

Albion Park High School

Annual Report



2018



8586

Introduction

The Annual Report for 2018 is provided to the community of Albion Park 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.

Ms Suzi Clapham

Principal

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Message from the Principal

2018 has been a fantastic year of successes. Five years ago we began a three year plan which then stretched into a six year plan as we were quite determined to continue and complete the key initiatives that we had begun; with such enthusiasm. The dividends of our hard work have truly begun to blossom now; with excellent planning and outstanding professional development driving our improvement forward. Key areas have been (a) *Project Based Learning* which includes continuing success of the senior REVS program together with the newer junior Skills21 program and the living classroom (b) improving every faculty's programming and assessment; including formative assessment (c) embedding HOW2Learn more deeply across the school, ensuring that this educational philosophy underpins how we teach (d) improving outcomes for Aboriginal students and (e) increasing the uptake of extra curricular activities by all students in order to improve student confidence, communication and positivity. We have made great achievements in all areas, and this I attribute to my extraordinary and devoted staff.

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 60 Aboriginal students and over 50 support students, but very few ESL students. Enrolments have been slowly declining over the past seven years due in the main to smaller primary numbers but 2018 saw a considerable growth in Year 7 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 which link directly to the school plan. We have a high performing Learning Support Team and a high quality Support Unit with two IM classes, an IO class and a newly formed Autism class. We have two ED classes (Parkside) and a suspension centre which are regional resources, there will be an extra class in 2019. These two Support 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 Drama, Music and Dance subjects. The HSC results reflect particular strengths in General 2 Mathematics, CAFS, PD H PE, Music, Visual Art and Hospitality courses. NAPLAN results also 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, writing results in 2018 showed great improvement. Staff-student relationships are excellent and a hall-mark of the school. Anecdotal evidence and the growing number of out of area enrolment requests suggests that the reputation of the school has improved dramatically.

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.

The domains of Learning, Teaching, and Leading are examined in an ongoing way by the school executive. Albion Park High considers itself **Excelling** in FIVE areas:

1. WELLBEING
2. EDUCATIONAL LEADERSHIP
3. SCHOOL PLANNING, IMPLEMENTATION AND REPORTING
4. SCHOOL RESOURCES
5. MANAGEMENT PRACTICES AND PROCESSES.

In all other areas, except for STUDENT PERFORMANCE MEASURES, we consider ourselves at **Sustaining and Growing**.

In Student Performance measures we are only at **Delivering**. This measure is straight from NAPLAN and is highly unreliable. Our Value-Adding was exceptionally good from Years 7 to 9; especially in the areas of *Writing and Numeracy*, and particularly with boys. Aboriginal Student growth is also outstanding.

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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Teaching Excellence

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 UNDERPINNED by THE HOW2Learn model & quality PDPs. This includes ongoing teacher self-evaluation, two-way feedback, formative assessment, and targeted professional development IN HOW2Learn for staff. This includes all staff actively working towards the Australian Teaching Standards.

Overall summary of progress

The quality of professional conversations at APHS has improved exponentially in the past six years. The PDP process is adhered to and conversations about teaching and learning, programming and assessment with head teachers are very high quality. Time is set aside in Professional Development at every staff meeting to review, discuss and provide development on teaching and learning. HOW2Learn underpins all that we do, the group of trained in HOW2Learn staff has grown by three and more teachers have been upskilled in intensive learning sessions. External specialists have continued to be employed to review programs and assessment quality, this has been foundational to improvements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase of 50% of structured professional teacher conversations related to professional learning goals (mapped via the PDP process).	Professional Development time has been set aside for the quality of the PDP and PCCO processes.	PDPs sit within the leadership structure of Direction one and formal processes and expectations have been mapped by the leadership group and given to all staff. We have far outstripped the 50% target with all staff participating in structured professional conversations.
Teaching programs show evidence, through registration and adjustment, of learning habit implementation.	Ex-principals were employed to run an external review of assessment quality and process at APHS. Approximately \$30,000 has been expended over a two year period to deeply examine programs, assessment and their alignment, along with professional development around teacher understanding of quality assessment in the teaching-learning framework.	We have concluded the two year long teaching program evaluation of every faculty at APHS and are now in the evaluation cycle. This entails following through in 2019 with the recommendations in each faculty. Faculties continue to embed the learning habits.
Teaching programs show evidence, through registration and adjustment, of formative assessment.	Funding for this was embedded in the external evaluations (above).	Teaching programs for every faculty have formative assessment built in, the quality of these programs will continue to be examined and published on the website.

Next Steps

In 2019 all of the faculties will continue to be examined in relation to the on-going work in quality programming and assessing, as per the reviews.

Strategic Direction 2

Programming Excellence

Purpose

Strategic Direction Two concentrates on excellent and innovative 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 gold standard project-based programs. Programs need to embody material that deeply engages and prepares students for the real world, including high level literacy and numeracy and 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.

Overall summary of progress

Programming excellence has been the hallmark of 2019 with APHS being invited to be involved in the state's CATALYST LABS. A great deal of professional development has been targeted in this area and data overall reflects significant success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved NAPLAN writing results (value adding and improvement in relation to SSG), particularly for Year 9 students in the middle bands.	Funding across all of RAM contributes to the ongoing improvements in writing. Head Teacher of English Ms Kennedy successfully gained two grants to support writing; \$10,000 to support the the 3/4 project on English Textual concepts and Literacy Progressions with primary school staff and funds to support the new HSC Module C.	APHS data shows significant improvement in writing with 2% in Band 10 (compared to 0 in 2017) and 10% in Band 9 (3% in 2017). Band 7 remains stable but we have decreased band 6 by 9%. We are performing significantly better than our SSSG in the middle bands for writing. In Band 7, we are performing 6.2% better than our SSG and 1.5% better than our SSSG in Band 8.
Improved NAPLAN numeracy results (value adding and improvement in relation to SSG), particularly for Year 9 students in the top bands.	Funding across all of RAM contributes to the ongoing improvements in writing. The numeracy program in Year 8 and 9 is supported financially (\$5000) and this will increase in 2019.	We have significantly improved in numeracy at the top end, almost doubling the percentage in Band 9. Unfortunately we have increased the number of Band 6's.
Improvement in HSC creative writing results to be on par with module results.	Funding (in relation to Writing) has been targeted via a wide range of areas.	In 2018, for Section 2 Paper 1, the English Advanced mean increased by 0.33 and in English Standard it increased by 0.15. In English Advanced 21.1% of students achieved a mark of 10/13 or higher compared to 13.6% the previous year.
Every staff member teaches at least one project at the 'gold standard' (this is a world standard for project based learning).	PBL is a key focus at APHS and therefore substantial funds (upwards of \$50,000) have been set aside for PD, reviewing, programming, auditing, teaching and planning for the future.	Every staff member has taught PBL. The early uptakers have stretched themselves by embedding PBL into all of their units and HSIE in particular have reviewed their programs to embed PBL into all junior teaching units.

Next Steps

Literacy and numeracy as always remain at the heart of ongoing improvement at APHS. In 2019 APHS will be involved in a pilot for the progressions in both literacy and numeracy and to Best Start Year 7. We will continue to work closely with our primary CoS and the transition of both students and the information about those students into the High School space.

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 & EXCELLENCE. This strategic direction is to enable every student to fulfill their own personal potential, to be happy and create the future that will fulfill their dreams. Positive Behaviour for Learning and Aboriginal Education are the corner stones of this direction.

Overall summary of progress

Student Excellence has continued to improve significantly. HSC results for 2018 were extremely pleasing, especially in Mathematics. The data in relation to Aboriginal students is consistently above like school group and even state. The settled nature of the school, the low suspensions and the number of extremely positive events, which are media-worthy, reflect this trend in improvement and school pride.

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 year 7 and 9 shows improvement to match like schools (See SEF: Attainment of equity groups)	Funds for all areas of low-socio economic are spread throughout the school, including planning, programming and professional development.	20 Aboriginal students in Year 7 2018 are the highest performing in the school's history but there are only 2 Year 9 students. Year 9 SES data shows a general improvement in SES Quartiles 2,3 and 4 in Reading, Writing and Numeracy, but a slide backwards in lowest quartile (Q 1). This quartile represents 31 students. There seems to be no real pattern across the years of socio-economic disadvantage.
Evidence of differentiation for G&T (now referred to as high performance students) in programs and assessment as identified through program and assessment mapping.	Funding for this measure is through program and assessment evaluations as well as specific <i>Gifted and Talented</i> funds of \$5,000 \$1000 for the High Level Success evening continues to be well attended and praised.	As part of the two year programming and assessment evaluation all staff worked on embedding explicit ideas and expectations for <i>Gifted and Talented</i> students. The Opportunities available to high achieving students has escalated considerably. <i>Tell Them From Me</i> data reflects that more work needs to be done in continuing to raise expectations, especially in Year 11.
<i>Tell them from me</i> survey data continues to show improvement from 2017–2020, specifically in the area of student Intellectual engagement. This is judged on (a) Interest and Motivation (b) Effort and (c) Appropriately Challenged.	The funding supporting Project Based Learning, HOW2Learn and Gifted and Talented students contribute to the improvement of students opinions about intellectual engagement.	In General the <i>Tell Them From Me</i> data shows that we fall short of both like schools and state averages. A great deal more work needs to continue to improve in intellectual engagement.
Ongoing increasing (from 2017) numbers of students who participate in student leadership and extra-curricula programs and volunteering opportunities	Funding for these projects are wide and varied and include funds for or staffing for activities such as; chess, Southern Stars, School Spectacular, debating, AIME, camps, White Ribbon and STEM	The culture of the school has morphed considerably and it is now an expectation that students are involved in activities outside of the classroom, during assemblies and special events. Explicit examples are growth are; <ul style="list-style-type: none"> • in all areas of performing arts • student driven PBL activities such as ANZAC, Grandparents day

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Ongoing increasing (from 2017) numbers of students who participate in student leadership and extra-curricula programs and volunteering opportunities	programs.	<ul style="list-style-type: none"> • increasing fund-raising activities • debating, environment club and White Ribbon.
Increased whole school attendance by 1% (SEF currently matches like schools)	An extra SASS staff member is employed one day per week to support the Head Teacher Administration in student attendance. \$10,000.	<p>2018 attendance data (87.82%) shows an increase of 0.26% from 2017. APHS is over 1% better than SIMILAR school groups (SSG) but still almost 3% below state average.</p> <p>Aboriginal attendance has significantly improved (by over 4%) from 2017–18. Our Indigenous data is significantly better than same school group (almost 3.6% better). Aboriginal boys' attendance is better than both SSG and State, which is a significant improvement for APHS.</p>

Next Steps

Aboriginal Education, support of low-socio-economic students, supporting the gifted and talented and attendance, will always remain an ongoing priority for Albion Park High School. Aboriginal Education data is being examined on a regional level by CESE in 2019 and support will be given to Illawarra schools for how to improve. Our considerable funding for low-socio-economic will continue to be spent on programs which prove to be essential to ongoing improvement and will include non-teaching deputy principals, resolution officer and substantial funding for professional development in areas proven to improve engagement such as PBL. Whole school strategies will continue to be examined, trialled and improved for student attendance.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$44,446</p> <p>Employment of support aide 4 days per week. Employment of a teacher 2 days per week for organisation of ongoing high level events. Employment of a Mathematics trained teacher for numeracy support.</p> <p>Support of a leadership team as part of school leadership structures.</p> <p>Targeted attendance program which involves staff time in monitoring.</p>	<p>Active cultural program including AIME, culture days, sista–speak and other events..</p> <p>Year 7 2019 (20 students) is the best NAPLAN data in the schools history.</p> <p>Attendance: overall 2018 attendance percentages improved for Year 8–12. 7/10 students in the targeted attendance program improved.</p> <p>Retention: post school pathways have been mapped (where possible) for Aboriginal students from 2012–17. The vast majority (over 90%) have gone to work, TAFE, Uni or to another school to complete their education. Only four students' destinations are unknown.</p> <p>A record nine students were awarded at the Batemans Bay regional awards this year and three of those students have been put forward for the Nanga Mai awards.</p>
English language proficiency	<p>\$20,700</p>	<p>Employment of an EAL/D teacher for two days per week this year, has allowed us to provide both in class support and support through withdrawal to our EAL students. Year 12 students receiving support through the EAL program were successful in receiving early entry into UOW, and attained pleasing HSC results.</p>
Low level adjustment for disability	<p>\$96,747</p>	<p>Employment of two full–time and 1 part–time SLSO 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.</p>
Socio–economic background	<p>\$417,982</p> <p>Funds for socio–economic have gone to many of the same, ongoing and most effective programs from 2018. Some of these include staffing:</p> <ul style="list-style-type: none"> • Non teaching Deputies • Head Teacher TaL • Resolution officer • Classroom Matters program • HOW2Learn program • Attendance program • TSO • Skills21 program • Assessment evaluation 	<p>Non teaching deputies has resulted in a far more settled school with ever improving communication with parents, staff and students.</p> <p>HT TaL has been a vital position where Mrs Asanovic has driven the improvements in literacy and the work on the progressions with our community of Schools.</p> <p>Resolution officer has enabled bullying issues to be dealt with professionally, more quickly and with consistency.</p> <p>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 2018 included the Literacy Progressions and differentiation for students with additional learning needs.</p>

Socio–economic background	<p>\$417,982</p> <p>Funds for socio–economic have gone to many of the same, ongoing and most effective programs from 2018. Some of these include staffing:</p> <ul style="list-style-type: none"> • Non teaching Deputies • Head Teacher TaL • Resolution officer • Classroom Matters program • HOW2Learn program • Attendance program • TSO • Skills21 program • Assessment evaluation 	<p>The program was accessed by Science, HSIE, TaS and Performing Arts teachers. A total of 10 Teachers were supported through the program in 2018.</p> <p>The professional development programs have resulted in ongoing, sustained and high quality PD for all staff.</p> <p>The long term employment of Mr Pencil has resulted in consistent approach to IT across the school, IT issues being dealt with quickly, cost effectively and efficiently .</p> <p>The formal and external evaluation of assessment has had a major impact on the quality of teaching and learning and assessing in every faculty.</p>
Support for beginning teachers	<p>\$120,000</p>	<p>All beginning teachers have a written plan and goals that are clearly tied to their PDPs.</p> <p>All beginning teachers feel supported and are being mentored where necessary to gain their proficiency accreditation. Two staff have gained this in 2018.</p> <p>All beginning teachers have appropriate professional development supported by their head teachers and head teacher Science.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	419	396	385	350
Girls	395	371	387	397

Enrolment has increased for the first time in many years for 2019, with a large intake of 180 Year 7 students. The newly established Calderwood Estate should increase numbers into the future. Gender is extremely balanced at APHS.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.3	93.1	92.3	91.3
8	88.7	86.5	90.8	89.1
9	87.1	85.2	85.2	89.7
10	84.1	85	83.6	86.2
11	82.9	86.5	85.2	86.3
12	90.4	89.5	89	87.3
All Years	87.1	87.2	87.7	88.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Non attendance has been a key area for improvement for APHS for the last 6 years. Attendance is overseen by HT Administration with the support one day per week of a SASS member. Attendance is checked daily and the HT Admin together with the senior executive work very closely with the regional HSLO. Welfare team meetings, executive meetings and the learning support team meetings all require data to be presented and explained.

A number of parents have now been taken to court in

relation to their child's attendance at Albion Park High School. A growing number of case managements occur at school to support our lowest attending students and their families. The attendance roll call has continued over the past 3 years and will be evaluated at the end of 2019 for effectiveness.

Attendance data has improved, especially in Years 9 and 11 which are both above state average. Aboriginal student attendance is pleasingly vastly improved, this is in part due to the Aboriginal Education leadership team who monitor and mentor individual students of concern throughout the year along with Matthew Hawkins who 'touches base' with students whose attendance is slipping.

Structure of classes

Classes in the junior years are generally divided into groups of like-ability. There is an ABC (Above Beyond and Committed) class in Year 7 and 8 as well as a literacy/numeracy class. There is a Park Performers class in Years 7 and 8 for students with athletic ability. In 2019 there will be two literacy classes. Both these classes continue to be very popular with students and parents and the most significant issue we have is over-subscription in both areas.

As we move ever closer to embrace Project Based Learning (PBL) by all staff we will move to HUB LEARNING. In 2019 there will be a pilot program involving both English and History with HUB LEARNING in Year 7.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	5	15
Employment	3	21	35
TAFE entry	1	12	12
University Entry	0	0	27
Other	11	25	7
Unknown	0	0	1

Year 12 students undertaking vocational or trade training

There were 75 Year 12 enrolments across 7 VET courses and 132 Year 11 enrolments across 6 courses in 2018. A large number of students were enrolled in more than one VET course. VET courses continue to be extremely popular at Albion Park High.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018 only 76 students graduated with the HSC. This is statistically the lowest number we have retained. This is due to the peculiarity of the particular cohort and not linked to a trend. A significant percentage of students who left school before the end of Year 12 gained apprenticeships, traineeships or enrolled in TAFE courses.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	45.8
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.68
Other Positions	1.8

*Full Time Equivalent

The Principal of Albion Park High is an Aboriginal woman, we have a SASS staff and a teacher who also identify as Aboriginal.

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

All staff at Albion Park High have proficiency and are appropriately accredited. There are some temporary staff who are still gaining their proficiency status. All staff with beginner teacher funds (other than those on maternity leave) are using them for professional learning directly related to their area of teaching and

expertise and linked to their PDP goals, all beginning teachers have a plan. A further two staff have become flagged in the area of Special Education in line with the long-term work in support that they have done at APHS. At APHS we support three key areas of professional development as a priority:

1. HOW2Learn
2. Project Based Learning and
3. Quality programming and assessment

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,103,701
Revenue	11,050,654
Appropriation	10,133,309
Sale of Goods and Services	368,359
Grants and Contributions	541,973
Gain and Loss	0
Other Revenue	0
Investment Income	7,014
Expenses	-10,893,505
Recurrent Expenses	-10,893,505
Employee Related	-9,563,806
Operating Expenses	-1,329,699
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	157,149
Balance Carried Forward	1,260,851

	2018 Actual (\$)
Base Total	7,017,120
Base Per Capita	156,316
Base Location	0
Other Base	6,860,805
Equity Total	767,278
Equity Aboriginal	44,446
Equity Socio economic	417,982
Equity Language	20,700
Equity Disability	284,150
Targeted Total	1,466,082
Other Total	408,913
Grand Total	9,659,394

- Albion Park High has excellent financial management processes and governance structures to meet financial policy requirements, we are well within our budget limits and have clear and well articulated financial plans, both short medium and long term
- Albion Park High holds the funds for Southern Stars and out SAM oversees the financial management together with the operations manager, this will be more tightly monitored in 2019 by the Management Committee after some alterations to processes were introduced
- Funds have been set aside for capital expenditure for a veranda and awning for the hospitality area on the completion of the Hospitality upgrade Term 3 2019

Financial summary equity funding

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

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

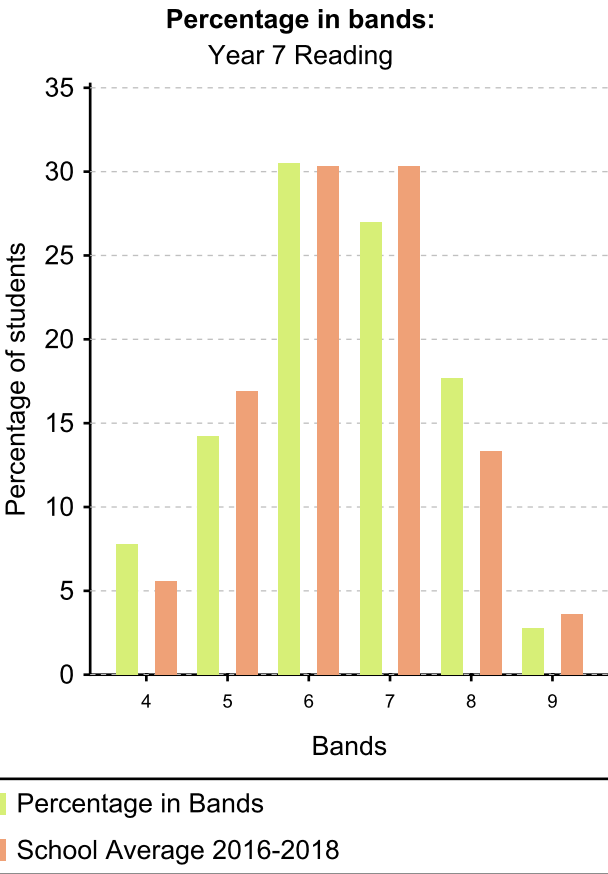
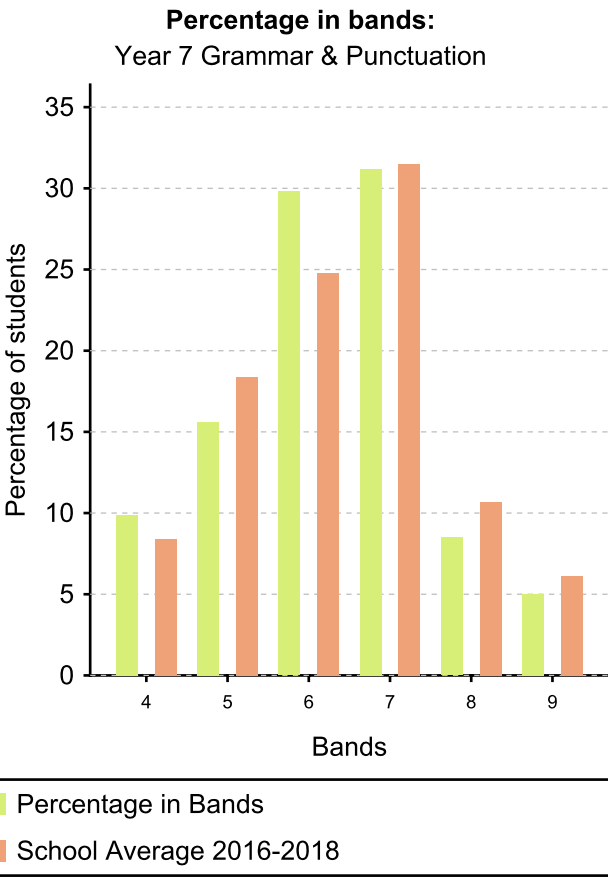
NAPLAN

In the National Assessment Program, the results across the Years 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. In 2018 Albion park High decided not to go to an on-line test but to retain the pen/paper style.

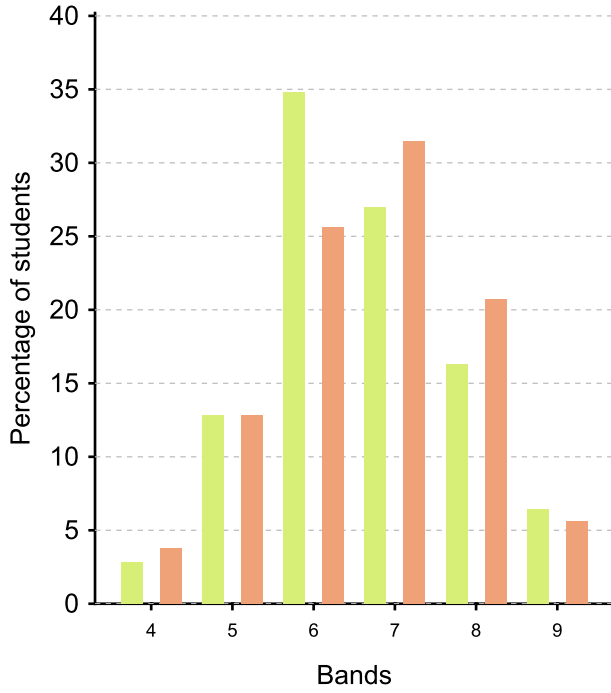
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

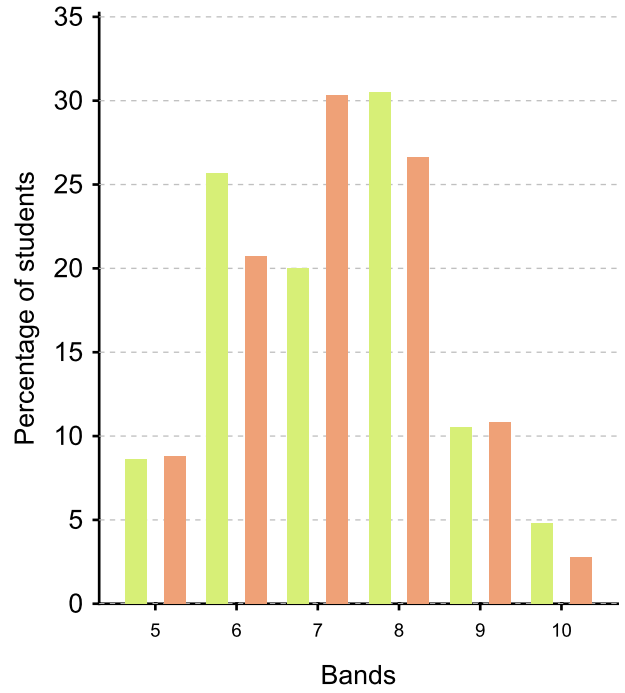
Data shows that Albion Park High is DELIVERING for value-adding in Year 7–9 in NAPLAN. In relation to the Premier's Priorities (increasing students in the top two bands of NAPLAN in Year 7 and 9) we have retained an excellent 17.28%. In this statistic boys slightly out-perform the girls and the statistics related to Aboriginal students have doubled in four years to



Percentage in bands:
Year 7 Spelling



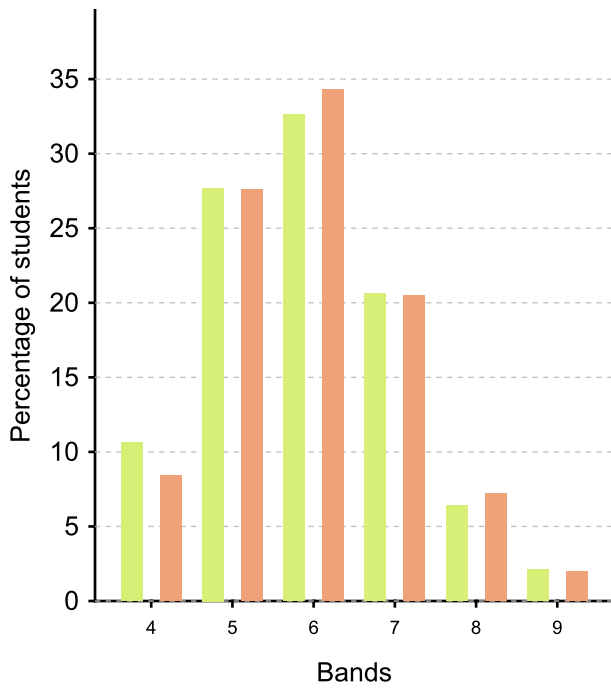
Percentage in bands:
Year 9 Grammar & Punctuation



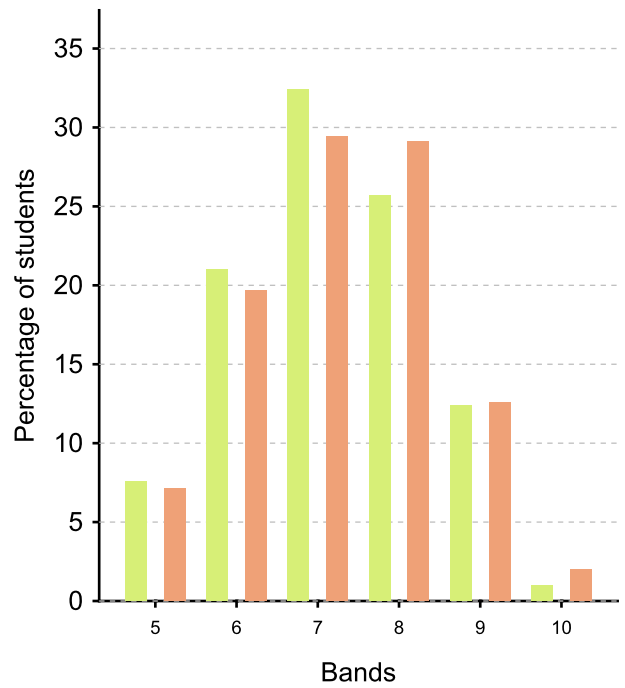
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 7 Writing



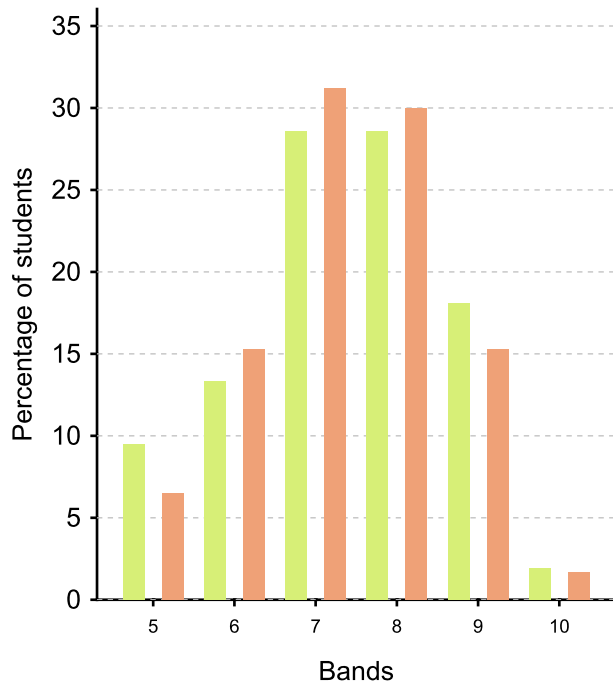
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

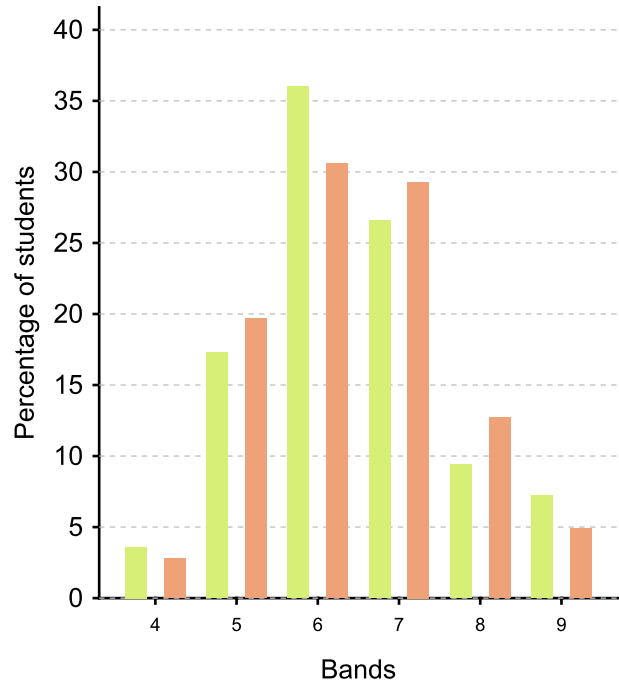
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Spelling

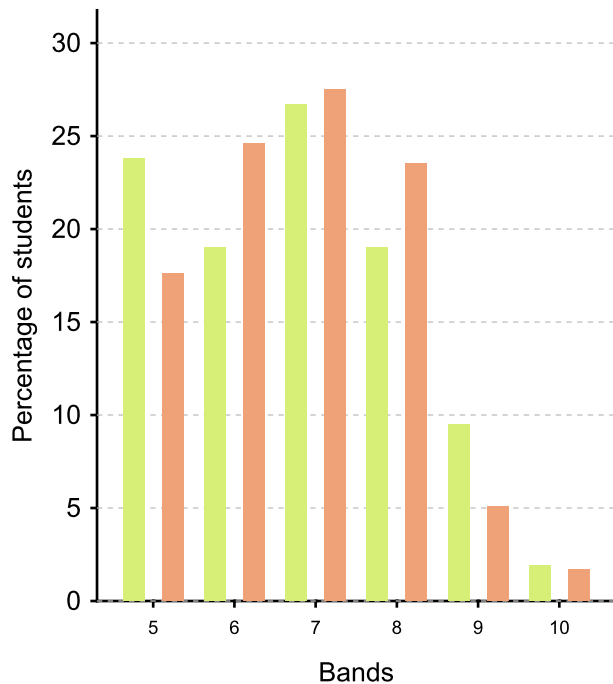


Year 9 Aboriginal students (20 students) are 35 points **above** the state average and 28 points **above** the same school group.

Percentage in bands:
Year 7 Numeracy

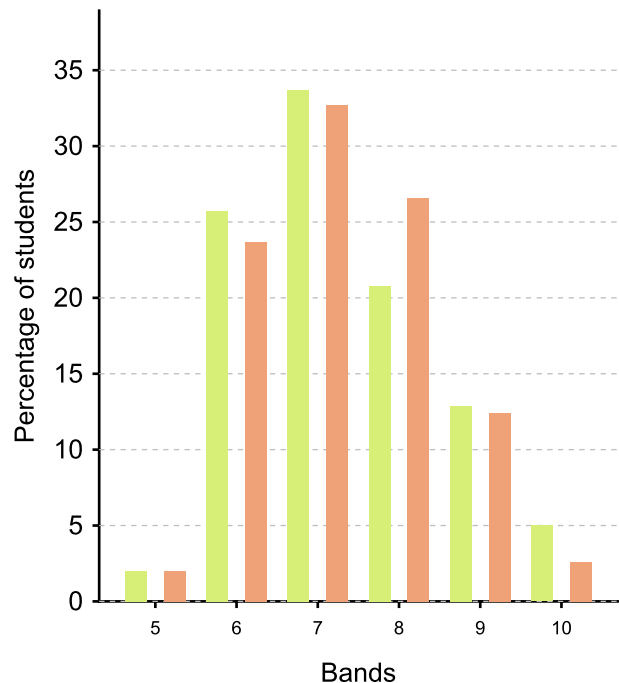


Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

Year 7 Numeracy has remained consistent for the past two years.

Year 9 Numeracy has improved considerably to be equal to the same school group (577.2). We remain though, 20 points below the state average. Girls out perform the boys in Year 9 by an average of

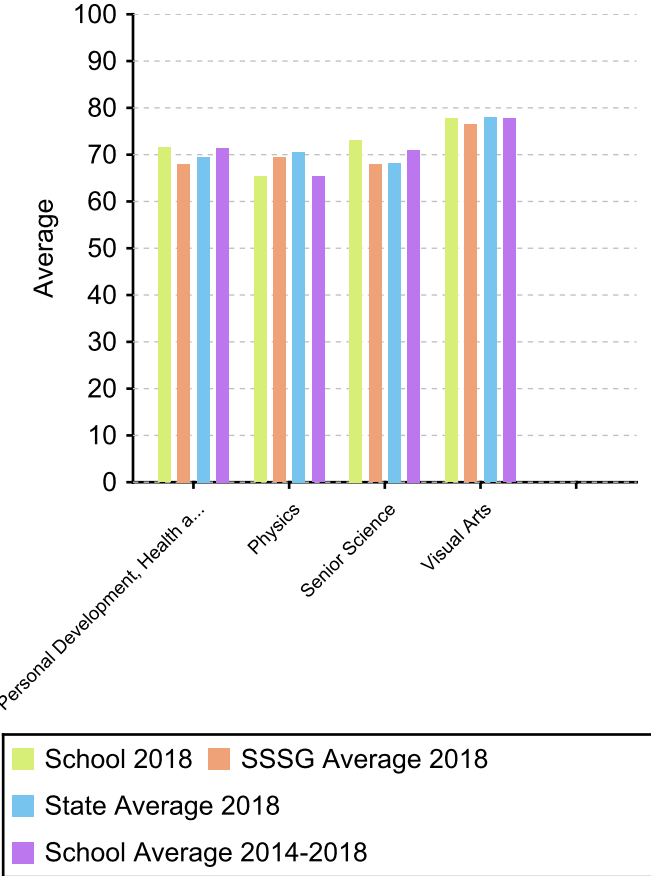
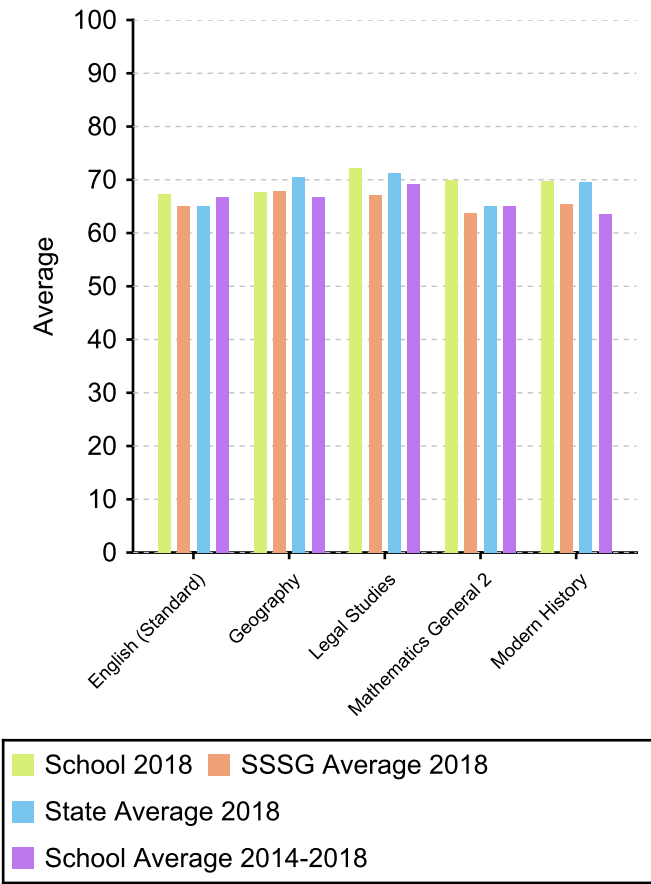
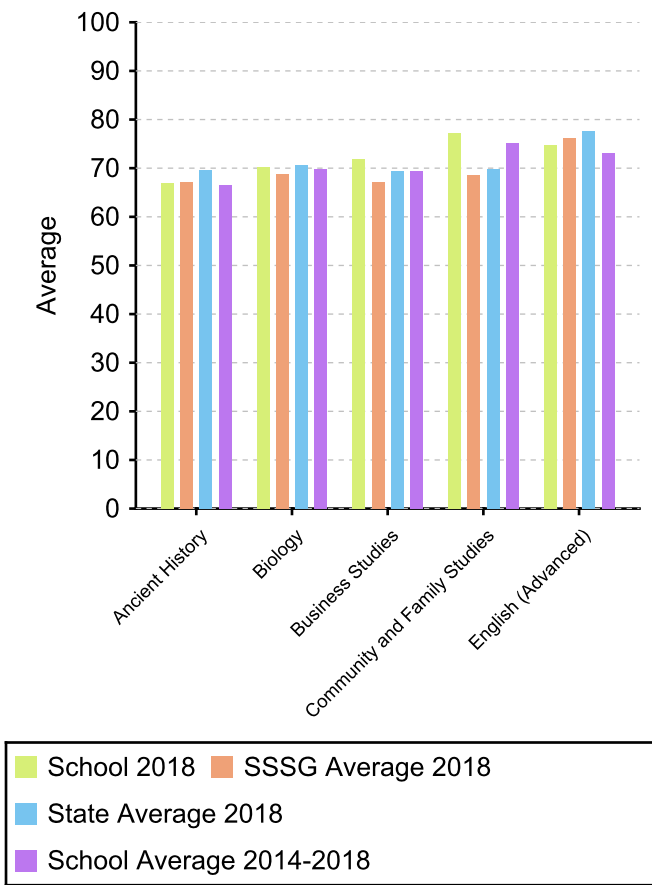
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school

data.

In relation to the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands Albion Park High has done an outstanding job and in fact results show better than state average.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The HSC data for Albion Park High was outstanding. Mathematics courses in particular showed significant longitudinal improvement. High performing faculties include Mathematics, Hospitality, Visual Arts, PD H PE, CAFs, Business Studies, Legal Studies, Standard English and Senior Science. The staff were extremely pleased with the HSC results as well as the growth in results over time. Writing, which has been targeted over the past few years, has improved considerably. Creative writing targeted in English has also improved due to the hard work of backward mapping, strategic planning and reprogramming of the English staff.



When compared internally the highest achieving (relative performance comparison) faculties are Hospitality, PD H PE, Mathematics General 2, IDT, Community and Family Studies, Senior Science and Business Services.

Parent/caregiver, student, teacher satisfaction

The school participates in the *Tell Them From Me* survey (see strategic direction 3). We have become increasingly concerned that students are survey-exhausted because we gain feedback constantly throughout the year, consequently this data could be unreliable. Measures will be taken in 2019 to attempt to find out the effect of over-surveying. Verbally, parents give high praise to; the school, the senior executive and the teacher-student relationships. The number of parents applying for out of area enrolment has increased significantly, verbally signifying that APHS is the 'school of choice', that they like our philosophy, our stand on uniform and our high

Policy requirements

Aboriginal education

Aboriginal Education is extremely important to the Albion Park community, all DoE policies are adhered to at APHS. Aboriginal Education is the school's third Direction (refer to the details in this report). We have an Aboriginal Education Leadership team with distributed leadership and specific responsibilities for every member. Data for Aboriginal students, on the whole, is above similar school group and often also the state, we are extremely proud of our improvement in all data sets for Aboriginal students. In 2018 Albion Park High was proudly presented with a Nanga Mai award for community participation and support.

Multicultural and anti-racism education

Whilst Albion Park High has statistically very few multicultural students we strive to have varying cultures represented to students as often as possible. This includes the sister-school relationship with Omiya Kita High in Japan and a special Bridge to Asia event with the partner primary schools. The few multicultural students we have are well supported and highly valued by the community. The Anti Racism Contact Officer at Albion Park High is Head Teacher Teaching and Learning Mrs Elizabeth Asanovic, who had no reported issues of racism.