Messages

Principal’s message

Ambarvale Public School is committed to providing high quality education for our students and has achieved much to be proud of in 2011.

We again participated in the National Partnerships program, with a focus on improving teacher quality and in turn, student results in Numeracy. Our results in both the National Partnerships and NAPLAN tests showed that our work in this area has been effective, with excellent growth in our students’ results. We achieved above state average growth and moved to the position of 5th ranked school (out of 19 schools within Campbelltown) in terms of the highest growth.

In Literacy, we implemented our school based reading program, and participated in professional learning/mentoring in the teaching of quality reading programs. Again, our results in both the National Partnerships and NAPLAN tests showed that our work in this area has been effective. In Reading, we achieved above state average growth and moved to the position of 2nd ranked school (out of 19 schools within Campbelltown) in terms of the highest growth.

In Student Engagement, we have continued to work hard on two main areas. The first area is attendance, and this year’s result was the highest attendance rate since 2004. We have also had a significant improvement in student absences being justified with a note of explanation. We thank parents and carers for supporting us in the area of student attendance.

The second area is our student welfare system. We have continued to implement PBIS and worked as a whole school, implementing a consistent approach to enhanced student welfare practices. This has proudly led to a significant decrease in negative student welfare incidents at our school and has enhanced our school culture.

This year, Ambarvale PS was awarded a regional award for excellence for ‘Enhanced Student Engagement and Retention’. This achievement acknowledged our improved attendance rate, student behaviours and academic results. I congratulate all members of the school community for this award, as we have all worked hard in partnership to achieve such success and recognition.

I continue to be impressed by the outstanding support that we attain from the school community with events and initiatives. The Macarthur Square Schools Challenge, Woolworths promotion and Coles Sports promotion are three examples of great community support. As a result of participation in these events, our school has received significant additional funds and resources.

In 2011, our school has benefitted from a technology upgrade with Interactive Whiteboards being installed in every classroom, as part of the Government roll out. These latest technological learning tools have supported our goals of providing a high quality, engaging learning environment for our students.

In October, we surveyed our parent body on their satisfaction with the school. Of the 75 surveys we received, it is pleasing to report that 100% of staff, 84% of parents/carers and 89% of students are satisfied or highly satisfied with our school. One other key finding was that 87% of families believe we have competent teachers who set high standards of achievement for our students. We thank our parent community for their confidence in us and will continue to aim high, working to bridge any gaps we may find.

In 2012, we will remain committed to our school mission: to provide excellence in education, empowering students to achieve their potential, within an engaging, caring and inclusive environment. We remain focused on improving our students’ results in literacy and numeracy. We have achieved many of our goals through strong partnerships with our parent community, our committed staff and our wonderful, hard-working students. I look forward to leading Ambarvale PS to achieve our goals and targets in 2012.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Lisa Porter.
P & C message
A small but dedicated team of parents, with teachers’ support, has assisted in many areas within the school.

Fundraising has always been the focus of the P&C. Our efforts ranged from Easter raffles, Mothers’ and Fathers’ Day stalls to our annual Bunnings BBQ. The funds raised throughout 2011 will be distributed into playground initiatives for 2012.

A donation of $1500 was given to the school to offset the cost of the gymnastics program in Term 4, thus lowering the cost for families.

Our school canteen will be tendered from 2012. We would like to thank Canteen Supervisors Lesa Gresham and Davina Phyllis for their 6 years of service in providing a healthy canteen for our students.

Peter Becker
P&C President

Student representatives message
This year the students at Ambarvale Public School have worked extremely hard in all areas of school. We have worked on making sure our PBIS rules, which are Be Respectful, Be Kind, Be a Learner and Be Safe are working by reminding the students at every morning assembly. We came 5th in the ‘My Macarthur Schools Challenge’, winning our school $4000. We have also had many successful fundraising activities. Paul Nunnari (paralympian) visited our school and we raised approximately $160 to support the 24hr Fight Against Cancer. We also held a “Spider Drink Day” where we raised $300 and donated half the money to a student’s family who lost their house in a fire. We held a “Maroon Day” and sold ice blocks to raise money for the Queensland flood victims. Russell Matheson, the federal member for Macarthur visited our school during Education Week and we were proud to showcase our school.

We have thoroughly enjoyed our school captaincy during 2011 and hope to keep being leaders in the future.

Tinea Mauigoa and Morgan White.
(School Captains 2011)

School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>174</td>
<td>167</td>
<td>164</td>
<td>149</td>
<td>145</td>
</tr>
<tr>
<td>Female</td>
<td>144</td>
<td>141</td>
<td>129</td>
<td>127</td>
<td>111</td>
</tr>
</tbody>
</table>

At the end of 2011 we had 256 students enrolled at Ambarvale Public School, 145 males and 111 females. Enrolments continue to decline, in line with demographic trends reported on the Campbelltown Council website.

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>90.5</td>
<td>90.4</td>
<td>91.7</td>
<td>92.5</td>
</tr>
<tr>
<td>Region</td>
<td>94.3</td>
<td>92.4</td>
<td>94.7</td>
<td>94.6</td>
</tr>
<tr>
<td>State</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Our attendance rate has been the highest since 2004 but is still below state and region averages. Comparative analysis of 2010 and 2011 has shown that we have had a 0.8% increase in our attendance rate. Over the last two years our attendance rate has increased by 2.1%, which demonstrates a continued commitment to improving the educational outcomes of all students by the school and community.

Management of non-attendance

We have continued to implement successful procedures that were introduced in 2010-2011 and developed new practices to manage and improve student attendance. The following strategies have been implemented at Ambarvale Public School in 2011 –

- Improved tracking procedures for attendance and absences;
- 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;
- Frequent communication with parents, via newsletter and assembly notices; and
• An attendance reward BBQ at the end of each term.
We will continue to strive for improved attendance rates in 2012 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 2011 Class Size Audit conducted on Wednesday 17th March 2011.

<table>
<thead>
<tr>
<th>Structure of classes – Mainstream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll class</td>
</tr>
<tr>
<td>KH</td>
</tr>
<tr>
<td>K-1V</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1YG</td>
</tr>
<tr>
<td>2C</td>
</tr>
<tr>
<td>2-3G</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3-4K</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4-5H</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>5-6V</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>5-6M</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure of classes – Support Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roll class</td>
</tr>
<tr>
<td>K-3J</td>
</tr>
<tr>
<td>3-6B</td>
</tr>
<tr>
<td>3-6S</td>
</tr>
<tr>
<td>K-6H</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
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 2010-2011 our school experienced some staff mobility. This included: one permanent staff member taking long-term leave and then relinquishing the position at the end of 2011, and one SASS staff member receiving a service transfer to another
school in Semester One. Our teacher/librarian, Mrs Neville, was appointed by merit selection to another school and in December 2011, Mrs Sullivan was appointed to this position, to commence duties in 2012. The appointment of a new permanent teacher, to replace these teachers, is expected to take place in Term 1, 2012.

**Teacher qualifications**

All teaching staff at Ambarvale PS meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>4</td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>220690.60</td>
</tr>
<tr>
<td>Global funds</td>
<td>172270.34</td>
</tr>
<tr>
<td>Tied funds</td>
<td>120073.28</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>40903.17</td>
</tr>
<tr>
<td>Interest</td>
<td>12363.67</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>6718.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>573019.21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>5255.24</td>
</tr>
<tr>
<td>Excursions</td>
<td>3777.55</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>22707.80</td>
</tr>
<tr>
<td>Library</td>
<td>2194.65</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4530.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>189115.88</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>20129.41</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>50594.72</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>37851.26</td>
</tr>
<tr>
<td>Maintenance</td>
<td>17164.80</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5140.82</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>358462.25</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>214356.96</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 2011 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 2011**

**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 Kaitlin Glumac and Jaxen Field in Kindergarten; and Aleksandra Stoilova and Brodie Paul in Stage 1. These four students represented Ambarvale PS at the Community of Schools K-2 Oracy Competition, which was also hosted at Ambarvale P.S. Aleksandra Stoilova was awarded joint winner 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 2011 winners were Neha Lal and Jordan Paul in Stage 2; and Denzaan Goh and Szedhane Goh in Stage 3. Szedhane and Denzaan 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 2011 the Senior Choir continued to practise and perform successfully. 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 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 seven students making the
Zone team, competing at the Area Swimming Carnival.

**Athletics Carnival**
Our school was presented with a number of challenges, including inclement weather, during this year’s K-6 Athletics Carnival. All students were involved in both fun and competitive tabloid athletics skills based events. Unfortunately due to rain, we had to cancel the carnival half way through the day. With a lot of hard work from the teachers, the carnival was completed during the days that followed. 46 students were selected to represent Ambarvale PS in the Zone Athletics Carnival. Three students performed strongly and made the Area team, competing at the Regional Athletics Carnival. With outstanding results, two of our students were successful in gaining entry in the State Athletics Carnival.

**46 students** were selected to represent Ambarvale PS in the Zone Athletics Carnival. Three students performed strongly and made the Area team, competing at the Regional Athletics Carnival. With outstanding results, two of our students were successful in gaining entry in the State Athletics Carnival.

**Cross country**
After a successful school Cross Country Carnival, 46 students from Ambarvale PS participated in the Zone Cross Country Carnival. Although none of our students progressed to the Area Carnival, our students demonstrated fantastic effort, attitude and sportsmanship on the day.

**School Representation in Zone Sporting Teams**
In 2011, we have had a record number of children trial for a variety of zone sporting teams including: boys and girls basketball, soccer, touch football, cricket, rugby league and netball. In our most successful year yet, we had 13 students earn positions in a variety of Zone sporting teams. Following an outstanding performance in the Zone Rugby League carnival, one student was selected for the South Western Sydney Regional Team, and competed at the State Carnival.

**PSSA Sport Report**
In 2011 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 2011 Ambarvale Public School chose to participate in the 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.

**Premier's Sporting Challenge**
In Terms 2 and 3, most of our classes participated in the NSW Premier’s Sporting Challenge (PSC) for the third consecutive year. The program promotes a healthy, active lifestyle by challenging students to increase their level of physical activity over a ten-week period.

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

**Regional Recognition**
Ambarvale Public School was proudly awarded three regional awards for excellence in 2011.

One of our long term P&C members, Blanch Fernando (Goh), received a Regional Award for ‘Increased parental engagement in supporting their child’s learning’ in recognition of her committed service to the school over many years.

One member of our school’s leadership team, Mellissa Page, received a Regional Award for ‘School Leadership’ in recognition of her outstanding leadership of the school’s National Partnership Program.

Ambarvale Public School received a Regional Award for ‘Enhanced Student Engagement and Retention’ in recognition for: an improved student attendance rate, increased positive student behaviours and strengthened academic results.

In South Western Sydney’s Annual Regional Ambassador Program, one of our school captains, Tinea Mauigoa, was named Ambarvale PS’s Student Ambassador for 2011, 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)

Literacy – NAPLAN Year 3

Reading

- 39% of our students (at proficiency) were placed in the higher skill bands (bands 5-6) compared to the region’s 33% and the state’s 48%;
- 93.5% of our students were at or above the minimum standard for reading, compared to 94.4% of the region and 98.3% of the state;
- 6.5% were below the minimum standard for reading, compared to the region’s 5.6% and 3.7% of the state.

Comparison: 2010 and 2011 NAPLAN data

Although these results were below state and regional average performance levels, we have shown significant improvements in the following areas:
- An improvement of 21 percentage points at or above minimum standard - 2010 (18%); 2011 (39%);
- An improvement of 10.5 percentage points below minimum standard - 2010 (17%); 2011 (6.5%).

Writing

Our Yr 3 NAPLAN Writing results indicated:
- 41% of our students (at proficiency) were placed in the higher skill bands (bands 5-6) compared to the region’s 53% and the state’s 61%.
- 97% of our students were at or above the minimum standard for writing, compared to 97% of the region and 98% of the state.

As this is the first year of data for persuasive writing we are unable to make comparisons with previous years data.

Numeracy – NAPLAN Year 3

- 10% of our students (at proficiency) were placed in the higher skill bands (bands 5-6) compared to the region’s 29% and the state’s 40%;
- 97% of our students were at or above the minimum standard for numeracy, compared to 95% of the region and 97% of the state;
- 3% were below the minimum standard for numeracy compared to the region’s 5% and 3% of the state.

Comparison: 2010 and 2011 NAPLAN data

Although these results were below state and regional average performance levels in the number of students at proficiency, we have achieved at state
average performance levels in terms of the percentage of students below minimum standard and at and above minimum standard.

**Literacy – NAPLAN Year 5**

**Reading**

Our Yr 5 NAPLAN Reading results indicated –
- 18% of our students scored proficiency and were placed in the higher skill bands (bands 7-8) compared to the region’s 21% and state’s 35%;
- 76% of our students scored at or above the minimum standard (bands 4-8) for reading compared to 89% of the region and 93% of the state; and
- 24% were below the minimum standard for reading compared to 11% of the region and 7% of the state.

Comparison: 2010 and 2011 NAPLAN data

Although these results were below state and regional average performance levels, we have shown significant improvements in the following areas-
- An improvement of 13 percentage points, at proficiency standard - 2010 (5%), 2011 (18%);
- An improvement of 3 percentage points at or above minimum standard - 2010 (73%), 2011 (76%); and
- An improvement of 3 percentage points below minimum standard - 2010 (27%), 2011 (24%).

**Writing**

Our Yr 5 NAPLAN Writing results indicated -
- 9% of our students (at proficiency) were placed in the higher skill bands (bands 5-6) compared to the region’s 22% and the state’s 26%; 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.

As this is the first year of data for persuasive writing we are unable to make comparisons with previous years data.

**Numeracy – NAPLAN Year 5**

Our Yr 5 NAPLAN Numeracy results indicated –
- 11% of our students were at proficient (Band 7 & 8) as compared to 24% of the region and 29% of the state;
- 82% of our students were at or above the minimum standard for numeracy, compared to 93% of the region and 96% of the state; and
- 18% were below the minimum standard for numeracy as compared to the region’s 7% and state’s 4%.

Comparison: 2010 and 2011 NAPLAN data

Although these results were below state and regional average performance levels, we have shown improvements in the following areas-
- An improvement of 11 percentage points, at proficiency standard - 2010 (0%), 2011 (11%);
- An improvement of 6 percentage points at or above minimum standard - 2010 (76%), 2011 (82%); and
- An improvement of 6 percentage points below minimum standard – 2010 (24%), 2011 (18%).

These results showed our students performed below state performance levels in proficiency, however have shown growth from 2010 to 2011. All students who scored in the bottom two skills bands (Bands 3 and 4) and all students who did not achieve the expected minimum growth from Yr 3 to Yr 5, had an Individual Learning Plan implemented for Numeracy and accessed additional support in Numeracy.

**Progress in literacy**

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>60.7</td>
<td>120.4</td>
</tr>
<tr>
<td>SSG</td>
<td>87.5</td>
<td>74.4</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>

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

**Reading**
- In 2011, there was a 106.1 point average growth in Reading for students matched in Year 5 compared to 72.2 point average for the State and 72.3 point average for the Region; and
- 61.9% 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 Reading.

**Writing**
This is the first year of data for persuasive writing and as such we are unable to compare data from previous years.

**Progress in numeracy**

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>68.5</td>
<td>108.6</td>
</tr>
<tr>
<td>SSG</td>
<td>89.5</td>
<td>90.5</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>

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

- In 2011, there was a 108.4 point average growth in Numeracy for matched students in Year 5 compared to 94.3 point average for the State and 102.1 point average for the Region; and

- 57.5% 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 5th ranked school (out of 19 within Campbelltown schools) in terms of the highest growth in Numeracy.

**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.

**2011: Percentage of Year 3 students in our school achieving at or above the minimum standard**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85.3</td>
</tr>
<tr>
<td>Writing</td>
<td>91.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>82.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>88.2</td>
</tr>
</tbody>
</table>

Any student who does not complete NAPLAN testing is given a Band 1 (below minimum standard) result. A small number of parents/carers chose to exempt their child from NAPLAN testing in 2011. Below are the results with those exempted students’ results not included.

**Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)**

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.5</td>
</tr>
<tr>
<td>Writing</td>
<td>96.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>90.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.8</td>
</tr>
</tbody>
</table>
2011: Percentage of Year 5 students in our school achieving at or above the minimum standard

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Any student who does not complete NAPLAN testing is given a Band 1 (below minimum standard) result. A small number of parents/carers chose to exempt their child from NAPLAN testing in 2011. Below are the results with those exempted students’ results not included.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

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: 14 students participated with one student receiving a credit;
- English Competition: 2 students participated;
- Computer Skills Competition: 10 students participated with 1 student receiving a Credit.

Noteworthy acknowledgements include: Shauna Johnston who received a Credit in Maths and Admir Karajcic who received a Credit in Computer Skills.

Significant programs and initiatives

Priority Schools Funding Program

How the PSFP staffing supplementation was used in 2011
The staff supplementation of 0.3, in addition to school staffing allocation, supported an Assistant Principal (AP) to be class-free. The PSP role of the AP was Literacy Mentor and included an STLA role. There was an emphasis on consolidating and implementing a whole school balanced reading program, (designed using PSP funding 2010) to improve teaching pedagogy and student outcomes in Reading.

How PSFP funding contributed to school improvement in 2011

1. Literacy: The 2011 Literacy Mentor role has built on the foundations established in 2010, when the design of a whole school balanced reading package was undertaken and initiated. In 2011, the Literacy Mentor role has continued to support the implementation of quality, balanced teaching programs in Reading. The focus was on supporting teachers to use data to effectively plan for and explicitly teach modelled reading, and to directly link this to guided reading practices. Teachers were supported in creating and implementing enhanced quality assessments and the effective tracking of student achievement.

In addition, PSFP funding was used to employ an additional STLA to support targeted students identified through external and internal data, to improve identified outcomes in Reading - with a particular focus on reading comprehension.

The Literacy Mentor role in conjunction with major PSFP initiatives has contributed to school improvement in terms of student academic results and teacher pedagogical practices in Reading. This is evidenced by -

National Partnerships Data
A significant increase in student achievement in National Partnerships tests (Literacy) across the data collection period from March 2009 to August 2011.

Year 6 results:
- Band 6 growth by 20 percentage points; 0% below minimum standard; 57% of students at proficient – previously 40% in August 2010, 23% in March 2010 and 9% in 2009; 94% of students above minimum
standard – previously 89% in August 2010, 80% in March 2010 and 53% in 2009.

Year 5 results:
• Band 1 decrease by 14 percentage points; 0% below minimum standard; 43% of students at proficient – previously 27% in August 2010, 13% in March 2010 and 8% in 2009; 92% of students above minimum standard – previously 76% in August 2010, 55% in March 2010 and 38% in 2009.

Year 4 results:
• Band 5 growth by 14 percentage points; 12% below minimum standard; 36% of students at proficient – previously 22% in August 2010, 5% in March 2010 and 0 in 2009; 84% of students above minimum standard – previously 55% in August 2010, 50% in March 2010 and 10% in 2009.

NAPLAN Reading data
Literacy: In 2011 the school’s overall NAPLAN literacy results continue to be below Region and State levels, with the exception of Year 5 average growth which exceeded state average growth by 33.9 points – (school 106.1; state 72.2). Both Year 3 and Year 5 results have shown significant improvement in all areas and have exceeded expected targets.

Year 3 have shown an improvement of -
• students achieving above minimum standards; and
• students at proficiency.

Year 5 have shown an improvement of -
• students achieving above minimum standards;
• students at proficiency; and
• students achieving minimum growth.

Continuing to raise student achievement in Literacy NAPLAN results will again be a significant focus in 2012.

Curriculum Survey (Reading)
This survey was issued to staff in 2010 and again in 2011 to compare professional knowledge and understanding, practice and confidence with teaching reading. The comparative results showed teachers strongly agreed/agreed with the following –

• 100% of teachers understand learning to and learning about outcomes (improvement 43%);
• 79.5% of teachers are explicitly teaching a range of reading skills to locate information (eg skim scan) - (improvement 53% - most improved area);
• 78.5% of teachers programming/teaching of Reading embeds Quality teaching elements (improvement 52.3%);
• 100% of teachers are explicitly teaching a range of reading strategies to solve literal, inferential and evaluative questions (improvement 49%);
• 93% of teachers use assessment data to drive teaching (improvement 40.5%);
• 86% of teacher understanding of benchmarks and reading levels (improvement 23%);
• 71% of teachers regularly assess using quality assessment tasks (improvement 19.4%);
• 86% of teachers have an understanding of balanced reading (improvement 19%); and
• 86% of teachers use a variety of quality reading materials (improvement 17.2%).

Major initiatives funded through PSFP included:
School-based Reading Package
• Implemented 2010 – 2011 - All staff completed teacher professional learning at staff and stage meetings in Reading understanding, using a comprehensive school-based reading package to support programming and assessment.

Supervision of programs and classroom practice indicates improved classroom teacher understanding of programming and assessment practices in Reading.

School-based Reading Mentoring
• Mentoring involved lesson observations, program support and planned feedback sessions for all classroom teachers. Team teaching sessions were also implemented to support coaching/mentoring.
• All staff completed TPL in Reading through staff meetings and workshops.
• Improved classroom teacher understanding and practices in Reading.
• Pre and post NAPLAN and National Partnerships data indicates student improvement and growth in all areas of reading.

Additional STLA support to implement targeted support programs for individual Y3-Y6 students, particularly with reading comprehension (whole school focus area from NAPLAN and school-based data analysis).

Tracking individual student progress enabled specific strategies to be implemented in a timely fashion to support ongoing learning needs.

All targeted students made progress against individual targets as evidenced through teacher assessment and tracking, and individual NAPLAN results.
Reading Resources to support the implementation of quality reading programs.

- A substantial amount of quality engaging resources (current themes) were purchased and accessioned following a review, evaluation and feedback from staff (survey, meetings). This survey process also included student involvement Y3-Y6.

ICT resources and teacher assessment tools were purchased to support teachers in conducting quality, engaging lessons and assessing student progress.

National Partnership Program

**Background:** Ambarvale PS participated in the National Partnership in the area of Literacy and Numeracy throughout 2010 and 2011. The following targets were to be achieved by June 2011 for students in Stage 2 and 3:

1. to reduce the proportion of students at and below the national minimum standard by 2.5% or more annually in Numeracy;
2. to reduce the proportion of Aboriginal students at and below the national minimum standard by 2.5% or more annually in Numeracy;
3. to increase the proportion of students above the state proficiency standard by 1.5% or more annually in Numeracy; and
4. to increase the proportion of Aboriginal students above the state proficiency standard by 1.5% or more annually in Numeracy.

**Implementation:** The TOWN Team Leader (in-class mentor) completed fortnightly in-class observations, program reviews and feedback sessions with every class teacher across the K-6 and Support Unit settings throughout 2011. The feedback assisted teachers in planning their quality teaching and learning programs for the following fortnight, using data and evaluations to drive learning programs.

Every Year 5 student who placed in Band 3 or 4 in the 2010 NAPLAN Numeracy test was required to have an Individual Learning Plan (ILP). Every Year 3 student who placed at Band 1 or 2 in the 2010 NAPLAN Numeracy test was required to have an Individual Learning Plan (ILP).

Teachers accessed SMART teaching strategies to assist their implementation of TOWN lessons. Class teachers were responsible for using the ILPs to track student progress and implement teaching strategies which supported each student at their point of need, and in doing so, differentiate the curriculum to cater for the variety of needs within their classroom.

**National Partnership Data Analysis:**

There has been a significant increase in student achievement across the data collection period (Numeracy) as evidenced by the final assessment completed in August 2011. A comparison of the results from 2009 – 2011 is shown below:

**Year 4** –
- reduction of students at and below minimum standard from 96% (2009) to 36% (2011);
- 76% of students at and above minimum standard (25% in 2009, 59% in 2010); and
- 40% of students at proficiency (Band 5) (4% in 2009, 18% in 2010) – exceeding state achievement of 34%.

**Year 5** –
- reduction of students at and below minimum standard from 64%(2009) to 3% (2011);
- 100% of students at and above minimum standard (61% in 2009, 92% in 2010); and
- 52% of students at proficiency (Band 5&6) (11% in 2009, 24% in 2010) - exceeding state achievement of 41%.

**Year 6** -
- reduction of students at and below minimum standard from 32%(2009) to 3% (2011);
- 100% of students at and above minimum standard (87% in 2009, 94% in 2010); and
- 49% of students at proficiency (Band 5&6) (41% in 2009, 34% in 2010) as compared to state achievement of 57%.

**Achievement of Targets**

**Target 1 - Achieved**
- Percentage of Yr 3 students at and below national minimum standard reduced from 35% (2010) to a maximum of 32.5%
  - actual result 21% (2011)
- Percentage of Yr 5 students at and below national minimum standard reduced from 49% (2010) to a maximum of 46.5%
  - actual result 45% (2011)

**Target 2**
- Two Aboriginal students were assessed through Yr 3 NAPLAN testing in 2010-2011. Due to this limited number of students, data is unreliable.

**Target 3 – Partially Achieved**
- Percentage of Yr 3 students above state proficiency standard improved from 9% (2010) to a minimum of 10.5%
  - actual result 10% (2011)
Percentage of Yr 5 students above state proficiency standard improved from 0% (2010) to a minimum of 1.5%
  o  actual result 11% (2011)

Target 4
One Aboriginal student was assessed through Yr 5 NAPLAN testing in 2010-2011. Due to this limited number, data is unreliable.

The Analytical Framework
The Analytical Framework is an evaluation tool for schools that guides and supports improvement in literacy, numeracy and leadership capacity. There are 25 statements contained in the Analytical Framework that are known as Best Practice for schools.
There was an expectation that we increased by 1 Band level in 80% of the statements in 2011. Our school achieved this target as we made an increase of at least one band level in 21 of the 25 statements (84%).

Future Directions
Our school concluded its involvement in the National Partnerships Program in 2011. Although this has occurred, we will continue our commitment to ensuring the implementation of high quality teaching practices, to support continued improvement in our students’ literacy and numeracy results. The Analytical Framework will continue to be embedded in all school practices to support improvement in literacy, numeracy and leadership capacity to deliver high quality education.

Technology
As part of a State Government initiative, every classroom was issued with an Interactive Whiteboard (IWB). As a result of this, students have greater opportunities to engage with technology on a daily basis.
In 2011, teacher professional learning using IWBs occurred, allowing teachers to incorporate technology into their classroom practice and deliver quality lessons using technology.
In 2011, improvements to our school’s website occurred, to foster communication between home and school. The website provides important information including our goals and mission, important calendar dates, newsletters, notes, policies, procedures, and specific information for parents and care givers. The school website is used by staff to publish information and by members of the school community to find out more about our school, our activities and events. The website address is: http://www.ambarvale-p.schools.nsw.edu.au

Aboriginal education
NAIDOC Week was celebrated during Education Week. During Education Week assembly, students learnt about the meaning of the Aboriginal flag and what each colour symbolises. 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 Douglas Murray, were selected to represent our school in the Junior Aboriginal Education Consultative Group (AECG). 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.
Teachers have participated in a professional learning workshop - ‘8 Ways of Learning’. 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.
We have created links with Muru Nangi Mai, a community based group who have supported our Aboriginal students in literacy through visual arts activities.

Multicultural education
Ambarvale PS community reflects Australia’s diverse multicultural society. Thirty five percent of our students are from language backgrounds other than English, representing twenty four different languages.
Our school multicultural programs were greatly enhanced by our successful Harmony Day assembly.
Students performed dances, songs and speeches to celebrate this important cultural celebration.

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

**English as a Second Language**

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

**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.

**PBIS**

Throughout 2011 Ambarvale PS’s Positive Behavioural Interventions and Supports (PBIS) team worked with staff, students, parents and DET personnel to achieve many goals.

- We have conducted extensive reviews of our merit award system within the classroom and playground and implemented improved procedures. Consequently, students who regularly display positive behaviours are more consistently rewarded throughout the term.
- A highlight of the year was the PBIS Launch Day where numerous activities were held to mark and reflect upon what PBIS means to Ambarvale students, staff and parents. Celebrating this occasion allowed for parents and the wider school community to gain a further understanding of the language of PBIS and the impact that PBIS has on our school.
- Through a consultative process the team evaluated the ways in which student behaviours, both positive and negative are recorded, tracked and monitored. As a result, our behaviour management system has become more effective for all staff use. This evaluation of the behaviour management system allowed the PBIS team to collate and analyse data to successfully determine the focus of our weekly social skill lessons.
- Weekly social skill lessons, using the IWBs were designed for teachers to implement with students, addressing areas of need from school data. These social skill lessons have provided increased communication to students about whole school behavioural expectations.
- The achievement of our PBIS goals has had a significant positive impact on our quality teaching and learning environment, student engagement levels, student behaviour and general school culture.

**Future Directions**

In 2012, the PBIS team will -

- Continue to evaluate school practices and develop policies, procedures and programs to implement PBIS in line with three phases, working closely with the PBIS external coach;
- Evaluate and review the school merit award system;
- Continue to implement weekly social skills lessons; and
- Implement and evaluate the Student Welfare Policy and Anti-Bullying Plan.

**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 2011 the positions were filled by:

- Morgan White (Captain)
- Tinei Mauigoa (Captain)
- Denzaan Goh (Vice Captain)
- Lauren Kotsou (Vice Captain)
Kids Committee
The Rosemeadow/Ambarvale Kids Committee commenced in 2010 and continued into 2011. Three students – Lauren Kotsou (Y6), Amy Cottrill (Y5) and Alicia Lasaro (Y4) represented the Ambarvale student body at the committee meetings which are organised by the Benevolent Society. Students from Ambarvale PS, Rosemeadow PS and Thomas Acres PS meet monthly to discuss issues related to the community. A ‘Clean Up Rosemeadow/Ambarvale’ poster competition was held in 2011. The winning design from Ambarvale PS was submitted by Denzaan Goh.

Other programs
Reading Recovery
Reading Recovery is an early intervention program for Year 1 students. It provides intensive, high quality assistance to students experiencing reading and writing difficulties. The program aims to accelerate students’ progress to the average level of their peers as quickly as possible, so that they can obtain maximum benefit from classroom instruction. In 2011, Mrs C Sullivan filled this role and undertook the rigorous training required. Eight Year 1 students benefited from inclusion in this program in 2011.

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

Mr Rob’s role is to provide welfare and pastoral support to the school community, with a focus on the needs of students, staff and families. In 2011, Mr Rob supported the gardening group, Breakfast Club, sports groups, parent courses, camps and excursions. A survey was completed by the school community to evaluate the position for 2012. 100% of surveys returned from both the community and staff determined that Mr Rob’s position was a valuable resource for the school.

Library
2011 was an exciting year in the library as we had an author visit the school for the first time in many years. Award-winning Australian author, Libby Gleeson, visited Ambarvale PS as part of our combined Book Week, Education Week and Book Fair celebrations. This special event was featured in the local paper. We raised $1211 at the fair and received commission books to the amount of $363.30.

Book Club has continued each term and this year, 54 students completed the NSW Premier’s Reading Challenge, which is a slight increase on the number from 2010.

A library scope and sequence was written to support enhanced teaching of specific library skills using an integrated approach with other KLAS. Students continued to broaden their research skills with the introduction of pathfinders and specifically-created websites which scaffold student learning.

Daystar Foundation Writing Project
This year students in 4/5H 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 November, our students had the opportunity to meet their buddy in person and travel to Sydney Aquarium, spending the day with their buddy. All costs were generously covered by Daystar Foundation and CA Technology. This is now the fourth year we have successfully participated in this project.

Breakfast Club
The school Breakfast Club ran twice a week throughout the 2011 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, Miss Freebody, Mrs Hammond, Mr McGillicuddy and various staff helped to run this program.

Playtime and Transition Program
In 2011, a Playtime and Transition program operated at our school each Monday. Part of a community links program with neighbouring schools, this program was highly successful in building relationships with our community and supporting students transitioning to school.
Progress on 2011 targets

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

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Target</th>
<th>Actual result</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3</td>
<td>53.5%</td>
<td>80%</td>
<td>Achieved</td>
</tr>
<tr>
<td>Yr 5</td>
<td>50.5%</td>
<td>60%</td>
<td>Achieved</td>
</tr>
<tr>
<td>% of students in top bands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 3</td>
<td>10.5%</td>
<td>10%</td>
<td>Improved 2010</td>
</tr>
<tr>
<td>Yr 5</td>
<td>10%</td>
<td>11%</td>
<td>Achieved</td>
</tr>
<tr>
<td>5% increase of all students achieving school benchmarks in Numeracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>71%</td>
<td>63%</td>
<td>Working towards</td>
</tr>
<tr>
<td>% of students achieving or exceeding state average growth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 5</td>
<td>50%</td>
<td>57.5%</td>
<td>Achieved</td>
</tr>
<tr>
<td>% of students attaining expected level on the Early Numeracy Continuum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-1</td>
<td>85%</td>
<td>84%</td>
<td>Working towards</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Target</th>
<th>Actual result</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Above minimum standard for reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 3</td>
<td>50.5%</td>
<td>68%</td>
<td>Achieved</td>
</tr>
<tr>
<td>Yr 5</td>
<td>52.5%</td>
<td>67%</td>
<td>Achieved</td>
</tr>
<tr>
<td>% of students in top bands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 3</td>
<td>19.5%</td>
<td>39%</td>
<td>Achieved</td>
</tr>
<tr>
<td>Yr 5</td>
<td>10%</td>
<td>18%</td>
<td>Achieved</td>
</tr>
<tr>
<td>5% increase of all students achieving school benchmarks in Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-6</td>
<td>68%</td>
<td>70%</td>
<td>Achieved</td>
</tr>
<tr>
<td>% of students achieving or exceeding state average growth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 5</td>
<td>50%</td>
<td>61.9%</td>
<td>Achieved</td>
</tr>
<tr>
<td>% of students attaining expected level on the Early Literacy Continuum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-1</td>
<td>76%</td>
<td>55%</td>
<td>Working Towards</td>
</tr>
</tbody>
</table>

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Leadership and Culture, and Writing.

Educational and management practice:
Leadership and Culture
Background –
An evaluation was conducted with the support of regional personnel (School Development Officer), to evaluate school identified aspects of culture and leadership. A review of the school’s vision, mission, values, operating principles and learning platform
was undertaken. This evaluation was conducted during semester 1, 2011 by surveying staff, students and parents/carers.

**Findings and conclusions**

A school vision and mission statement were developed through this collaborative process. In addition, the following findings were evident:

- Most staff support each other in a collegial way;
- Staff are generally polite and professional;
- Mutual respect has significantly improved;
- Staff meetings, stage meetings, TPL, time, resources and opportunities currently supporting staff are sufficient;
- New executive structures have resulted in strong, consistent executive support;
- The school leadership promotes positive school relationships, is approachable and is focused on student growth and performance;
- Expectations and communication has improved over the last two years;
- There has been a school focus on programming, data, planning and tracking;
- Teamwork has improved outcomes for students and enhanced support for staff;
- ‘Students and teachers are friends’.....** three (3) students and one (1) parent;
- Staff expect most students to do their best;
- Student Welfare practices are supportive and linked to positive results;
- PBIS has been implemented strategically which has led to increased engagement at all levels; and
- APS community have similar goals, moving in similar directions.

**Future directions**

From this, some areas of recommendation were identified, including the need for:

- Maintaining a shared expectation that all students will do their best;
- Continuing to promote and maintain positive relationships with the whole community;
- Ensuring a climate of mutual respect and professional communication in a cohesive culture;
- Promoting a climate of open discussion, debate and investigation required to improve outcomes for all students; and
- Strengthening the school climate where all staff work co-operatively with all members of the school community, ensuring effective communication, professionalism, mutual respect and a quality delivery of services.

**Curriculum**

**Writing**

**Background**

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

The implementation of a whole school approach to assessing and teaching writing was implemented in 2011 and our school’s data continued to indicate that this area needed further development to support improved student results in Writing.

Teachers, parents/carers and students were surveyed using School Map best practice statements as a base for the surveys. All teachers, 81 parents and 65 students responded to the surveys about writing. Regular feedback from stage, committee and whole-school meetings also provided information.

**Findings and conclusions**

The analysis of survey results found the following:

- 76% of teachers indicated they regularly assess students in writing and use this data to direct their planning and implementation of writing programs in the classroom. 77% felt their writing program catered for students requiring some support and 53% felt they successfully catered for high achieving and gifted and talented students;
- A high percentage of teachers indicated they teach all aspects of writing well, with 77% of teachers implementing a variety of strategies to teach writing, including guided, modeled and independent teaching strategies;
- 42% teachers indicated they have a developing understanding of the writing benchmarks for all grades and some professional development in this area would further support teaching of writing;
- 86% of parents indicated their child’s teacher has a good understanding of their child’s achievements and needs in Writing. 78% felt they were provided with useful information about their child’s achievements in Writing through the reporting process. 66% of parents indicated that they are happy with their child’s progress in Writing; and
- 85% of students indicated their teachers know how they are performing and 73% felt their teacher provided interesting and engaging writing lessons. 77% of students felt their teacher explains how they can improve in Writing although 36% are unsure of how their needs are catered for in Writing. 76% of students felt they have improved in their writing.
Future directions –

• Continue to implement professional learning for staff in teaching writing, particularly in assessing and programming writing, ensuring understanding of writing benchmarks and strategies to differentiate programs to best meet differing student needs;

• Continue to implement whole school writing program, part of COS Writing Project implemented at APS 2011;

• Staff engage in regular Consistency of Teacher Judgment practices in Writing;

• Review school teaching resources, including the use of ICT resources to support the implementation of interesting and engaging writing programs;

• Staff engage in professional learning and discussions on providing effective feedback to students; and

• Implement parent workshops, providing greater understanding about the school’s writing program, including how students are assessed in writing and how parents can assist their child in writing.

Parent/carer, student, and teacher satisfaction

In 2011, the school sought the opinions of parents/carers, students and teachers about the school. Of the 81 families that responded, 84% of parents/carers indicated that they are satisfied or highly satisfied with the school. Of the 17 staff that responded, 100% of staff indicated that they are that they are satisfied or highly satisfied with the school. Of the 65 students, 89% of students indicated that they are very happy or happy with the school.

Parents/Carers

Findings and conclusions -

• 88% felt Ambarvale is an attractive and well resourced school;

• 88% felt the school is connected to its community and welcomes parental involvement;

• 88% felt parents are encouraged to contact the school to discuss concerns relating to their child;

• 87% felt the school caters well for all students and provides an inclusive education; and

• 87% felt Ambarvale has competent teachers who set high standards of achievement.

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

• Quality teaching/teachers, communication, events/community, PBIS, sport, fundraising, interaction with students and individualised programs.

Suggested areas for development included: homework, student access to technology, community involvement and the school environment.

Students

Findings and conclusions -

• 86% are very happy or happy with their classroom learning;

• 83% felt Ambarvale Primary School has good resources and facilities;

• 81% felt my teachers gave me help if I needed it;

• 77% felt their teacher teaches literacy and numeracy well; and

• 77% felt their teacher sets high standards of achievement.

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

• Excursions, playground, Breakfast Club, great/ nice teachers.

Suggested areas for development included: enhanced playground (equipment, improved toilet facilities and less rubbish), technology, increased activities/opportunities (dance groups, excursions, peer support and fetes), and teacher feedback.

Staff

Findings and conclusions -

• 94% felt the school has effective student welfare practices;

• 89% felt they create a happy and positive learning environment;

• 89% felt they maintain a focus on literacy and numeracy;

• 89% felt they set high standards of achievements for their students; and

• 82% felt they cater well for all students and provide an inclusive education.

When asked “What do you think Ambarvale P.S. does well?” the responses surrounded the following themes including;

• Literacy and numeracy, focusing on students’ needs, whole school improvement, PBIS, assessment and data collation, quality leadership.

Suggested areas for development included: student outcomes, playground enhancement, increased
teacher resources, balancing expectations, school promotion and involvement.

**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 Numeracy, Literary and Quality Teaching to support school priority areas.

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 development**

**2012 – 2014**

The priority areas for 2012-2014 include -

- Numeracy
- Literacy
- Student Engagement and Attainment
- Aboriginal Education
- Leadership and Management

**Targets for 2012**

**Intended Outcome 1:**

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

**Targets:**

- To increase the proportion of students in Year 3 above minimum standard (Bands 3-6) from 80% in 2011 to a minimum of 81.5% in 2012, a minimum of 1.5% yearly increase based on 2011 NAPLAN data.
- To increase the proportion of Year 3 students at proficiency (Bands 5 & 6) in NAPLAN testing from 9% in 2011 to a minimum of 10.5% in 2012, a minimum of 1.5% yearly increase on 2011 data.
- To increase the proportion of students in Year 5 above minimum standard (Bands 5-8) from 60% in 2011 to a minimum of 61.5% in 2012, a minimum of 1.5% yearly increase based on 2011 NAPLAN data.
- To increase the proportion of Year 5 students at proficiency (Bands 7 & 8) in NAPLAN testing from 11% in 2011 to a minimum of 12.5% in 2012, a minimum of 1.5% yearly increase on 2011 data.
- To increase the proportion of Year 5 students achieving expected minimum growth from 57.5% in 2011 to 62.5% in 2012, a minimum of 5% yearly increase based on 2011 NAPLAN data.
- To increase the number of students achieving at or above expected grade benchmarks by 3% in Number as measured by school based data. Targets K = 70%, Yr 1= 81% Yr 2= 66%, Yr 3= 53%, Yr 4= 69%, Yr 5= 60%, Yr 6= 65%.
- To increase the percentage of students attaining expected level on the Early Numeracy Continuum for Best Start in early arithmetical strategies as measured by Best Start data and/or Sena testing. Targets: Kinder = 70% (Perceptual), Year 1 = 80% (Figurative) NB: Year 1 targets are a 3% increase on 2011 results.
- All students on IEPs achieve minimum of 80% of individual targets in Numeracy.

**Intended Outcome 2:**

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

**Targets:**

**READING**

- To increase the proportion of students in Year 3 above minimum standard (Bands 3-6) from 68% in 2011 to a minimum of 69.5% in 2012, a minimum of a 1.5% yearly increase on 2011 NAPLAN data.
- To increase the proportion of students in Year 3 at proficiency (Bands 5 and 6) from 39% in 2011 to a minimum of 41.5% in 2012, a minimum of a 1.5% yearly increase on 2011 NAPLAN data.
- To increase the proportion of students in Year 5 above minimum standard (Band 5-8) from 67% in 2011 to a minimum of 68.5% in 2012, a minimum of a 1.5% yearly increase on 2011 NAPLAN data.
- To increase the proportion of students in Year 5 at proficiency standard (Bands 7 & 8) from 18% in 2011 to a minimum of 19.5% in 2012, a minimum of a 1.5% yearly increase on 2011 NAPLAN data.
- To increase the proportion of Year 5 students achieving expected minimum growth from 61.94% in 2011 NAPLAN data to 67% in 2012, based on yearly 5% increase on 2011 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= 84%, Yr 3= 77%, Yr 4= 65%, Yr 5= 70%, Yr 6= 62%.
- 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 = 30% 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.

**Intended Outcome 3:**
**Student Engagement and Attainment:** Enhanced student engagement with learning.

**Targets:**
- To increase the school’s attendance rate from 92.5% (2011) to 93.5% in 2012 based on 1 % increase on 2011 data.
- To increase the school’s percentage of justified absences from 75% 2011 to 77.5% in 2012 based on a 2.5% increase on 2011 data.
- To decrease the school’s suspension rate from 30 suspensions in 2011 to a maximum of 27 in 2012 based on yearly 10% decrease on 2011 data.
- At least 75% of students achieving grade benchmarks in technology 2012, with an increase of 2.5% based on 2012 data.

**Intended Outcome 4:**
**Aboriginal Education:** Aboriginal student learning outcomes will match or better the outcomes of the broader student population.

**Targets:**
- To increase the Aboriginal student attendance rate from 92.8% in 2011 to 93.8% in 2012, based on yearly 1 % increase on 2011 data.
- 100% of Aboriginal students engaged in the Personalised Learning Plan process.
- 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.

**Intended Outcome 5:**
**Leadership and Management:** Strengthened leadership capacity at all levels.

**Targets:**
- To increase the school’s performance against the 25 best practice statements of The Analytical Framework by one band in 25% of the statements (2012) based on 2011 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 10% in 2011 to 25% in 2012.
- 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 has analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Acknowledgement is given to all teachers who were responsible for various aspects of the school in 2011, and provided written reports used in this report.

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