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. This report highlights the outstanding commitment of our whole school community and our continued drive towards providing quality education and improved student outcomes.

Ambarvale Public School farewelled Mrs Porter, Principal from 2010 to Term 3, 2012 who has undertaken the position of an instructional leader for a 3-5 year period. Mrs Porter was integral in initiating many of the year’s initiatives and with leading a committed team.

Our school initiative, Focus on Reading, continued to be implemented, with classroom teachers and support staff participating in professional learning/mentoring in the teaching of quality reading programs, with an emphasis on reading comprehension. We were also successful in gaining regional initiative funding to work with our community school, Thomas Acres, to share Focus on Reading practices and programs.

Students were also supported with STLA/LAST, K-2 literacy initiatives (L3, L2) and the addition of a bilingual support officer accompanying our ESL teacher, supporting many of our students and families who benefitted greatly from these programs.

Our excellent growth results were again evident this year, being 2nd ranked in terms of highest student growth in Reading out of 19 schools in the Campbelltown area. Numeracy results were also equally positive, being 2nd ranked school in terms of highest student growth. Ambarvale Public School was recognised for these outstanding academic efforts, receiving a Regional Director’s Choice Award for ‘Excellence in school and student achievement demonstrating growth and improvement’.

Student welfare practices and engagement continued to show significant and sustained improvement. Our attendance rate was the highest in 9 years, an overall average of 92.8%. Our student justified absence rate continues to improve with notes of explanation being provided promptly, and we thank parents/carers for their support in this area.

PBIS tier 1 was completed in Term 4 and this consistent approach to student welfare practice continues to be implemented with continuing success. This initiative has had a positive impact on the overall improvement of student behaviours (shown through school-based data), leading to enhanced engagement at school.

Our chaplaincy program also continued throughout 2012, with pastoral care providing much appreciated support to our whole school community, particularly during times of heightened need. The value of this program was highlighted with 100% support indicated in school surveys from our parents/carers and staff.

Ambarvale school community continued to work collaboratively, resulting in substantial funding for our school. 100% support from parents in completing our PSP surveys at the beginning of the year resulted in PSP funding being allocated to our school. These important funds go an enormous way with providing additional resources to support quality education for our students. In addition, the community supported the Macarthur Square Challenge, achieving 3rd place and a prize of $6000, and the Coles and Woolworths promotions resulted in our school gaining a substantial amount of educational and sporting equipment for our students. A highly successful fete at the end of Term 3 raised over $4500 in a few short hours. This was an unexpected yet very welcome result which demonstrated a fantastic commitment from everyone.

Our site improvement was particularly significant with our library being fully re-carpeted and the installation of a large artificial grass (soft play) surface covering 1415 square metres to create a safe and engaging playground environment. In addition, external wall murals were completed to support student learning about the timeline of our local and national history as well as the promotion of healthy eating habits.

During Term 4, information technology played an important role in our school. Teachers each received a laptop for classroom use and Ipads were implemented effectively into our teaching programs across all classes K-6, where students were effectively engaged in a variety of projects including programs such as movie making.

A grant was received to initiate a trial Spanish Language Enhancement Lesson project. This initiative provided our students with opportunities to participate in authentic language learning
experiences, through engaging with native speakers, and accessing the culture of targeted Spanish countries.

I was honoured to lead Ambarvale Public school during Term 4 and welcomed working in partnership with our supportive parent community, dedicated staff and committed students.

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.

Lorinda Potter - Relieving Principal

P & C message

This year the parents of the P&C, with the support of teachers and staff, have assisted in many areas within the school.

As in previous years, fundraising has been the focus of the P&C. Our fundraising events included BBQ’s at Woolworths, Bunnings, Gala Days and Sports carnivals. We also held an Easter Raffle, Mother’s Day stall, and a stall at the school fete. We were able to raise over $5000 through these fundraising events.

The P&C also continued to operate the Uniform Shop and run the Breakfast Club program. I would like to thank Melanie Egerton, Julie Call, Peter Becker and Michelle Kotsou for their hard work running these, and also the other parents and staff who volunteered to help.

A donation of $2000 was given to the school to help with the enhancement of the playground.

I would like to thank the school community for their support of the P&C throughout the year.

Melissa Andersen
P&C President

Student representative’s message

Students at Ambarvale Public School have been doing a great job this year to achieve their rewards by using the 3 step plan and the 2 step plan which are linked to our PBIS rules.

Our first event was the Macarthur Schools Challenge. This year we did extremely well, by coming 3rd and winning $6000. Another exciting event at our school was the fete and concert, where we raised $4500. In Term 4, two members of The Collective came to our school. All of students were extremely excited. As leaders we think of this school as our home and will certainly miss it next year.

Amy Cotterill & Szedhane Goh

School context

Student information

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

Student enrolment profile

At the end of 2012 we had 262 students enrolled at Ambarvale Public School, 147 males and 115 females. Enrolments have remained stable since 2011.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.3</td>
<td>93.0</td>
<td>95.4</td>
<td>95.1</td>
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<td>91.6</td>
<td>92.1</td>
<td>92.3</td>
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<td>90.7</td>
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<td>87.5</td>
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<td>90.5</td>
<td>88.1</td>
<td>89.9</td>
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<tr>
<td>6</td>
<td>92.0</td>
<td>92.5</td>
<td>91.9</td>
<td>90.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90.5</td>
<td>90.4</td>
<td>91.7</td>
<td>92.5</td>
<td>92.8</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. 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 2013.

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 & student reward for targeted students;
- 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 2013 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 2012 Class Size Audit conducted on Wednesday 15th February 2012.

<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>K/1H</td>
<td>K</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>1/2V</td>
<td>1</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>1/2C</td>
<td>1</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>2/3D</td>
<td>2</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>4/5F</td>
<td>4</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>5/6G</td>
<td>5</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>5/6M</td>
<td>5</td>
<td>8</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-6H</td>
<td>IO Support</td>
<td>7</td>
</tr>
<tr>
<td>3-6S</td>
<td>IM Support</td>
<td>17</td>
</tr>
<tr>
<td>1-4J</td>
<td>Junior Autism</td>
<td>7</td>
</tr>
<tr>
<td>4-5B</td>
<td>Senior Autism</td>
<td>7</td>
</tr>
</tbody>
</table>

Support Unit

We have two Autism classes for students with Aspergers or ASD, 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.
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Num</th>
</tr>
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<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s) - Mainstream</td>
<td>3.0</td>
</tr>
<tr>
<td>Assistant Principal - Support</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6.0</td>
</tr>
<tr>
<td>Teacher of Emotional Disturbance Autism</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
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<tr>
<td>Learning and Support - Primary</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
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<tr>
<td>School Counsellor</td>
<td>0.6</td>
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<tr>
<td>Community Language Teacher</td>
<td>1.0</td>
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<tr>
<td>Primary Priority School Funding Scheme</td>
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<tr>
<td>Primary Part-Time Teacher</td>
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<tr>
<td>Primary Teacher RFF</td>
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<tr>
<td>Primary Teacher Local Area Relief</td>
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<td>Primary Student Support Executive Release</td>
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<tr>
<td>Primary Student Support RFF</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.622</td>
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<tr>
<td>TOTAL</td>
<td>26.693</td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Currently we have no identified Indigenous staff members currently employed in a substantive position.

One Indigenous staff member is employed for our Community Links Transition Program that operates each Monday morning. We work closely with Indigenous personnel within the DEC to ensure our staff upholds the Aboriginal Education Policy. 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 PS.

Staff retention

During 2011-2012 our school experienced some staff mobility. This included: one permanent staff member, Mrs Tina Duffield, being appointed to replace a long term casual vacancy; a staff member, Mrs Katie Harris, receiving a position at a new school through merit selection; Mrs Jenny Johns accepting a transfer position; Mrs Hammond receiving a permanent position through merit selection; Mr Greg Jordan accepting a transfer; and a new assistant principal and principal to commence at the beginning of 2013 due to Mrs Lisa Porter taking up the Principal position at Clarymore Public school and Mr Paul McGillicuddy accepting an Assistant Principal transfer position.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
<td>24193.73</td>
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<tr>
<td>Library</td>
<td>4107.51</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
<td>56264.55</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>413301.77</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>202218.03</td>
</tr>
</tbody>
</table>
The amount set by the school’s community for the voluntary contribution is $20 per student or $30 per family. A full copy of the school’s 2012 financial statement is tabled at the annual general meeting of the P & C. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

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 Isaiah Clarke and Liana Eaves in Kindergarten; and Emily White and Brodie Paul in Stage 1. These four students represented Ambarvale PS at the Community of Schools K-2 oracy competition, which was hosted at Appin P.S. Isaiah Clarke was awarded joint runner-up in this competition.

Public Speaking 3-6
Ambarvale PS continues to value opportunities for students to develop their public speaking skills. Of key importance is the participation of all Year 3-6 students in the school oracy competition. The 2012 winners were Claudia Stoddart and Jordan Paul in Stage 2; and Mickayla Hayward and Amy Cottrill in Stage 3. These four students represented Ambarvale Public School at the Campbelltown/Macarthur Area oracy competition zone final for our local area of schools. Five other schools competed for progression to the Area level and a very high standard was set by all participants.

Senior Choir
In 2012 the Senior Choir continued to practise and perform successfully under the supervision of Mrs Manning and Mrs 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 special events like the Woolworths Fresh Kids Gala Ball and assemblies throughout the year.

Sport

Swimming Carnival
This year all students turning 8 years or older attended the annual school swimming carnival held at Mount Annan Leisure Centre. Some students nominated to swim in the competitive events, whilst others chose to participate in novelty water events. This carnival catered for all ability levels and confidences and was highly successful. It was a great day with a lot of fun had by all. We also had some excellent results with six students making the zone team, competing at the area swimming carnival.

Athletics Carnival
With a lot of hard work from the teachers, our K-6 athletics carnival was a successful day. All students were involved in both fun and competitive tabloid athletics skills-based events. 56 students were selected to represent Ambarvale PS in the zone athletics carnival held over two days. Four students performed strongly and made the area team, competing at the regional athletics carnival.

With outstanding results, one of our students, Izzabelle Taualofai, was successful in gaining entry in the state athletics carnival. She placed ninth in the state for her age group.

Cross Country
Our school was presented with challenging and extreme weather conditions during this year’s school cross country carnival. 58 students from Ambarvale PS participated in the zone cross country carnival. Although no student progressed to the area carnival, our students demonstrated fantastic effort, attitude and sportsmanship on the day.
Gala Days

In 2012, 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 2012, Ambarvale Public School chose to participate in winter gala days, scheduled during Terms 2 and 3. Although the inclement weather reduced the number of gala days held, approximately 130 students from Years 3 to 6 competed in netball, touch football, soccer and AFL.

Regional Recognition

Ambarvale Public School was proudly awarded four regional awards for excellence in 2012.

Our Principal, Lisa Porter, received a regional award for ‘Leadership and Management’ in recognition of her outstanding leadership of Ambarvale Public School.

One of our long term P&C members, Peter Becker, received a regional award for ‘Increased parental engagement in supporting their child’s learning’ in recognition of his committed service to the school over many years.

One staff member of our school, Michelle Hartley, received a regional award for ‘Young learners’ in recognition of her outstanding work in supporting students with special needs.

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.

In South Western Sydney’s Annual Regional Ambassador Program, one of our school captains, Amy Cottrill, was named Ambarvale PS’s student ambassador for 2012, in recognition of her excellent leadership and communication skills.

Academic

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

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

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

Reading – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Percentage in bands: Year 3 Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>10</td>
</tr>
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<td>5</td>
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<td>6</td>
</tr>
</tbody>
</table>

Our Yr 3 NAPLAN Reading results indicated -

- 21.9% of our students (at proficiency) were placed in the higher skill bands (bands 5-6) compared to the region’s 36% and the state’s 50%;
- 90.6% of our students were at or above the minimum standard for reading, compared to 95% of the region and 96.5% of the state; and
- 9.4% were below the minimum standard for reading, compared to the region’s 5% and 3.5% of the state.
Our Yr 3 NAPLAN Writing results indicated:

- 33% of our students (at proficiency) were placed in the higher skill bands (bands 5-6) compared to the region’s 51.4% and the state’s 53.4%;
- 96.7% of our students were at or above the minimum standard for writing, compared to 97.7% of the region and 98.3% of the state; and
- 3.3% were below the minimum standard for writing, compared to the region’s 2.3% and 1.7% of the state.

Our Yr 3 NAPLAN Numeracy results indicated -

- 16.6% of our students (at proficiency) were placed in the higher skill bands (bands 5-6) compared to the region’s 20% and the state’s 38.9%;
- 90% of our students were at or above the minimum standard for numeracy, compared to 93.8% of the region and 96.2% of the state; and
- 10% were below the minimum standard for numeracy compared to the region’s 6.2% and 3.8% of the state.

Our Yr 5 NAPLAN Reading results indicated -

- 21.6% of our students scored proficiency and were placed in the higher skill bands (bands 7-8) compared to the region’s 22.1% and state’s 45.1%;
- 75.7% of our students scored at or above the minimum standard (bands 4-8) for reading compared to 87.3% of the region and 92.3% of the state; and
- 24.3% were below the minimum standard for reading compared to 12.7% of the region and 7.7% of the state.
Our Yr 5 NAPLAN Writing results indicated -
• 21.6% of our students (at proficiency) were placed in the higher skill bands (bands 5-6) compared to the region’s 19.3% and the state’s 23.2%; and
• 78% of our students were at or above the minimum standard for writing, compared to 94% of the region and 95% of the state; and
• 21.6% were below the minimum standard for reading compared to 6.6% of the region and 5.5% of the state.

Numeracy – NAPLAN Year 5

Our Yr 5 NAPLAN Numeracy results indicated –
• 13.9% of our students were at proficient (Band 7 & 8) as compared to 24.7% of the region and 31.2% of the state;
• 66.9% of our students were at or above the minimum standard for numeracy, compared to 90.7% of the region and 94.8% of the state; and
• 36.1% were below the minimum standard for numeracy as compared to the region’s 9.3% and state’s 5.2%.

Progress in Literacy

Average progress in Reading between Year 3 and 5*

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>60.7</td>
<td>87.5</td>
<td>83.7</td>
</tr>
<tr>
<td>2009-2011</td>
<td>120.4</td>
<td>74.4</td>
<td>74.0</td>
</tr>
<tr>
<td>2010-2012</td>
<td>92.9</td>
<td>75.8</td>
<td>79.2</td>
</tr>
</tbody>
</table>

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

Reading

• In 2012, there was a 92.1 point average growth in Reading for students matched in Year 5 compared to 77.8 point average for the State and 79.2 point average for NSW DEC; and
• 58.6% of matched students scored greater than or equal to the expected point growth.
• Our school achieved above state average growth and maintained the position of 2nd ranked school (out of 19 within Campbelltown schools) in terms of the highest growth in Reading.

Progress in Numeracy

Average progress in Numeracy between Year 3 and 5*

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>68.5</td>
<td>89.5</td>
<td>89.6</td>
</tr>
<tr>
<td>2009-2011</td>
<td>108.6</td>
<td>90.5</td>
<td>95.8</td>
</tr>
<tr>
<td>2010-2012</td>
<td>114.7</td>
<td>99.0</td>
<td>98.2</td>
</tr>
</tbody>
</table>

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

• In 2012, there was a 109.8 point average growth in numeracy for students matched in Year 5 compared
to 96.6 point average for the State and 98.2 point average for NSW DEC; and
• 55.2% of matched students scored greater than or equal to the expected point growth.
• Our school achieved above state average growth and moved to the position of 2nd 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 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.

2012: Percentage of Year 3 students in our school achieving at or above the minimum standard

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
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<tbody>
<tr>
<td>Reading</td>
<td>87.9</td>
</tr>
<tr>
<td>Writing</td>
<td>93.6</td>
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<tr>
<td>Spelling</td>
<td>81.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>84.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87.1</td>
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2011: Percentage of Year 5 students in our school achieving at or above the minimum standard

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>71.8</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>71.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>60.5</td>
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Significant programs and initiatives
Priority Schools Funding Program
How the PSFP staffing and funding supplementation was used in 2012
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 analysing SMART data to drive improved planning and programming for literacy and numeracy.

An STLA/LAST 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.

A substantial purchase of quality reading materials was undertaken after an evaluation of resource requirements to support quality teaching and learning, including identified resources for the Focus on Reading program. These resources included E-books, ESL kits, Aboriginal education, guided texts, benchmark assessment kits and support documents for teachers.

How PSFP funding contributed to school improvement in 2012
• Significant improvement in student learning outcomes as evidenced by NAPLAN and school based data:
  • 2012 Yr 5 Reading growth at 92.1, exceeding DEC state average of 77.8;
  • 90.6% of students Y3, at and above minimum standard in Reading;
  • Student NAPLAN growth data demonstrated an outstanding growth in Reading;
  • Reading growth from 19th ranked school (2010) to 2nd highest ranked (2011 and sustained in 2012) in Campbelltown SEG.
- Ambarvale Public School received a 2012 Regional Director’s Choice school award in recognition of ‘Excellence in School & Student Achievement Demonstrating Growth & Improvement’.

- 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.

- 100% of teachers began using QT Framework to assess, plan & implement programs.

- 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.

- Quality engaging resources (current themes) were purchased, supporting student engagement, access to a variety of quality texts and improvements in reading skills and knowledge.

**Aboriginal education**

We have continued to develop our links with our community in 2012, and remain committed to ensuring our Aboriginal students are proud members of Ambarvale Public School. Weekly cultural groups were commenced in 2012, 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 and spoke at our assembly for NAIDOC Week, which was celebrated during Education Week. 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.

Two of our students, Brodie East and Raïne Puffett, were selected to represent our school in the Junior Aboriginal Education Consultative Group (AECG). They will continue this leadership position in 2013. 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.

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 2013.

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" in Term 4, allowing them a glimpse of life as a university student. The 5 students involved were excellent representatives of our school and are keen to participate in this event in 2013.

Reconciliation Week was celebrated with our community, with our students asking a friend to join with them in the celebrations at Muru Nanga Mai community centre.
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.

A bilingual support officer was employed during 2012, supporting students from a refugee and non-English speaking background.

A number of staff members participated in professional learning after school to support their knowledge of ESL and multicultural education. In addition, Focus on Reading modules were presented to staff during workshop sessions, allowing for teachers to plan multicultural lessons linking student experiences to classroom learning and achievement.

Spanish

All students in K-6 classes continue to benefit from participating in the Spanish Community Language Program. During this time children develop valuable language skills and are immersed in another culture. The Spanish Program provides an insight into the culture and traditions of the many Spanish-speaking countries around the world. The school has a full time community language teacher, who teaches Spanish to students K-6 for one-two hours per week.

Positive Behaviour Strategies (PBIS)

Throughout 2012, 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 18 children receiving the highest award at our school, ‘The Platinum Award’;
- PBIS coordinators and committee members trained in Tier 2 Interventions in April/May. This professional learning focused on social skills instruction for targeted groups of identified students whose behaviour has been of concern and identified through Learning Support Team or direct observation by teachers. These students are not at the apex of behaviours, but could escalate in the future;
- Through a consultative process the team evaluated the ways in which student behaviours, both positive and negative, are recorded, tracked and monitored. The current behaviour management system allowed the PBIS team to collate and analyse data to successfully determine the focus of weekly social skill lessons. We purchased an updated version of this system in Semester Two;
- An updated Student Welfare Policy and Anti-Bullying Plan was implemented and a copy provided to all staff and made available to the community;
- 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 began in Term 4, presented by the school leaders at 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;
- In Term 4, weekly 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 in Term 4 as new staff became members. The Internal coach role was also further defined;
- Playground supervision practices were evaluated and adapted to provide the children with a larger play area and consistent supervision in a non-threatening environment. These changes were trialled in Term 4 and when evaluated, staff were unanimously supportive of the improvements;
- Learning Support Team (LST) utilised as avenue for 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. Trials of these programs to take place in Term 1, 2013;
- 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;
- Focus on strategies currently in place to address dangerous and emergency situations, evaluating and improving upon these practices; and
- Commence using a new behaviour management system, adding adjustments to the fields and differentiating between major and minor behaviours. New system to be trialled and implemented in Semester 1, 2013.

Student Representative Council

The Student Representative Council (SRC) was reestablished in Term 3, 2012. 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 Rent-a-Teacher fundraiser to raise money for meningococcal which had affected a family in the school community. A purple mufti day correlated with this event.

Students also voted on a name for the school canteen, which was improved and named “The Lunch Box”.

All members of the 2012 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 2012 the positions were filled by:
- Szedhane Goh (c)
- Amy Cottrill (c)
- Billal Khan (vc)
- Courtney Burgess-Cullen (vc)
Other programs

Support Program
The Department of Education and Training (DET) provides an annual allocation of Support Teacher Learning Assistance (STLA/LAST) and funding to support students experiencing learning difficulties. In 2012 our school’s allocation was equivalent to 1.3 teachers. Ambarvale PS also received a three day allocation of (ESL) English as a Second Language to assist students requiring additional support.

The school also received tied funding of $30363 to support students requiring further assistance with their learning. Decisions about the allocation of support time and the funding provided were made by the Learning Support Team, which met each fortnight to discuss and monitor the progress of students.

Reading Recovery
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 2012, Mrs C Sullivan filled this role and completed the rigorous training required. Seven Year 1 students benefited from inclusion in this program in 2012.

Library
Mrs Catherine Sullivan took over the role of Teacher Librarian this year, undertaking University study to obtain a Graduate Certificate in Teacher Librarianship. The library is used throughout the day for borrowing, lessons, computer lab access and at recess and lunch for play, work and reading. The school purchased board games and other toys were donated, providing a popular play space.

A fun quiz designed to encourage research skills operated in two terms this year, with 43% of all students from K-6 participating at least once. The Premier’s Reading Challenge was completed by 55 children, which is a slight increase on the number from 2011. Book Club and a Book Fair during Education Week have encouraged children to buy books to enjoy whilst providing fundraising opportunities for the library.

During Term 4, the worn and torn original carpet in the library was replaced. This major undertaking provided an opportunity to rearrange some shelving, placing books in a more logical position and allowing a better use of space.

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 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 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 2012 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 courses, assemblies, newsletter items, excursions and camps.

A survey was completed by the school community to evaluate the position for 2013. 100% of surveys returned from both the community and staff determined that Mr Rob's position was a valuable resource for the school.

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: 16 students participated
* English Competition: 10 students participated, with one child receiving a credit
* Computer Skills Competition: 11 students participated, with 3 students receiving a Credit.

Noteworthy acknowledgements include: Jakob Kelly, Kamryn Tuala-Sale and Anne-Marie De Audney who received a Credit in Computer Skills and Billal Khan who received a Credit in English.
Daystar Foundation Writing Program

This year, students in 4/5F 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. 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 Taronga Zoo, spending the day with their buddy. All costs were generously covered by Daystar Foundation and CA Technology. This is now the fifth year we have successfully participated in this program.

Breakfast Club

The school Breakfast Club ran twice a week throughout the 2012 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, Mrs Hammond, Miss Mc Ewan, Mr Verey and various staff helped to run this program.

Community Links Program

Our Playtime and Transition program continued to operate at our school each Monday during 2012. 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 7 students completing the Pre-School transition program that was provided and subsequently enrolling in Kindergarten in 2013.

Progress on 2012 targets

The priority areas for 2012-2014 include -
• Numeracy
• Literacy
• Student Engagement and Attainment
• Aboriginal Education
• Leadership and Management

Target 1

Intended Outcome 1:
Numeracy: Increased levels of numeracy achievement for every student consistent with national, state and regional directions.
Our achievements include:
• 70% of Year 3 students above minimum standard;
• 39% of Year 5 students above minimum standard;
• 16.6% of Year 3 students achieving proficiency;
• 14% of Year 5 students achieving proficiency;
• 58.6% of Year 5 students achieving expected growth;
• 56% of students achieving school benchmarks;
• 91% of ES1 students achieving expected level on Numeracy continuum for Early Arithmetical Strategies; and
• 96% of Year 1 students achieving expected level on Numeracy continuum for Early Arithmetical Strategies.

Target 2

Intended Outcome 2:
Literacy: Increased levels of literacy achievement for every student consistent with national, state and regional directions.
Our achievements include:
• 59.4% of Year 3 students above minimum standard;
• 51.4% of Year 5 students above minimum standard;
• 21.9% of Year 3 students achieving proficiency;
• 21.6% of Year 5 students achieving proficiency;
• 58.6% of Year 5 students achieving expected growth;
• 63% of students achieving school benchmarks;
• 69% of ES1 students achieving expected level on Literacy Continuum for Comprehension; and
• 70% of Year 1 students achieving expected level on Literacy Continuum for Comprehension.

Target 3
Intended Outcome 3:
Student Engagement and Attainment: Enhanced student engagement with learning.
Our achievements include:
• 92.8% attendance rate;
• 69.7% justified absence rate;
• No increase in suspension rate; and
• 75% of students achieving grade benchmarks in technology.

Target 4
Intended Outcome 4:
Aboriginal Education: Aboriginal student learning outcomes will match or better the outcomes of the broader student population.
Our achievements include:
• 92.1% 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;
• Increase in percentage of Year 5 students achieving expected growth; and
• Increase in percentage of students achieving expected individual literacy and numeracy targets set in Personalised Learning Plans.

Target 5
Intended Outcome 5:
Leadership and Management: Strengthened leadership capacity at all levels.
Our achievements include:
• Improvement in school performance as determined by Analytical framework results in 28% of statements with an expectation of at least 25%;
• 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.

School evaluations
NSW public schools conduct evaluations to support the effective implementation of the School Plan. In 2012 our school carried out two evaluations - one related to educational and management practice and the other related to curriculum. In 2012 our school carried out evaluations of Learning and Spelling.

Educational and Management Practice:
Learning
Background
In 2012, Ambarvale Public school undertook a key evaluation in Learning. Teachers, parents/carers and students were surveyed using School Map best practice statements as a base for the surveys. All teachers, 109 parents and 170 students responded to the surveys about learning. This evaluation was conducted during semester 2, 2012 by surveying staff, students and parents/carers.

Findings and conclusions -
The analysis of survey results found the following:
• 100% of teachers indicated they almost always or usually:
  ▪ provide learning opportunities within a stimulating and secure environment;
  ▪ believe the school communicates effectively with home about student learning;
  ▪ believe the school promotes high expectations of students;
feel their teaching practice is supported by critical reflection and an understanding of effective practice and current research.

96% of parents indicated their child’s classroom is almost always or usually an interesting place to learn;

95% agreed that the school almost always or usually expected students to achieve to the best of their ability;

89% of parents felt that the teachers almost always or usually use a variety of equipment that helps their child’s learning;

84% of students believe that their classroom is almost always or usually an interesting place to learn; and

90% of students feel the school almost always or usually expects them to do their best.

Future Directions -
Areas for further investigation include:

- staff supporting student reflection upon progress and engagement in self-assessment;
- student work samples being provided to parents to demonstrate improvement; and
- adequate provision of quality equipment to support student achievement.

Curriculum Evaluation:

Spelling

Background

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

In 2012, Ambarvale Public school undertook a key evaluation in Spelling. Teachers, parents/carers and students were surveyed using School Map best practice statements as a base for the surveys. All teachers, 109 parents and 170 students responded to the surveys about spelling.

Findings and conclusions

The analysis of survey results found the following:

- 94% of teachers indicated they regularly assess students in spelling and use this data to direct their planning and implementation of spelling programs in the classroom. 75% felt their spelling program catered for students requiring some support and 38% felt they successfully catered for high achieving and gifted and talented students;
- 87.5% of teachers indicated they regularly provided feedback to their students to support improvement in spelling, with 69% of teachers implementing a variety of strategies to teach spelling, including guided, modelled and independent teaching strategies;
- 81% teachers indicated they have a sound understanding of the spelling benchmarks for their stage, whilst 44% utilised the K-6 Literacy Continuum to support their teaching of spelling. Some professional development in this area would further support teaching of spelling;
- 83% of parents indicated their child’s teacher has a good understanding of their child’s achievements and needs in Spelling. 74% felt they were provided with useful information about their child’s achievements in Spelling through the reporting process. 76% of parents indicated that they are happy with their child’s progress in Spelling; and
- 72% of students indicated their teachers provide interesting and engaging spelling lessons and 75% felt their teacher explains how they can improve in Spelling.

Future Directions -
Areas for further investigation include:

- Implementation of professional learning for staff in teaching spelling, particularly in using the K-10 Literacy Continuum to support assessing and programming;
- Sharing strategies to differentiate programs to best meet differing student needs;
- Use of formal assessments and on-going collection of data to drive teaching programs;
- Review school teaching resources, including the use of ICT resources to support the implementation of interesting and engaging spelling programs; and
- Staff engaging in professional learning and discussions on providing effective feedback to students.
School Satisfaction Evaluation: Parent/carer, student, and teacher

In 2012, the school sought the opinions of parents/carers, students and teachers about the school. Of the 109 families that responded, 90% of parents/carers indicated that they are satisfied or highly satisfied with the school. Of the 23 staff that responded, 100% of staff indicated that they are satisfied or highly satisfied with the school. Of the 170 students, 78% of students indicated that they are very happy or fairly happy with the school. The number of parent/carer and student surveys completed represents a significant increase on 2011 responses.

Parents/Carers
Findings and conclusions -

- 82% strongly agree or agree that Ambarvale is an attractive and well-resourced school;
- 91% strongly agree or agree that the school is connected to its community and welcomes parental involvement;
- 92% strongly agree or agree that parents are encouraged to contact the school to discuss concerns relating to their child;
- 81% strongly agree or agree that the school implements effective student welfare programs;
- 86% strongly agree or agree that the school maintains a strong focus on Literacy and Numeracy;
- 86% strongly agree or agree that the school caters well for all students and provides an inclusive education;
- 78% strongly agree or agree that the school sets appropriate homework;
- 91% strongly agree or agree that Ambarvale has competent teachers who set high standards of achievement;
- 85% strongly agree or agree that students have good access to computers and the school runs strong technology programs; and
- 95% strongly agree or agree 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:
- Quality teaching/teachers;
- Encouraging participation from parents;
- School addresses all subjects well;
- Teachers create ‘fun’ learning environments;
- PBIS;
- Sport; and
- Fundraising.

Suggested areas for development included:
- Improved student access to technology;
- Increased notice about upcoming events; and
- Continued improvement and maintenance of the school environment

Staff
Findings and conclusions -

- 90% strongly agree or agree that Ambarvale is an attractive and well-resourced school;
- 85% strongly agree or agree that the school is connected to the community and welcomes parental involvement;
- 100% strongly agree or agree that they encourage parents to contact the school to discuss their child;
- 95% strongly agree or agree that the school has effective student welfare practices;
- 100% strongly agree or agree that they maintain a focus on literacy and numeracy;
- 95% strongly agree or agree that they cater well for all students and provide an inclusive education;
- 75% strongly agree or agree that they set appropriate homework for their students;
- 100% strongly agree or agree that they set high standards of achievements for their students;
- 35% strongly agree or agree that there is good student access to computers and strong technology programs and resources; and
- 95% 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;
- Student welfare;
- Improved appearance of the school;
- Giving support to students with additional needs;
- Supporting staff initiatives;
- Quality leadership;
- Caring staff; and
- Opportunities given to all students.

Suggested areas for development included:

- Improve access to technology for teachers and students;
- Increase in teacher resources; and
- Improved communication between teachers/parents/support staff to support students with additional needs.

Students

Findings and conclusions -

- 86% are very happy or fairly happy with their classroom learning;
- 81% are happy or fairly happy with the playground;
- 81% strongly agree or agree that their teachers regularly talks to them about their work and how they can improve;
- 92% strongly agree or agree that their teacher expects them to do their best so that they can improve; and
- 82% 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.

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 Literary, Focus on Reading and Quality Teaching to support school priority areas.

Staff undertook Focus on Reading Phase 1 modules, with completion expected at the end of 2013. Workshops were completed in the additional module ‘Catering for students with English as a Second Language’.

Staff completed Module 1 ‘Learning and support: Making a Difference’ as an induction to the implementation of Every Student, Every School (ESES) to support students with additional needs in the classroom. This will be an on-going professional learning opportunity for all staff in understanding the Learning and Support framework.

Team Leadership for School Improvement (TLSI) was undertaken in Term 4 and linked to staff current knowledge and understanding of the Analytical Framework. This allowed for reflection upon current practices to be discussed and areas for continued improvement to be determined.

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.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

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

2013 targets to achieve this outcome include:

• To increase the proportion of students in Year 3 above minimum standard (Bands 3-6) from 70% in 2012 to a minimum of 71.5% in 2013, a minimum of 1.5% yearly increase based on 2012 NAPLAN data.

• To increase the proportion of Year 3 students at proficiency (bands 5 & 6) in NAPLAN testing from 16.6% in 2012 to a minimum of 18.1% in 2013, a minimum of 1.5% yearly increase on 2012 data.

• To increase the proportion of students in Year 5 above minimum standard (Bands 5-8) from 39% in 2012 to a minimum of 40.5% in 2013, a minimum of 1.5% yearly increase based on 2012 NAPLAN data.

• To increase the proportion of Year 5 students at proficiency (Bands 5 & 6) in NAPLAN testing from 21.9% in 2012 to a minimum of 23.4% in 2013, a minimum of 1.5% yearly increase on 2012 NAPLAN data.

School priority 2

Outcome for 2012–2014

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

2013 targets to achieve this outcome include:

• To increase the proportion of students in Year 3 above minimum standard (Bands 3-6) from 59.4% in 2012 to a minimum of 60.9% in 2013, a minimum of a 1.5% yearly increase on 2012 NAPLAN data.

• To increase the proportion of students in Year 3 at proficiency (Bands 5 and 6) from 21.9% in 2012 to a minimum of 23.4% in 2013, a minimum of a 1.5% yearly increase on 2012 NAPLAN data.

• To increase the proportion of students in Year 5 above minimum standard (Band 5-8) from 51.3% in 2012 to a minimum of 52.8% in 2013, a minimum of a 1.5% yearly increase on 2012 NAPLAN data.

• To increase the proportion of students in Year 5 at proficiency standard (Bands 7 & 8) from 21.6% in 2012 to a minimum of 23.1% in 2013, a minimum of a 1.5% yearly increase on 2012 NAPLAN data.

• To increase the proportion of Year 5 students achieving expected minimum growth from 58.6% in 2012 NAPLAN data to 63.6% in 2013, based on yearly 5% increase on 2012 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= 73%, Yr 2= 57%, Yr 3= 53%, Yr 4= 49%, Yr 5= 72%, Yr 6= 57%

• 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 = 72% attaining Cluster 6 (NB: Year 1 target is a 3% increase on 2011 results.)

• All students on IEPs achieve minimum of 80% of individual targets in Reading.
School Priority 3  
**Outcome for 2012-2014**  
**Student Engagement and Attainment:** Enhanced student engagement with learning.

**2013 targets to achieve this outcome include:**
- To increase the school's attendance rate from 92.8% (2012) to 93.8% in 2013 based on 1% increase on 2012 data.  
- To increase the school's percentage of justified absences from 69.7% in 2012 to 72.2% in 2013 based on a 2.5% increase on 2012 data.  
- To decrease the school’s suspension rate from 30 suspensions in 2012 to a maximum of 27 in 2013 based on yearly 10% decrease on 2012 data.  
- At least 75% of students achieving grade benchmarks in technology 2013.

School Priority 4  
**Outcome for 2012-2014**  
**Aboriginal Education:** Aboriginal student learning outcomes will match or better the outcomes of the broader student population.

**2013 targets to achieve this outcome include:**
- To increase the Aboriginal student attendance rate from 92.1% in 2012 to 93.1% in 2013, based on yearly 1% increase on 2012 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.  
- 100% of Aboriginal students achieve 80% of expected individual literacy and numeracy targets set in Personalised Learning Plans.

School Priority 5  
**Outcome for 2012-2014**  
**Leadership and Management:** Strengthened leadership capacity at all levels.

**2013 targets to achieve this outcome include:**
- To increase the school’s performance against the 25 best practice statements of The Analytical Framework by one band in 25% of the statements (2013) based on 2012 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 15% in 2012 to 25% in 2013.  
- 100% of teachers achieve progress on 70% of professional learning goals on individual professional learning plan to support enhanced teaching and learning practices and/or acquisition of leadership skills.

**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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Acknowledgement is given to all teachers who were responsible for various aspects of the school in 2012, and provided written reports used in this report.
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