

Albury High School Annual Report



2016



8101

Introduction

The Annual Report for 2016 is provided to the community of **Albury High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Darryl Ward

Principal

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Message from the Principal

Albury High School (AHS) has continued its strong tradition of providing opportunities for and supporting students in their endeavours throughout 2016. This report highlights many achievements for staff and students. I would like to thank our parents and in particular the Parents and Citizens Association (P&C) for the strong support we receive and extend that thanks to our local community and businesses who work with us.

We are a proudly comprehensive high school catering for all students. During 2016 we differentiated learning to varying degrees for 135 students who needed extra support. Our Multi-Categorical unit supports students with Autism and mental health needs. Our student population includes 35 Aboriginal students, 110 students from an English as second language background, including 35 who need intensive English support. In the 2016 HSC we had 15 with ATARs in the range of 90 to 99.5 with three having an ATAR of 97 and 21 more were between 80 and 89.9. One student was third in Design and Technology for the state. These excellent HSC results are an example of the collaborative partnerships between parents, students, community and staff. Our focus on professional learning for staff on the A Learning and Response Matrix (ALARM) program was a significant contributor to assisting students in their learning for the Higher School Certificate (HSC).

Albury High School works closely with and within its local community. We are proud members of Crossing Point, our learning community. We are developing strong relationships with the other public high schools in town, working collaboratively on building a strong vision for secondary education in Albury. This includes working on the Curiosity and Powerful Learning program with James Fallon High School and Murray High School and plans to align our timetables to further share senior curriculum when appropriate. Our students are heavily involved in volunteering and supporting community events such as Anzac day and the Red Cross appeal. We have strong relationships with the two local universities and Riverina TAFE.

Our school strives to create opportunities for our students and values the relationships we have which fosters those opportunities. We want every student to do their best in all endeavours and believe in providing a holistic educational experience for students while at school with a strong focus on academic achievement. I encourage everyone to support and engage in the learning of their child and we welcome your input.

Message from the school community

Along with other projects, the AHS P&C worked on the administration of the canteen. The P&C looked at ways to assist canteen staff with their daily duties, established a canteen committee, changed the financial operations to make accounting and auditing easier and introduced EFTPOS, which was very well received.

Our P&C is fortunate to have a representative on the School Council. This enables us to report on our activities and to table suggestions and ideas raised by students, parents and P&C members that could benefit the school and students. In turn, our representative keeps us informed about discussion and ideas raised by the School Council.

The following are some of the main achievements the P&C has undertaken over the past 12 months: landscaping school areas, assisting with the completion of a new Year 8 covered area, assisting with costs for the new well-being centre, facilitating the School Captains prizes and flights to Sydney, purchasing laptops for the learning support program, purchasing 12 new AHS blazers used at official functions, donating \$5,500 towards the upgrade of the cricket nets and purchasing a computerised laser cutter worth \$24,950 for the industrial arts faculty.

The P&C meet in the staff common room on the third Tuesday of the month and all are welcome to attend.

Alistair Macdonald

President

Message from the students

The year started with our annual swimming carnival BBQ and continued strongly with our Valentine's day event. Throughout February, students were able to purchase roses for \$2 and have them sent to students of their choice, either with their name or anonymously. This was an enormous success, with 160 roses selling out in three days.

Following closely was the organisation of the World's Greatest Shave. We held several bake sales, a Crazy Hair day and a tin rattle during roll call which helped to raise more than \$1,000 for our charity.

Our next big event was Wear It Purple Day, an initiative implemented last year. This year Jason Ball, the first openly gay AFL player in Australia, came to speak at our assembly. His arrival and speech was incredibly well-received by students and staff alike and will hopefully bring LGBT and youth the security they need to be who they are.

I would like to thank my fellow executive members and the whole Student Representative Council (SRC) for their invaluable service to the school. I'd like to extend my thanks to our teacher patron Miss Chapman, whose tenacity has been the driving force behind the SRC in 2016. Finally, I'd like to thank the student body, for always supporting us and I hope you continue to support the SRC into the future.

Matt Armstrong

SRC President

School background

School vision statement

Quality Learning for All, through Innovation, Excellence and Tradition

School context

Albury High School is a large and proudly comprehensive school with a current enrolment of 1031 students. It is an enthusiastic member of the Crossing Point Learning Community. Albury High School caters for a diverse range of students who are successful in the academic, sport and arts fields. The school provides a wide range of opportunities to cater for all students. As well as the consistently strong results in external exams, students are encouraged to enter national competitions. Students are expected to set high goals and develop the skills to achieve them.

Albury High School has a proud sporting heritage and an enviable record in state sporting competitions and we have won numerous regional and state championships.

The school has a very strong welfare team whose aim is to ensure that all students feel safe and secure. Students are encouraged to develop their personal and leadership skills through our Prefect body and our Student Representative Council, and also through camps like Harrierville and Outward Bound.

Our school has a strong commitment to providing support for students with a range of learning difficulties. Albury High School prides itself on giving all students equality of opportunity and encouraging them to achieve their full potential, no matter what the difficulty.

Parents and the wider community are encouraged to participate in the life of our school through the Parents and Citizens' Association and the School Council. The school has strong links with the local Aboriginal and Torres Strait Island communities and provides many activities to foster the development of our indigenous students through academic, cultural and sporting achievement.

Albury High School has a proud history and continues to maintain the positive traditions of its past, while at the same time embracing the challenges of an exciting future.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

Teaching

In the 'teaching' domain our main focus has been on the "A Learning and Responding Matrix" (ALARM) program. As a result of our HSC data analysis we implemented the ALARM strategy in 2016. A key feature of this program was the identification of staff expertise within the faculties to collaboratively deliver professional learning.

This program was developed across school networks and within our school faculties. The strategy was implemented in most classrooms. Teachers reviewed and revised programs to reflect this change in teaching emphasis. For 2017 we will consolidate this program across all classrooms.

Learning

In the 'learning' domain our main focus has been on engagement through programs such as Mind Matters, Youth Mental Health First Aid and providing a voice to our student population in order to support students in their wellbeing. A key focus was on differentiating student learning, especially for those with disabilities and developing personalised learning pathways for Aboriginal students.

The school has continued to offer extensive extra-curricula learning opportunities to support student development including developing a writing program based at Charles Sturt University, visits to TAFE and universities for career development, curricula excursions to highlight real world learning to places such as museums and industry.

Leading

The school leadership team continues to make deliberate and strategic use of resources across a range of areas within the local community for the purpose of improving student outcomes . This includes in volunteering, social, academic and cultural areas to provide opportunities for students. There is broad understanding of, and support for, our school's high expectation for improving student learning across the school community. Our school expects at least one years growth for one years teaching. This is driving us to constantly look at how we can adapt teaching and learning.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Writing

Purpose

Literacy is a key determinant in a student's ability to participate fully in society. We want to empower students to write in ways that are creative, interpretive and critical. In particular we want students to write with fluency, sophistication and purpose.

Overall summary of progress

During 2016 the ALARM (A Learning and Response Matrix) strategy was implemented across the school for senior students. Literacy strategies were delivered in staff meetings covering making adjustments for students and improving writing. These strategies were incorporated into faculty programs. Professional learning to all staff around utilising data to modify teaching programs was presented with a focus on reading and literacy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1a. Increase the percentage of Year 9 students making greater than or equal to expected growth in reading by 5% each year from 48.7% in 2014.	This target was exceeded in 2015 with 60% of students making expected growth but there was a regression in 2016 with 47.7% of students making expected growth. Consistency of performance in reading will be a focus for 2017.	
1b. Increase the percentage of Year 9 students making greater than or equal to expected growth in writing by 5% each year from 58.4 % in 2014.	In 2015 28 students were in the top 2 bands of NAPLAN for Reading. In 2016 34 students were. This was an increase of 17%. The target was not achieved in Numeracy or for Aboriginal students and these are areas for attention in 2017.	
1c. Increase the proportion of AHS students in the top 2 bands of NAPLAN in literacy and numeracy by 8% including a 30% increase for Aboriginal students.	In 2016 there was over a 8% increase in the proportion of AHS students in Year 9 Reading and Numeracy. Due to the small Aboriginal cohort, statistically we are unable to calculate the percentage increase for these students.	
2. There is evidence that differentiation of learning is occurring (in programs) and is seen through teacher registration and recording for the DDA reporting process.	The analysis of faculty programs and discussion shows that literacy strategies and adjustments were evident in all faculties and programs sampled. Discussion occurred around impact on learning and consistency of delivery.	\$40,000
3. ALARM is a key teaching strategy incorporated into teaching programs for all teachers .	The ALARM strategy has been successfully implemented with 2016 HSC data showing a significant increase in Band 6 achievement for this cohort, internal analysis from results, student and staff surveys indicates ALARM had a impact.	\$18,000

Next Steps

In 2017 we will work on consolidating the ALARM strategy as a consistent practice across the school. We will continue our work on differentiating learning for all students.

While writing will still be a focus for everyday practice in 2017 we will focus on utilising the Literacy continuum to map student progress and move students learning.

We will continue to work on strategies aligned to improving student growth in reading, comprehension and inference.

Strategic Direction 2

Engagement

Purpose

We are working to engage students, staff, parents and our community to improve wellbeing and learning for all. We will strive to meet the needs of our school community by increasing resilience and opportunities to fully participate in our school and the broader community.

Overall summary of progress

Many programs have been implemented in 2016 to support students in the area of Engagement. This includes intensive work on careers, university visits and encouraging enrolments in TAFE to meet student needs. Our Year 12 Prefects and Student Representative Council have successfully run a number of wellbeing activities supported by staff and we have implemented the Mind Matters Program. Boys education and Girls education programs work with students and help develop students self efficacy. These programs connect students to the school and community through their work. Intensive support has been provided to students at risk of self harm and in complex family settings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff are trained in Youth Mental Health First Aid Mind Matters is incorporated into the Year 7 & 8 guidance programs. Students obtain apprenticeships.	6 staff trained in Youth Mental Health – all current Year Advisers are trained in Youth Mental Health First Aid. Other teaching staff and SLSO's have also completed training Mind matters was successfully implemented and deliver in the guidance program. Bullying co-ordinators were also established. 15 students obtained apprenticeships or traineeships in 2016.	\$15,000

Next Steps

Student engagement and wellbeing will remain an integral part of our every day business. In the next school plan we will focus on other areas where we want to shift performance.

Strategic Direction 3

Staff Professional Learning

Purpose

Staff professional learning will be based on best practice and informed by data. We want to ensure our staff maintain their high level of training and to build on their expert knowledge to be able to respond to the emerging needs of our community in a professional and timely manner. We want our staff to be leading learners.

Overall summary of progress

During 2016 we were able to train staff in the Mind Matters program and implement it into the guidance program. All key staff in welfare positions were able to access and complete Youth Mental Health First Aid training. ALARM training continued and many senior staff were trained and using the ALARM strategy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Successful accreditation of all New Scheme Teachers to proficient level of the Australian Professional Standards for Teachers.</p> <p>An analysis of staff professional development plans indicate all staff plans are aligned with the school plan.</p> <p>All teaching staff will complete and maintain their performance development framework requirements and accreditation with BOSTES.</p>	<p>All new scheme teachers are progressing in their registration to the AITSL proficient standard and are being supported by the school in this process.</p> <p>An analysis of PDP's found the majority are aligned to the school plan and direction and all have met their performance and development framework requirements.</p>	\$56,000

Next Steps

In 2017 we will focus our professional learning on a new program. This program, Curiosity and Powerful Learning focuses on four whole school practices and six teacher practices. Consistency of practice and observations of practice are key elements. ALARM training will continue for all senior teachers and training in the Literacy and Numeracy continuum will continue to be a focus.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Key actions include celebrating NAIDOC week and developing cultural activities to engage students. An Aboriginal Worker was employed to focus on literacy with targeted students. Senior Tutors were employed to work with targeted students in Year 11 and 12. Personalised Learning Pathways were implemented and mentor teachers identified to support students.	• Aboriginal background loading (\$21 429.00)
English language proficiency	Funding was used to employ staff in term 1 to work closely with EAL/D students. Students were given intensive literacy support and assistance in developing skills in spoken and written English. Staff also promoted cultural diversity.	• English language proficiency (\$91 797.00)
Low level adjustment for disability	140 students were identified as needing support under the disabilities scheme. Students needs were assessed and support provided on this basis. This support included teacher intervention and intensive SLSO support within class. Teachers of students made adjustments, differentiating work for students and completed mandatory reporting on progress.	• Low level adjustment for disability (\$242 213.00)
Socio-economic background	A significant number of students have been supported with resourcing and equity of access through the student assistance scheme. The Mind Matters program has been implemented along with a junior bullying program. Our boys and girls education programs were supported with funding. Extra SLSO time was provided to support students in need within the classroom and other programs to ensure they could participate and to assist with literacy and numeracy initiatives.	• Socio-economic background (\$58 757.00)
Support for beginning teachers	Albury High School initiated and completed a program relevant to our context to support identified staff. This included the provision of a mentor teacher and relevant professional learning and a reduction in face to face lessons of 2 periods.	• Support for beginning teachers (\$56,000.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	526	516	486	473
Girls	557	533	521	524

Our student population is reducing slightly due to smaller cohorts from our feeder schools.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.3	92	91.1	92.3
8	90.1	90	90	89.5
9	89.6	88.1	88.6	90.1
10	86.7	88.3	88.5	90.1
11	88.1	90	90.8	89.2
12	88.6	87.1	90.3	92
All Years	89.2	89.2	89.9	90.5
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Improving student attendance has been an area that we have focused on for several years. If students are not at school then they are not accessing the learning opportunities provided. Parents can assist by not condoning absences and encouraging students to attend regularly. We have worked on programs to encourage student wellbeing and target specific cohorts with poor attendance. It is pleasing to see since 2013 we have been improving overall attendance and we are currently above the state averages for all years. We believe we need to continue to work in this area as regular attendance is a key contributor to academic success.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0.5	2	8
Employment	1	22	20
TAFE entry	0	11	7
University Entry	0	0	50
Other	7	9	5
Unknown	0.5	0	10

Year 12 students undertaking vocational or trade training

During 2016, 37 students studied Vocational Education courses at Albury High School which included Metals and Engineering, Hospitality and Construction. Twenty seven students studied Vocational Education courses at the Riverina Institute of TAFE.

Year 12 students attaining HSC or equivalent vocational education qualification

All students in Year 12 in 2016 attained a HSC or equivalent vocational education qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	50.6
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	14.77
Other Positions	1.8

*Full Time Equivalent

Albury High School employed one staff member who identified as Aboriginal in 2016.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	84
Postgraduate degree	16

Professional learning and teacher accreditation

Total school expenditure on teacher professional learning in 2016 amounted to \$80,093.70. The average expenditure per person on professional learning at the school level was \$770.25 which included mandatory training for all school staff including Administration staff, Student Learning Support Officers, casual teaching staff, as well as whole school and teacher identified professional learning.

The school's major priorities in 2016 as detailed in the School Plan (SP) were: Writing, Engagement and Staff Professional Learning

To meet the school's priorities, the focus of professional learning centred on training all staff on the writing improvement strategy of ALARM, with follow-up support for faculties to develop subject specific

strategies to implement ALARM; develop staff capacity to differentiate their curriculum and make adjustments for learning to better meet the individual learning needs of all students and meet Disability Discrimination Act (DDA) requirements; and the introduction of Curiosity and Powerful Learning as a whole school change agent process to build capacity in staff to meet Department of Education and Training (DET) priorities.

A total of 59 members of teaching staff participated in professional learning activities in 2016. The key professional learning focus areas included: Quality Teaching, where staff focused on developing quality classroom practice around differentiation and assessment for learning; Welfare and Equity, with the focus to build capacity in staff to meet the diverse emotional, social and learning needs of students; Beginning Teacher's (BT) professional learning identified to support adjustment and transition into teaching profession; Career Development was designed to meet personal aspirations as identified in Professional Development Plans (PDP) such as higher accreditation and promotion; AHS Target: Writing and Related Literacy was designed for staff to build capacity to improve literacy outcomes for students in the identified areas of the SP, improve writing outcomes by improving reading/comprehension; AHS Target: Engagement was designed to engage students in their learning to improve learning outcomes; and Other Professional Learning with a whole school focus that does not meet criteria of previous categories such as Curiosity and Powerful Learning.

Staff Development Days (SDD) provided opportunities for staff and the whole school community to focus professional learning on a number of key areas to support SP targets and mandatory requirements that underpinned quality teaching and learning in 2016.

Term 1 SDD: The session began with an analysis of HSC results and what the data suggested about planning for future success in 2016. This was followed by all staff participating in mandatory training on the Code of Conduct and Child Protection. The day was concluded with a presentation to the teaching staff by the Welfare and Learning Support Teams about students with special learning needs and disabilities providing strategies for staff on dealing with their needs to set up a positive start to the year. Focus on how to conduct observational rounds, including modelling different observation models to staff.

Term 2 SDD: Healthy Minds, Healthy Body Program to build resilience in staff and develop positive working relationships. This session saw guest speaker Dr Andrew Wake present his program 'Hostility to Hissy Fits'. This program focused on building staff capacity to work with strong emotions and tricky behaviours of students in their classroom. Participating staff were also provided with a reading resource 'The Good Enough Teacher', which provided a valuable long term resource for staff to implement aspects of this program into their everyday practice.

Term 3 SDD: Guest speaker on student trauma and mental health, to develop an understanding of these contexts for our students. This session was devoted to

faculty needs. Each faculty submitted a faculty plan to the Head Teacher Teaching and Learning which outlined their use of this professional learning time. Activities included implementing adjustments in programming and assessments for students with a range of disabilities, developing assessment for learning strategies, implementing ALARM. Faculty groups were required to reflect on how this professional learning would impact their teaching practice, and had to be aligned with the teacher's PDPs, SP and the National Teaching Standards.

Term 4 SDD: Staff completed the mandatory CPR up-date and Anaphylaxis training. This year the school trialled a new structure for SDD Professional Learning. In-lieu of the 2 days of professional learning at the end of term 4, a structured program of 4 three hour after school sessions of professional learning were planned, one session per term.

There were 7 BT working towards BoSTES accreditation at Proficient (includes casuals and Temporary teachers as well as permanently appointed beginning teachers).

Twenty eight New Scheme Teachers maintained accreditation at Proficient.

There were no teachers seeking voluntary accreditation at Highly Accomplished or Lead, nor any teachers maintaining accreditation at Highly Accomplished and/or Lead.

The funding provided under Great Teachers Inspired Learning for Permanently Appointed Beginning Teacher's was used in a variety of ways to support BT and maintain support for Permanently Appointed Beginning Teacher's appointed in 2015 adjusting to their new roles and teaching profession in NSW Public Schools.

The Beginning Teacher's program was overseen by the Head Teacher Teaching and Learning and included support programs such as: reduced teaching loads for BT built into the permanent timetable; appointing individual Teacher Mentors who were funded with release time to work with BT; Induction Program: a formalised program to introduce BT to everyday school life and acquaint them with mandatory policies such as Code of Conduct, Child Protection and Work Health and Safety; Classroom Management Program: which focused on building capacity and provide specific strategies in behaviour management, student engagement and welfare. The program utilised many resources from the Strong Start, Great Teachers website; Classroom Observation Program: provided release time for both Mentor and/or BT to observe classrooms of colleagues. The before and after observation reflections helped to identify any professional learning that would be supportive of their development, as well as assessing impact of teaching practice on student learning; and BT were also supported by the Professional Learning Team, with the allocation of extra funding above the Permanent Beginning Teacher's program. This provided opportunities for BT to participate in individually identified professional learning to build quality teaching

practices.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary of financial information covers funds for operating costs for 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	622 035.18
Global funds	894 452.58
Tied funds	569 710.58
School & community sources	462 284.10
Interest	18 132.13
Trust receipts	40 164.05
Canteen	0.00
Total income	2 606 778.62
Expenditure	
Teaching & learning	
Key learning areas	139 117.28
Excursions	208 505.97
Extracurricular dissections	127 730.02
Library	15 935.10
Training & development	33 982.90
Tied funds	535 863.59
Short term relief	173 746.90
Administration & office	226 031.97
School-operated canteen	0.00
Utilities	207 359.21
Maintenance	67 017.29
Trust accounts	41 922.22
Capital programs	87 638.58
Total expenditure	1 864 851.03
Balance carried forward	741 927.59

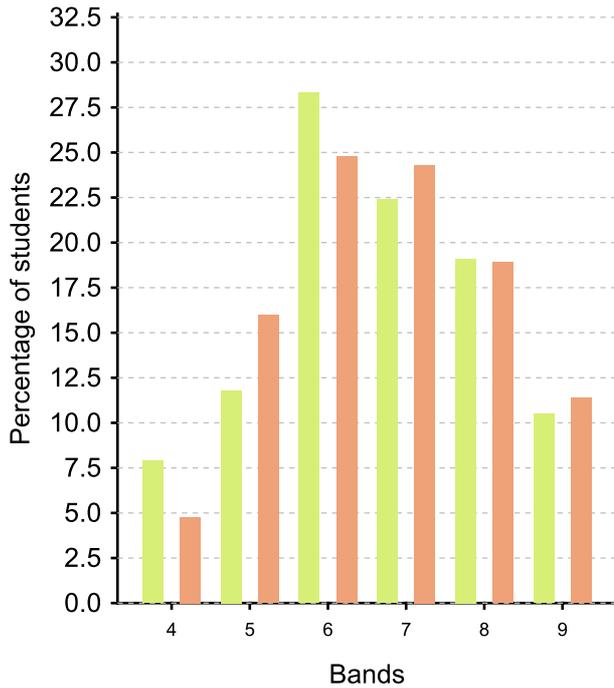
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

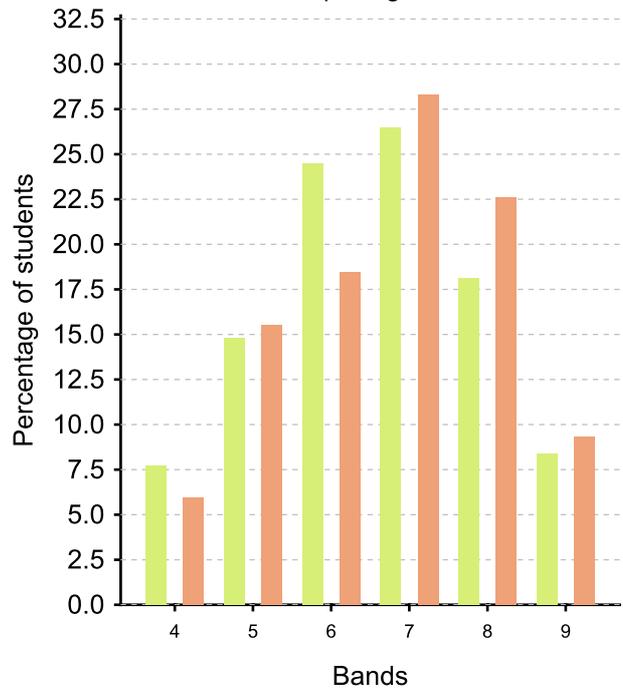
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

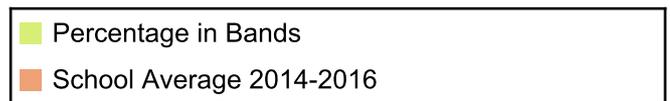
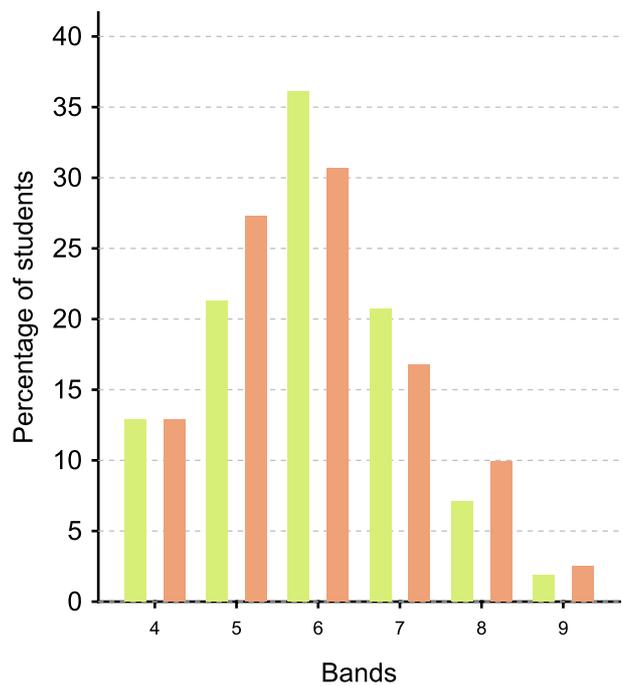
Percentage in bands:
Year 7 Reading



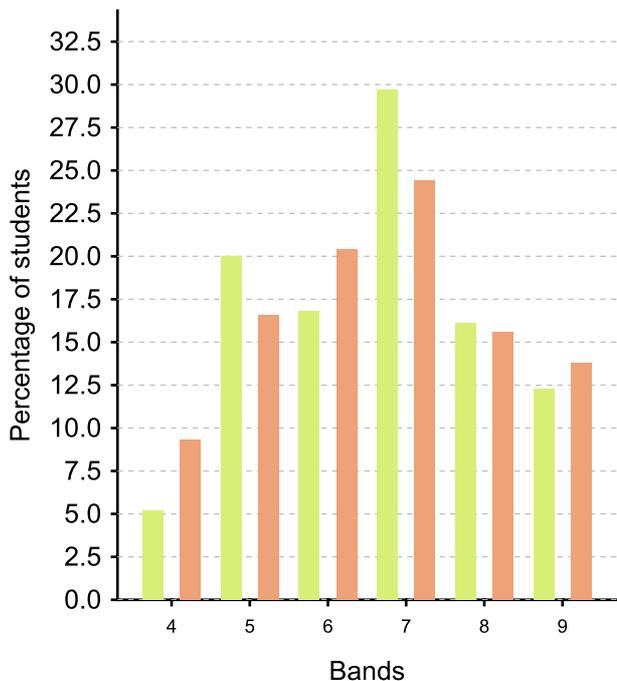
Percentage in bands:
Year 7 Spelling



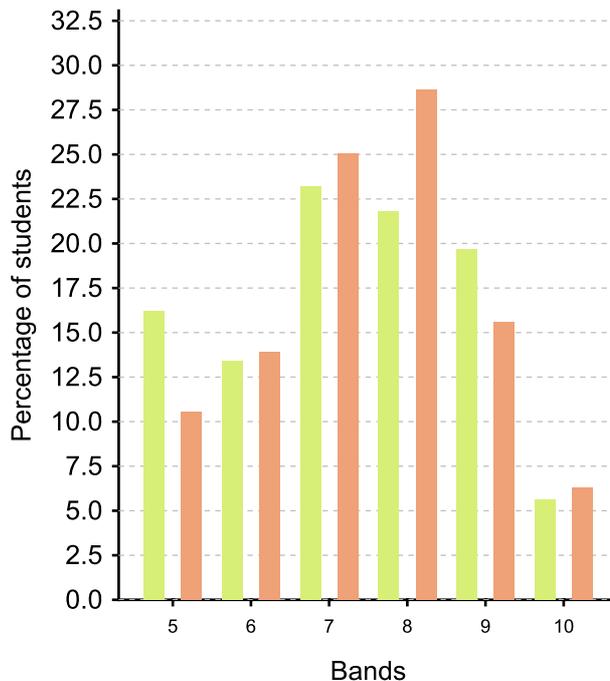
Percentage in bands:
Year 7 Writing



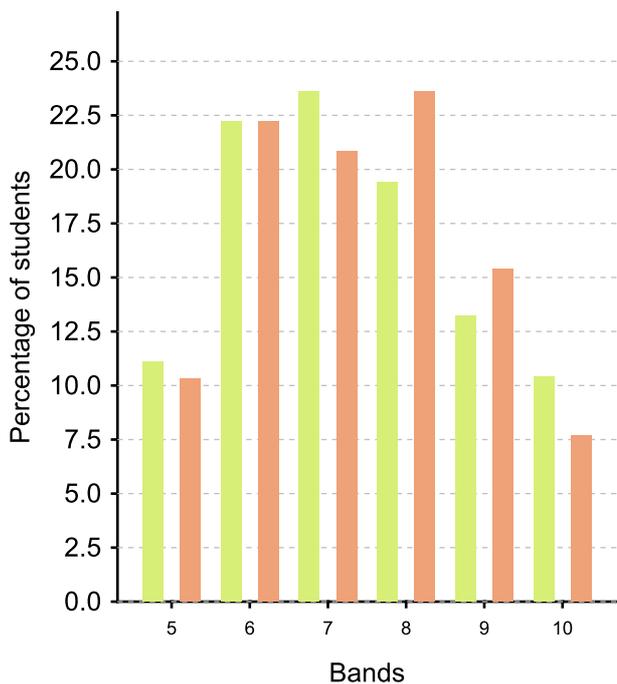
Percentage in bands:
Year 7 Grammar & Punctuation



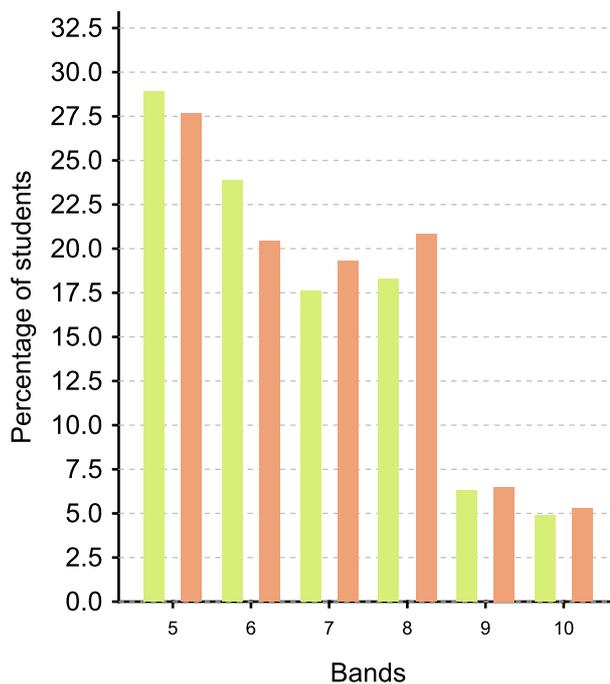
Percentage in bands:
Year 9 Spelling



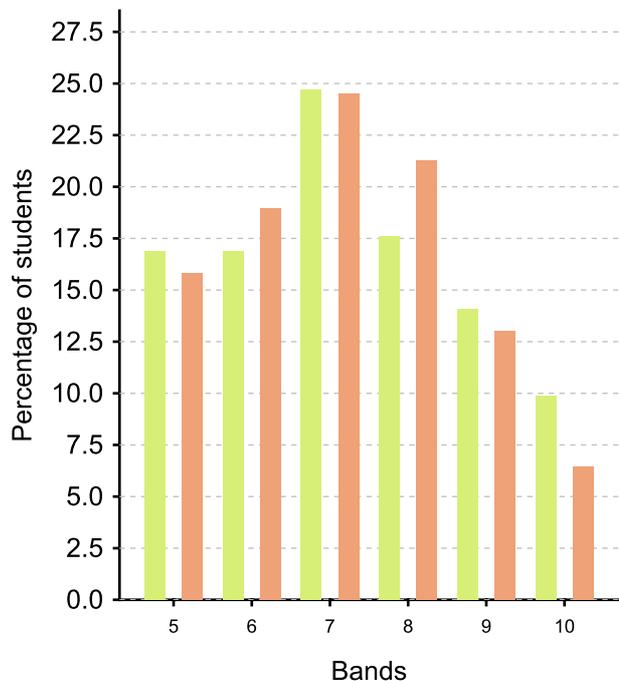
Percentage in bands:
Year 9 Reading



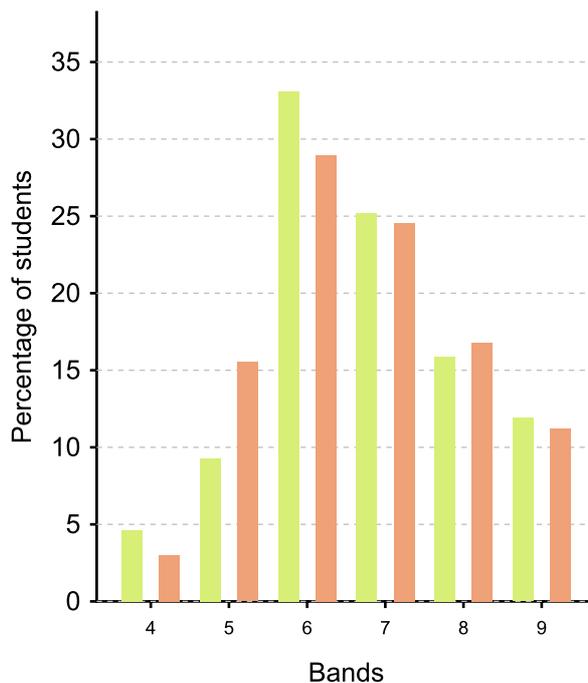
Percentage in bands:
Year 9 Writing



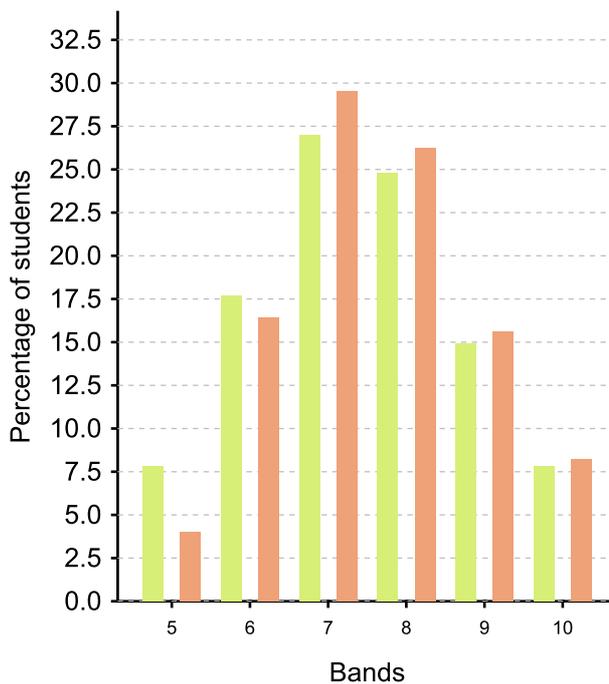
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 7 Numeracy

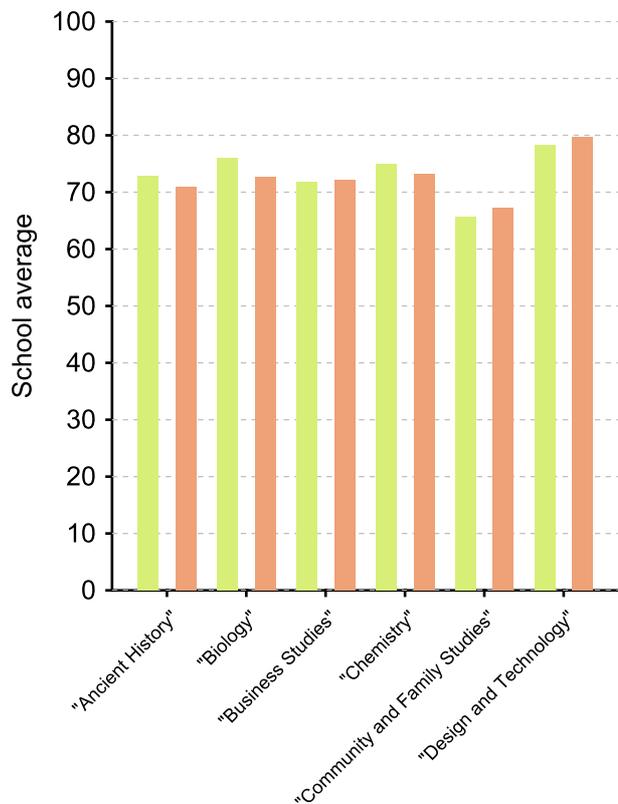


Percentage in bands:
Year 9 Numeracy

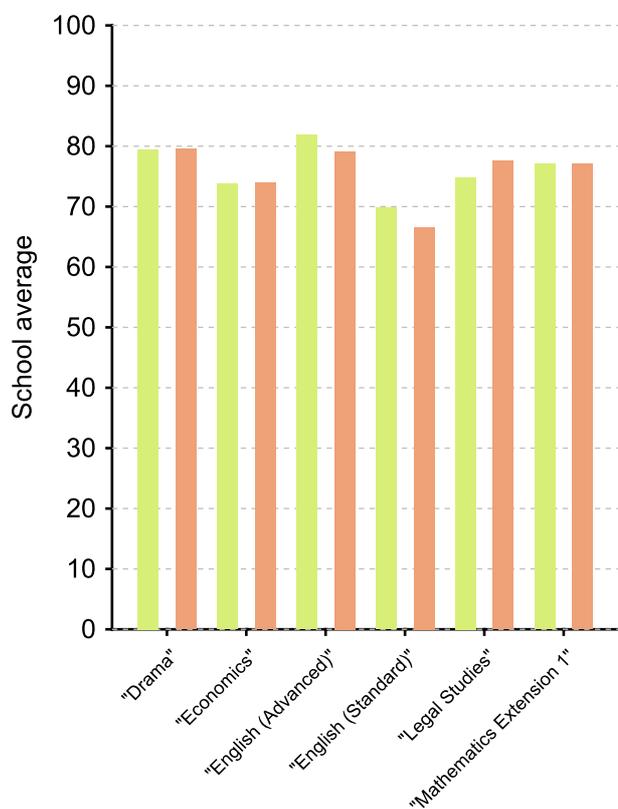


Higher School Certificate (HSC)

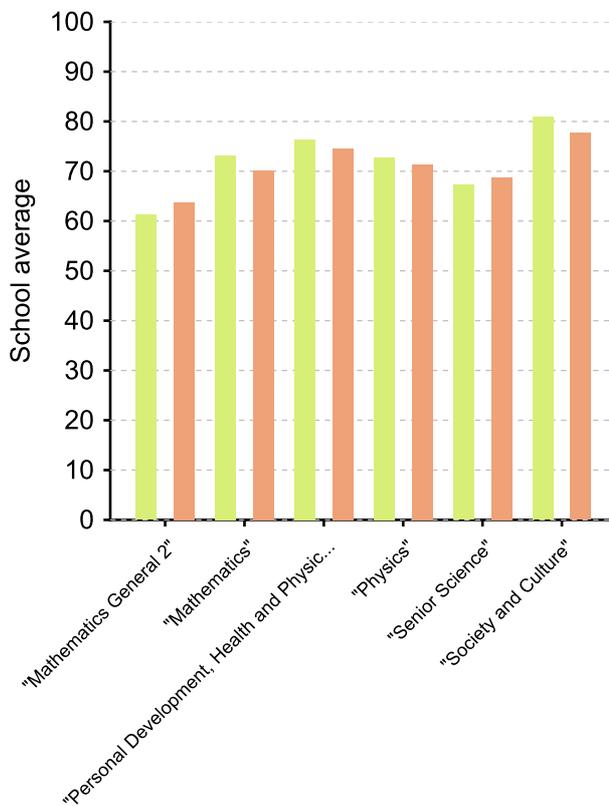
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



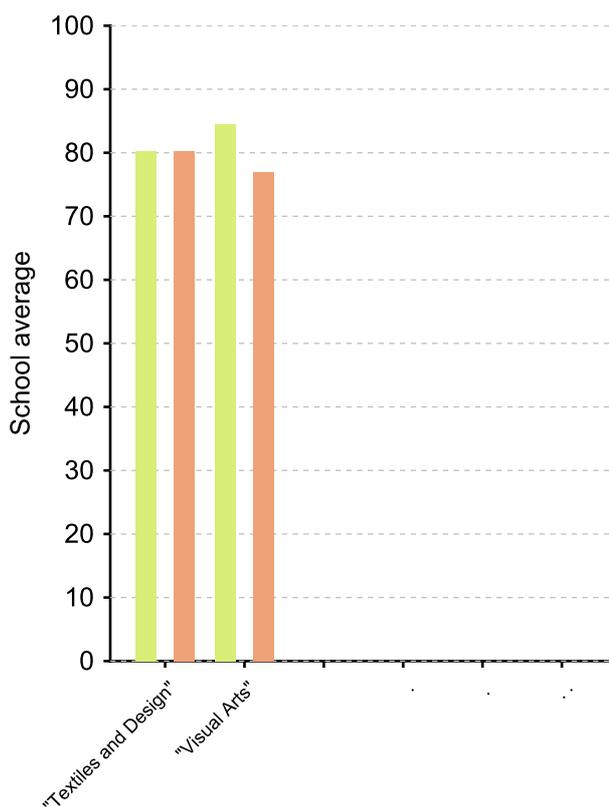
Legend: School 2016 (light green), School Average 2014-2016 (orange)



Legend: School 2016 (light green), School Average 2014-2016 (orange)



Legend: School 2016 (light green), School Average 2014-2016 (orange)



Legend: School 2016 (light green), School Average 2014-2016 (orange)

Parent/caregiver, student, teacher satisfaction

Each year we seek the opinions of parents, staff and students about the school. We use the Tell Them From Me surveys to gauge satisfaction from students, parents and staff.

The student survey focuses on Engagement. Students at Albury High School, when compared to NSW Government norms, have a sense of positive behaviour and are above the norm for developing positive friendships. They are slightly below the NSW government norm in having a sense of belonging to the school, attendance and feeling appropriately challenged. As a school community we have taken this feedback on board and will be implementing the Curiosity and Powerful Learning program which seeks to change practice to address some of these concerns. We have a solid base on which to work. The same survey also looked at the drivers of student engagement. In all areas, which includes quality instruction, teacher student relationships, learning climate and expectations for success we were at or above the NSW Government norm.

Staff completed a survey which focused on eight drivers of student learning. All scores were positive but some areas were stronger than others. There was strong support in the areas of teacher collaboration, data informed practice, developing teacher strategies that help students learn and having inclusive strategies for student learning. While we can improve in all areas two that need more attention involved the school's leadership team being more involved in the classroom supporting teacher learning and increasing parental involvement in student's learning.

The parent survey has a limited response with 47 respondents from a possible 500. The survey looked at how we foster relationships with parents and the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Given the number of respondents there is work to do in this area. While all scores were positive we were seen to be at or closer to NSW governments norms in making parents feel welcome, being perceived as a safe school and parents supporting learning at home. Areas to work on include the school being inclusive, keeping parents better informed and supporting positive behaviour. We will work strongly on increasing the validity of this survey in 2017 by encouraging a greater proportion of parents to respond as we value their input and will design actions to meet their needs.

Policy requirements

Aboriginal education

The highlight for Aboriginal education at Albury High School this year has been the appointment of our Aboriginal learning support officer who plays a key role in promoting and developing targeted programs and initiatives in the school for our Aboriginal students, and

the assistance of teachers to develop an inclusive education at the school. In addition, the Aboriginal learning support officer has been an in-class tutor with our Aboriginal students to ensure they receive specific and focused assistance with their learning. The Aboriginal learning support officer has been working with teachers, students and community during the year to complete Personalised Learning Plans for all Aboriginal students where students will be linked with staff mentors to improve their progress at school.

Albury High School again hosted the Albury district Proud and Deadly Awards in October. Our Aboriginal students featured with 17 students being recognised for individual efforts in areas such as academic achievement, sport, creative and performing arts as well as cultural and school leadership. The All-Round Deadly Award went to Lajamanau Lacey-Bird.

NAIDOC Week this year was celebrated with a full school assembly chaired by two of our Aboriginal students. These two students did a fabulous job in raising awareness of Aboriginal culture and history with talks on Aboriginal Songlines and the meaning of NAIDOC. The school was further engaged by competing in an art competition. The key feature of the week was the Songlines walk by all Year 7 students and their Aboriginal mentors from Year 10. This was a full day event walking the Wigarri Trail and exploring Aboriginal sites at Wonga Wetlands.

In an effort to develop student knowledge and understanding of the Aboriginal experience, culture and to improve student writing, 60 Year 9 students worked with Charles Sturt University Aboriginal staff and other personnel on site to consider the question of Aboriginal identity and the role of education. Students and staff spent time investigating the history of Aboriginal peoples and their place in Australia and in the immediate community.

A number of students were involved with producing Aboriginal artworks during 2016. Thirteen Aboriginal students enjoyed an eight week artist-in-residence program, working with Albury High School head teacher of CAPA and a local Aboriginal artist to paint a series of individual portraits to represent their stories and cultural journeys. This made up the Song-lines exhibition during NAIDOC week where their works were displayed at the Albury Library Museum. In another project, about 20 students, both Aboriginal and non-Aboriginal, painted a three panel mural under the direction of local Aboriginal artist with the theme of Journey and Belonging. Students were taught about cultural symbolism, storytelling and painting techniques. The murals have been permanently installed in the school quadrangle, where it is envisaged that this area will house a cultural wall celebrating diversity. A wall of identity has been slowly taking shape in A block with the display of Aboriginal students' paintings on the wall adjacent Kevin Rudd's 2012 'Apology to the Stolen Generation'. These paintings complement the feature Aboriginal artwork displayed in the A block foyer, which was painted by our previous Aboriginal worker and Aboriginal students. Finally, a culturally appropriate mural has been created in the revamped Learning and Engagement centre. This mural was completed this

year by students and community and will further promote Aboriginal identities at Albury High School.

The NAPLAN Norta Norta program continued under the direction of our Aboriginal learning support officer, to improve literacy and numeracy outcomes for junior Aboriginal students, while senior Aboriginal students were able to access individual support with qualified outside providers. This was complemented with the students' engagement in the Albury High School homework program. Together, students have enjoyed a raft of additional literacy and numeracy support sessions to strengthen their progress at school. The Fruit Fly Circus continued to engage a number of our Aboriginal students this year, with their final concert performance in December. 2016 has been a very full year with Aboriginal Education at Albury High School, with much being planned for 2017 including the introduction of the Bro-Speak and Sister-Speak.

Multicultural and anti-racism education

2016 has been another busy year for our English as an Additional Language or Dialect (EAL/D) staff and students. In March we celebrated Harmony Day, with the theme of 'Diversity is Our Strength'. A colour run for all students was again held on the oval, acknowledging the Hindu festival of 'Holi' that is celebrated by a number of our students from Bhutanese, Nepalese and Indian backgrounds. During Refugee Week in June we were fortunate enough to hear from a Congolese refugee who featured in the SBS series 'Go Back to Where You Came From'. He has since settled in Lavington with his wife and family, and was kind enough to speak at our special Refugee Week assembly about his experiences as a refugee. Another highlight earlier in the year was Year 12 student Sita Poudel being announced as a recipient of the Friends of Zainab scholarship. This scholarship was established in 2002 to provide students from a refugee background with financial assistance during their senior years at school. Applicants had to demonstrate a high level of motivation to achieve in their high school studies, with aspirations to continue studying at a tertiary level. Sita was a very worthy recipient and received a total of \$1,000 towards her educational expenses.

EAL/D students also had the opportunity to visit Canberra in May on a five-day excursion which was funded through the Sydney Myer Grant, worth \$9,000. It was a wonderful opportunity for our students to visit a number of Canberra landmarks and learn more about Australian government, civics and citizenship. In Term 2, we again had the support of Speech Pathology students from Charles Sturt University, who worked with a number of our EAL/D students one day a week to assist them with their English skills across a range of subjects. EAL/D students also cooked and served a delicious variety of curries, rice and flat breads at our ASTRA event at the end of Term 3. As was the case last year, they were kept busy with orders throughout the evening. We farewell five EAL/D students who have completed Year 12 this year, they have worked incredibly hard to get to this point and as we all know, high school can be a real challenge. Now imagine doing it in a foreign language!

Other school programs

Welfare, Learning & Support

Students in regular classes who experience difficulties in basic areas of learning and behaviour, regardless of the cause, are supported through learning and support resources at AHS. Albury High School's Learning and Support Team (LaST) is a whole school planning and support mechanism. Its purpose is to address the learning support needs of students through the coordination, development, implementation, monitoring and evaluation of educational programs. The LaST assists classroom teachers to address the educational needs of students with a disability, learning difficulty or behaviour disorder. 2015 saw the LaST move into the new Learning and Engagement Centre. It is an inclusive space where students can seek support and one-on-one help from staff. The Centre saw opportunities for the opening for a range of new rooms as well, including The Wellbeing Room, which provides a safe environment for those students requiring mental health, emotional or behaviour support. AHS developed a program to identify students who require extra supports for their mental health, learning, behaviour or attendance, and the room is a monitored educational environment that supports self-regulatory behaviour. Another facility which also opened up in our new building is the lunch room, which is open before school and at lunchtime. For any student who may need a bite to eat, they can come along and make themselves sandwiches with our range of spreads, bowls of cereal, a hot cup of soup during those colder days or enjoy a piece of fruit. The lunch room is completely free, so relies on community donations and is run by volunteer teachers to ensure all students have the energy to get through their school days. We offer many supports at AHS for all of our students, but we rely heavily on parents or caregivers, who have a vital role to play in the work of the LaST through discussing and planning for their child's needs.

Homework Program

2016 marked the seventh successful year of the Homework Program at AHS. This year it operated each Wednesday afternoon from 3.30pm-5pm. A large number of students were registered to participate and the vast majority of this number attended at some point over the year. It has been great to see so many regular faces each week seeking assistance or just taking the opportunity to make solid progress on their school studies. Year 12 in particular were well represented each week and were excellent role models for younger students. It has also been great to see teaching staff utilise this set time to organise study sessions in classrooms around the school in the leadup to assessment tasks, examination periods and the like. Many Year 12 students in design technology, textiles design, visual arts and biology also took advantage of this time to access the resources willingly provided for them to work on projects or revise content.

ASTRA

ASTRA was held on the evening of 8 September from 5pm–8pm. Static displays, performances, presentations, demonstrations, hands on activities and culinary delights were available for visitors to experience. The static displays were also available for visitors and students to view the following morning. This annual event is a whole school display so works from all faculties were showcased. In 2017, ASTRA will most likely occur in early Term 4. Ad ASTRA events also occurred throughout the year. HSC textiles design, HSC visual arts and HSC design technology displayed their work. There was also the musical, Legally Blonde, the Science Engineering Challenge, the Year 10 Food Technology Culinary Challenge and a whole list of other events. These opportunities and events encourage students to participate, develop their related skills and knowledge and achieve to their best. Thus, our annual ASTRA event is only a sample of the opportunities and achievements of our students. It is a time when our combined achievements are on show. Well done to all who maximise their education by taking up these wonderful opportunities.

Kool Skools

In July, eight AHS students were selected to record their original songs at Studio 52 in Melbourne. These eight students managed to pass a rigorous audition process and survive the bus journey to Melbourne and back.

The opportunity to record original songs in a professional studio only comes once a year for AHS students through the Kool Skools program. With the help from Albury City Council, the experience is one to remember and I'm sure the excitement and memory of the event will not fade.

This year we were selected to record four out of 12 tracks on the CD, along with other schools in the Albury area.

Wellfest 2016

Wellfest is a festival which aims to raise awareness around youth mental health and bring people together to talk about mental illness.

All the money raised from Wellfest activities went towards Yes Health and Family Services who are building a space in Lavington. The space will be an energetic building with programs and services aimed around meeting the needs of local youth.

Anyone can suffer from mental illness, even the happiest of people, and people are scared of it because no one is immune from it. Let's talk about mental illness and let other people know how we are feeling. As scary as it may be, the chances are that someone is feeling exactly the same way as you. Let's do this together, one step at a time.

Debating & Public Speaking

Public Speaking at AHS has been an exciting, if perhaps unexpected, journey in 2016. The Rostrum Public Speaking competition was unfortunately cancelled due to a lack of applications from other schools in the area. Two students had also put their hands up for the Legacy Plain English Speaking Award; however, due to a series of unfortunate events, these two dedicated students were unable to represent AHS at the local final.

Conversely, our Legacy Junior Public Speaking Award had more success with much enthusiasm shown amongst the junior students. The local final was held at AHS, with 11 students representing six different schools; nine in person and two via video conference. All students spoke on a variety of thought-provoking topics.

Outward Bound

Like so many past students from AHS before them, 36 Year 8 students attended a seven day Outward Bound Australia adventure program in the foothills of Namadgi National Park south of Canberra in October, 2016. The students hiked, climbed and abseiled their way throughout the seven days completing many challenges and overcoming their own self-perceived limitations.

The students took part in initiatives and navigational practice. They were introduced to skills including how to orientate topographical maps, calculate bearings and distances to travel between various checkpoints of their course. One of the biggest achievements was climbing Mt Tennent, a rite of passage of the course.

Skills of teamwork and resilience were developed through the groups' experiences with high ropes, rock climbing, abseiling and obstacle courses. They were given an opportunity to stretch their comfort zone whilst being supported by the other members of their group.

Whilst the Outward Bound courses are designed to develop the individual, they also encourage students to give back to their communities through service. During this program the students took part in tree planting as an environmental service activity.

Latrobe University Social Workers Placement

Each year two Social Work students are placed at AHS to work in the welfare area. Each year the students research an area of need and develop or support us in developing a program to meet student needs. This year during their 10 week placement the students helped us develop anti-bullying programs and implement them. This program is ongoing in 2017 and sits within the Mind Matters program.

School Musical – Legally Blond

This year we had our biannual musical which brings together students and community members. The event was a great success with students rehearsing for three terms. The event was strongly supported by our partner primary schools in the matinees and sold out on the last night. The event was conducted at the Albury Entertainment centre and we would like to thank all involved. It was a great whole school event.

Volunteering

Albury High School Year 9 students participated in volunteering within the school and in the wider community, with 86% of the year participating in some type of service to others. It is nice to be able to give back to the community and as a result our volunteers were awarded a total of 104 certificates for their service which is a fantastic effort. Certificates are awarded for the following hours of service: 42 Bronze (20 hours), 24 Silver (40 hours), 16 Gold (60 hours), 10 Diamond (80 hours), 6 Sapphire (100 hours), 4 Black Opal (150 hours) and 2 Emerald (a new award of 250 hours).