

Albion Park High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Albion Park High 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.

Ms Suzanne Clapham

Principal Albion Park High

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Message from the Principal

2016 was a successful year of creativity and innovation in both teaching and programming at Albion Park High. The importance of embracing and mastering 21st Century skills and innovations is encapsulated in the Project Based Learning units currently being developed by staff. We have mapped all of Year 7 and 8 to the NSW literacy continuum, and enter an era of far more explicit teaching of literacy across the curriculum. Albion Park High School emphasises each student working towards independence and being in control of, and passionate about, their own learning. The HOW2Learn professional development, being rolled out to all staff, is the driving force of this school's philosophy.

School background

School vision statement

CHALLENGE THE FUTURE

Albion Park High's motto is to Challenge the Future. We aim to teach and encourage students to be

- excellent independent thinkers
- concerned for themselves, others and the world in which they live and
- ready for a workforce which will expect creativity, complex problem solving, and communication skills.

School context

Albion Park High School has an enrolment of 800 students with approximately 50 Aboriginal students but very few ESL students. Enrolments have been slowly declining over the past seven years due in the main to smaller primary numbers. APHS has an ICSEA index of 965 (average is 1,000) and a FOEI (family Occupation & Education Index) of 117 (State average is 100). Both of these major points of data make our school slightly below average of advantage. The school employs 65 staff who are all fully trained in their teaching areas. The staff work in structured Leadership Teams. We have a high performing Learning Support Team and a high quality Support Unit with 2 IM classes and an IO class. We have 2 ED classes and a suspension centre which are regional resources. These two units attract two Head Teachers to the school. The school has a wide curriculum with a strong focus on VET, a Head Teacher VET who is also the careers adviser. The school retains a good balance of academic and non ATAR courses in the senior years and offers Distance Education for courses unable to be offered. APHS's Performing Arts courses have been in decline and measures are being taken to re-build the Music and Dance subjects. The HSC results reflect particular strengths in PD H PE, Music, Art and the VET subjects. NAPLAN results show improvements in student growth in Maths. The area of Writing has been a concern over a number of years and is a key feature of our plan. Staff-student relationships are excellent and a hall-mark of the school. Anecdotal evidence suggests that the reputation of the school has improved dramatically over the past 2 years

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

In Term 4 2015, our school was in the original pilot program undertaking self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Albion Park High was Sustaining and Growing in all three areas of Learning, Teaching and Leading. We believe that every student has the right and the ability to learn, and that we have a responsibility to enable their potential. Evidence was collected in all three areas which were strongly reflected in the school's three directions. Some of the key evidence included:

- Leadership teams involving every staff member aligned to the three directions
- High quality professional development in particular HOW2Learn which is being 'rolled out' throughout the school
- The Classroom Matters program for staff
- Significant growth in the number of activities in which the students were involved
- The establishment of an extremely high quality and effective Learning Support team
- An emphasis on Project Based Learning including significant professional development

Our self-assessment and the external validation 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. 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

Teacher Innovation

Purpose

The purpose of Strategic Direction One is to ensure staff are able to develop students who are INDEPENDENT AND CREATIVE THINKERS, with the appropriate skills to meet the 21ST CENTURY. This direction concentrates on high quality teaching delivery and excellent pedagogy. This includes ongoing teacher self-evaluation, two-way feedback, from and to students, and targeted professional development for staff. This includes all staff actively working towards accreditation in the Australian Teaching Standards.

21st C Learning Focus Areas • Critical thinking / knowledge construction • Creative thinking • Collaboration
• Communication • Problem solving / innovation

Overall summary of progress

Strategic Direction 1 had six aligned improvement measures and progress included:

- 100% of staff were involved in the Teacher Buddy Program, CNI and participated in PDPs. All staff taught at least one project based learning unit.
- *Extended Writing* in the HSC is still an area of concern for APHS in every subject. Writing across the school is the key focus for 2017 and a whole school 12 month plan has been put in place.
- Value adding from Year 9 to Year 12 has steadily improved over the past 4 years. In 2013 APHS was below similar schools, in 2016 we are on par with similar schools at 24.4.
- The HSC data in Bands 5 and 6 seems to have no pattern overall, although there are internal subject based patterns. Work is being done on quality HSC teaching, programming and higher expectation in the junior years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% staff involved in CNI and 100% staff participate in and are committed to the teacher buddy system	<ul style="list-style-type: none">• This improvement measure has been fully achieved. Involvement in CNI achieved as evidenced by attendance T2 SDD. Maths attendance needs improvement• Buddy system fully achieved, evidenced by survey data	<ul style="list-style-type: none">• Buddy Teaching program \$11,000• CNI support ongoing from professional development
100% of staff have an active professional learning plan with a personal focus on agreed whole school areas	<ul style="list-style-type: none">• Fully achieved by all staff. Common whole school PDP goals include: project based learning, understanding the evidence for the teaching standards and HOW2Learn.	<ul style="list-style-type: none">• All common goals fully funded from global funds
HSC Data analysis in writing reflects improvement overall (RAP data 2016)	<ul style="list-style-type: none">• All staff actively analysed RAP HSC data and provided a detailed analysis to their Head Teacher• Every teacher of HSC was interviewed by senior executive and created a plan to improve their own results at HSC level• Writing remains a key focus for APHS in the 2017 plan	<ul style="list-style-type: none">• Funds have been allocated to support improved programming at all levels \$10,000
HSC value-added from Years 9-12 improved by 1.0 from 23.0-24.0 (School Excellence Framework / SMART)	<ul style="list-style-type: none">• Fully achieved, percentage of value adding is now the same as similar schools at 24%. <i>Note that the data lags 12 months for this data which is based on 2015 HSC</i>	
Proportion of HSC students with at least 2 Band 5-6 results increased by 1%, from 18-19% (School Excellence Framework / SMART)	<ul style="list-style-type: none">• Percentage of HSC students gaining the top two bands (Bands 5-6) : 2013 5% lower than same school, 2014 equal to same schools, 2015 3% lower than same school group, 2016 7% lower than same school group. <i>Note that this data is 12 months behind a calendar year.</i>	

Next Steps

1. Continue to monitor Value Adding across the school and retain an emphasis on HSC data Bands 5 and 6.
2. Include the Premiers NAPLAN Target into the 2017 plan.
3. Continue to improve the Teacher Buddy Program (teacher reflection and observation)
4. Senior executive to interview every teacher of HSC about their personal strategies to improve *Extended Writing* in the HSC. This will support the creation of a whole school policy.

Strategic Direction 2

Curriculum Innovation

Purpose

Strategic Direction Two concentrates on excellent teaching programs ensuring Albion Park High students are prepared for the future. Programs need to be high quality and relevant to targeted students, they need to include project-based, cross-curricular teaching. Programs need to embody material that deeply engages and prepares students for the real world, including high level literacy and an ability to navigate their world using IT skills. Programs need to be challenging, ensuring that all students are interested and enriched by the content. HSC success is a priority for Albion Park High so that students have access to tertiary education.

21st C Learning Focus Areas • Literacy • Information literacy • Technology literacy • Media literacy

Overall summary of progress

Strategic Direction 2 had eight aligned improvement measures and progress included:

- 100% of staff were involved in both the 2-way feedback program supported by the *Classroom Matters* development and a quality PDP process
- Value adding in NAPLAN from Year 7 to Year 9, outside one anomalous year (in 2015), has been impressively high: 2012 1.6% above similar schools, 2013 1.8 above, 2014 0.4 above, 2015 0.9 below and 2016 3.0 above
- Stage 5 has been restructured to give students an extra elective and this has been very well received
- A formal evaluation review of all programs, by ex-principals, will have been completed by the end of 2017
- Ongoing external reviews of each faculty will be BOSTES compliant and program builder utilised for publicly accessible programs
- The Scope and Sequences for the evaluated KLAs will be placed onto the website for parents by the end of 2017
- Transition of Year 6 to Year 7 now involves high quality data to inform practice, including; Literacy continuum data, behavioral data, high academic achievement data and numeracy data. PLAN and the literacy continuum are being used.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% staff using 2-way feedback	<ul style="list-style-type: none">• Fully achieved - two way feedback is embedded as part of every staff members PDP goals.• The <i>Classroom Matters</i> program supplies intensive support for staff in two way feedback• Staff shared their most successful strategies at staff development day.	<ul style="list-style-type: none">• The Classroom Matters \$15,000• Executive members have been part of the local executive iPie program <i>Improving Formative Assessment</i>.
Value-added Year 7-9 improved by 0.5: from 38.7 to 39.2 (School Excellence Framework)	<ul style="list-style-type: none">• Fully achieved - 40.7% which is 3% above similar schools.	<ul style="list-style-type: none">• Global funds: all that we do in all of the programs contributes to growth between Years 7 to 9.
100% of staff have a PDP (<i>Performance and Development Plan</i>) with a personal focus on programming	<ul style="list-style-type: none">• Fully achieved - every staff member has PDP goals and are monitored via their Head Teacher• Programming Excellence is one of APHS's strategic directions which is married with the staff leadership groups• Every faculty's teaching programs will have been reviewed externally by the end of 2017.	<ul style="list-style-type: none">• External reviews of all programs \$13,000• ongoing professional development in the area of programming \$30,000
Evaluation and restructure of Stage 5 electives	<ul style="list-style-type: none">• Fully achieved - the restructure of Stage 5 was planned for, communicated and embedded into the new timetable ahead of schedule.	<ul style="list-style-type: none">• This formed part of the Leadership teams Direction Two
Teaching program reviews show clear scope and sequence and	<ul style="list-style-type: none">• Fully achieved. Teaching programs have been fully reviewed by external principals in: HSIE,	<ul style="list-style-type: none">• Payment of external reviewers and the release

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
are BOS (now NESAS) compliant, Teaching and Learning Programs Stage 4-5 are in program builder (or similar) and centralised on website	Science, and TAS • In 2017 the remaining subjects will be reviewed.	of staff to participate \$13,000
Transition (6-7) Data is well understood & used for improvement across CoS, including ABC, Literacy and Numeracy.	• Fully achieved as evidenced by an action plan for CoS • Improved communication across CoS	• Employment of a transition co-ordinator \$7,000
Project Based Learning is embraced by staff - every staff member to have taught at least one PBL in 2016.	• Fully achieved, this formed a whole school goal for every staff member	• \$20,000

Next Steps

1. Continue to monitor Value Adding from Years 7-9 NAPLAN across the school
2. Include the Premiers NAPLAN Target into the 2017 plan.
3. Continue and conclude the formal program evaluations in 2017
4. Continue to develop staff in the use of the literacy continuum
5. Develop a specific classroom focus around Mathematics; starting with Year 8.
6. Continue to refine and enhance PBL to the '*gold standard*'.

Strategic Direction 3

Student Excellence

Purpose

The purpose of Strategic Direction three is to ensure that students exiting Albion Park High are able to access the world with confidence and pride, in order to create strong, well-rounded, CONFIDENT WORLD CITIZENS who care about others, who are highly literate, communicate well and VALUE ACHIEVEMENT AND EXCELLENCE. This strategic direction is to enable every student to fulfill their own personal potential, to be happy and to create the future that will fulfill their dreams. Positive Behaviour for Learning (PBL) is the cornerstone of this direction. Albion Park High students need to understand the world in which they live to enable them to be good global citizens.

21st C Learning Focus Areas • Flexibility • Resilience • Self-regulation • Initiative • Social/civic Leadership • Productivity

Overall summary of progress

Strategic Direction 3 had six aligned improvement measures and progress included:

- The comparative (like school) performance of low SES in Year 7 and 9 improved from 2014; it improved from 14% below to 2.6% below in Year 7 and stayed steady in Year 9
- Comparative Performance of Aboriginal students in Year 7 and 9 is extremely unpredictable and reliant upon the number and nature of the group. Only one group was unacceptably low; Year 9 2015 with below 10% of like school group
- Gifted and Talented students have been identified and have a Personalised Learning Plan
- *Tell Them From Me* Survey data continues to improve from 2015 - 2014 - 2013
- Greater number of students participate in student leadership and extra-curricular programs and volunteering opportunities
- Whole school attendance remains 1% below similar schools in 2016. Increased attendance from 2015 to 2016 by 0.6%. Whole school attendance is still below the general state average. Aboriginal student attendance is 3% higher than like schools but still 5% below the non-indigenous state population.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Comparative Performance of low SES and Aboriginal students in Yr 7 and 9 improved to match like schools (see SEF: Attainment of equity groups)	<ul style="list-style-type: none">• In 2016 comparative performance of all students improved. Year 7 group was 5.9% higher and Year 9 was 2% lower. This data has improved significantly over time• In 2016 comparative performance of Aboriginal students improved significantly in Year 9 (by 9%) but the Year 7 group was too small to provide comparative data	<ul style="list-style-type: none">• Norta Norta \$32,265• Low socio economic funds \$220,377
Gifted and Talented students have been identified and have a PLP	<ul style="list-style-type: none">• Achieved as evidenced by the plans on Sentral which are provided to all staff• Students were involved in a number of different enrichment programs including STEAM, Tournament of the Minds and In2Uni	<ul style="list-style-type: none">• Gifted and Talented program \$2,000
<i>Tell Them From Me</i> Survey data continues to improve from 2015 - 2014 - 2013	<p>There were 8 significant improvements in the Tell Them From Me data from 2015-16:</p> <ul style="list-style-type: none">• Positive behaviour at school showed 6% increase• High rates of extra curricular activity was particularly high in Year 7 and Year 11• Intellectual engagement improved• Low levels of optimism decreased and this is more significant for girls• High levels of happiness increased across all years but was especially high in Years 7 and 8• High levels of academic self concept increased	<ul style="list-style-type: none">• This responsibility lies with Head Teacher TAS as part of his leadership duties and is cost free

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<i>Tell Them From Me</i> Survey data continues to improve from 2015 - 2014 - 2013	<ul style="list-style-type: none"> • Victims of bullying decreased (except for Year 10 where there was a slight increase) • Advocacy at school was a major improvement across all year levels 	<ul style="list-style-type: none"> • This responsibility lies with Head Teacher TAS as part of his leadership duties and is cost free
Greater number of students participate in student leadership and extra-curricular programs and volunteering opportunities	<ul style="list-style-type: none"> • This was a major achievement at APHS. A far larger number of students participate in a very wide range of activities including; debating, chess, musicals, Drama, Southern Stars, Public Speaking, EXPO, SRC and an even larger number of volunteering activities • Improvement in student participation was also reflected in the Tell Them From Me data 	<ul style="list-style-type: none"> • Dance Program \$8,000 • Drumming program \$8,000 • SRC • Gifted and Talented program \$2,000 • Community of Schools Art program \$8,000
Increased whole school attendance by 1% (SEF currently matches like schools).	<ul style="list-style-type: none"> • The attendance 7-12 at APHS (2015-16) is still 1% below similar schools at 87%. This remains a key target for us. 	<ul style="list-style-type: none"> • Phone Home program \$7,500 • Employment of SASS for community follow up. \$7,500 • Employment of special AWOL program

Next Steps

- RAM funds will continue to be targeted and spent to ensure equity with the lowest socio-economic groups including Indigenous students
- Special programs such as Skills21, REVS and JET will continue to be supported and funded by the school to combat disengagement of students
- *Tell Them From Me* will continue to be used to give quality feedback
- Student leadership and volunteering programs will continue to be supported and embedded as a priority in the 3 year plan. This group will continue to be supported
- Attendance will remain a school priority. RAM spending on Year Advisor phone home and SASS support of attendance will continue.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>See Strategic direction 3: third process.</p> <ul style="list-style-type: none"> • Norta Norta tutors for both juniors and seniors resulted in more confident students willing to ask for assistance(survey given) • AIME mentoring resulted in students willing to consider university as a post school option • PLPs created with parents and communicated to staff resulted in more teachers knowing students well • Cultural programs including Mens' Shed, Sista Speak, reconciliation walk & excursions helped to develop a sense of belonging • Welfare programs including attendance, test-taking, program mapping, PLPs and literacy support should result in improved NAPLAN 2017. 	RAM funding \$46,484
English language proficiency	<ul style="list-style-type: none"> • An EALD Teacher was employed to support our 4 emerging, 8 developing and 15 consolidating EALD students across a range of subjects • The mode of delivery of the EALD program included withdrawal and joint teaching. 	RAM loadings: \$34,465
Low level adjustment for disability	<ul style="list-style-type: none"> • Fortnightly L&S team meetings which are representative of every faculty • Support from the school's Learning and Support Teachers and School Learning Support Officers was provided to students with additional learning needs across Years 7-10 in most subjects, with a particular focus on English and Mathematics • SLSO support was provided to our students eligible for targeted funding in classrooms as well as on work-placements as part of our Links Support Funding. 	<ul style="list-style-type: none"> • SLSO \$44,183.00 (4 students) • \$70,663.00 Disability Support
Socio-economic background	<ul style="list-style-type: none"> • All programs report improvements in active student participation • Tell Them From Me data continues to improve, especially in the area of student engagement • Each separate program on the resources column has completed a program specific evaluation outlining a wide range of positive impacts on students, including improved motivation and engagement, increased confidence and willingness to 'speak up', improved contact with parents. 	<ul style="list-style-type: none"> • JET Prog: \$13,000 • Drum prog: \$8,000 • Dance: \$8,000 • Resolution officer \$16,000 • Art CoS: \$16,000 • G&T: \$8,000 • HT Welfare \$25,000 • Welfare allow \$16,000 • YA Phone home: \$8,000 • Stud assis: \$3,000 • Extra counsellor \$7,500 • Skills 21 set up \$9,000 • Attendance Prog \$15,000
Support for beginning teachers	<ul style="list-style-type: none"> • Personalised plan has been completed by every teacher (except those on maternity leave) with the support of their head teachers. This plan outlines how professional development is supporting their individual needs • One staff member had decided to teach 0.8 • One staff member has decided to train in Business Services. 	<ul style="list-style-type: none"> • T Wright \$13,909 • J Pinney \$16,138 • N Woods \$11,324 • C Horton \$13,243 • N Gonzalez \$11,64 • A Greig \$13,378 • J Blaser \$17,208 • M King \$17,208
Classroom Matters	<ul style="list-style-type: none"> • 18 staff members across 5 faculties were involved in an individualised learning plan linked to the school plan which involved developing their understanding and skills in 	<ul style="list-style-type: none"> • Classroom Matters \$15,000 • Head Teacher Teaching and Learning relieved 0.2

Classroom Matters	implementing the Literacy Continuum in their classrooms <ul style="list-style-type: none"> • Evaluations from staff has been very positive, and they have developed valuable strategies in being able to assess and teach students according to the Literacy Continuum. 	<ul style="list-style-type: none"> • Classroom Matters \$15,000 • Head Teacher Teaching and Learning relieved 0.2
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	456	440	419	396
Girls	391	386	395	371

Enrolment has been slowly declining over many years and is currently at approximately 800 students with even numbers of girls and boys.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.8	92.7	91.3	93.1
8	90.6	89.7	88.7	86.5
9	88.2	88.9	87.1	85.2
10	85.2	87.3	84.1	85
11	84.9	87.5	82.9	86.5
12	89.5	92.5	90.4	89.5
All Years	88.3	89.6	87.1	87.2
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

Student attendance is a major focus at APHS and whilst we have slightly improved from 2015 to 2016 we are still 5% below state average. We have initiated a large number of attendance improvement programs to date including SASS support to connect with community.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	7
Employment	6	20	34
TAFE entry	1	6	18
University Entry	0	0	33
Other	8	8	4
Unknown	0	0	4

The number of students studying Vocational Education and Training (VET) was 96.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	40.6
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	0
School Administration & Support Staff	16.08
Other Positions	6.9

Albion Park High has an Aboriginal Principal, two Aboriginal SASS staff members and a (regional) staff member in a special position of Aboriginal leadership.

Workforce retention

Albion Park High retains its staff for long terms. 2016 was a year of unusual turnover and this included; a staff member gained a Head Teacher HSIE position, a teacher gained a position in a selective school and there were two retirements. We will continue to have retirements over the next five years.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

Professional learning at Albion Park High is often in-house and of a very high quality, professional development is fundamental to the whole school leadership strategy. Every staff meeting is dedicated to professional development linked to the three directions in the school plan. Three common whole school PDP goals were negotiated with staff and include understanding the teaching standards, significantly embedding HOW2Learn and programming and teaching Project Based Learning.

When staff apply for external development they are obliged to link their learning to the school plan and their own PDPs, they are also required to give back to their faculty or to the whole school.

The Head Teacher of Science oversees the accreditation process of new scheme teachers who are mentored by their own head teacher of the faculty.

The Teacher Buddy Program supports the accreditation process as well as the ongoing development of all staff. This program has been further refined for 2017 and will include a comprehensive personalised staff folder.

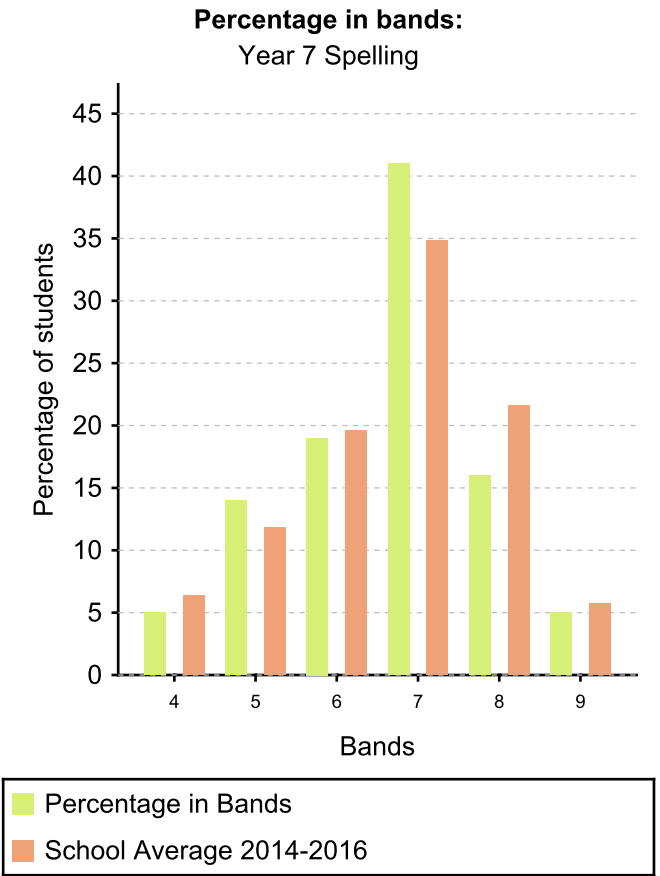
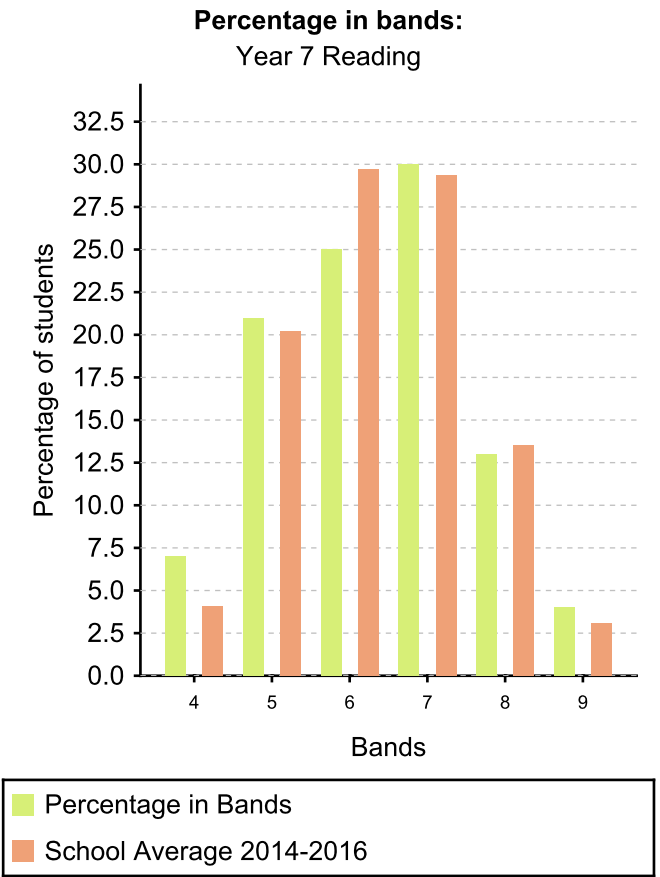
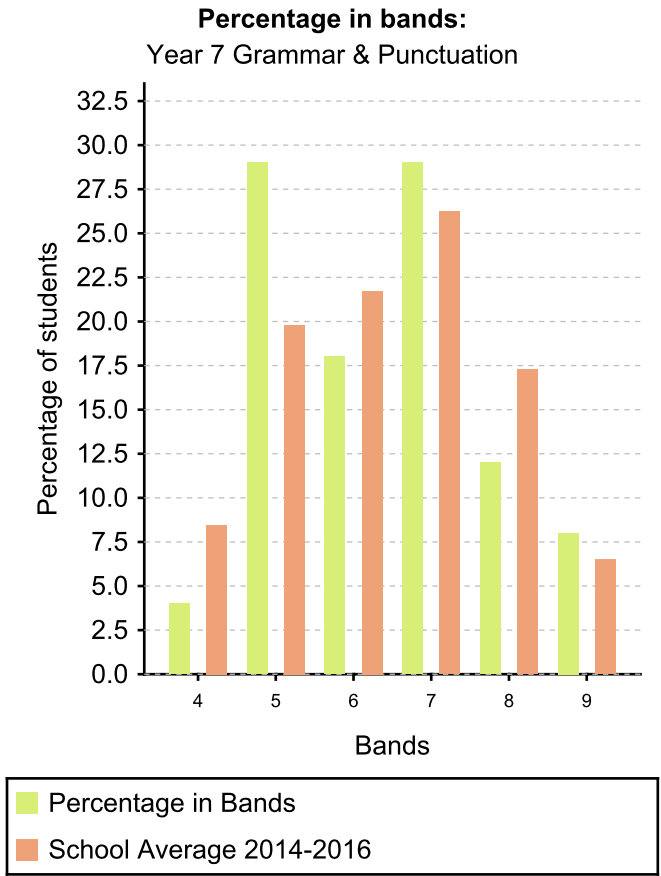
Financial information (for schools using OASIS for the whole year)

Income	\$
Balance brought forward	1 037 655.00
Global funds	558 725.00
Tied funds	768 900.00
School & community sources	335 030.00
Interest	22 790.00
Trust receipts	540 217.00
Canteen	0.00
Total income	3 263 320.00
Expenditure	
Teaching & learning	
Key learning areas	119 625.00
Excursions	115 966.00
Extracurricular dissections	203 444.00
Library	19 111.00
Training & development	0.00
Tied funds	682 789.00
Short term relief	116 652.00
Administration & office	198 937.00
School-operated canteen	0.00
Utilities	91 424.00
Maintenance	52 720.00
Trust accounts	629 715.00
Capital programs	24 431.00
Total expenditure	2 254 819.00
Balance carried forward	1 008 501.00

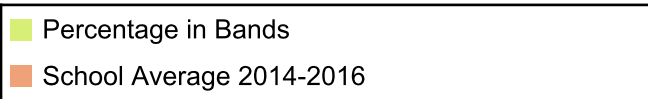
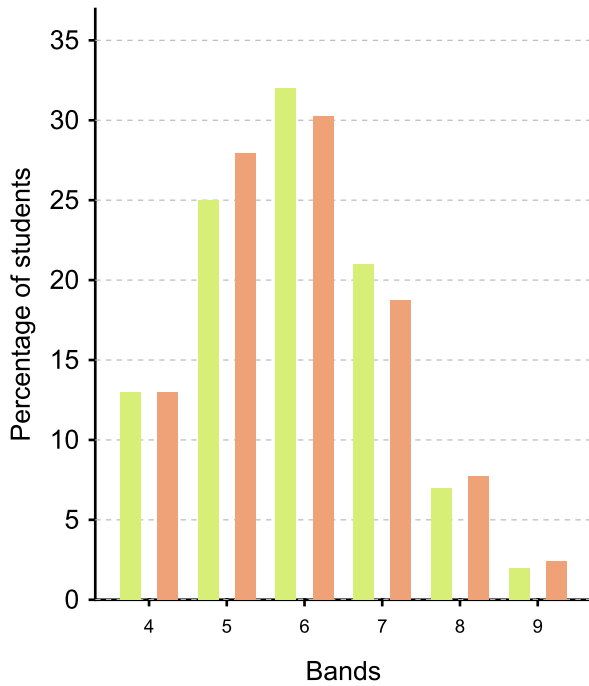
School performance

NAPLAN

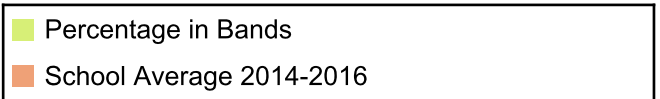
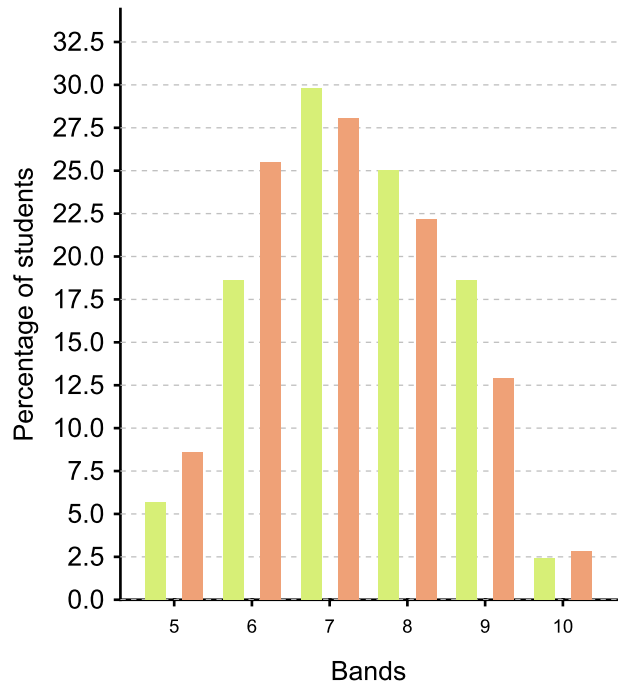
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



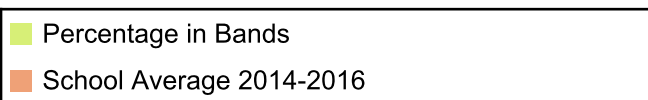
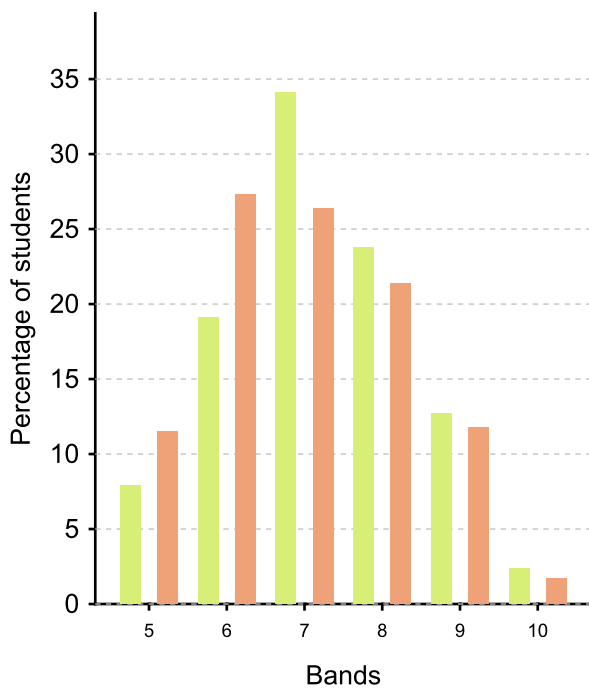
Percentage in bands:
Year 7 Writing



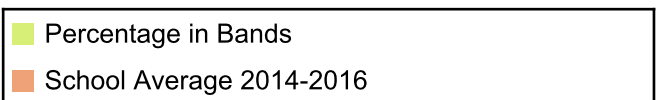
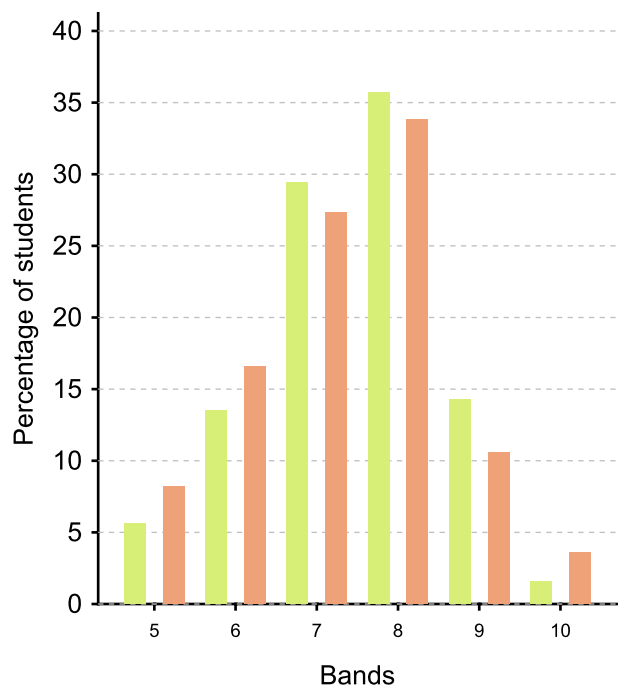
Percentage in bands:
Year 9 Reading



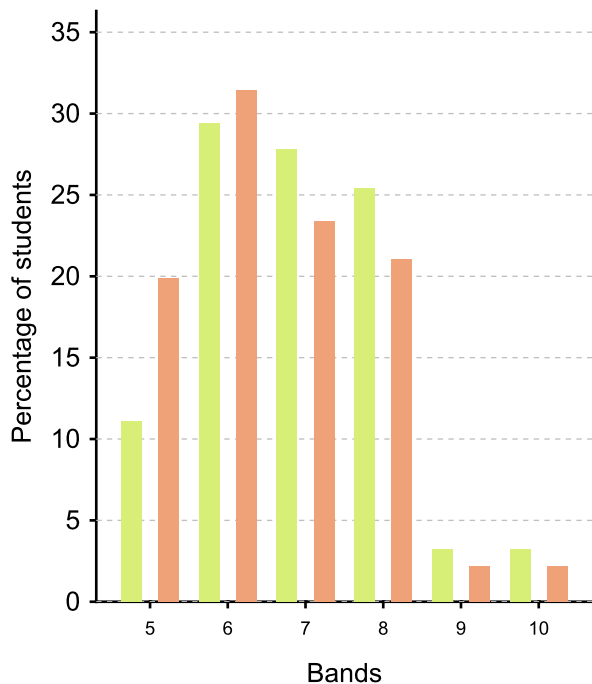
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling

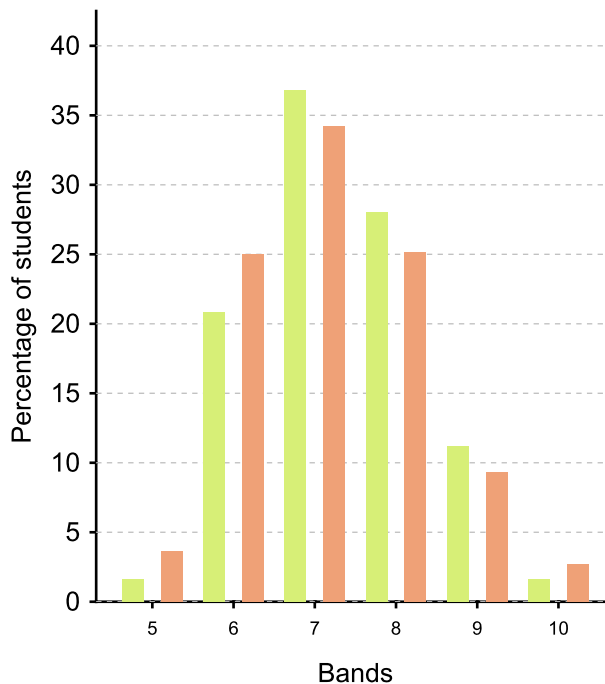


Percentage in bands:
Year 9 Writing



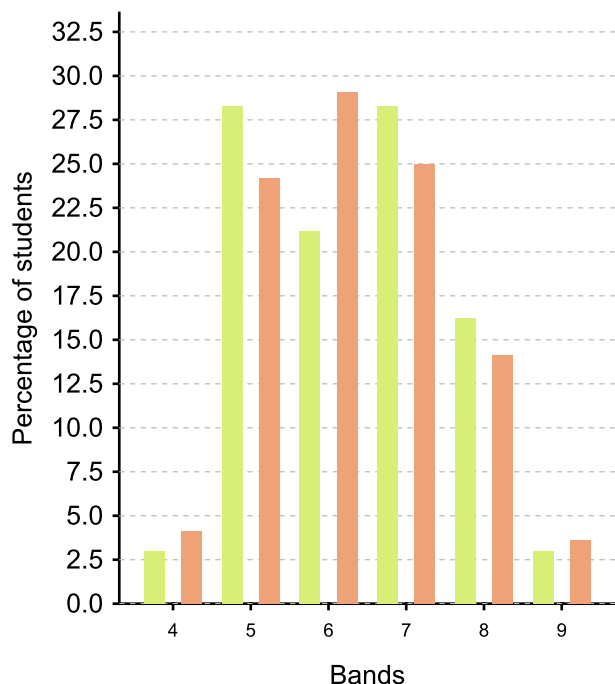
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Numeracy

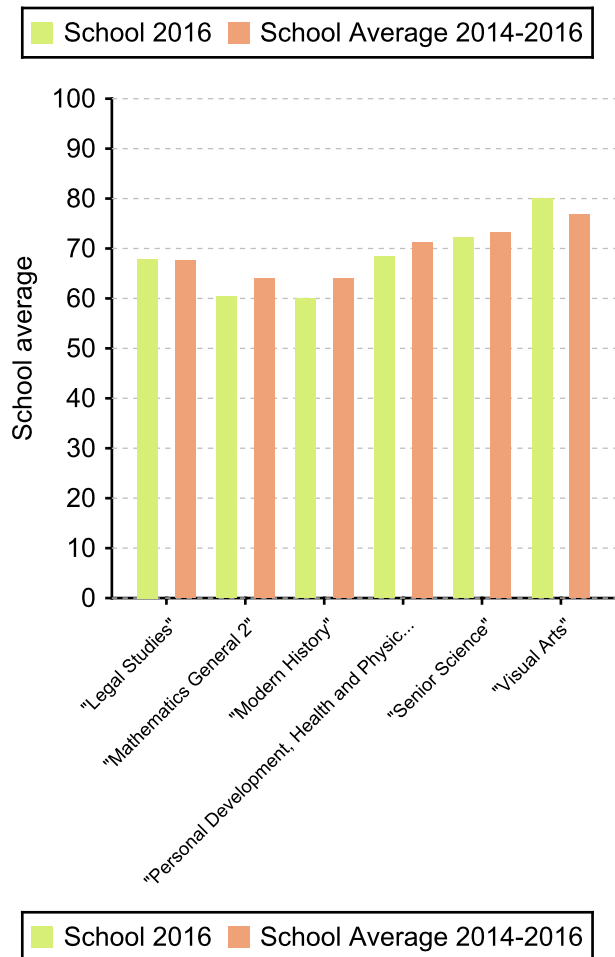
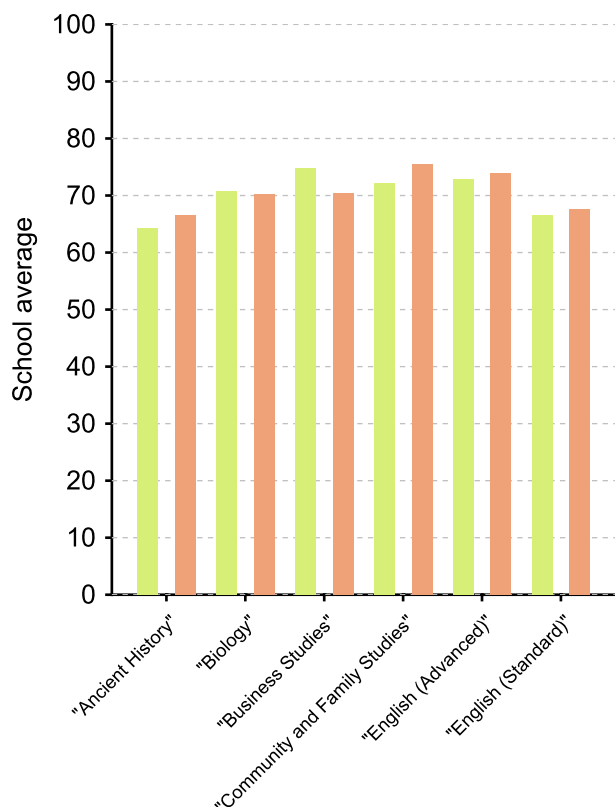


Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

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



Albion Park High's relative performance comparison (average difference) and statistical information:

- In 2016 the number of HSC students gaining an ATAR was 9% Higher than like schools
- In 2016 the percentage of the students in the top two bands (Bands 5 and 6) was 1% lower than like schools.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me survey shows that there were 8 significant improvements from 2015-16:

1. Positive behaviour at school showed 6% increase
2. High rates of extra curricular activity was particularly high in Year 7 and Year 11
3. Intellectual engagement improved
4. Low levels of optimism decreased and this is more significant for girls
5. High levels of happiness increased across all years but was especially high in years 7 and 8
6. High levels of academic self concept increased
7. Victims of bullying decreased (except for Year 10 where there was a slight increase)
8. Advocacy at school was a major improvement across all year levels.

The area that remains of significant concern is the attitude that students have about the value of school outcomes, especially in Year 9, where it is significantly lower than the norm.

The parent responses where we need improvement are:

1. A sense of inclusivity in the school
2. How informed parents are about their child's progress
3. The view about the breadth of subject choice

Many of these issues are more than likely perception and communication issues and strategies to compensate will be embedded in the 2017 School Plan.

Policy requirements

Aboriginal education

Albion Park High receives \$46,484 of funding to support Aboriginal Education. The staff at our school work in leadership teams, one of which is Aboriginal Education, which has representatives from every faculty. This team oversees:

- Data both internal and external
- Awards and positives
- Attendance and retention
- Personalised Learning Plans
- Welfare and a wide range of special programs
- Literacy and numeracy support (Norta Norta)

The data surrounding Aboriginal students is extremely erratic, as are the numbers of students in each year. Whilst monitoring is ongoing, progress needs to be mapped in relation to value adding so that the same cohort is captured. At Albion Park High we work

extremely hard to ensure that Indigenous students feel that they belong and are cared for and about. We have the highest of expectations for our students.

Multicultural and anti-racism education

Whilst Albion Park High has a very low number of NESB students and diversity is narrow, we recognise; because of this; the importance in valuing diversity. We have a Head Teacher Teaching and Learning who is the school's ARCO (anti racism officer) who mediates any issues involving racism, these issues are rare. We support through RAM a resolution officer at 0.2 to mediate any issues which arise and this same staff member oversees *Harmony Day* which is a key event on our calendar. Another key event is *Sorry Day* which is overseen by the HSIE faculty.

Other school programs

Albion Park High is committed to Project Based Learning to improve students' understanding of and capacity for 21st Century learning. Over the past three years we have slowly grown staff capacity to understand, plan and program for Project Based Learning. Every staff member is obliged, via the school plan, to program and teach at least one PBL unit. Staff have been part of deep learning in this area and it forms a key part of one strategic direction. The commitment includes a goal on each staff member's Performance Development Plan.

The Leadership team (Teaching Excellence) includes a small group of staff who have undergone deeper learning and are committed to the ongoing professional learning of the whole school.

At full staff meetings individual staff from each Key Learning Area have shared their Project Based Learning experiences and explained why they are 'gold standard'. This process has improved collaboration, team work and confidence and of course student engagement.