Our School at a glance

Messages

Principal’s message

Ambarvale Public School’s annual school report outlines some of the significant achievements of the year. The report highlights the outstanding commitment of our whole school community and our continued drive towards providing quality education and improved student outcomes.

I began as Principal of Ambarvale Public School at the beginning of 2013. Over the year I have enjoyed getting to know our fantastic students, the dedicated and hardworking staff and the supportive community of Ambarvale Public School. The school has cause to celebrate many successes and initiatives.

Ambarvale is more than just a place of learning. It is a place of growth, a place of values, of learning how to treat others and a place for forging respectful relationships and strong friendships.

Our staff displays a strong commitment to learning for all. Student learning is differentiated and student needs are carefully considered. Teachers participated in meaningful, regular professional learning, focusing on improved pedagogical practices and quality teaching. Teachers highly value strong relationships and effective welfare practices. The community continued to be strongly involved through great attendance at school events and workshops on learning. The community also plays an active and supportive role through the P&C and Breakfast Club program.

Ambarvale Public School has implemented a number of key strategies over the year to promote outstanding improvement in academic results and student growth. The following outlines a number of strategies and initiatives that have led to improved and sustainable growth in student learning.

The school undertook rigorous evaluation of key areas in literacy and received funding from the federal Government through the Improvement of Literacy and Numeracy National Partnerships in 2013, along with Transitional Equity funding and funding for Australian Curriculum NSW to implement initiatives, and professional learning in a range of areas including:

- Implementation of Focus on reading K-6 by two in-school tutors to build upon school-based reading and comprehension strategies in a range of Key Learning areas to improve and sustain quality reading practices and outcomes. This has provided staff with the opportunity to engage in focused teacher professional learning and in class mentoring with trained in-school facilitators. This has supported staff and student learning through explicit modelling, lesson observations, collaborative planning, professional dialogue, consistent teacher judgement and professional and critical feedback;

- Continued implementation and maintenance of the T.O.W.N. program and other quality numeracy programs K-6 to support implementation of quality teaching and learning in numeracy;

- Implementation, maintenance and constant improvement of Best Start, Reading Recovery, L3 and L2 in K-2, to support quality literacy practices in the early years;

- Implementation and maintenance of an explicit and systematic whole school Talking & Listening program K-6. Leadership included organising & promoting K-2 Oracy competition at school and CoS level, and 3-6 Oracy Competition at school and area level. TPL, including a package of resources, provided to all staff by internal mentors to support quality teaching within classroom programs;

- Implementation, maintenance and review of significant student welfare practices, particularly a whole school approach to PBIS underpinned by a revised Student Welfare and Discipline Policy and development of an Anti-bullying Policy;

- Working with CoS primary schools to share best practice to improve teaching pedagogy to develop leadership capacity and to involve, inform and upskill parents and community members in a range of literacy and numeracy workshops to support whole school improvement.

During 2013 Ambarvale Public School celebrated many other successes. Brodie from Year 3 reached the regional level for Public Speaking (the highest level attainable), while several other students represented the school at a district level in Term 3. As a school we continued to demonstrate enthusiastic and active participation in a range of school and interschool PSSA sports. We had great participation and support for our school swimming, cross country and athletics carnivals. We had two students compete at a state level in athletics -
Seturi from Year 6 and Aleksandra from Year 4. Students were also provided with several opportunities to trial for zone teams.

The school continued to provide opportunities in the creative arts through the school choir and junior and senior dance groups. Our senior dance was supported through our involvement with Thomas Reddall High School. Miss Cunningham with her expertise in dance through PDHPE was able to provide instruction to our dancers once a week. Mr Malcolm Hurley, the principal of Thomas Reddall, provided this excellent opportunity and there are plans to expand on this initiative in 2014, thus providing expert dance instruction for the whole school. In term 3 all students K-6 participated in a whole school gymnastics program.

Technology was a major focus in 2013 with the aim to improve student engagement and develop 21st Century learning skills. Through a joint funding grant with the DEC we were able to convert an unused classroom into a new state of the art technology centre, including one interactive whiteboard and thirty networked computers, increasing our students’ opportunities to use technology as a modern and effective learning tool.

Work for the project included installation of security, building benches, cabling and installing necessary hardware to ensure the effective running of this technology centre. Students were invited by the Student Representative council to come up with a name for our new lab. After student voting the name “Gigabyte Junction” was chosen. This project created much excitement within our community and in early term 4 we celebrated with an official opening. Also in term 4 our staff began many hours of online training to learn how to use tablet/laptop devices called XOs. This is an initiative of One Education and One Laptop per Child Australia Ltd. Eligible schools are subsidized by funding provided by the Australian Government’s Department of Education, Employment and Workplace Relations as well as corporate sponsors the Commonwealth Bank of Australia, Telstra and Oracle. This has meant that we can currently purchase each device for $100. We began purchasing these devices in 2013 with plans to have one device per child by the end of 2014. Our aim is to use this valuable education tool as a means for improving our students learning through increased interest and motivation while preparing them for a future of digital literacy, design, creativity and modern forms of communication and collaboration.

I want to commend the hardworking and dedicated community staff, students and parents/carers of Ambarvale Public School. I was honoured to work with you all in 2013 and look forward to continuing this opportunity throughout 2014. Nelson Mandela said ‘Education is the most powerful weapon you can use to change the world.’ I believe with students, parents and staff working together that we can change our student’s world and the world around us for the better.

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.

Sean Pope
Principal

P & C message

The year of 2013 was the beginning of a new committee with some oldies and some new faces. With the support of the staff, we assisted the school in any way possible.

In previous years our focus was on fundraising, however this year it was limited due to the number of our volunteers. We were still able to do our Easter Raffle, Mother’s Day/Father’s Day stalls and Subway Lunch special, raising over $2100 through these fundraising events.

Our Uniform Shop and Breakfast Club program continue to run and I would like to give a BIG thanks to Julie C, Melanie E, Veronica G and Blanche G for all their hard work to keep these operating. I would also like to thank all the other parent volunteers and staff who helped throughout the year.

In 2014 we would hope for new inspiration and ideas from our new school community members and staff.

Michelle Kotsou
P&C President
Student representative’s message

When I was told that I had received the position of school captain I was happy and excited. At first I thought that I would have to give up a lot of time and in addition to that, say speeches in front of large crowds. It is true, I did have to do all those things but I also had lots of fun as well. Near the beginning of the year we held our Easter Hat Parade, and it was great to see that a lot of students had put a lot of effort into their hats to make them as creative as possible. I was also chosen to be the School Ambassador for 2013. I did a lot of Ambassador activities in school as well as out of school. I met other ambassadors from different schools and made friends with them all. It was great fun being school captain for 2013. It may have seemed scary in the beginning but I got used to it and slowly became a whole new person. Sometimes it just takes a little bit of confidence and courage to push yourself to new heights.

Neha Lal

School Context

Student information

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

Student enrolment profile

Student enrolment at Ambarvale Public School in 2013 was 266 students. Enrolments have remained stable since 2011.

Management of non-attendance

We have continued to implement successful strategies and procedures that were introduced in 2011 to manage and improve student attendance. In addition, ‘Attendance Extravaganzas’ were run each term, with a range of activities providing a positive reward to students. This was a community of schools initiative, supported by the Benevolent Society to support student attendance in our local area. This successful initiative will be on-going in 2014.

On-going support from the Home School Liaison Officer has allowed for successful tracking and monitoring of student attendance by all staff, resulting in an improved attendance rate. We have also continued to implement:

- Sharing attendance targets and progressive data with the school community;
- Weekly meetings with the Home School Liaison Officer (HSLO);
• Individual attendance tracking;
• Quarterly HSLO meetings with families to build positive partnerships; and
• Frequent communication with parents, via school newsletter.

We will continue to strive for improved attendance rates in 2014 by continuing to work with families to strengthen home-school partnerships and promote regular daily attendance.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported during the 2013 Class Size Audit conducted on Wednesday 27th February 2013.

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>KV</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/1C</td>
<td>K</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>1/2M</td>
<td>1</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>1/2K</td>
<td>2</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>3/4P</td>
<td>3</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>5/6G</td>
<td>5</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>5/6D</td>
<td>6</td>
<td>20</td>
<td>28</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-6M</td>
<td>IO Support</td>
<td>7</td>
</tr>
<tr>
<td>3-6W</td>
<td>IM Support</td>
<td>17</td>
</tr>
<tr>
<td>2-6H</td>
<td>Autism</td>
<td>7</td>
</tr>
<tr>
<td>4-5S</td>
<td>Autism</td>
<td>7</td>
</tr>
</tbody>
</table>

We have two Autism classes, one IO class for students with a Moderate Intellectual Disability K-6 and one IM class for students with a Mild Intellectual Disability Yr 3-6.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals – Mainstream</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Principal – Support unit / Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Emotional Disturbance Autism</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher - Primary</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Primary Priority School Funding Scheme</td>
<td>0.3</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.378</td>
</tr>
<tr>
<td>Primary Teacher Local Area Relief</td>
<td>1</td>
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<tr>
<td>Primary Student Support Executive Release</td>
<td>0.042</td>
</tr>
<tr>
<td>Primary Student Support RFF</td>
<td>0.336</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.622</td>
</tr>
<tr>
<td>Total</td>
<td>26.978</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

One Indigenous staff member was employed during 2013 under the Norta Norta program in a tutor position. This casual position is hoped to be continued in 2014. Another Indigenous staff member was employed for our Community Links Transition Program that operates each Monday morning. We will continue to adhere to the National Education Agreement (2009) guidelines, focusing on employing Indigenous staff at every opportunity. This will greatly benefit the Aboriginal and Torres Strait Islander students currently enrolled at Ambarvale P.S.

**Staff Retention**

During 2012-2013 school experienced some staff mobility. This included: Mr Sean Pope successfully being selected for the Principal position; Mrs Lorinda Potter receiving a promotion to Deputy Principal at Claymore P.S.; and Mr Troy Verey, receiving a position at a new school through merit selection.

**Teacher Qualifications**

All 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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>14</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>32</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>202218.03</td>
</tr>
<tr>
<td>Global funds</td>
<td>187820.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>223710.31</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>45275.52</td>
</tr>
<tr>
<td>Interest</td>
<td>7668.80</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5786.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>672479.46</td>
</tr>
</tbody>
</table>

| **Expenditure**                    |            |
| Teaching & learning                |            |
| Key learning areas                 | 5286.46    |
| Excursions                         | 7398.91    |
| Extracurricular dissections        | 21052.71   |
| Library                            | 3090.66    |
| Training & development             | 2931.43    |
| Tied funds                         | 181842.83  |
| Casual relief teachers             | 42784.70   |
| Administration & office            | 45538.47   |
| School-operated canteen            | 0.00       |
| Utilities                          | 46266.95   |
| Maintenance                        | 24013.55   |
| Trust accounts                     | 5787.14    |
| Capital programs                   | 33585.69   |
| **Total expenditure**              | 419579.50  |
| **Balance carried forward**        | 252899.96  |

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 2013 financial statement is tabled at the annual general meetings of P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Achievements

Arts

Public Speaking K-2
This year Ambarvale PS continued its Talking and Listening program with an oracy competition for all K-2 students. The winners of the school competition were Maya Naiker and Phoenix Ngan Woo in Kindergarten; and Kaitlin Glumac and Tremayne Mauigoa in Stage 1. These four students represented Ambarvale PS at the Campbeltown/Macarthur Area oracy competition zone final for our local area of schools.

Public Speaking 3-6
Ambarvale PS continues to value opportunities for students to develop their public speaking skills. Our focus on professional learning for teachers along with formative assessment and personal goal setting for students has continued. Of key importance is the participation of all K-2 and 3-6 students in school oracy competitions. Stage 2 winners were Brodie Paul and Sage Deeley and our Stage 3 winners were Jordan Paul and Jessica Luu. These students represented Ambarvale Public School at the ‘Campbelltown/Macarthur Zone Oracy Competition’. Many other representatives from our community of schools competed to progress to the Regional level and a very high standard was set by all participants. This year, we were very proud of the outstanding achievement of Brodie Paul who was successful in progressing to the ‘Regional Oracy Competition’. This is the highest level of competition possible.

School Choir
In 2013 the School Choir continued to practice and perform successfully under the supervision of Mrs Manning and Ms Musumeci. The choir has a policy of welcoming all who wish to sing, with no auditions or exclusions, enabling those involved to develop their understanding of singing and music. The standard of performance was consistently high as the choir performed at school events such as assemblies.

Stage 3 Dance Group
In 2013, Ambarvale’s stage three students auditioned to become members of a dance group. Ms Lisa Cunningham, a qualified Dance/PDHPE teacher from our local feeder high school, offered her time once a week to teach choreography to the group. The dance was a very entertaining style of ‘Hip Hop’. All group members held a cake stall to raise the funds to purchase team shirts, which were worn proudly in all performances. The children performed at a Multicultural Day celebration at Thomas Reddall HS, Education Week, Discos and Presentation Day. New goals have been set for 2014, one of which includes starting a K-2 dance group and auditioning a group for the Regional Dance Competition.

Sport

Swimming Carnival
This year, due to unforeseen wet weather, our annual school swimming carnival held at Mount Annan Leisure Centre was for competitive swimmers only. Although this saw a dramatic reduction in students attending the carnival it was a highly successful day. The carnival concluded with a dramatic and exciting Individual Medley. Again this year saw a number of parents in attendance, many of whom assisted in the running of the day. We also had some excellent results with eight students making the qualifying times to represent Ambarvale PS at the Zone Swimming Carnival, an increase in participants from previous years.
Athletics Carnival

With a lot of hard work from the teachers, our 3-6 athletics carnival was a successful day. All students were involved in fun and competitive tabloid athletics skills-based events. 49 students were selected to represent Ambarvale PS in the Zone Athletics Carnival held over two days.

Four students performed strongly and made the zone team, competing at the Regional Athletics Carnival.

Two of our students, Aleksandra Stoilova and Seturi Iakopo, were successful in gaining entry in the State Athletics Carnival which was an outstanding result. Aleksandra placed 16th in the state for the 8 year girls 100m and Seturi placed 30th in the 11 year boys Shot Put.

Cross Country

Our school cross country carnival was an outstanding event this year, with all students aged 8 years and above competing in their age group race. 60 students from Ambarvale PS participated in the Zone Cross Country Carnival. Although no student progressed to the regional carnival, our students demonstrated fantastic effort, attitude and sportsmanship on the day, taking out the school war cry challenge.

Gala Days

In 2013, 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 2013, Ambarvale Public School chose to participate in winter gala days, scheduled during Terms 2 and 3. We were fortunate with the weather and students participated with enthusiasm. Approximately 130 students from Years 3 to 6 competed in netball, touch football, soccer and AFL. Our school won the Junior Touch Football pennant for 2013.

Regional Recognition

Ambarvale Public School was proudly awarded three regional awards for excellence in 2013.

Ambarvale Public School received a regional award for ‘Excellence in school and student achievement demonstrating growth and improvement’ in recognition of strategically implementing a number of initiatives to make a significant difference in higher student engagement levels, enhanced engagement in curriculum and significantly improved student results in Literacy and Numeracy. This was received for the third year in a row, which is a reflection of the school’s commitment to its students and their learning.

Mr Rhys Gray received the Early Career Teaching award, which recognised the significant impact he has had on his students and the school.

Mrs Andrea Spowart was recognised with the School Administration and Support Staff award for her outstanding dedication to supporting the students and school.

In South Western Sydney’s Annual Regional Ambassador Program, one of our school captains, Neha Lal, was named Ambarvale PS’s student ambassador for 2013, in recognition of her excellent leadership and communication skills.
Academic achievements

NAPLAN

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)

NAPLAN Year 3 - Reading

Our Year 3 NAPLAN Reading results indicated -

- 24.1% of our students (at proficiency) were placed in the higher skill bands (bands 5-6) compared to the region’s 31.5% and the state’s 46.6%;
- 79.3% of our students were at or above the minimum standard for reading, compared to 95% of the region and 95.8% of the state; and
- 20.7% were below the minimum standard for reading, compared to the region’s 4.2% and 3.5% of the state.

Our Year 3 NAPLAN Writing results indicated:

- 14.2% of our students (at proficiency) were placed in the higher skill bands (bands 5-6) compared to the region’s 46.9% and the state’s 54.2%;
- 96.4% of our students were at or above the minimum standard for writing, compared to 97.4% of the region and 98% of the state; and
- 3.6% were below the minimum standard for writing, compared to the region’s 2.6% and 2.6% of the state.

NAPLAN Year 3 - Numeracy
Our Yr 3 NAPLAN Numeracy results indicated -

- 13.7% of our students (at proficiency) were placed in the higher skill bands (bands 5-6) compared to the region’s 27.7% and the state’s 36.3%;

- 86.2% of our students were at or above the minimum standard for numeracy, compared to 95.2% of the region and 97.2% of the state; and

- 13.8% were below the minimum standard for numeracy compared to the region’s 4.8% and 2.8% of the state.

NAPLAN Year 5 - Reading

Our Yr 5 NAPLAN Numeracy results indicated -

- 28.6% of our students scored proficiency and were placed in the higher skill bands (bands 7-8) compared to the region’s 23.8% and state’s 37.4%;

- 97.1% of our students scored at or above the minimum standard (bands 4-8) for reading, compared to 97.1% of the region and 98.2% of the state; and

- 2.9% were below the minimum standard for reading compared to 2.9% of the region and 1.8% of the state.

NAPLAN Year 5 - Reading

Our Yr 5 NAPLAN Writing results indicated -

- 16.7% of our students (at proficiency) were placed in the higher skill bands (bands 7-8) compared to the region’s 18.2% and the state’s 23%; and

- 91.7% of our students were at or above the minimum standard (bands 4-8) for writing, compared to 91.7% of the region and 93.7% of the state; and

- 8.3% were below the minimum standard for writing compared to 8.3% of the region and 6.3% of the state.

NAPLAN Year 5 – Numeracy
Our Yr 5 NAPLAN Numeracy results indicated –
• 12.1% of our students were at proficient (Band 7 & 8) as compared to 22.2% of the region and 27.8% of the state;
• 87.9% of our students were at or above the minimum standard for numeracy, compared to 91% of the region and 94.9% of the state; and
• 12.1% were below the minimum standard for numeracy as compared to the region’s 9% and state’s 5.1%.

Progress in Literacy

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>120.4</td>
<td>92.9</td>
<td>95.0</td>
</tr>
<tr>
<td>SSG</td>
<td>74.4</td>
<td>75.8</td>
<td>87.6</td>
</tr>
<tr>
<td>State DEC</td>
<td>74.0</td>
<td>79.2</td>
<td>85.7</td>
</tr>
</tbody>
</table>

* Average progress data is for matched students from within the school.

Reading
• In 2013, there was a 90 point average growth in Reading for students matched in Year 5 compared to 83.2 point average for the State and 85.7 point average for NSW DEC; and
• 41.9% of matched students scored greater than or equal to the expected point growth.
• Our school achieved above state average growth and moved the position of 14th ranked school (out of 19 within Campbelltown schools) in terms of the highest growth in Reading.

Progress in Numeracy

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2009-2011</th>
<th>2010-2012</th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>108.6</td>
<td>114.7</td>
<td>89.0</td>
</tr>
<tr>
<td>SSG</td>
<td>90.5</td>
<td>99.0</td>
<td>84.8</td>
</tr>
<tr>
<td>State DEC</td>
<td>95.8</td>
<td>98.2</td>
<td>89.7</td>
</tr>
</tbody>
</table>

* Average progress data is for matched students from within the school.

• In 2013, there was a 90.8 point average growth in numeracy for students matched in Year 5 compared to 88.5 point average for the State and 89.7 point average for NSW DEC;
• 69% of matched students scored greater than or equal to the expected point growth; and
• Our school achieved above state average growth and moved to the position of 7th ranked school (out of 19 within Campbelltown schools) in terms of the highest growth in Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

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.

2013: Percentage of Year 3 students in our school achieving at or above the minimum standard.

| Percentage of Year 3 students achieving at or above minimum standard (exempt students included) |
|-----------------------------------------------|----------------|
| Reading                                       | 76.7           |
| Writing                                       | 93.1           |
| Spelling                                      | 79.3           |
| Grammar & Punctuation                         | 93.1           |
| Numeracy                                      | 83.3           |

2013: Percentage of Year 5 students in our school achieving at or above the minimum standard.

| Percentage of Year 5 students achieving at or above minimum standard (exempt students included) |
|-----------------------------------------------|----------------|
| Reading                                       | 87.2           |
| Writing                                       | 82.5           |
| Spelling                                      | 81.0           |
| Grammar & Punctuation                         | 88.1           |
| Numeracy                                      | 78.4           |
**Significant programs and initiatives**

**Aboriginal education**

We have continued to develop our links with our community in 2013, and remain committed to ensuring our Aboriginal students are proud members of Ambarvale Public School. Weekly cultural groups continued in 2013, allowing our students to meet, chat and learn about their Aboriginal culture. Joshur Bell, our Aboriginal community co-ordinator from Muru Nanga Mai, provided support to our students as our cultural group leader. Other members of Muru Nanga Mai supported our students on a casual basis. Brodie East continued to lead our Junior AECG for the 3rd year and was supported by a number of junior students. Talia Isaac and Shayla Sutherland will continue in these leadership positions in 2014. The Junior AECG brings together students from local Campbelltown schools to discuss issues and ideas that directly affect Aboriginal students. This program allows students to develop skills in leadership, as well as provide meaningful opportunities to have an influence in the development of the Aboriginal culture in our schools.

Significantly, the Junior AECG leaders elected to re-write our Acknowledgement of Country. Brodie East and Jannali Eldridge were instrumental in creating an Acknowledgement of Country that represented their thoughts and ideals and linked directly to the community. The new Acknowledgement of Country is spoken by student representatives at every school assembly.

NAIDOC Week was a huge event this year, with the Junior AECG working with Miss Page to organise the event. The Junior AECG leaders ran the assembly, which included performers, student participation and a slide show. Many parents and friends were invited to assist teachers in the classroom with a wide range of activities across all Key Learning Areas, with an Aboriginal cultural perspective.

Three-way meetings were held between teachers, parents and students in developing Personalised Learning Plans (PLP’s). All of the teachers, parents and students involved in this new process felt that it was truly beneficial and it is planned for all PLP’s to be developed in this way during 2014.

Teachers have continued to embed ‘8 Ways of Learning’ into teaching programs. This pedagogy framework allows teachers to include Aboriginal perspectives across all KLAs using Aboriginal learning techniques. This allows focus of lessons to remain on core curriculum content while embedding Aboriginal perspectives in every lesson.

Our Stage 2 and 3 students attended “Heartbeat”, allowing them a glimpse of life as a university student. The students involved were excellent representatives of our school and are keen to participate in this event in 2014.

**Multicultural education**

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

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

Multicultural perspectives continue to be embedded in teaching and learning programs to support student knowledge and acceptance of differences.

**Positive Behaviour Strategies (PBIS)**

Throughout 2013, Ambarvale Public School’s Positive Behavioural Intervention and Support (PBIS) team worked with staff, students, parents and DEC personnel to achieve many goals. Some of these include:

- Students who regularly displayed positive behaviours have continued to be more consistently rewarded throughout the year, resulting in 29 children receiving the highest award at our school, ‘The Platinum Award’;
Members of our team visited a neighbouring school, ‘Claymore Public School’, to receive instruction on the use of our new recording and tracking ‘Sentral’ system. Information booklets were then developed to provide professional learning on the system, in readiness to assist staff with implementation;

Through a consultative process the team evaluated the ways in which student behaviours, both positive and negative, are recorded, tracked and monitored. Team members worked on the set up of our updated version of Sentral and began training staff. All staff used the new Sentral system in 2013. The current behaviour management system continues to allow the PBIS team to collate and analyse data to successfully determine the focus of weekly social skill lessons;

Weekly social skill lessons, utilising the IWBs, continued to be designed for teachers to implement with students, addressing areas of need from school data. These social skill lessons provide increased communication to students about whole school behavioural expectations;

The communication of our weekly rule and behaviour focus to our school community continued in 2013. Rule focuses were presented by the school leaders at each morning assembly. A PBIS section was added to our fortnightly newsletter to assist parents in consolidating strategies and expectations of behaviour at home, enhancing partnership with the school;

Staff communication meetings were utilised to remind the whole staff of the correct practise involving; awards, reporting and documenting behaviour both positive and negative, playground folders, signage, lessons and specific student welfare practises;

PBIS roles for all committee members re-established as new staff became members. The Internal coach role has begun to be defined with an Audit of all classroom signage being completed by the coach;

Learning Support Team (LST) continued to be utilised as an avenue for the referral of concerning student behaviours; and

The achievement of PBIS goals having a significant positive impact on creating quality teaching and learning environments, increasing student engagement levels, improved student behaviour and general school culture.

Future Directions 2013

- 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;
- Continue to implement weekly social skills lessons;
- Begin targeted behaviour intervention and social skill instruction for our tier two students;
- LST meetings to be adjusted to include a focused section primarily on behaviour concerns in relation to referrals and/or ‘Sentral’ behaviour data, from all settings. LST acting as behaviour support team;
- Counsellor to complete functional behaviour tests to assist staff in developing targeted behaviour interventions. PBIS Coordinator and Internal Coach to attend LST meetings to report results and strategies to the PBIS committee and subsequently to all staff members;
- Improve feedback to staff on problem behaviours at a stage level and involve them directly and indirectly in school-wide interventions. Focus to include how to make clear distinctions between classroom and office/executive managed behaviours;
- Ensure all staff, including executive, are actively involved directly or indirectly in moving, scanning and interacting whilst supervising non-classroom settings. Staff to receive professional learning in this area;
- Staff to have regular opportunity to access assistance and recommendations for behaviour management through executive/district support in stage/communication/staff meetings. E.g. office vs classroom management of behaviour problems;
- A clear budget for the behaviour team for teaching students, annual staff planning etc.; and
- Parent learning sessions on behaviour and parenting strategies.

Transitional Equity Funding

Our staffing supplementation was used to support the implementation of the Focus on Reading Program (Phase 1 implementation) across K-6, including 9 mainstream classes and 4 support unit classes. Professional learning was provided to all classroom teachers by two in-school trained tutors/mentors to continue developing quality teaching
programs/practices and to support the enhancement of student outcomes.

In addition, teacher professional learning and opportunities to work collaboratively in teams, was provided to teachers to improve knowledge and skills in using the Literacy Continuum to assess students and provide improved planning and programming for literacy.

A Learning and Support Teacher was also employed to implement targeted support programs for individual students, particularly with reading comprehension. These students were identified from internal and external data sources and were given intensive individual and group support.

Funding was used to provide professional learning in technology to promote student engagement and enhance the teaching of learning of literacy skills using multimodal and digital texts. Vital resources were purchased to support this 21st century Learning initiative and included the development of a new technology centre ‘Gigabyte Junction’ utilizing an Interactive Whiteboard and 30 networked computers. It also involved the purchasing and professional development of 150 XO tablet devices that will be used by students across the school K-6 both mainstream and support. The school aims to have one device per child by the end of 2014.

How Transitional Equity funding contributed to school improvement in 2013

Significant improvement in student learning outcomes as evidenced by NAPLAN and school based data:

- 2013 Yr 5 Reading growth at 90, exceeding DEC state average of 83.2;
- 80% of Year 5 students, at and above minimum standard in Reading with 29% achieving a proficiency standard (including support unit students);
- 77% of students Y3, at and above minimum standard in Reading with 24% achieving a proficiency standard; (including support unit students);
- Ambarvale Public School received a 2013 Regional Director’s Choice school award in recognition of ‘Excellence in School & Student Achievement Demonstrating Growth & Improvement’. – third such consecutive award;
- A targeted and systematic approach to TPL (K-6) involving all teaching staff, including; all mainstream and support unit classroom teachers, executive, teacher librarian, LASTs, ESL teacher and Community Languages Teacher (Spanish) was undertaken, resulting in building knowledge, skills and leadership capacity across all levels of staff to support the implementation of effective programs to improve student outcomes in literacy;
- An increase in teacher confidence and improved teaching pedagogy resulted, as evidenced by programs, supervision and regular feedback sessions;
- Student data was used to systematically plan the effective allocation of human resources (i.e. additional learning support teacher). This role supported targeted students who had not met expected benchmarks (based on internal and NAPLAN data) and delivered differentiated support for student improvement. Tracking of student progress enabled specific strategies to be implemented throughout the program to support ongoing learning needs. As a result, all targeted students (additional STLA/LAST) made progress against individual targets, as evidenced by teacher assessment and tracking; and
- Quality engaging resources (current themes) were purchased, supporting student engagement and learning, including technology resources such as new technology centre ‘Gigabyte Junction and tablet devices ‘XOs’.

National partnerships and significant Commonwealth initiatives

Background: Ambarvale PS participated in the Improving Literacy and Numeracy National Partnership (ILNNP) with a focus on Literacy throughout 2013. The school undertook rigorous evaluation of key areas in literacy and received funding from the federal Government to support this focus. As a means of measuring progress the school determined that targets 1-3 are to be achieved in NAPLAN 2014, targets 4-6 were to be achieved by November 2013 for students K-6 (mainstream & support).

Target No. 1

- Increase no. Yr 3 students in Bands 3-6 to a minimum of 56.6% % (updated 2014 target);
- Increase no. Yr 5 students in Bands 5-8 to a minimum of 81.5% (updated 2014 target).
• **Target No. 2**
  • Increase no. Yr 3 students at proficiency (Bands 5-6) to a minimum of 25.6% (updated 2014 target);
  • Increase no. Yr 5 students at proficiency (Bands 7-8) to a minimum of 30.1% (updated 2014 target).

**Target No. 3**

• Minimum of 43.4% of Yr 5 students achieving or exceeding state average growth (updated 2014 target).

**Target No. 4**

Minimum of 5% increase in students achieving grade benchmarks in as measured by school based data in 2013.

- K - 70%
- Y1 – 73%
- Y2 – 57%
- Y3 – 76%
- Y4 – 64%
- Y5 – 73%
- Y6 – 67%

**Target No. 5**

Increase % of students attaining expected level of comprehension on Early Literacy Continuum using Best Start 2013 data (3% increase based on 2012 data).

- K – 70% = 32/45 (Cluster 4)
- Yr 1 – 72% = 28/38 (Cluster 6)

**Target No. 6**

All students on IEPs achieve minimum of 80% of individual target in Literacy based on 2013 data.

**Implementation**: - From June - November 2013

The Focus on Reading (FoR) Team Leader and classroom teachers collected data on all Aboriginal and Torres Strait Islander students and a cross section on students within each class using a range of curriculum-based assessments and the literacy continuum (Reading Texts and Comprehension aspects). A wide range of Teacher Professional Learning (TPL) was undertaken to assist in the teaching of literacy across the whole school including; Focus on Reading workshops; utilising NSW Syllabus workshop; cross-school support; and regional TPL. The Focus on Reading (FoR) Team Leader provided fortnightly individual teacher support in a variety of forms including: in-class observations; collaborative programming; consistent teacher judgement; modelled lessons; team teaching; program reviews; feedback sessions; differentiation support; development of assessments. This support and collaboration assisted teachers in planning their quality teaching and learning programs for the following fortnight, using data and evaluations to drive learning programs.

**National Partnership Data Analysis:**

There has been a significant increase in student achievement across the data collection period (Literacy) as evidenced by the final assessment completed in November 2013. A comparison of the results from June 2013 – November 2013 is shown below:

- **Whole School** -
  - 93% - 52/56 of targeted students improved markers across the continuum in both Reading Texts and Comprehension aspects.
  - 96% - 54/56 of targeted students improved in markers across the continuum in either Reading Texts or Comprehension aspects.
  - 93% - 13/14 Aboriginal and Torres Strait Islander students improved markers across the continuum in both Reading Texts and Comprehension aspects.

**Achievement of Targets**

**Target No. 1**

- Increase no. Yr 3 students in Bands 3-6 to a minimum of 56.6% %;
- Increase no. Yr 5 students in Bands 5-8 to a minimum of 81.5%.
  - To be determined

**Target No. 2**

- Increase no. Yr 3 students at proficiency (Bands 5-6) to a minimum of 25.6%;
- Increase no. Yr 5 students at proficiency (Bands 7-8) to a minimum of 30.1%.
  - To be determined

**Target No. 3**

- Minimum of 43.4% of Yr 5 students achieving or exceeding state average growth
  - To be determined
**Target No. 4**
- Minimum of 5% increase in students achieving grade benchmarks in Reading as measured by school based data.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>70%</td>
<td>81%</td>
</tr>
<tr>
<td>Yr 1</td>
<td>73%</td>
<td>59%</td>
</tr>
<tr>
<td>Yr 2</td>
<td>57%</td>
<td>74%</td>
</tr>
<tr>
<td>Yr 3</td>
<td>76%</td>
<td>63%</td>
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<tr>
<td>Yr 4</td>
<td>64%</td>
<td>65%</td>
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<tr>
<td>Yr 5</td>
<td>73%</td>
<td>69%</td>
</tr>
<tr>
<td>Yr 6</td>
<td>67%</td>
<td>83%</td>
</tr>
</tbody>
</table>

**Targeted Student Growth across Literacy Continuum**
Student growth was measured across the Literacy Continuum. Only targeted student’s growth is shown in the table below.

<table>
<thead>
<tr>
<th>Students achieved at or above expectation using the K-10 Literacy Continuum</th>
<th>Students showed improvement in markers across the K-10 Literacy Continuum in Reading and/or Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>K (50% = 5/10)</td>
<td>90% - 9/10</td>
</tr>
<tr>
<td>Yr 1 (-60% = 6/10)</td>
<td>90% - 9/10</td>
</tr>
<tr>
<td>Yr 2 (-63% = 5/8)</td>
<td>100% - 8/8</td>
</tr>
<tr>
<td>Yr 3 (-25% = 1/4)</td>
<td>100% - 4/4</td>
</tr>
<tr>
<td>Yr 4 (-0% = 0/8)</td>
<td>100% - 4/4</td>
</tr>
<tr>
<td>Yr 5 (-25% = 2/8)</td>
<td>100% - 8/8</td>
</tr>
<tr>
<td>Yr 6 (-22% = 2/9)</td>
<td>100% - 9/9</td>
</tr>
</tbody>
</table>

**Target No. 5**
- Increase % of students attaining expected level of Comprehension on Early Literacy Continuum using Best Start 2013 data (3% increase based on 2012 data).

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>70%</td>
<td>56%</td>
</tr>
<tr>
<td>Yr 1</td>
<td>72%</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Targeted Student Growth across Literacy Continuum**
Student growth was measured across the Literacy Continuum. Only targeted student’s growth is shown in the table below.

<table>
<thead>
<tr>
<th>Students achieved at or above expectation using the K-10 Literacy Continuum in Comprehension</th>
<th>Students showed improvement in markers across the K-10 Literacy Continuum in Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>K (-50% = 5/10)</td>
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</tr>
<tr>
<td>Yr 1 (-60% = 6/10)</td>
<td>90% - 9/10</td>
</tr>
</tbody>
</table>

**Target No. 6**
All students on IEPs achieve minimum of 80% of individual target in Literacy.

**High School Links**
In 2013, Ambarvale were very pleased to have made a solid link with Thomas Reddall High School through a Sport Leadership Program. The High school ran the program which taught Year 6 children from Ambarvale PS; coaching, officiating and training techniques, which children could then apply in a sport leadership role within our school. We sent twelve House Captains to receive the training. Ms Cunningham coordinated this event and offered to train our dance group in her own release time. From this link, Thomas Reddall High School have offered to provide further support in 2014 with three periods, per fortnight, of Dance tuition and another three periods of Band tuition.

**Student Representative Council**
The Student Representative Council (SRC) continued into 2013. The SRC consisted of the School Leaders and two students from each stage who were elected by their peers. The SRC has been involved in many leadership initiatives and decision-making roles within the school. The SRC held a Wear Orange Wednesday, to raise funds for the RFS and SES due to recent devastating bushfires.

Students also voted on a name for the new school computer lab, which was improved and named ‘Gigabyte Junction’.

All members of the 2013 SRC have taken on their roles and responsibilities with enthusiasm and have been excellent role models to their peers.
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, present information to the school community, support and assist younger students and engage in public speaking events.

In 2013 the positions were filled by:
- James Cullen (c)
- Neha Lal (c)
- Tomas Arrieta (vc)
- Mickayla Hayward (vc)

Other Programs

Reading Recovery
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 2013, Mrs Yewen filled this role and participated in the rigorous training required. Twelve Year 1 students benefited from inclusion in this program in 2013.

Library
This year the library continued to be a busy learning space, with children participating in lessons, borrowing books, utilising the computer laboratory or visiting at recess and lunch to play, to read or to use the computers. Many children used some of this time to research the answers to the library quiz, a fun trivia competition held weekly that encourages children to complete simple research on a wide variety of questions. This year 82 children from Years 1 to 6 entered at least once, including 13 children from the support unit.

The Premier’s Reading Challenge was completed by 61 children. There was an increase in the number completing the challenge in years 3 to 6, where children are expected to read books independently. 20 children in 3-6 completed the Challenge, compared with only 6 children last year.

Fund raising has occurred with Book Club and a book fair during Education Week. Funds raised by these activities were directly invested in books for the library collection.

Chaplaincy Program
We have a Pastoral Carer, Rob Hodgson (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 and Student Welfare Program (NSCSWP).

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. The role has a student welfare focus, but can also offer pastoral care and spiritual support, if requested. However, this program is optional and parents/carers can request no contact with the Pastoral Carer.

In 2013, Mr Rob supported many students and families in the school community and participated or supported various school programs and activities: Breakfast Club, sports groups & sport, learning support, newsletters, camps and excursions.

During 2013; feedback was asked for and received, in order to evaluate the position for 2014. The P&C, staff and school community determined that Mr Rob’s position was a valuable resource at the school and should continue in 2014.

University Competitions
This year our school participated in the UNSW International Academic Competitions in the areas of Computers, Maths, and English. Achievements included -

* Maths Competition: 9 students participated, with 1 student receiving a credit certificate.
* English Competition: 5 students participated, with 2 students receiving a credit certificate.
* Computer Skills Competition: 10 students participated.
Noteworthy acknowledgements include: Lanie Tojo, who received a credit in both the mathematics and English competitions and James Cullen who received a credit in the English competition.

Daystar Foundation Writing Program
This year, students in 3/4B were given the opportunity to participate in a writing project coordinated by the Daystar Foundation Literacy Buddies Program. The program involves students writing letters to a buddy employee from CA Technology at North Ryde. The Literacy Buddies Program aims to enhance students’ literacy skills through engagement in a creative and personal program and allow students the opportunity to engage with a positive adult role model. In December, our students had the opportunity to meet their buddy in person and travel to the National Maritime Museum Darling Harbour, spending the day with their buddy. All costs were generously covered by Daystar Foundation and CA Technology. This is now the sixth year we have successfully participated in this program.

Breakfast Club
The school Breakfast Club ran twice a week throughout the 2013 school terms. The purpose of the program is to give 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, parents and school staff of Senora Vera and Ms Musumeci helped to run this program.

Community Links
Our Playtime and Transition program continued to operate at our school each Monday during 2013. Part of a community links program with neighbouring schools, this program was highly successful in building relationships with our community and supporting students transitioning to school. A significant number of new families attended this year, with 10 students completing the Pre-School transition program that was provided and subsequently enrolling in Kindergarten in 2014.

School planning and evaluation
2012-2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
- Data collection and analysis;
- On-going quality assessment practices; and
- Surveys of the school community.

School planning 2012—2014: progress in 2013
The priority areas for 2012-2014 include -
- Numeracy
- Literacy
- Student Engagement and Attainment
- Aboriginal Education
- Leadership and Management

School priority 1
NUMERACY
Outcomes from 2012–2014
Intended Outcome:
Increased levels of numeracy achievement for every student consistent with national, state and regional directions.

Evidence of progress towards outcomes in 2013:
- 58.5% of Year 3 students above minimum standard (bands 3-6);
- 66.5% of Year 5 students above minimum standard (bands 5-8);
- 13.7% of Year 3 students achieving proficiency;
- 12.1% of Year 5 students achieving proficiency;
- 69% of Year 5 students achieving expected growth;
- 64.7% of students achieving school benchmarks;
- 89% of ES1 students achieving expected level on Numeracy continuum for Early Arithmetical Strategies; and
• 79% of Year 1 students achieving expected level on Numeracy continuum for Early Arithmetical Strategies.

**Strategies to achieve these outcomes in 2014**

• To increase the proportion of students in Year 3 above minimum standard (Bands 3-6) from 58.5% in 2013 to a minimum of 60% in 2014, a minimum of 1.5% yearly increase based on 2013 NAPLAN data.

• To increase the proportion of Year 3 students at proficiency (bands 5 & 6) in NAPLAN testing from 13.7% in 2013 to a minimum of 15.2% in 2014, a minimum of 1.5% yearly increase on 2013 data.

• To increase the proportion of students in Year 5 above minimum standard (Bands 5-8) from 66.5% in 2013 to a minimum of 68% in 2014, a minimum of 1.5% yearly increase based on 2013 NAPLAN data.

• To increase the proportion of Year 5 students at proficiency (Bands 7 & 8) in NAPLAN testing from 12.1% in 2013 to a minimum of 13.7% in 2014, a minimum of 1.5% yearly increase on 2013 data.

• To increase the proportion of Year 5 students achieving expected minimum growth from 69% in 2013 to 74% in 2014, a minimum of 5% yearly increase based on 2013 NAPLAN data.

• To increase the number of students achieving at or above expected grade benchmarks by 3% in Number as measured by school based data. Targets: K = 70%, Yr 1= 89%, Yr 2= 59%, Yr 3= 78%, Yr 4= 57%, Yr 5= 66%, Yr 6= 65%

• 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: Kinder = 70% (Perceptual), Year 1 = 92% (Figurative) NB: Year 1 targets are a 3% increase on 2013 results.

• All students on IEPs achieve minimum of 80% of individual targets in Numeracy.

**School priority 2**

**LITERACY**

**Outcomes from 2012–2014**

Increased levels of literacy achievement for every student consistent with national, state and regional directions.

**Evidence of progress towards outcomes in 2013:**

• 55.1% of Year 3 students above minimum standard;

• 80% of Year 5 students above minimum standard;

• 24.1% of Year 3 students achieving proficiency;

• 28.6% of Year 5 students achieving proficiency;

• 41.9% of Year 5 students achieving expected growth;

• 70.5% of students achieving school benchmarks;

• 56% of ES1 students achieving expected level on Literacy Continuum for Comprehension; and

• 35% of Year 1 students achieving expected level on Literacy Continuum for Comprehension.

**Strategies to achieve these outcomes in 2014:**

• To increase the proportion of students in Year 3 above minimum standard (Bands 3-6) from 55.1% in 2013 to a minimum of 56.6% in 2014, a minimum of a 1.5% yearly increase on 2013 NAPLAN data.

• To increase the proportion of students in Year 3 at proficiency (Bands 5 and 6) from 24.1% in 2013 to a minimum of 25.6% in 2014, a minimum of a 1.5% yearly increase on 2013 NAPLAN data.

• To increase the proportion of students in Year 5 above minimum standard (Band 5-8) from 80% in 2013 to a minimum of 81.5% in 2014, a minimum of a 1.5% yearly increase on 2013 NAPLAN data.

• To increase the proportion of students in Year 5 at proficiency standard (Bands 7 & 8) from 28.6% in 2013 to a minimum of 30.1% in 2014, a minimum of a 1.5% yearly increase on 2013 NAPLAN data.

• To increase the proportion of Year 5 students achieving expected minimum growth from 41.9% in 2013 NAPLAN data to 43.4% in 2014, based on yearly 5% increase on 2013 NAPLAN data.

• To increase the number of students achieving at or above expected grade benchmarks by 3% in reading as measured by school based data Targets: K = 70%, Yr 1= 84%, Yr 2= 62%, Yr 3= 77%, Yr 4= 66%, Yr 5= 68%, Yr 6= 72%

• 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 = 70% (Cluster 4) Year 1 = 38% attaining Cluster 6 (NB: Year 1 target is a 3% increase on 2013 results.)

• All students on IEPs achieve minimum of 80% of individual targets in Reading.
School priority 3
STUDENT ENGAGEMENT AND ATTAINMENT

Outcomes from 2012–2014
Enhanced student engagement with learning.
Evidence of progress towards outcomes in 2013:
• 93.3% attendance rate;
• 61% justified absence rate;
• Number of suspensions increased in 2013 based on 2012 data. Focus given to the number of students receiving multiple suspensions – target updated for 2014;
• 75% of students achieving grade benchmarks in technology.

Strategies to achieve these outcomes in 2014:
• To increase the school's attendance rate from 93.3% (2013) to 94.3% in 2014 based on 1% increase on 2013 data;
• To increase the school's percentage of justified absences from 61% in 2013 to 63.5% in 2014 based on a 2.5% increase on 2013 data;
• To decrease the number of students suspended from 20 suspensions in 2013 to a maximum of 18 in 2014 based on yearly 10% decrease on 2013 data; and
• At least 75% of students achieving grade benchmarks in technology 2014.

School priority 4
ABORIGINAL EDUCATION

Outcomes from 2012–2014
Aboriginal student learning outcomes will match or better the outcomes of the broader student population.
Evidence of progress towards outcomes in 2013:
• 90% attendance rate for Aboriginal students;
• Increase in number of PLP’s completed utilising 3-ways process;
• Increase in staff embedding ‘8 Ways of Learning’ into teaching programs; and
• Increase in percentage of students achieving expected individual literacy and numeracy targets set in Personalised Learning Plans.

Strategies to achieve these outcomes in 2014:
• To increase the Aboriginal student attendance rate from 90% in 2013 to 91% in 2014, based on yearly 1% increase on 2013 data;
• 50% of Aboriginal students engaged in student/teacher/parent Personalised Learning Plan process. NB: 100% of students to have written PLP;
• 100% of staff embedding ‘8 Ways of Learning’ into their teaching programs;
• 100% of Aboriginal students achieve expected minimum growth in NAPLAN results in Literacy and Numeracy; and
• 100% of Aboriginal students achieve 80% of expected individual literacy and numeracy targets set in Personalised Learning Plans.

School priority 5
LEADERSHIP AND MANAGEMENT

Outcomes from 2012–2014
Strengthened leadership capacity at all levels.
Evidence of progress towards outcomes in 2013:
• Consolidation of school performance as determined by Analytical framework results;
• SRC meetings held on 4 occasions throughout Semester 2;
• Increase in percentage of professional learning stage meetings; and
• Teachers achieving progress on learning goals in Personalised Learning Plans.

Strategies to achieve these outcomes in 2014:
• To increase/consolidate the school’s performance against the 25 best practice statements of The Analytical Framework based on 2013 Analytical Framework results;
• To implement the SRC meetings on a minimum of 6 occasions annually, providing increased student participation in decision making and leadership opportunities;
• To increase the percentage of professional learning stage meetings occurring in the year from 20% in 2013 to 30% in 2014;
• 100% of teachers achieve progress on professional learning goals on individual professional learning plan to support enhanced teaching and learning practices and/or acquisition of leadership skills.
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 by external personnel.

Staff participated in extensive professional learning, primarily in:

- Improving Literacy and Numeracy National Partnership initiatives (ILNNP);
- Focus on Reading modules;
- Australian Curriculum and the K-10 Literacy Continuum;
- Personalised Learning and Support Signposting Tool (PLASST) trial and;
- Disability Standards for Education e-learning.

Staff undertook Focus on Reading Phase 3 and 4 modules. Workshops were completed in the additional modules ‘Catering for diversity in the classroom’ and ‘Catering for students who speak Aboriginal English’.

Staff received professional learning from DEC facilitators linked to ILNNP, the K-10 Literacy Continuum and Focus on Reading modules.

All staff were involved in training for the new Australian Curriculum to be implemented in 2014. Training modules for the English syllabus were undertaken by teachers, with support provided by in-school leaders.

All staff completed e-learning for initial training in the Disability Standards for Education and their link to the Disability Discrimination Act. This will be ongoing professional learning in 2014.

Two staff members successfully applied for positions within the Australian School of Applied Management colloquium and attended training throughout 2013. This is a leadership initiative within the DEC and has limited numbers selected each year. The skills acquired were shared with staff in both whole school and stage based professional learning sessions.

Staff were involved in half day workshops directly linked to the Focus on Reading program. All teachers were professionally supported in their development by the School Leader on a fortnightly basis with an emphasis on quality assessments, student tracking, and lesson creation.

In addition to this, staff were involved in professional learning in the following areas: Technology, Syllabus Implementation, Leadership, Welfare and Equity, Career Development and DEC/School Policies.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

NSW public schools conduct evaluations to support the effective implementation of the School Plan. In 2013 our school carried out two evaluations - one related to educational and management practice and the other related to curriculum. In 2013 our school carried out evaluations of Leadership and Technology.

Educational and Management Practice:

Leadership

Background

In 2013, Ambarvale Public school undertook a key evaluation in Leadership. Teachers, parents/carers and students were surveyed using School Map best practice statements as a base for the surveys. 15 teachers, 68 parents and 65 students responded to the surveys about Leadership.

This evaluation was conducted during semester 2, 2013 by surveying staff, students and parents/carers.

Findings and conclusions -

The analysis of survey results found the following:

- 87% of teachers indicated that school leaders almost always or usually model commitment to school improvement;
- 93% of teachers indicated that school leaders almost always or usually encourage teachers to reflect upon their practices;
- 90% of parents indicated that school leaders are almost always or usually looking for ways to improve the school;
- 90% of parents indicated that school leaders are almost always or usually open to new ideas.
67% of students indicated that school leaders almost always or usually make sure that everyone at school is treated fairly; and
78% of students indicated that school leaders are almost always or usually looking for ways to improve.

**Future Directions -**
Areas for further investigation include:
- School leaders continuing to support staff in challenging current educational practices;
- School leaders valuing and listening to student ideas; and
- School leaders encouraging all groups within the community in the decision-making process.

**Curriculum Evaluation:**

**Technology**

**Background**

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

In 2013, Ambarvale Public school undertook a key evaluation in **Technology**. Teachers, parents/carers and students were surveyed using School Map best practice statements as a base for the surveys. 15 teachers, 68 parents and 65 students responded to the surveys about Technology.

**Findings and conclusions**

The analysis of survey results found the following:
- 67% of teachers indicated they use their interactive whiteboard to support and engage students in their learning;
- 71% of teachers indicated they are actively seeking professional development to support their use of technology within their teaching;
- 93% parents indicated that their child has access to technology, including Ipads, computers and the internet, at school;
- 66% of parents indicated they were provided with useful information about their child’s achievements in Technology through the reporting process;
- 77% of students indicated their teachers provide interesting and engaging computer lessons;
- 84% of students indicated that they are taught to use computers well; and
- 60% of students indicated that their teacher explains ways that they can improve when using computers.

**Future Directions –**

Areas for further investigation include:
- Implementation of professional learning sessions for staff in effective use of whiteboard and Ipad technology, XO training;
- Improving home/school communication related to student achievement in Technology;
- Increased student access to technology, including computer lab sessions and Ipad technology;
- On-going purchase of resources to support teacher and student enhancement of skills; and
- Professional learning for staff in linking new syllabus with technology and resources.

**School Satisfaction Evaluation:**

**Parent/carer, student, and teacher**

In 2013, the school sought the opinions of parents/carers, students and teachers about the school. Of the 68 families that responded, 83% of parents/carers indicated that they are satisfied or highly satisfied with the school. Of the 15 staff that responded, 94% of staff indicated that they are satisfied or highly satisfied with the school. Of the 66 students, 85% of students indicated that they are very happy or fairly happy with the school.

**Parents/Carers**

**Findings and conclusions -**
- 93% strongly agree or agree that Ambarvale is an attractive and well-resourced school;
- 84% strongly agree or agree that the school is connected to its community and welcomes parental involvement;
- 90% strongly agree or agree that parents are encouraged to contact the school to discuss concerns relating to their child;
- 71% strongly agree or agree that the school implements effective student welfare programs;
- 82% strongly agree or agree that the school maintains a strong focus on Literacy and Numeracy;
- 82% strongly agree or agree that the school caters well for all students and provides an inclusive education;
68% strongly agree or agree that the school sets appropriate homework;
82% strongly agree or agree that Ambarvale has competent teachers who set high standards of achievement;
88% strongly agree or agree that students have good access to computers and the school runs strong technology programs; and
87% strongly agree or agree that that their child's teacher creates a happy and positive learning environment.

When asked “What do you think Ambarvale P.S. does well?” there were a wide range of positive responses including:
- Teacher/Parent interactions;
- Dedicated staff;
- School addresses all subjects well;
- Teachers create ‘fun’ learning environments;
- New computer lab; and
- Fundraising.

Suggested areas for development included:
- Continued support of students with additional needs;
- Support of activities outside of school (sport);
- Increase/provide contact for parents with outside agencies (speech therapist etc); and
- Parent workshops outside of school hours to support working parents.

Staff
Findings and conclusions -
- 80% strongly agree or agree that Ambarvale is an attractive and well-resourced school;
- 43% strongly agree or agree that the school is connected to the community and welcomes parental involvement;
- 88% strongly agree or agree that they encourage parents to contact the school to discuss their child;
- 93% strongly agree or agree that the school has effective student welfare practices;
- 100% strongly agree or agree that they maintain effective student welfare practices within learning environments and other settings;
- 100% strongly agree or agree that they maintain a focus on literacy and numeracy;
- 100% strongly agree or agree that they cater well for all students and provide an inclusive education;
- 82% strongly agree or agree that they set appropriate homework for their students;
- 87% strongly agree or agree that they set high standards of achievements for their students;
- 93% strongly agree or agree that there is good student access to computers and strong technology programs and resources; and
- 100% felt they create a happy and positive learning environment.

When asked “What do you think Ambarvale P.S. does well?” the responses surrounded the following themes including:
- Literacy and numeracy programs;
- High expectations focussed on improvement;
- Inclusivity;
- Student welfare including PBIS;
- Staff support of others; and
- Providing a variety of opportunities for all students.

Suggested areas for development included:
- Improved student access to creative and practical arts;
- Extension for gifted students;
- Library to be updated; and
- Induction sessions for new staff.

Students
Findings and conclusions -
- 85% are very happy or fairly happy with their classroom learning;
- 78% are happy or fairly happy with the playground;
- 90% strongly agree or agree that their teacher helps them learn and feel safe;
95% strongly agree or agree that their teacher expects them to do their best so that they can improve; and

83% strongly agree or agree that their teacher creates a happy and positive learning environment.

When asked “What do you think Ambarvale P.S. does well?” there were a wide range of positive responses including:

- Learning, sport, improved playground, fundraising.

Suggested areas for development included:

- Technology – purchase more Ipads;
- Additional sports equipment; and
- An increase in the number of excursions.

About this report

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

Sean Pope - Principal
Mellissa Page – Assistant Principal
Kylie Flannery – Assistant Principal
Michelle Hartley – Assistant Principal
Rhys Gray – Relieving Assistant Principal
Tina Duffield – Relieving Assistant Principal
Wendy White – School Administrative Manager
Michelle Kotsou – P&C President

Acknowledgement is given to all teachers who were responsible for various aspects of the school in 2013, and provided written reports for use in this report.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: