based data Targets: K = 80%, Yr 1= 73%, Yr 2 = 66%, Yr 3 = 95%, Yr 4 = 44%, Yr 5 = 52%, Yr 6 = 74%;
- To increase the percentage of students attaining expected level (Cluster 4) on the Early Literacy Continuum for Best Start in Comprehension as measured by Best Start data. Targets : Kinder = 80% (Cluster 4) Year 1 = 72% attaining Cluster 6 (NB: Year 1 target is a 5% increase on 2010 results.); and
- All students on IEPs achieve minimum of 80% of individual target in Literacy.

Intended Outcome 3:
Improved levels of Student Engagement and Retention

Targets:
- 100% of teachers using the QT framework to assess, plan and implement teaching programs;
- To increase the school's student attendance rate from 91.7% in 2010 to 93.2%, a 1.5% increase on 2010 data;
- To increase the school's percentage of justified absences from 62% in 2010 to 67%, a 5% increase on 2010 data;
- To decrease the school's suspension rate from 54 suspensions in 2010 to maximum of 49, a 10% decrease on 2010 data;
- At least 90% of students demonstrate an understanding of the school rules and give examples of how these rules can be followed; and
- At least 80% of students achieving expected grade benchmarks in Technology.

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.

Acknowledgement is given to all teachers who were responsible for various aspects of the school in 2010, and provided written reports used in this report.

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