

Albion Park High School

Annual Report



2017



8586

Introduction

The Annual Report for **2017** 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 Suzi Clapham

Principal

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4257 1744

School background

School vision statement

CHALLENGE THE FUTURE

Albion Park High's vision statement 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 60 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. Albion Park High 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 an IO class and a newly established Autism class starting in 2018. 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 an excellent balance of academic and non ATAR courses in the senior years and offers Distance Education for courses unable to be offered. Albion Park High School'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 strong growth overall and particular strengths in PD H PE, Music, Mathematics and the VET subjects. NAPLAN results show improvements in student growth in Maths and significant success for our Indigenous students. 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 few years

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Across the domains of Learning, Teaching, and Leading, we at Albion Park High are *Sustaining and Growing* over all three areas... (finish / refine this). To achieve this determination the executive team of 15 staff mapped, using evidence, all of the parts under each of the three key areas. We discussed in small groups, shared our responses, further refined our determinations using data. these findings were taken to the leadership teams and further analysed.

Our self-assessment process will assist the school to refine 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 – Teacher Innovation and in particular, **excellence in teaching**, has been a highlight at Albion Park High School. We have as a school begun to embed the HOW2Learn philosophy and educational constructs across the whole school. Professional development has occurred in four layers: Firstly the ongoing professional development of the HOW2Learn team made up of five executive members, secondly the core team of staff who volunteered to be professionally trained in their own time (16 staff), thirdly the next group who have in term 3 agreed to be trained and lastly the whole school, who have been up-skilled throughout the entire year in an ongoing way. Evaluations from staff clearly say that this has been one of the most valuable educational experiences staff have experienced and that they wish very much to continue into the next 3 year planning cycle. Other aspects of this direction; participation in CNI, the buddy program and quality PDP process; all tie naturally into HOW2Learn.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% staff involved in CNI and 100% staff participate in and are committed to the teacher buddy system	Funds allocated to create folders with all pertinent material. Time allocation for this. Professional development funds to release staff to attend CNI. Half day release for every staff for Buddy program, \$20,000. Co-coaching \$2000.	This measure has been fully met. The <i>teacher buddy program</i> is now called Classroom Observation Program .
100% of staff have an active professional learning plan with a personal focus on agreed whole school areas	HOW2Learn funds \$20000	This measure has been fully met. All staff have a folder and have had professional development in quality PDPs which link to observations. The PDP process is high quality with excellent buy-in from staff.
HSC Data analysis in writing reflects improvement overall (RAP data 2016)	HSC high level success evening \$500. HSC assessment alignment \$10000.	12 Band 6s and 68 band 5s make 2017 the most successful year for the history of APHS. Overall improvement across most subjects.
HSC value-added from Years 9–12 improved by 1.0 from 23.0–24.0 (School Excellence Framework / SMART)		HSC value-added data was unavailable as of January 2018 for the 2017 cohort of students.
Proportion of HSC students with at least 2 Band 5–6 results increased by 1%, from 18–19% (School Excellence Framework / SMART)		HSC data data was unavailable as of January 2018 for the 2017 cohort of students. With a deep comparative analysis of the 2017 students it would seem that the proportion gaining Bands 5 and 6 is quite high.

Next Steps

The HOW2Learn philosophy and the ongoing professional development related to the program will take centre stage in this direction with formative assessment being a key component for 2018. Albion Park High's participation in the 'Future Schools' project will support executive to take this forward strategically and with the associated data to inform excellent decision making. Three more staff will be trained in HOW2Learn in 2018.

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 – Curriculum Innovation and in particular **excellence in teaching programs and Project Based Learning**, has made enormous leaps forward at Albion Park High School in 2017. We have as a school provided extensive whole school professional development in the area of Project Based Learning. The leadership team led by DP Paul Ridgway has had early up-takers who have trialed, tested and reported on the PBL's that they have taught and shared successes and challenges with staff. All staff have been trained in one of 3 levels: advanced, intermediate or beginners. Key interested staff have attended PBL days in other schools and attended appropriate conferences. All evaluations show that staff feel that this is one of the most exciting innovations that we have embarked on to ready our students for the 21st Century. Other parts of this direction which include 2-way feedback and high quality program evaluations, inform and support project based learning and quality programming in general. All faculty teaching programs have been formally and externally evaluated.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% staff using 2-way feedback	• PDP support given via Classroom Matters \$14000.	This measure has been fully met (100%). All staff have feedback embedded into their PDPs.
Value-added Year 7–9 improved by 0.5: from 38.7 to 39.2 (School Excellence Framework)	• Funds to support growth come from a range of different areas including Aboriginal funds, SES funds, literacy funds and professional development.	This measure has been fully met, even exceeded expectation. Value Added now 41.0.
100% of staff have a PDP (<i>Performance and Development Plan</i>) with a personal focus on programming	• Funds have been targeted to support programming via formal faculty reviews \$20000.	This measure has been fully met. All staff have a quality PDP.
Evaluation and restructure of Stage 5 electives	• Skills21 has had a range of financial supports at approx \$16,000. • A grant of \$20,000 was also received.	This measure has been fully met. Restructure of electives resulted in the formation of Skills21 group of Year 9 for disengaged students.
Teaching program reviews show clear scope and sequence and are BOS (now NESA) compliant, Teaching and Learning Programs Stage 4–5 are in program builder (or similar) and centralised on website	• All mainstream faculties have been fully reviewed \$20000.	This measure has been fully met. All faculties have been reviewed; every faculty have a clear time-bound plan to write improved teaching programs in every area. This remains a priority in 2018.
Transition (6–7) Data is well understood & used for improvement across CoS,	• Approximately \$5000 was expended in a variety of settings.	Transition from year 6–7 using quality data has been a focus in 2017 and includes working days with Year 6 teachers on the Literacy Continuum

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
including ABC, Literacy and Numeracy.		and Literacy Progressions.
Project Based Learning is embraced by staff – every staff member to have taught at least one PBL in 2016.	<ul style="list-style-type: none">• PBL has been heavily supported with funding, this is primarily for professional development and faculty planning time to embed new teaching \$16000.	This measure has been fully met although the journey to <i>gold standard</i> will take a number of years.

Next Steps

Project based Learning will be a key focus of the next three year plan. We will continue to trial, test and share the outcomes of our gold-standard projects. Reaching a gold-standard across the school is a key aim. All faculty teaching programs have been formally and externally evaluated by two ex-principals, they have made detailed recommendations and these recommendations will form the basis of this direction in 2018. Part of this process will be to have the scope and sequences on-line and in the public domain via our web page. Encouraging staff to continue to take risks whilst constantly gaining feedback from the students in order to monitor learning, is essential.

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

The area of student excellence is one of the most exciting for our school. We have actively and intentionally changed the culture of the school in a short period of time. Students now have a plethora of special events, excursions, activities and extensions that they can participate in. Whether the student is interested in chess, Tournament of the Minds, Skills21, debating, singing, dancing, Southern Stars or extension Maths, there is a place that they can find to belong. Student leadership is key to this direction and participation at whole school, student-led events is a key success indicator. Aboriginal Education remains an essential element of student excellence and a hall-mark of 2017 is the layered support we have given our Koori students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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">• Low SES and Aboriginal funds are substantial and expended across a large range of areas.• Primarily Norta Norta tutoring comes from this area \$47000	Aboriginal lit/num data is negligibly different than non Aboriginal in Year 7. The gap in Year 9 is only on 4 students. The SES gap is approximately 50 in Year 7 and less in Year 9.
Gifted and Talented students have been identified and have a PLP	<ul style="list-style-type: none">• Extra time was given to year advisers to support PLPs \$3500	This measure has been partially met. There is a great deal of work yet to be done in G&T.
<i>Tell Them From Me</i> Survey data continues to improve from 2015 – 2014 – 2013	<ul style="list-style-type: none">• NIL – part of HT responsibilities. As a result of the ongoing concern about mental health, the BATYR program was introduced via the counsellor \$3000,• Resolution officer \$14000• phone home program \$7000	Data form survey is ongoing showing growth in some areas but ongoing concerns in mental health – anxiety and depression.
Greater number of students participate in student leadership and extra-curricular programs and volunteering opportunities	<ul style="list-style-type: none">• A considerable amount of funds have been expended in wide range areas to support student sense of belonging, approximately \$30,000	Far greater number of students are now involved in active student leadership and extra curricular activities. Survey of students (face to face interviews in groups) conducted show significant improvement in belonging and far less bullying.
Increased whole school attendance by 1% (SEF currently matches like schools).	<ul style="list-style-type: none">• Head Teacher Administration oversees attendance as part of her responsibilities.	Whilst SCOUT data is unavailable to compare to SSG; internal data shows an improvement from 2016 o 2017; Increase by 1.3% – 86.2% to 87.5%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased whole school attendance by 1% (SEF currently matches like schools).	<ul style="list-style-type: none">• Extra funds were allocated to employ a SASS staff to follow up on attendance.	Whilst SCOUT data is unavailable to compare to SSG; internal data shows an improvement from 2016 to 2017; Increase by 1.3% – 86.2% to 87.5%

Next Steps

Direction three will remain in the 2018–20 plan, it will retain the strong focus on Aboriginal Education and student leadership. Now that we have established a culture of whole school student extension activities; and these have been embedded and supported by keen staff; the focus will emphasise leadership and academic extension. Creating personalised learning plans for the top academic students across the school remains a focus for this leadership team.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$46, 591	Employment of AEO, community support teacher and North North tutors has meant that our 60 Aboriginal students are highly supported in every way; educationally, culturally and personally. AHS has made significant movement in closing the gap in literacy and numeracy in Year 7, although retention and attendance remain a significant challenge. Students report feeling very supported.
English language proficiency	\$18,991	Employment of an EAL/D teacher for 2 days per week this year, has allowed us to provide both in class support and support through withdrawal to our EAL students. Both of our Year 12 students receiving support through the EAL program were successful in receiving early entry into UOW.
Low level adjustment for disability	\$234,913	Employment of 2 full-time and 2 part-time SLSO's allowed the school to support students targeted for our Literacy Support Class in Stage 4 in all core and most practical subjects. Stage 5 students also received SLSO support in their core subjects. Students receiving integration funding received support in subjects of most need to them, and this was reviewed by the Learning Support Team on a regular basis.
Socio-economic background	\$437,216	This funding allows an extremely wide range of support structures for students. Impact from this spending is across every facet of the school including employment of specialists and backfilling the teaching for deputy principals to ensure teaching and learning is our focus at all times. AHS has approximately 20 special programs targeting specific groups of students and approximately 8 specially designed professional development programs which cut across all staff. The most significant teaching and learning professional development programs are: HOW2Learn, Faculty Reviews and Project Based Learning.
Support for beginning teachers	\$17,657 (2017 only)	Funding to support beginning teachers is highly individualised. Every beginning teacher with allocated funds has a personal plan, is overseen by HT Science as mentor as well as their own Head Teacher. All staff are strongly supported.
Classroom Matters	\$14,000	The Classroom Matters program provided classroom teachers with support from the Head Teacher Teaching and Learning in developing classroom programs and resources for students. The focus of the programs and resources for 2017 included the Literacy Continuum and differentiation for students with additional learning needs. The program was accessed by Science, HSIE, TaS and Performing Arts teachers. A total of 14 Teachers were supported through the program in 2017.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	440	419	396	385
Girls	386	395	371	387

2017 has seen enrolment of slightly more girls and slightly fewer boys but the balance of gender is excellent with almost identical numbers.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.7	91.3	93.1	92.3
8	89.7	88.7	86.5	90.8
9	88.9	87.1	85.2	85.2
10	87.3	84.1	85	83.6
11	87.5	82.9	86.5	85.2
12	92.5	90.4	89.5	89
All Years	89.6	87.1	87.2	87.7
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

- Non-attendance remains an ongoing priority for APHS. the Head Teacher Administration's role includes analysing and presenting data to the executive each week, strategising to improve attendance, working with families to support attendance and work with HSLO in severe cases of non-attendance.
- APHS employs through RAM a SASS member, two days per week, designated to supporting attendance.
- Attendance of Indigenous students is monitored and supported by the Aboriginal Education team.

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	1.4	19	34
TAFE entry	1	4.4	18
University Entry	0	0	33
Other	11.8	10	4
Unknown	0	0	4

Year 12 students undertaking vocational or trade training

There were 78 Year 12 students and 111 Year 11 students who studied Vocational Education and Training courses in 2017.

Year 12 students attaining HSC or equivalent vocational education qualification

113 students were successful in attaining a HSC qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	45.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	16.08
Other Positions	1.8

*Full Time Equivalent

Albion Park High employs five Aboriginal staff including the principal, Ms Suzi Clapham, a SASS member Mrs Brooke Watson, an Aboriginal support worker Mr Matt Hawkins and HSIE teacher Ms Jenni Wenzel. We also hold the regional position of Aboriginal Leadership at DP level for Mr Clarrie Hoskins.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

This area of responsibility for professional development lies with Direction 1 in the school plan. PDPs and the processes around aligning the standards, the expectations of teacher observations and professional development to support this happening is structured and planned. All staff have a PDP folder with the expectations and guidance clearly outlined. The impact and use of this has been evaluated and is shown to have been highly successful.

The changing expectations for teacher accreditation had been outlined, advertised and developed professionally for all staff. Approximately a third of APHS staff are in fact new scheme teachers.

Professional learning funds have been allocated to ensure a smooth transition and all staff are WWCC cleared.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust

- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,024,104
Appropriation	1,716,767
Sale of Goods and Services	2,318
Grants and Contributions	303,850
Gain and Loss	0
Other Revenue	0
Investment Income	1,169
Expenses	-920,402
Recurrent Expenses	-920,402
Employee Related	-376,667
Operating Expenses	-543,735
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,103,701
Balance Carried Forward	1,103,701

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes

and governance structures to meet financial policy requirements

- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	7,117,221
Base Per Capita	122,878
Base Location	0
Other Base	6,994,343
Equity Total	737,711
Equity Aboriginal	46,591
Equity Socio economic	437,216
Equity Language	18,991
Equity Disability	234,913
Targeted Total	1,236,414
Other Total	501,156
Grand Total	9,592,502

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

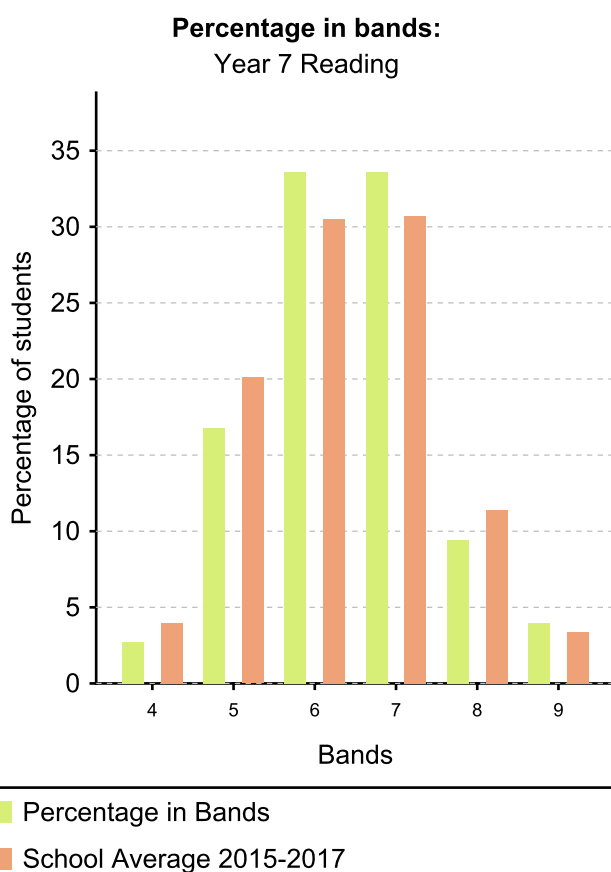
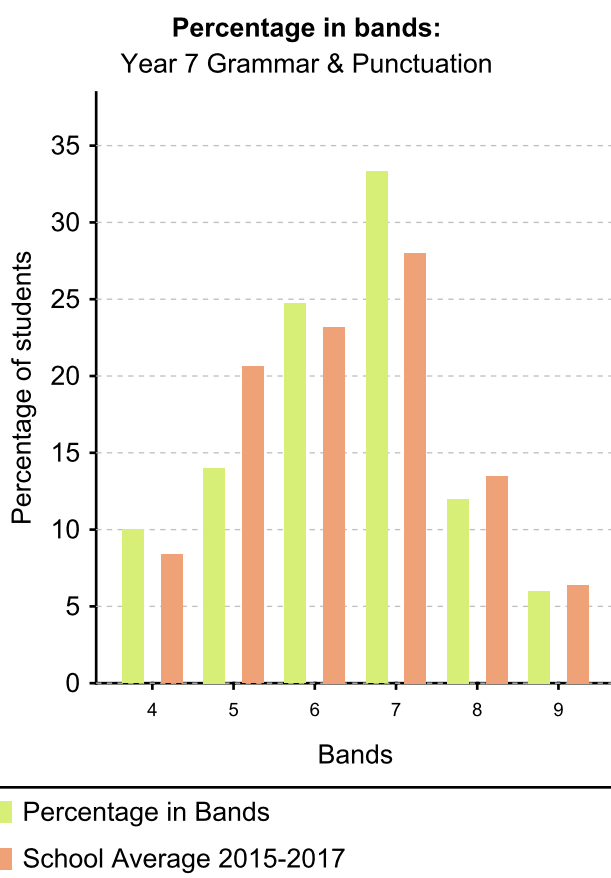
NAPLAN

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

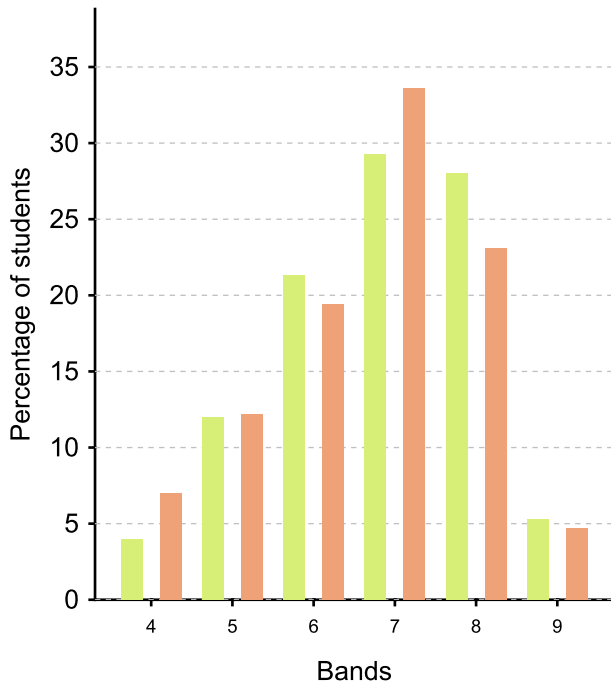
Year 7 literacy is quite similar across all areas of Writing, Reading, Spelling and Grammar/Punctuation. Approximately 45% of students show less than expected growth. Lower achieving students perform better than higher achievers, this is an area of

concentration for 2018–20.

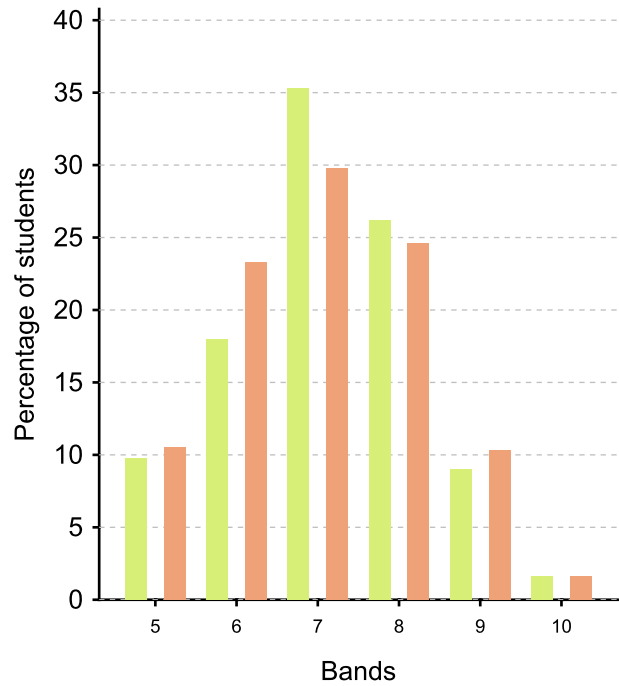
Year 9 literacy shows that Reading is much stronger than Writing. A far deeper analysis was done in Year 9 and broken into English classes in order to inform teaching and learning. In the higher performing students the gap between reading and writing is most significant. this is and area of support for 2018–20.



Percentage in bands:
Year 7 Spelling



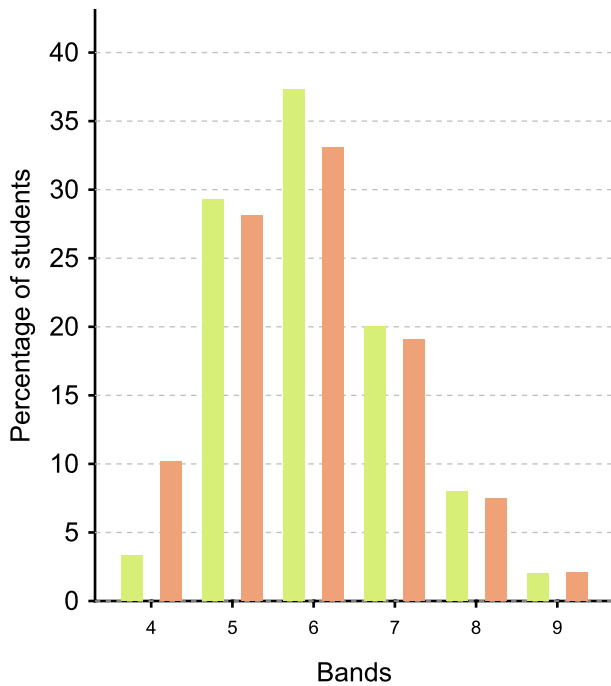
Percentage in bands:
Year 9 Grammar & Punctuation



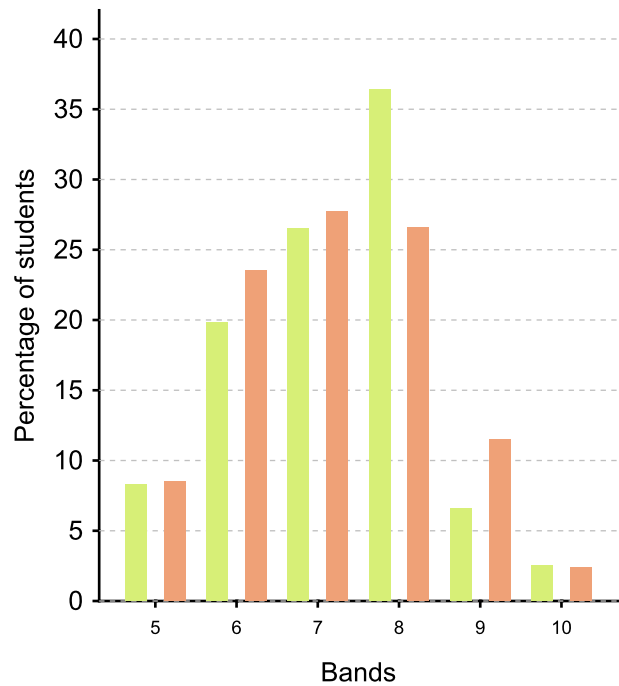
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing



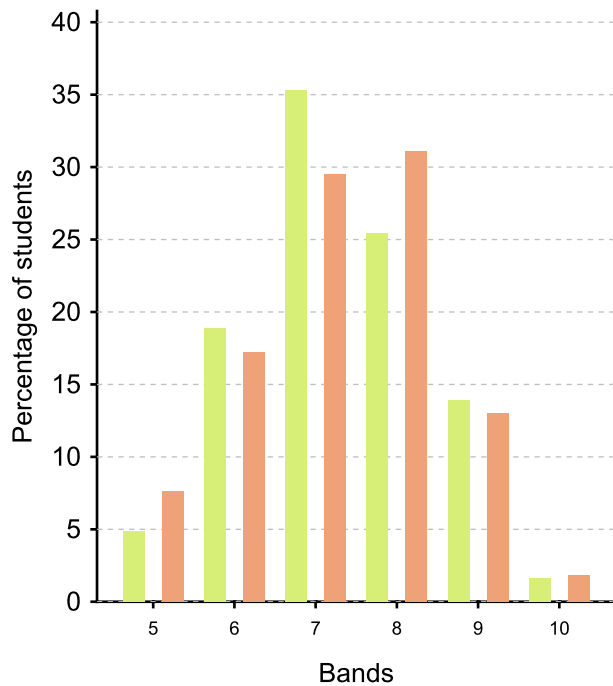
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

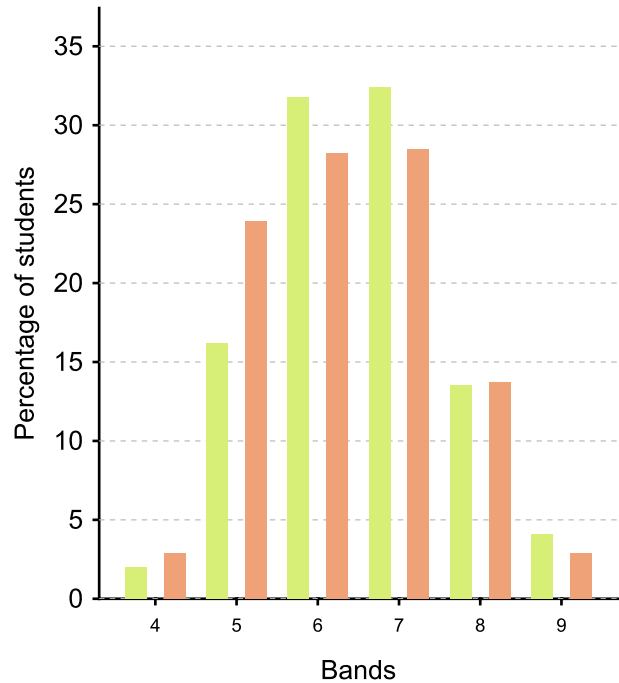
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

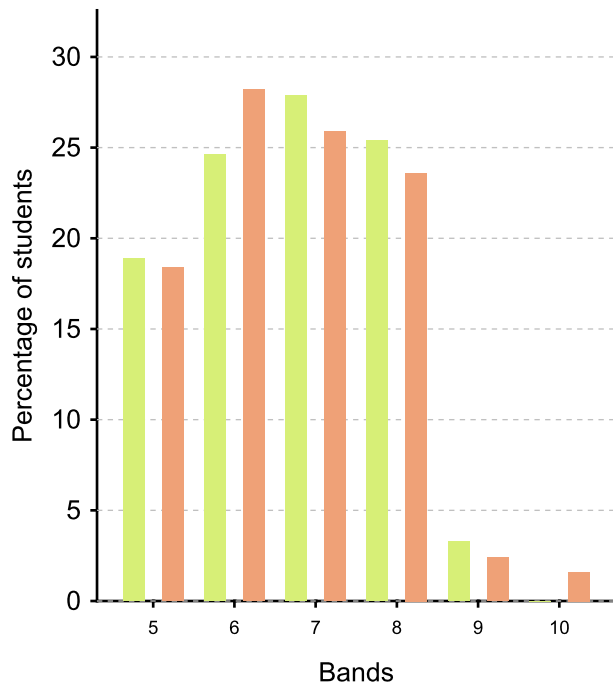
which is a significant improvement from past years.

Percentage in bands:
Year 7 Numeracy



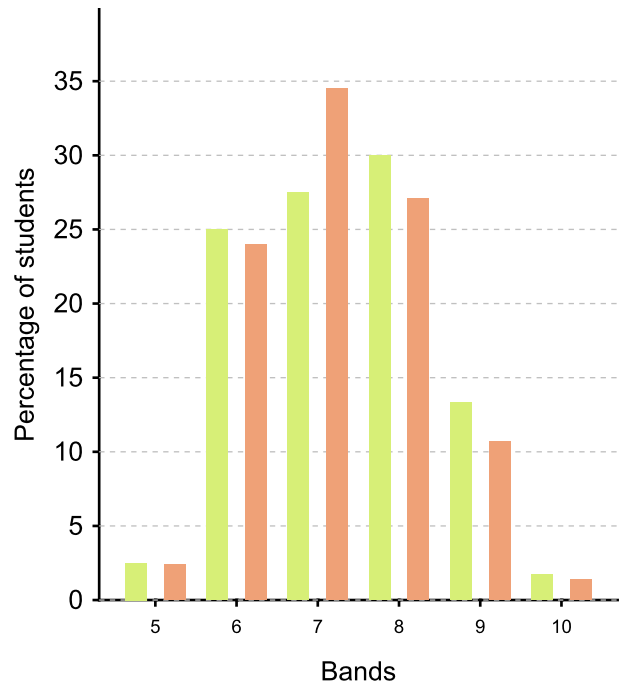
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

Students in Year 7 performed significantly better in numeracy than literacy, this is an area reported back to the primary schools, only 26.6% had less than expected growth.

Students in Year 9 also performed significantly better in numeracy than literacy. Most effective results were in 9–1 where the less than expected gap was only 12%,

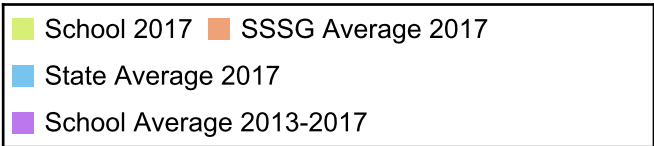
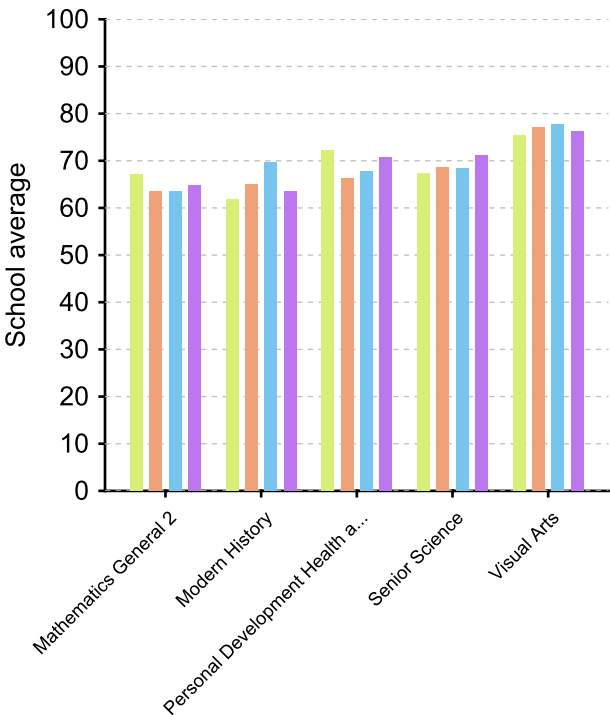
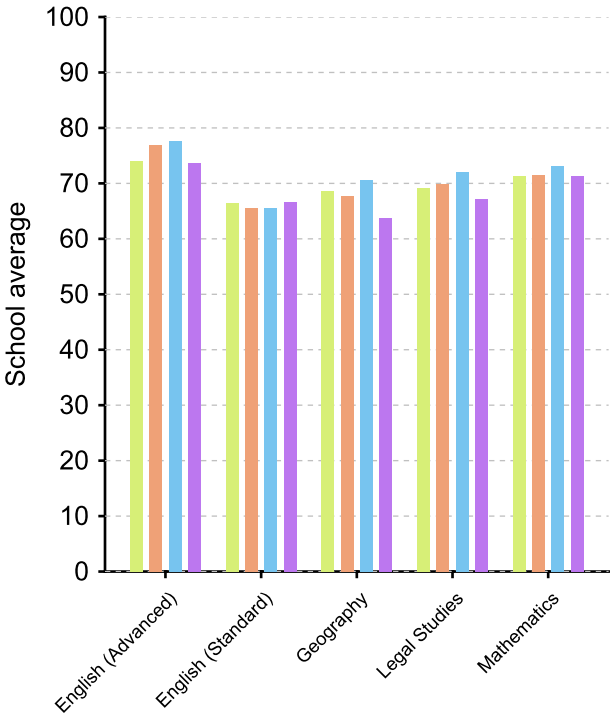
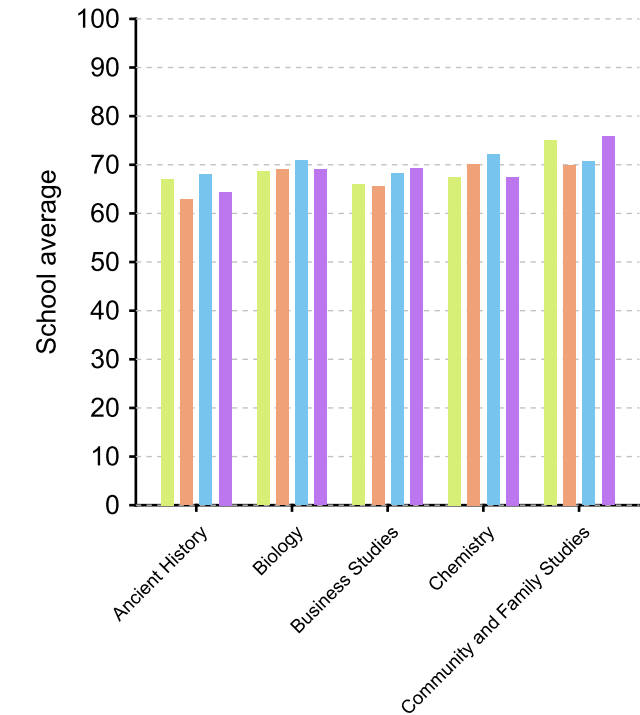
Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

In Year 7 we far exceeded the premier's priorities. The percentage of Aboriginal students in the top 2 bands (Reading and Numeracy) was 23.1% as compared to 13% for both state and same school group. It will be a priority for APHS to sustain this success.

In Year 9 only 4 students were tested and this number is statistically unreliable.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). 2017 saw the best HSC data that Albion Park High has experienced, with three students gaining over 90 ATAR, 12 Band 6's and 68 Band 5's. Deep work on teaching programs, assessment and deep data analysis have contributed to this success.



For many subjects this was their 'best' year of upper achieving Bands. Overall the school performed better in both the Band 4–6s (achieving statistically more) and in the lower end (Bands 1 and 2) with fewer students. For Mathematics and General Mathematics there has been a very large improvement.

Parent/caregiver, student, teacher satisfaction

Albion Park High collects data from students and parents throughout the year in a range of areas. Recent surveys of students (ethnographic research for our *Future Schools* project) shows a deep understanding of learning and satisfaction with the vast majority of teachers and their ability to engage students. The interviews revealed a vast improvement in the school culture, especially in relation to bullying.

Tell Them From Me was used to give a very wide range of information across Years 7–11. Key concerns are still around mental health.

A deep examination of students' engagement was gathered via an online survey for the *Future Schools* project; unfortunately students often chose the mid-range response of 'neither' which made the findings limited. Next year the same survey will be utilised removing the 'neither' category.

Policy requirements

Aboriginal education

Aboriginal Education is extremely strong at Albion Park High. With 60 students our numbers are growing. We have a wide range of cultural program including a cultural National Parks and Wildlife visit to Nowra for Years 7–9. We believe in inclusivity, where 'bring a friend' to an event is usual. We have:

- Sista–Speak
- In2Uni
- AIME
- Mens' Shed
- Dance
- Southern Stars

APHS has a wide range of learning support structures for Aboriginal students, these include, but are not limited to:

- Norta Norta tutoring
- AEO tutoring support with Matt
- Intensive PLP support with Patrice
- Parent meetings
- In2Uni
- AIME

All programs for students are open to our Indigenous students

Multicultural and anti-racism education

APHS has a trained ARCO who is also the Head Teacher TaL. We have no official reported incidents of racism.

We have a very strong Japanese language program, with very strong and growing numbers of students electing to study Japanese as an option. As part of the language program we have a *Japanese Cultural*

Experience day which we share with the local Year 4 students, this is a much anticipated event that sees our Japanese visitors teaching primary school students about language and culture.