School Context

Ambarvale Public School has an enrolment of 280 students including 4 support unit classes. The school caters for students from diverse language, cultural and socio-economic backgrounds.

Ambarvale Public School staff are committed to, and fully supported with, ongoing professional development to contribute to the school's goals and vision. Quality programs operate at the school to support literacy and numeracy initiatives include L3, FoR, TOWN, Count-Me-In-Too and Reading Recovery. Additionally, students are taught Spanish K-6 as part of the school's Community Languages Program.

Ambarvale Public School's mission is to provide quality teaching and learning, focusing on all students achieving their potential, in a caring and inclusive environment. Innovation and technology are becoming a key focus with a strong emphasis on student engagement.

The school values equity and excellence in education, focusing on development of the whole child. The whole school community is valued as partners in the education process to support and enrich learning experiences and outcomes for our students. The school plays an important role in the community by providing solid foundations for students to 'Learn to Live'.

Principal's Message

2014 has been a great year for our school and for many individuals at our school.

Many of our students have shown consistent and ongoing growth and improvement in the literacy & numeracy continuums and new school curriculums. In 2015 we aim to build on this through increased professional development and resourcing. We have seen improved NAPLAN results in year 3 and great individual growth for many in Year 5 and 7. One student Lanie Tojo was successful in gaining placement to a selective high school and Emily White was successful in gaining entry to an Opportunity (gifted) class.

Our attendance figures are the highest in 10 plus years and that means many of our students are wanting to come to school regularly to learn and are being encouraged by their parents and carers.

Our senior girls were winners of the Thomas Reddall High School extension day. Brodie Paul represented at the second highest level in public speaking - and the standard of all speakers continues to lift year after year with greater participation all round.

Our students proved their skill & creative ability by having both the junior and senior teams being selected to dance at the Public Schools NSW dance festival. Our sporting prowess saw students achieve at a high level with the largest group ever progressing to region for athletics. We even had students’ progress to state.

Our student Leadership standard was excellent from our school captains and vice captains. Our leadership from our Aboriginal students goes from strength to strength with their involvement with the Tharawal group, local schools and our Junior AECG.

While these school and individual achievements are great, I am perhaps most proud of our students for their spirit, attitude, care and compassion. You can’t measure the success of a year 5 or 6 student making our younger students or support students feel welcome, cared for and loved. You can’t measure the encouragement they give one another to succeed in challenges at camp or while on stage or in the classroom. I have been very proud of the culture of care that our students display for each other across the school.

The staff at Ambarvale care about our school greatly. They are strongly committed to the improvement of their professional knowledge and skills; they go above and beyond to give our students opportunities; they strive to find a way to build success for all of our students.

In 2014, staff committed to professional learning in many areas with the main areas being Focus on Reading, L3 (Literacy, Language & learning), new curriculums including Maths, Science and History as well as Technology in the classroom.

We have a number of staff this year who through merit achieved promotion or selection on their outstanding skills and abilities - Mr Gray, Mrs Duffield were both promoted to Assistant Principals in 2014 and more recently Miss Vest gained selection on merit to Vincentia Public School.

There are dedicated staff beyond our school who also contribute so much to our school and I’d like to thank Miss Lisa Cunningham from TRHS who through Mr Hurley’s leadership and her own hard work provides outstanding transition opportunities for our students to high school as well as running highly engaging dance opportunities for all of our students and dance groups. There are even more exciting plans for
2015 with Mrs King and Miss Cunningham. Thanks to Wendy and her pre-school community team that work so well with our parents and little ones every Monday preparing them for ‘big’ school.

Our parents and community are so valued and so supportive and this has included breakfast club; fundraising with and for the school and the P&C. I’d like to acknowledge Michelle Kotsu who is a dedicated parent who has given many years to see Ambarvale achieve its best. She is our current president of the P&C and will be missed as her youngest Luke moves onto high school.

Highlights for 2014 have included

- A fantastic Fete with a Horrifying Halloween theme;
- Launching the ‘new’ school Facebook page for communicating and sharing with our community;
- XO devices - one for every child in the school;
- Our community centred Easter hat event for all;
- Excursions - such as the farm, the rainforest, sporting day with Macarthur disability and stage 2 and 3 camps;
- The NSW Dance Festival;
- Great gymnastic groups;
- Awesome attendance events;
- Sporting success and opportunities; and
- Superb planning forums with the community, staff and students planning for the future.

In 2015 based on planning and consultation with students and community we aim to build on many programs and launch many wonderful initiatives that will create even greater learning opportunities for our students and build closer ties with our community through 3 main strategic areas – Engagement, Learning and Innovation.

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

Parents and Citizens Message

It is a little sad to be writing my last report for Ambarvale Public School, however with the great committee members and non-committee members throughout my time, we have been able to help this great school and have made some strong friendships along the way.

As a P&C we try hard to focus on fundraising to be able to purchase school uniform supplies and assist with the providing funds to support the school. We were able to run our annual Easter Raffle and Mother's Day/Father’s Day stalls, raising just over $2500 through these fundraising events.

With the support of Daystar Foundation we continue to run the Breakfast Club program on Tuesday and Friday mornings. Thanks to Veronica, Blanche and teachers for all of your hard work. The Uniform Shop runs on Friday mornings with Julie & Mel continuing in their roles.

I would like to thank all of the staff who have always made the P&C members and myself feel welcome in the school. I hope the new P&C gets new inspiration for all the new endeavours to come.

Michelle Kotsou
P&C President

Student representative’s message

My greatest achievement was when I became one of the school captains for 2014. It is a great honour and privilege to be chosen as one of the leaders for your school and I was so excited to have the opportunity to proudly represent our wonderful school.

I have always been a confident public speaker and really enjoyed help run all the assemblies throughout the year.

I even had a wonderful idea to help fundraise for our Year 6 Farewell. Back in the beginning of March 2014 I knew St Patrick’s Day was coming up on the 17th March so I organised a mufti day where every student could dress up in their best green clothes. Everyone put a lot of effort into their costumes as there were awards given out for the best dressed in each class. We managed to raise over $200 that day which was fantastic.

Being a school captain was amazing and I really enjoyed the experience.

Jordan Paul on behalf of student leaders
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

![Graph showing student enrolment per year]

Student enrolment at Ambarvale Public School in 2014 was 272 students. Enrolments have remained stable since 2011.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.3</td>
<td>93.0</td>
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<td>92.3</td>
<td>94.6</td>
<td>93.4</td>
<td>95.3</td>
</tr>
<tr>
<td>3</td>
<td>91.7</td>
<td>92.7</td>
<td>92.2</td>
<td>90.7</td>
<td>93.7</td>
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</tr>
<tr>
<td>4</td>
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<td>93.7</td>
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<td>88.1</td>
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<td>90.7</td>
<td>93.6</td>
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<tr>
<td>6</td>
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<td>92.5</td>
<td>91.9</td>
<td>90.8</td>
<td>94.4</td>
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<tr>
<td>Total</td>
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<td>92.5</td>
<td>92.8</td>
<td>93.3</td>
<td>95.1</td>
</tr>
</tbody>
</table>

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td>95.2</td>
</tr>
<tr>
<td>1</td>
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<tr>
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<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td>94.9</td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
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<td>94.4</td>
<td>94.8</td>
<td>95.0</td>
</tr>
<tr>
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<td>94</td>
<td>94.5</td>
<td>94.3</td>
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<td>94.7</td>
<td>94.9</td>
</tr>
<tr>
<td>5</td>
<td>94</td>
<td>94.4</td>
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<td>94.5</td>
<td>94.8</td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
</tr>
<tr>
<td>Total</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

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 2015 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 2014 Class Size Audit conducted on Wednesday 26th February 2014.

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>KF</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>K/1C</td>
<td>K</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>1/2K</td>
<td>1</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>1/2K</td>
<td>2</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3/4P</td>
<td>3</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>5/6T</td>
<td>5</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>5/6D</td>
<td>6</td>
<td>14</td>
<td>27</td>
</tr>
</tbody>
</table>

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.
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/2H</td>
<td>IO Support</td>
<td>7</td>
</tr>
<tr>
<td>3/6B</td>
<td>IM Support</td>
<td>13</td>
</tr>
<tr>
<td>1/6J</td>
<td>Autism</td>
<td>8</td>
</tr>
<tr>
<td>5/6G</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>Numb</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>7</td>
</tr>
<tr>
<td>Teacher of Emotional Disturbance Autism</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</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>
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</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.42</td>
</tr>
<tr>
<td>Primary Teacher Local Area Relief</td>
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</tr>
<tr>
<td>Primary Student Support Executive</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>6.572</td>
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<tr>
<td>Total</td>
<td>27.89</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One Indigenous staff member was employed during 2014 as a School Learning Support Officer and under the Norta Norta program in a tutor position. This casual position is to be continued in 2015. 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.

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>
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<tr>
<td>Postgraduate</td>
<td>14</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

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 and at the end of Term 4. In addition, members of staff participated in courses provided by external personnel.

Staff participated in extensive professional learning, primarily in:

- Focus on Reading modules;
- Australian Curriculum (English) and the K-10 Literacy Continuum;
- Australian Curriculum (Mathematics);
- 21st Century Learning skills with a focus on Creativity and Critical Thinking;
- Australian Curriculum (Science); and
- Australian Curriculum (History).

Due to staff changes, two staff members were trained as Focus on Reading facilitators. New staff members to Ambarvale undertook Focus on Reading Modules 1-4 in Term 3 and Term 4. Workshops were completed on a fortnightly basis.

All staff were involved in on-going professional learning in implementing the new Australian Curriculums into classroom practice. Teachers completed training modules for the English syllabus and Mathematics syllabus through Adobe Connect sessions.

Action Research groups were held on a fortnightly basis during Semester 2, with staff determining focus areas and scope and sequences for the implementation of both the Science and History syllabus in 2015.
L3 training continued in Early Stage One and we aim to include Stage One in 2015.

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.

A number of staff continue to maintain their accreditation. No staff members undertook accreditation during 2014.

Beginning Teachers

One teacher received Beginning Teacher funds after being appointed for the commencement of 2014. The funds were used to provide additional release from face to face time with an executive teacher as a mentor.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>252899.96</td>
</tr>
<tr>
<td>Global funds</td>
<td>183820.19</td>
</tr>
<tr>
<td>Tied funds</td>
<td>307658.58</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>59841.88</td>
</tr>
<tr>
<td>Interest</td>
<td>9420.50</td>
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<tr>
<td>Trust receipts</td>
<td>6136.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>819777.31</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 10103.83   |
| Excursions                | 4107.45    |
| Extracurricular dissections| 30538.34  |
| Library                   | 3575.99    |
| Training & development    | 3940.97    |
| Tied funds                | 237901.31  |
| Casual relief teachers    | 59008.13   |
| Administration & office   | 55528.22   |
| School-operated canteen   | 0.00       |
| Utilities                 | 43565.92   |
| Maintenance               | 13434.35   |
| Trust accounts            | 4125.44    |
| Capital programs          | 0.00       |
| Total expenditure         | 456739.95  |

| Balance carried forward   | 363037.36  |

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 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School Performance 2014

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. Ambarvale PS hosted the event which involved students in our Community of Schools (CoS) group. The competitions main aim was to provide opportunities for students to showcase their skills & talents in public speaking, while strengthening and promoting public speaking competitions within our local schools. The winners of the school competition were Cadence Blom and Paige Williams in Kindergarten; and Hieu Thornton and Liana Eaves in Stage 1.

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 Zac Jones 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.

School Choir

In 2014 the School Choir performed at a number of assemblies and school events, supported by Mrs King, Mrs Sullivan and Miss King. 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.
Infants and Primary Dance Groups

Ambarvale Public School’s goal for 2014 was to continue primary dance group, begin a K-2 dance group and audition a group for the NSW Regional Dance Competition.

With help from Ms Lisa Cunningham, a qualified Dance/ PDHPE teacher from our local feeder high School, both primary and infants dance groups proceeded to the NSW Public Schools Dance Festival.

Ms Cunningham offered her time once a week to teach choreography to the groups. The dances were a combination of jazz, hip hop and broadway.

Students held a bake sale to raise the funds to purchase costumes, make up, props and cover travel expenses.

Students were asked to perform at a Multicultural Day at Thomas Reddall High School, Campbelltown Parent’s Conference at John Warby Public School, Education Week at Ambarvale Public School and the NSW Public Schools Dance Festival.

The NSW Public Schools Dance Festival Production Manager indicated that the third highest amount of tickets sold came from Ambarvale, demonstrating outstanding support and involvement from our school community.

New goals have been set for 2015, which include continuing our success at dance by auditioning for the festival again and continuing to work with Ms Cunningham.

Sport

Swimming Carnival

The 2014 Swimming Carnival was held at Mount Annan Leisure Centre. This was an excellent event which incorporated both the competitive swimming races and novelty events for non-competitive swimmers. Most students 8 years and over attended the day and again this year many parents were in attendance to show their support to students and to assist in the running of the day.

Ambarvale Public School had some outstanding results with ten students making the qualifying times to compete at the Zone Swimming Carnival, an increase in participants from previous years. In a nail biting finish for third the junior boys secured themselves a place in the Zone team to compete at the Regional Carnival.

Four students, including the Junior Boys Relay and two individual 50m swimmers, qualified for the Regional Carnival. This is the first time in many years that Ambarvale has had representative swimmers at this level.

Athletics Carnival

With a lot of hard work from the teachers our 8 years and over Athletics Carnival was a successful day. All students were involved in fun and competitive tabloid athletics skills-based events. Thirty nine students represented Ambarvale PS at the Zone Athletics Carnival which was held over two days. This year the Zone Athletics Carnival was a little bit of a mixed bag with Mother Nature not being on our side. This saw the field events day postponed and rescheduled. We were lucky to have good days for the track and rescheduled field day.

Seven students achieved outstanding results and made the Zone Team to compete at the Regional Athletics Carnival. At the Regional Athletics Carnival students competed in six individual events and the Junior Boys Relay. This is a significant improvement on last year’s results.

One of our students, Aleksandra Stoilova was successful in gaining entry into the State Athletics Carnival.
Cross Country
Our school Cross Country Carnival was a great event this year with all students aged 8 years and above competing in their age group race. Thirty nine students from Ambarvale Public School participated in the Zone Cross Country Carnival.

Our students demonstrated fantastic effort, attitude and sportsmanship on the day with one student progressing to the Regional Carnival. This is an improvement from last year where no students qualified for the Regional Carnival.

Gala Days
In 2014, 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 2014, 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.

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)

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 and enter the school name in the Find a school and select GO to access the school data.

Other Achievements
Student Representative Council
The Student Representative Council (SRC) continued into 2014. The SRC consisted of the School Leaders and one student from each class who were elected by their peers. The SRC was involved in many leadership initiatives and decision-making roles within the school, including voting on activities for reward days and student suggestions for our school fete.

The SRC supported Stewart House by selling high bounce balls to the students and community.

All members of the 2014 SRC took on their roles and responsibilities with enthusiasm and have been excellent role models to their peers.

Community Links
Our Playtime and Transition program continued to operate at our school each Monday during 2014. 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 13 students completing the Pre-School transition program that was provided and subsequently enrolling in Kindergarten in 2015.

Regional Recognition
For the first time in many years Ambarvale Public School had one student, Bronson Greening, qualify for the Regional Carnival in all three disciplines, Swimming, Athletics and Cross Country.
Breakfast Club
The school Breakfast Club ran twice a week throughout the 2014 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 Daniel Carrett, Jennifer Brown and Blanche Goh helped to run this program.

High School Links
In 2014, Ambarvale Public School has been very pleased to continue and strengthen the links with Thomas Reddall High School through Dance, the Premier’s Sporting Challenge and high school integration.

Year 6 children also attended the Premier's Sporting Challenge which developed students’ skills in a range of sports and familiarised students with the high school environment.

Year 6 students attending Thomas Reddall High School received an additional integration day where students were supported by Ms Cunningham, an Ambarvale Public School classroom teacher and an SLSO. This was a highly successful day where students worries and concerns about attending High School were significantly minimised.

From this link, Thomas Reddall High School has offered to continue support in 2015 and will continue with the Dance assistance.

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 2014 the positions were filled by:
- Luke Kotsou (c)
- Jordan Paul (c)
- Jessica Luu (vc)
- Amber Mauigoa (vc)

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 2014, Mrs Yewen filled this role and participated in ongoing professional development. Ten Year 1 students benefited from inclusion in this program. In 2014 the program was extended to include two Year 2 students participating in Literacy Lessons (L2) which operates in a similar fashion to Reading Recovery.

Library
All children in the school visit the library each week for borrowing and a lesson. Lessons focus on developing skills in locating, using and communicating information and support units of work being completed in classrooms. Classroom teachers and the teacher librarian plan and teach cooperatively in the library. When not in use for lessons, the library is available for teachers to use, and is open for student use at lunch and recess where many choose to play, read or use the computers.

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 Public School is funded by the Commonwealth Government under the National School Chaplaincy Program (NSCP).

"Mr Rob’s" role is to provide welfare support and referral for the school community, and has a focus on meeting the needs of students, families and staff. The role 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 2014 Mr Rob supported many students and families in the school community and participated or supported various school programs and activities: sport & sports groups, gardening, breakfast club, parent meetings, school assemblies, newsletter items and excursions.
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: 15 students participated;
* English Competition: 9 students participated; and
* Computer Skills Competition: 13 students participated.

Daystar Foundation Writing Program
This year, students in 3/4C 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 Sydney Aquarium in Darling Harbour, spending the day with their buddy. All costs were generously covered by Daystar Foundation and CA Technology. This is now the seventh year we have successfully participated in this program. At this stage the program will not be renewed in 2015.

Significant programs and initiatives – Policy
Aboriginal Education
We have continued to develop our links with our community in 2014, and remain committed to ensuring our Aboriginal students are proud members of Ambarvale Public School. Cultural groups continued in 2014, 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.

Shayla Sutherland and Talia Isaac were selected to lead our Junior AECG and were supported by a number of junior students. Elections by students will be held to determine these leadership positions in 2015. 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.

A significant Community of Schools excursion was held in Term 3 which was funded by our links with Muru Nanga Mai. Joshur Bell co-ordinated a ‘Back to Bush’ excursion which was held at Wedderburn Christian Campsite. This excursion allowed for our school community to connect with others as family groups and for students to participate in authentic cultural experiences. It is hoped this initiative will continue in 2015.

NAIDOC Week was another important 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 from Thomas Acres Public School, student participation and a slide show. The school community were invited to the assembly and school staff continue to support this celebration.

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 process felt that it was truly beneficial. All PLP’s will be developed in this way during 2015.
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 2015.

Multicultural education and anti-racism
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 EAL/D (English as an Additional Language or Dialect) teacher, who provides support for EAL/D students and their classroom teachers.

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

Significant programs and initiatives- equity funding

Aboriginal Background
Aboriginal Background Funding was used to employ a School Learning Support Officer (SLSO) – Aboriginal Education for approximately 2 days per week. This role was allocated to work with Aboriginal students within the classroom and provide individual support to targeted students.

The SLSO was also employed as a tutor using funding provided by the Norta Norta program which allowed for additional support to be provided to students.

The position also provided the opportunity for further links to be developed with the cultural groups already in place at the school and provided support for the teacher leading this initiative.

Socio-economic Background
Ambarvale PS received additional funding through Socio Economic Background Funding which is determined based on the school’s FOEI (Family and Occupation Education Index) and enrolment data. This funding enabled the school to implement a number of strategies to support the achievement of school goals and targets, primarily in the areas of literacy and numeracy.

Our decision to allocate funding to the employment of 5 School Learning Support Officers (SLSO’S) was the major expenditure of the money provided. Targeted intervention was provided to students in the classroom with the individualised support occurring on a daily basis.

Teaching and Learning programs were enhanced through the on-going tracking of student progress. The School Learning Support Officers worked alongside teachers to support the implementation of effective strategies, targeting specific identified needs.

A proportion of funding was expended on technology, including XO devices across the school. This has resulted in the provision of one technology device per student to support innovation and learning within the classroom.

Other significant initiatives

Positive Behaviour Strategies (PBIS)
Throughout 2014, Ambarvale Public School's Positive Behavioural Intervention and Support (PBIS) team worked with staff, students, parents and DEC personnel to achieve many goals. This focus area will continue into 2015. Some of these include:

- Students who regularly displayed positive behaviours have continued to be more consistently rewarded throughout the year, resulting in 14 children receiving the highest award at our school, 'The Platinum Award';
- Use of the current behaviour management system (SENTRAL) by all staff. The tracking of student behaviour and support required led to the PBIS team successfully determining the focus of weekly social skill lessons based upon the analysis of data;
- Weekly social skill lessons continued across the school, linked to the tracking of behaviours and in consultation with executive staff;
- Learning and Support Team (LaST) continued to be utilised as an avenue for the referral of concerning student behaviours; and
- High quality learning environments being provided to students across the school as evidenced by feedback provided to the school during Instructional Rounds.

Future Directions
Due to many staff changes in 2014, roles will be reassigned and an evaluation of current practices will be undertaken early in 2015.
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
- Collaboration with and surveys of the school community.


School priority 1 - Numeracy

Outcomes from 2012–2014

- Increased levels of numeracy achievement for every student consistent with national, state and regional directions;
- Diminished gap in numeracy achievement between Aboriginal students and all students;
- Strengthened numeracy learning through the effective use of diagnostic and ongoing assessment data that identifies individual student needs;
- Improved outcomes through targeted strategic early intervention for students experiencing difficulty in numeracy;
- Students on Individual Learning Plans make progress against individual targets;
- Quality teaching is evident in all teaching programs with a particular focus on Numeracy; and
- Enhanced partnerships with parents/carers to support student progress in Numeracy.

Evidence of achievement of outcomes in 2014

- 86% of Year 3 students at and above minimum standard (bands 2-6);
- 82% of Year 5 students at and above minimum standard (bands 4-8);
- 25% of Year 3 students achieving proficiency;
- 4% of Year 5 students achieving proficiency;
- 31% of Year 5 students achieving expected growth;
- 59% of students achieving school benchmarks;
- 75% of ES1 students achieving expected level on Numeracy continuum for Early Arithmetical Strategies; and
- 77% of Year 1 students achieving expected level on Numeracy continuum for Early Arithmetical Strategies.

Strategies to achieve these outcomes in 2014

Professional learning

- Using assessment to drive learning;
- Using Mathletics & technology to support maths in class;
- Problem Solving – newman’s, reciprocal numeracy;
- Australian Curriculum for NSW - Professional learning & collaborative trialling of syllabus over 2014. (Focus group to all in sem 2); and
- Quality & engaging Numeracy sessions.

Teaching & Learning

- Ongoing Assessment – Knowing our Students TOWN, CMIT, NAPLAN, Best Start, School based & external data including to identify targets & teaching strategies to improve, monitor & track students’ progress & school areas of need in numeracy by all staff.
- Quality Numeracy programs / sessions with explicit planning & teaching of identified needs based on regular assessment pre/post – 2 week (or short term) numeracy plans – demonstrating differentiation, scaffolding. Including drill & practice, mentals, and applying
- Problem Solving – strategies using Newman’s analysis, TOWN & FoR strategies– with increased explicit teaching of problem solving strategies within numeracy program.
- Targeting students identified with most needs to improve learning outcomes & meet minimum numeracy standards using analysis & monitoring of personalised learning programs– utilising support LaST & SLSO & or DEC personnel to scaffold / differentiate (where teacher requires support)

Parents & community

- Partnerships home & school: via parent workshops on number, technology online programs (mathletics);
• Communication through website, newsletters, parent/teacher conferences, surveys & P&C meetings/initiatives; and
• Reporting to parents.

Resourcing
• Improved environment for students: walls that teach, mathematical language/print/problem solving charts
• Classroom & school resources - Mathletics, TOWN, CMIT kits, online computer programs & multimodal texts/resources.

School outcomes priority 2 - Literacy
Outcomes from 2012–2014
• Increased levels of literacy achievement for every student consistent with national, state and regional directions;
• Diminished gap in literacy achievement between Aboriginal students and all students;
• Strengthened literacy learning through the effective use of diagnostic and ongoing assessment data that identifies individual student needs;
• Improved outcomes through targeted strategic early intervention for students experiencing difficulty in literacy;
• Students on individual learning plans make progress against individual targets;
• Quality teaching is evident in all teaching programs, with a particular focus on Reading and Writing; and
• Enhanced partnerships with parents/carers to support student progress in Literacy.

Evidence of progress towards outcomes in 2014
• 78.6% of Year 3 students at and above minimum standard;
• 79.3% of Year 5 students at and above minimum standard;
• 35.7% of Year 3 students achieving proficiency;
• 6.8% of Year 5 students achieving proficiency;
• 31% of Year 5 students achieving expected growth;
• 60% of students achieving school benchmarks;
• 47% of ES1 students achieving expected level on Literacy Continuum for Comprehension; and
• 57% of Year 1 students achieving expected level on Literacy Continuum for Comprehension.

Strategies to achieve these outcomes in 2014
Professional learning
• FoR – Mentoring, collaboration, workshops & Instructional Rounds;
• Best start/L3 K-2;

• Writing Assessment Program – community of schools;
• Australian Curriculum for NSW professional learning & collaboration using the syllabus over 2014;
• Using technology such as tablets, multimodal texts & blogs/edmodo to support English/Literacy in class;

Teaching & Learning
• Ongoing Assessment – Knowing our Students NAPLAN, Best Start, School based & external data including F&P to identify targets & teaching strategies to improve, monitor & track students’ progress & school areas of need in literacy by all staff;
• Quality Literacy programs/sessions using new Australian Curriculum for NSW syllabus with explicit planning & teaching of identified needs based on regular assessment – 2 week (or short term) literacy plans – demonstrating differentiation, scaffolding & FoR strategies;
• Focus On Reading – quality comprehension, vocabulary & fluency programs. Team teaching & mentoring with peers. 2 week literacy plans, use of engaging texts- including multimodal texts – Walls that Teach;
• Writing - improved & modified assessment, less focus on text types more opportunities for quality writing including description. Grammar, punctuation & spelling more purposeful (ie: learning intentions & success criteria & feedback). More opportunity to write using technology; and
• Targeting students identified with most needs to improve learning outcomes & meet minimum literacy standards using analysis & monitoring of personalised learning programs – utilising support LaST & SLSO & or DEC personnel to scaffold/differentiate (where teacher requires support).

Parents & community
• Partnerships home & school: via parent workshops on reading, writing online programs (blogs). Communication through website, newsletters, parent/teacher conferences, surveys & P&C meetings/initiatives; and
• Reporting to parents

Resourcing
• Improved environment for students: walls that teach, mathematical language/print/problem solving charts; and
• Classroom & school resources - Multimodal texts, apps, Audio visual, DVDs, Reading boxes kits, Alphabet puzzles (floor), Class sets of readers, home readers, school magazines 3-6.
School priority 3 - Student engagement and attainment

Outcomes from 2012–2014

• The school structures and practices respect and respond to the diverse needs and unique characteristics of every student;
• Students experience challenging, flexible personalised, safe and engaging learning environments;
• Enhanced well-being of students;
• The school environment enables students to experience success and receive recognition for their attainments;
• Enhanced use of technology as a tool for teaching, learning and communication; and
• Enhanced opportunities for students to participate in areas of the Creative Arts.

Evidence of progress towards outcomes in 2014

• 95.1% attendance rate; and
• Number of students suspended remained constant in 2014.

Strategies to achieve these outcomes in 2014

Professional learning

• Instructional rounds: Learning Intentions & Success Criteria (Sem 1) Student Feedback to improve learning (Sem 2) – Staff – stage meetings – Links with NIRT & external & internal rounds. Links with Sydney Uni & Action Research;
• PBIS: Student Welfare & Management – catering for the next level;
• 21st Century Learning in Technology: Using technology effectively including computer labs, XO – tablet devices, iPads, IWB, Online programs, class blogs & websites;
• 21st Century Learning / General Capabilities: Professional learning & Action research on Critical & Creative Thinking, Ethical understanding, Technology, Intercultural Understanding, Literacy, Numeracy, Personal & Social Capacity; and
• Great Teaching & Quality learning: being supported through Focus on Reading TPL and best practice in Numeracy. Increased opportunities for collaboration, professional dialogue & shared planning.

Teaching & Learning

• Teaching Programs: with evidence of ‘rich’ purposeful tasks, learning intentions & differentiation (PLPs & ILPs where required) & general capabilities;
• Scaffolding & support of student learning: through increased provision & training of SLSOs;
• PBIS – explicit teaching of behaviour and social skills expectations & strategies for the classroom and playground. Tier 2 of program – including assessment of identified students and incorporate social skills lessons aimed at functions of behaviour. Develop an action plan for 2014 from in-school survey (EBS) and SET survey;
• 21st Century learning with integration of technology use of tablet technology XO’s & iPads & Computer Lab;
• Creative & Practical Arts focus - increased opportunities through in class programs, interest & performance groups. Art show & links with/ support from TRHS in Dance & Band;
• Student Welfare with particular focus on attendance, leadership, peer support & co-operative programs; and
• Maintenance & review of student attainment ie: assemblies, awards, newsletters, website, notice board, Good News Letters, Aussie of the Month Platinum – Bronze levels, direct contact with families.

Parents & community

• Partnerships home & school via parent workshops on valuing & promotion of learning, student engagement and parent expos providing info & contact with support services; and
• Communication through website, newsletters, parent/teacher conferences, surveys & P&C meetings / initiatives.

Resourcing

• Improved environment for students: library as an innovative learning environment (staffroom too), hall improvements - sound system, signs & display boards, playground improvements; and
• Classroom & school resources -Xo & iPad, tablets devices, CAPA equipment, online computer programs & multimodal texts/resources.

School priority 4 - Aboriginal Education

Outcomes from 2012–2014

• Effective implementation of the Aboriginal Education and Training Policy and the Aboriginal Education and Training Strategy;
• Aboriginal students are supported by all staff to become successful learners, confident and creative individuals who are active and informed citizens;
• Aboriginal student learning outcomes will match or better the outcomes of the broader student population;
• Aboriginal students are supported by strong partnerships between schools, families and
communities to increase engagement in education;
- To increase the attendance rate of Aboriginal students;
- 100% of Aboriginal students have a Personalised Learning Plan;
- 50% of Aboriginal students engaged in the 3 way Personalised Learning Plan process;
- 100% of staff embedding ‘8 Ways of Learning’ into their teaching programs; and
- 100% of Aboriginal students achieve 80% of expected individual literacy and numeracy targets set in Personalised Learning Plans.

Evidence of progress towards outcomes in 2014
- 94% 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.

School priority 5 - Leadership and Management

Outcomes from 2012–2014
- Strengthened leadership capacity at all levels;
- Increased school leadership capacity to lead evidenced based strategic planning;
- Strong leadership and management practices, resulting in whole school improvements as measured against best practice statements;
- Enhanced student leadership opportunities and recognition;
- Implementation of a broad, inclusive and relevant curriculum with quality assessment and reporting practices; and
- Clear alignment between the implementation of curriculum, professional learning and student learning needs through Teacher Professional Learning Plans.

Evidence of progress towards outcomes in 2014
- 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 Professional Learning Plans.

Strategies to achieve these outcomes in 2014
- Professional learning based on identified school priorities/needs & on teacher need ie. Instructional rounds - Learning Intentions, Success Criteria & Feedback, Writing, Focus On Reading, Best Start, Numeracy & Problem Solving, 21st Century & ICT & Australian Curriculum for NSW;
- Continue & increase links & professional learning opportunities to increase professional learning & leadership capacity - AP Mentor/Expert Mentors;
- Teacher accreditation and maintenance linked to TARS, EARS, PARS process. Accreditation at higher levels linked to schools ‘Great teaching’ definition; and
- Opportunities for mentoring & collaboration in maintaining accreditation through the Institute of teachers and national professional standards.
Parent/caregiver, student, and teacher satisfaction

In 2014, 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 2014 our school carried out a number of consultative sessions with staff, students and parents to support the planning process for the School Plan 2015-2017. During this process the evaluation of 3 key areas was undertaken –

- Teaching and Learning;
- Culture and Environment; and
- Student and Community Engagement.

Background

In 2014, Ambarvale Public school undertook key evaluations. Teachers, parents/carers and students were surveyed using a consultative process in small group sessions. Parents were also able to give written feedback if they were unable to attend. The results of these focus area are below. This evaluation was conducted during semester 2, 2014.

Teaching and Learning

Findings and conclusions -

- 88% of teachers indicated that they always or mostly cater to the diverse range of learning in the classroom;
- 100% of teachers indicated that they always or mostly scaffold and support student needs in the classroom;
- 56% of teachers indicated that their students always or mostly took responsibility for their learning;
- 69% of teachers indicated that the students in their class knew what they needed to do to improve their learning;
- Parents indicated that they were pleased with how the school was implementing:
  - technology including XO’s;
  - Hands on maths;
  - Spanish;
  - Reading including reading recovery;
  - Individualised learning, catering to student needs.
- Students indicated that they were pleased with how the school was implementing:
  - XO’s, technology;
  - Maths;
  - Lessons that helped them learn.

Future Directions -

- Areas for further investigation include:
  - Implementation of Learning Intentions/Success Criteria to support student learning;
  - Varying the types of homework, better information provided to parents about leaning being undertaken in class; and
  - Purchasing of ipads, innovative furniture to support student learning in class.

Culture and Environment

Findings and conclusions

- 94% of teachers indicated that the students in their class are always or mostly happy at school;
- 94% of teachers indicated that the students in their class are always or mostly happy in the playground;
- Parents indicated that they were pleased with how the school was implementing:
  - Inclusiveness;
  - Older students supporting younger students;
  - A feeling of welcomeness within the school;
- Students indicated that they were pleased with how the school was implementing:
  - Playground areas including basketball area, fenced area, sandpit;
  - Computer lab;
  - Library.

Future Directions –

Areas for further investigation include:

- Re-evaluating inbounds/out of bounds areas within the school playground;
- Improving the ‘look’ of the playground, hall and library;
- Increased seating in the playground, fixing current equipment (netball hoops) and purchasing additional equipment.

Student and Community Engagement

Findings and conclusions

- 88% of teachers always or mostly agree that the students in their class are interested in their learning;
- 100% of teachers always or mostly agree that their classroom is a safe and positive place for their students to learn;
- 38% of teachers agree that parents always or mostly are interested in and support their child in their learning;
• 38% of teachers always or mostly agree that they give and receive communication from parents about student learning;
• Parents indicated that they were pleased with how the school was implementing:
  o Transition playgroup;
  o Assemblies, Open days;
  o Parent/Teacher interviews
  o Award system;
• Students indicated that they were pleased with how the school was implementing:
  o Technology;
  o Feedback;
  o Awards/rewards; and
  o Educational games.

Future Directions - Areas for further investigation include:
• Multicultural/Harmony Days;
• Additional and varied extra-curricula activities
• Staff professional learning in XO’s & technology;
• Clubs – (science, gardening, technology) for students to join;
• Ensuring number of events in week are accessible for working parents;
• Updating of school sign at front entrance;
• Sharing learning goals with parents to create link with home; and
• Students taking ownership of own learning.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The three strategic directions for Ambarvale Public School will be:

- **Engagement** for students, staff and whole school community;
- **Learning** for students, staff and whole school community; and
- **Innovation** for students, staff and whole school community.

Engagement Processes

Implementation of PBL (Positive Behaviour Learning)
• Professional Learning for staff
  • Mentoring and coaching of staff in classroom/playground practice
  • Systems & structures developed to support PBL principles
  • Learning – Engaging & differentiated
  • Learning intentions, success criteria & feedback with student goal setting.
  • Increased opportunities for student choice, application of talents utilising extra curricula activities and learning tasks that support needs & interests.
  • Learning is differentiated according to needs and strengths.

Aboriginal education
• Personalised Learning plans developed in consultation and through accurate assessment
• 8 ways of learning as a means of engagement and quality teaching model
• Links with community and cultural groups
• Leadership for Aboriginal students.

Community Engagement
• Communication with parents including parent, teacher, student interviews, social media (facebook, school bag, website etc) and provision of school meetings, events and P&C.
• Workshops provided to inform and upskill in a range of school and parenting initiatives

Learning Processes

Quality Teaching
• Professional Teaching Standards / Schools Excellence framework being utilised to guide quality practices & professional development through development of professional development plans and targeted professional learning.
• Coaching & mentoring of teaching & learning in literacy & numeracy by Instructional leader (EAFS), school leaders and expert staff to implement current pedagogy to support delivery of high quality & assessment practice underpinned by syllabus documents, continuums and learning programs.

Formative Assessment
• Assessment for, of, as learning to inform & differentiate teaching and student learning. (EAFS)

Student Learning
• Quality teaching and learning evident & supported in classrooms
• Differentiation, extension and scaffolding of students to cater for needs and interests. Targeting of identified students who require support and Individual education plans
Innovation Processes

Technology
• Building capacity and professional growth of teachers and leaders in the use of technology such as computers, XO devices, tablet and interactive programs that support achievement of curriculum outcomes for students.
• All students have access to technology and use it to support deep learning and 21st Century learning Skills

21st Century learning
• Staff engaged in understanding and implementing the 4C’s (communication, collaboration, creativity and critical thinking) through professional learning and research of innovative teaching and learning practices, aligned Professional Learning Plans
• Provide a variety of student centred learning opportunities to build on individuals’ strengths promoting differentiated learning for all students. (PBL, SOLE, Genius Hour etc)
• Develop open and innovative learning spaces providing opportunities for students to learn through collaboration with others in an engaging learning environment.

About this report

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

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Michelle Hartley Assistant Principal
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Acknowledgement is given to all teachers who were responsible for various aspects of the school in 2014 and provided written reports used 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: http://www.schools.nsw.edu.au/learning/emsad/asr/index.php