

2022 Annual Report

Albury High School



8101

Introduction

The Annual Report for 2022 is provided to the community of Albury High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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.

School contact details

Albury High School

Kiewa St

Albury, 2640

<https://albury-h.schools.nsw.gov.au>

albury-h.school@det.nsw.edu.au

6021 3488

School vision

Together we focus learning in our school community on inclusivity, creativity, excellence and wellbeing, preparing all students and staff for the challenges of the future through engagement and a culture of high expectations.

School context

Albury High School is a large and proudly comprehensive school which has recently celebrated 100 years of operation. We have a current enrolment of 942 students and 115 staff including a Business Manager, General Assistant (GA) and Agriculture Assistant, Teachers, School Learning Support Officers (SLSO) and School Administration Officers. We are an active member of the Albury Schools Network. Albury High School caters for a diverse range of students who are successful in the academic, technology, sport and arts fields. Our student population includes 72 Aboriginal and Torres Strait Islanders, 6 students from a refugee background and 71 with an EALD background.

The school provides a wide range of opportunities to cater for all students. As well as the consistently strong results in external exams, students are encouraged to enter national competitions. Students are expected to set high goals and develop the skills to achieve them. Students are able to be accelerated in areas of talent. Our students are often selected to participate in HSC showcases for their practical works and many achieve ATARs in the 90's on a regular basis.

Albury High School has a proud sporting heritage and an enviable record in state sporting competitions and we have had success at numerous regional and state championships. Our students often make state teams. Likewise in Public Speaking, Debating and the Performing Arts we have strong representation at a state level on a frequent basis. Our students are often involved with local organisations such as the Albury City Youth Council and support events such as the Albury ANZAC Day march.

The school has a very strong wellbeing team, led by the Head Teacher Wellbeing. The team aims to ensure that all students feel safe and secure. Students are encouraged to develop their personal and leadership skills through our Prefect body and our Student Representative Council, and also through camps and excursions. We encourage our students to have a voice.

We have excellent community ties with our facilities being used by outside community groups on a regular basis. Our close relationship with TAFE and local universities is leveraged to support our students. A key partner is YES Unlimited who manages the Albury Project which is a Community of Schools and Services model that supports students wellbeing.

Our school has a strong commitment to providing support for students with a range of learning abilities. We have three Multi-categorical classes and a Head Teacher Educational Support. Albury High School prides itself on giving all students equality of opportunity and encouraging them to achieve their full potential. The school receives equity funding to support students from a low SES background, Aboriginal students and students with disabilities.

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

The External Validation against the School Excellence Framework conducted this year and our Situational Analysis has highlighted three strategic areas to focus on for the school improvement plan. The first is Student Attainment where we are focused on pedagogy related to improving student growth in Reading and Vocabulary. The second area is Wellbeing, where our focus is on contextual wellbeing and building positive relationships throughout the school, while the last is on professional learning to facilitate the first two with a particular emphasis on explicit teaching.

Albury High School has a proud history and continues to maintain the positive traditions of its past, while at the same time embracing the challenges of an exciting future based on high expectations for students and staff to meet the needs of learners in the 21st Century.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

| Elements | 2022 School Assessment |
|--|----------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Excelling |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Working towards Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure all students grow in their learning through explicit, consistent teaching focused on the aspects of reading and numeracy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Excellence in Reading and Writing through a focus on Vocabulary
- Excellence in Mathematics Practice

Resources allocated to this strategic direction

Professional learning: \$88,423.00

Per capita: \$247,500.00

Integration funding support: \$432,000.00

English language proficiency: \$58,210.00

Refugee Student Support: \$3,490.00

Low level adjustment for disability: \$317,221.00

Aboriginal background: \$40,127.00

Summary of progress

Initiative 1: Excellence in Reading and Writing through a focus on Vocabulary

Focus was on the use of highly effective teaching practices to improve comprehension. High Impact Professional Learning specifically on pre-reading strategies was developed and delivered. Small focus groups and whole faculty support was offered through out the year. This was completed in tandem with a focus on explicit teaching practices and collaborative teaching practices from the professional learning strategic direction in particular on Tier 2 and 3 vocabulary words specific to each faculty. Time was given to faculties to write exemplar units focused on these practices and to share with others faculties to increase collaboration. The focus on explicit teaching vocabulary was complemented by the Educational Support faculty who worked with individual teachers on differentiation of programs and lessons to meet the needs of students with learning difficulties, the emphasis of this was on the of vocabulary and student access to learning through reading. An analysis of programs by Head Teachers, being delivered by teachers indicated a strong implementation by most staff of the strategies around pre-reading and tier 2 and 3 vocabulary. The analysis highlighted that the previous strategy built around text complexity had waned and that this needs to be a focus for 2023.

In 2023 in this initiative the focus will be on the consistent use of the teaching strategies we have implemented to improve reading, primarily the explicit teaching of vocabulary through Pre, During and Post reading strategies, the explicit teaching of tier 2 and 3 words and consideration of text complexity that is appropriate to the learning needs of students. The focused will be on engagement with the new syllabi to be introduced in 2024 to ensure teaching strategies are embedded.

Initiative 2: Excellence in Mathematics Practice

Focus was on the use of highly effective teaching practices to improve Mathematics in Practice, this was facilitated by the Head Teacher Mathematics and the Mathematics Growth Team coach and supported by Eddie Woo. High Impact Professional Learning in collaborative practice with an emphasis on lesson observation was utilised to identify points of need within student learning. As a result of data collected and lesson observations, staff have designed and implemented low floor-high ceiling tasks to ensure differentiation is occurring for students. This process followed the researched practices identified as part of the Mathematics Growth program. The lesson observations and collaborative practices were actively monitored and supported by the growth coach and involved a feedback loop on the success of strategies. This has resulted in more responsive teaching for students, in real time, with a focus on mathematics skills which are identified through data analysis. An evaluation of teacher practice and programs shows that the new processes have been embedded in teaching practice across the faculty. HSC results indicated growth in the Mathematics Standard 2 course after a strong focus on the data from the year previous. Particular areas of skill deficit were identified from the RAP analysis and actively taught.

Next year in this initiative the Mathematics Growth team will work with new staff to establish low ceiling - high order tasks and bring them onboard with collaborative practices. The faculty will build these process into the new 7 to 10 syllabuses being developed for a 2024 implementation with a particular focus on developing effective questioning techniques. This

will support further improvement in teaching practice in the mathematics faculty at Albury High School. There will be a continued focus on the HSC courses and data to improve practices collaboratively.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|--|
| Expected Growth Reading: 62% of students achieving expected growth in reading. | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. |
| Expected Growth Numeracy: 67% of students achieving expected growth in numeracy | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. |
| HSC achievement - Top 2 bands: 43.5% of HSC course results in the top 2 bands | 22.50% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target. |
| HSC achievement - Top 3 bands: 71.5% of HSC course results in the top 3 bands. | 57.31% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target. |
| Top 2 Bands - reading: 32.5% of Year 7 and 9 students in the top 2 bands (or above) in reading. | 2022 NAPLAN data indicates an increase of 5.37% of students in the top two skill bands for reading from the previous year heading towards the negotiated target. |
| Top 2 Bands -numeracy: 37.5% of year 7 and 9 students in the top 2 bands or above in numeracy. | 2022 NAPLAN data indicates an increase of 2.9% of students in the top two skill bands for numeracy from the previous year heading towards the negotiated target. |

Strategic Direction 2: Wellbeing

Purpose

Our purpose is to ensure all members of our school community build positive relationships to support engagement in learning and further develop a positive school culture with high expectations for all.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building Positive Relationships
- Update and adapt Good Discipline and Wellbeing Procedures at Albury High School

Resources allocated to this strategic direction

Socio-economic background: \$131,803.00

Location: \$4,530.00

Aboriginal background: \$10,500.00

Student support officer (SSO): \$96,058.00

Summary of progress

Initiative 1: Building Positive Relationships

Focus was on the full implementation of the Pivotal Wellbeing program to build stronger relationships with students and staff and thus impacting student learning. All staff were trained in Pivotal processes, including staff new to the school. Resources were redeveloped in behaviour management, printed professionally and put up around the school and a new Pivotal team was established with faculty representation to assist staff and monitor implementation. Along with the introduction of phone pouches and other initiatives under the Contextual Wellbeing banner data indicated we are on the right track. There has been a significant reduction in suspensions around the abuse of staff and conflict over issues like phone use. Behaviour management entries have reduced. The TTFM data shows a 2 % increase over last year in students sense of belonging now matching the NSW Government norm.

Next year in this initiative the school will work with all staff to develop a deeper understanding of restorative practices to strengthen skills that support the Pivotal strategies and building on the progress made.

Initiative 2: Update and adapt Good Discipline and Well-being Procedures at Albury High School

Focus was on the full implementation of the Yondr phone pouch and our mobile phone policy was re-written to reflect this. This strategy while implemented in the previous year was not fully completed. This strategy has guided the consistency of systems process and practices across the school. The impact of this has been a significant reduction in recorded issues with staff, a reduction in playground issues at lunch time and a measurable increase in learning time reported by all teaching staff.

In 2023 the effective use of Yondr pouches will be reinforced and the new Year 7 cohort inducted, we will then move into a maintenance of practice cycle. Our new focus for 2023 will be the rewrite of the school's Behaviour Management policy and implementation of the Restrictive Practices policy. This is driven by new Department of Education policies and resources.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|---|
| Wellbeing: The percentage of students achieving higher scores in TTFM for sense of belonging at school increases from the baseline of 65% to 72% | There has been an increase of students reporting positive wellbeing outcomes (66%). |
| | |

| | |
|--|---|
| <p>Positive Relationships: All new teachers are trained and involved in the use of the Five Pillars of Pivotal Practice (Paul Dix).</p> | <p>This target was reached, all new staff were inducted in our new processes for classroom management and restorative practices. All staff received the book and associated classroom resources to enable implementation. Training and refreshers are planned for SDD Term 1 2023 to ensure consistency and sustainability of this program. School structures were changed with the school wellbeing team being structured around this program.</p> |
| <p>Attendance target: 71% of students attending more than 90% of the time.</p> | <p>In 2022 the percentage of students whom attend 90% of the time has decreased to 27.5%</p> |
| <p>Aboriginal Student Attendance: An increase in Aboriginal students attending greater than 90% of the time to 62%.</p> | <p>Based on school data, 31% of Aboriginal students attended greater than 80% of the time. This is still an area for action.</p> |

Strategic Direction 3: Professional Learning

Purpose

Our purpose is to ensure teachers use explicit teaching practices consistently across the whole school. Teachers explain why students are learning something, how it connects to and builds on what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching
- Collaborative Practice

Resources allocated to this strategic direction

Professional learning: \$10,500.00

Summary of progress

Initiative 1: Explicit Teaching

Focus was on the use of highly effective teaching practices to improve explicit teaching with a focus on vocabulary and reading. High Impact Professional Learning, guided school teams through the process of developing consistent evidence-informed practices and use of SCOUT data to identify point of need with student learning.

Tier 2 and 3 Vocabulary and pre, during and post reading strategies drawn from the evidence-base, was a focus of staff professional development days and whole school PL afternoons for all staff to ensure student learning was at the forefront of all practices and targeted student need. Teachers used student data to plan and embed quality practices into their teaching programs. differentiated support in the form of mentoring was provided for staff on a one-on-one basis, by the literacy team leader on a weekly basis. Student learning outcomes have been tracked through the collection and analysis of NAPLAN assessment data and have shown the school is tracking above statistically similar school groups in the top two bands in Naplan reading which is also just below state trajectory results.

In 2023 the school will continue to work with staff to broaden their understanding of explicit teaching and embed literacy strategies into the curriculum and new syllabi. To support focus on explicit teacher we will work with staff to develop their understanding of the power of collective efficacy in improving student outcomes.

Initiative 2: Collaborative Practice

The focus is on collaborative practice to build collective teacher efficacy. High Impact Professional Learning, guided by the SIP, staff PDPs, which identified areas of professional learning for all staff.

We have developed a system of using school experts to provide mentorship and professional learning to our school team during staff development days, faculty meetings and whole school professional learning afternoons, with a focus on all three areas of the SIP. Adoption of this collaborative model has allowed staff to work with a variety of other staff across the school.

In 2023 we will continue to use this model and develop the skills and provide opportunities for other staff to deliver Professional Learning and mentorship. This will support further collaboration across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|---|
| Induction- Sustaining Explicit and Collaborative Practices: All new teaching staff will be inducted and trained in the key strategies identified in | All Albury High School staff are trained in Pivotal Wellbeing. Ongoing training for new staff. Explicit Teaching - 'What Works Best'. |

| | |
|--|---|
| the school plan. | |
| Explicit Teaching: All teachers are actively applying the principles of explicit teaching with a focus on vocabulary. | All staff are trained in explicit teaching strategies with a focus on Tier 2 and Tier 3 vocabulary and pre, during and post reading strategies. |
| Collaboration: To improve staff collaboration on the Tell Them from Me survey between staff to 7.4. | This was achieved. 2022 TTFM results - teacher collaboration 7.5 (state 7.8). The school mean for teacher collaboration was 7.5. |

| Funding sources | Impact achieved this year |
|--|---|
| <p>Refugee Student Support</p> <p>\$3,490.00</p> | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Reading and Writing through a focus on Vocabulary <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • intensive English language and learning support to increase educational outcomes for students • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: Increasing the capacity of parent/carers to connect with student learning, with the engagement of EALD Teacher Planning contact and family support, as well as engaging third party community services to assist with engagement. Use of targeted learning plans being key drivers. Parents/carers reported significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened.</p> <p>After evaluation, the next steps to support our students will be: Employing an EALD teacher to continue to engage with families in the teaching and learning student plans. To sustain relationships with culturally and linguistically diverse parents and engage and support relationships with community-based agencies that support and foster integration with community and school. Implementation of individual learning plans that engage learning and develop confidence in the English language, this will involve professional learning for all staff on the understanding and implementation of individual learning plans.</p> |
| <p>Integration funding support</p> <p>\$432,000.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Albury High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Reading and Writing through a focus on Vocabulary <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p> |

| | |
|--|--|
| <p>Socio-economic background</p> <p>\$131,803.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Albury High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Positive Relationships • Update and adapt Good Discipline and Wellbeing Procedures at Albury High School <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement e.g. involvement with the 'Albury Project' • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • Employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level. <p>The allocation of this funding has resulted in the following impact: Student sense of belonging increased marginally, and students at risk have been identified, with supports now in place. Weekly year advisor meetings in conjunction with the wellbeing team to evaluate and identify students with risk behaviors. Distant education facility has been provided for students who do not engage in a traditional learning environment.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. Continue with year advisors working closely with wellbeing staff to identify and support students at risk. Continue to engage with the 'Albury Project' program.</p> |
| <p>Aboriginal background</p> <p>\$50,627.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Albury High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Reading and Writing through a focus on Vocabulary • Building Positive Relationships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic resulting in more tailored learning plans for individual students.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage an Aboriginal Education coordinator, focusing on attendance, engagement and culture.</p> |
| <p>English language proficiency</p> <p>\$58,210.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Albury High School.</p> |

| | |
|--|--|
| <p>English language proficiency</p> <p>\$58,210.00</p> | <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Reading and Writing through a focus on Vocabulary <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: EALD students are more confident and prepared to take risks with their language use. Teaching staff participated in professional learning, where the EALD teacher guided how to plan an integrated writing unit using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p>After evaluation, the next steps to support our students will be: Ongoing teacher professional development and increasing their capacity to design integrated writing units that reflect the needs of EALD learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p> |
| <p>Low level adjustment for disability</p> <p>\$317,221.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Albury High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Reading and Writing through a focus on Vocabulary <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. The students benefited from a consistent approach to their learning with all staff following individual learning plans and regular staff meetings to discuss implementation, and progressions.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. The schools SLSOs will be given release time to participate in additional targeted behavioral training and learning.</p> |
| <p>Professional learning</p> | <p>Professional learning funding is provided to enable all staff to engage in a</p> |

| | |
|---|--|
| <p>\$98,923.00</p> | <p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Albury High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Reading and Writing through a focus on Vocabulary • Explicit Teaching • Collaborative Practice • Excellence in Mathematics Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in explicit teaching with a focus on vocabulary and reading, wellbeing, HSC, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning informed by the analysis of staff data. The school will focus on the implementation of curriculum reform with an emphasis on vocabulary, reading, explicit teaching and collaboration.</p> |
| <p>COVID ILSP</p> <p>\$109,032.00</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals. Students being graduated back into class with additional classroom learning support.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will transition students back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals.</p> |
| <p>Student support officer (SSO)</p> <p>\$96,058.00</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Albury High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Positive Relationships <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Professional Development of all staff in Pivotal Wellbeing practices |

| | |
|---|--|
| <p>Student support officer (SSO)</p> <p>\$96,058.00</p> | <p>The allocation of this funding has resulted in the following impact: The employment of an SSO has facilitated the building of relationships and engagement of families to identify students at risk.</p> <p>After evaluation, the next steps to support our students will be: Continue to support programs that encourages and enables student engagement, communication, and behaviour through the information, social engagement and learnings. Continue to build relationships bwith families and students to better understand and identify students at risk.</p> |
| <p>Location</p> <p>\$4,530.00</p> | <p>The location funding allocation is provided to Albury High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Positive Relationships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement • provide release for a teacher to monitor attendance <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: Purchasing equipment and technology to enable collaboration with other schools for a range of purposes, including team teaching.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 475 | 477 | 460 | 476 |
| Girls | 517 | 529 | 504 | 489 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| 7 | 91.2 | 89.8 | 89.0 | 81.4 |
| 8 | 89.5 | 84.8 | 87.5 | 79.2 |
| 9 | 86.6 | 85.8 | 83.8 | 79.5 |
| 10 | 86.8 | 79.9 | 83.0 | 77.1 |
| 11 | 86.1 | 82.5 | 84.6 | 80.1 |
| 12 | 89.0 | 87.0 | 91.6 | 82.4 |
| All Years | 88.3 | 85.0 | 86.1 | 79.8 |
| State DoE | | | | |
| Year | 2019 | 2020 | 2021 | 2022 |
| 7 | 91.2 | 92.1 | 89.7 | 85.5 |
| 8 | 88.6 | 90.1 | 86.7 | 82.1 |
| 9 | 87.2 | 89.0 | 84.9 | 80.5 |
| 10 | 85.5 | 87.7 | 83.3 | 78.9 |
| 11 | 86.6 | 88.2 | 83.6 | 80.0 |
| 12 | 88.6 | 90.4 | 87.0 | 83.9 |
| All Years | 88.0 | 89.6 | 85.9 | 81.7 |

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with

previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment | 0 | 10.3 | 5.9 |
| Employment | 58.8 | 61.5 | 36.8 |
| TAFE entry | 35.3 | 17.9 | 4.4 |
| University Entry | 0 | 0 | 47.8 |
| Other | 5.9 | 0 | 2.2 |
| Unknown | 0 | 10.3 | 2.9 |

Year 12 students undertaking vocational or trade training

24.82% of Year 12 students at Albury High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

87.4% of all Year 12 students at Albury High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 12 |
| Classroom Teacher(s) | 51.3 |
| Learning and Support Teacher(s) | 1.8 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 17.37 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

| Staff type | Benchmark ¹ | 2022 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.00% | 4.10% |
| Teachers | 3.00% | 3.30% |

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

| | 2022 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 860,608 |
| Revenue | 13,416,092 |
| Appropriation | 13,064,701 |
| Sale of Goods and Services | 32,591 |
| Grants and contributions | 295,891 |
| Investment income | 14,611 |
| Other revenue | 8,298 |
| Expenses | -13,215,945 |
| Employee related | -11,584,417 |
| Operating expenses | -1,631,528 |
| Surplus / deficit for the year | 200,147 |
| Closing Balance | 1,060,754 |

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2022 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 435,299 |
| Equity Total | 559,589 |
| Equity - Aboriginal | 51,003 |
| Equity - Socio-economic | 132,207 |
| Equity - Language | 58,192 |
| Equity - Disability | 318,188 |
| Base Total | 10,447,956 |
| Base - Per Capita | 247,778 |
| Base - Location | 4,530 |
| Base - Other | 10,195,648 |
| Other Total | 957,120 |
| Grand Total | 12,399,965 |

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.

School performance - NAPLAN

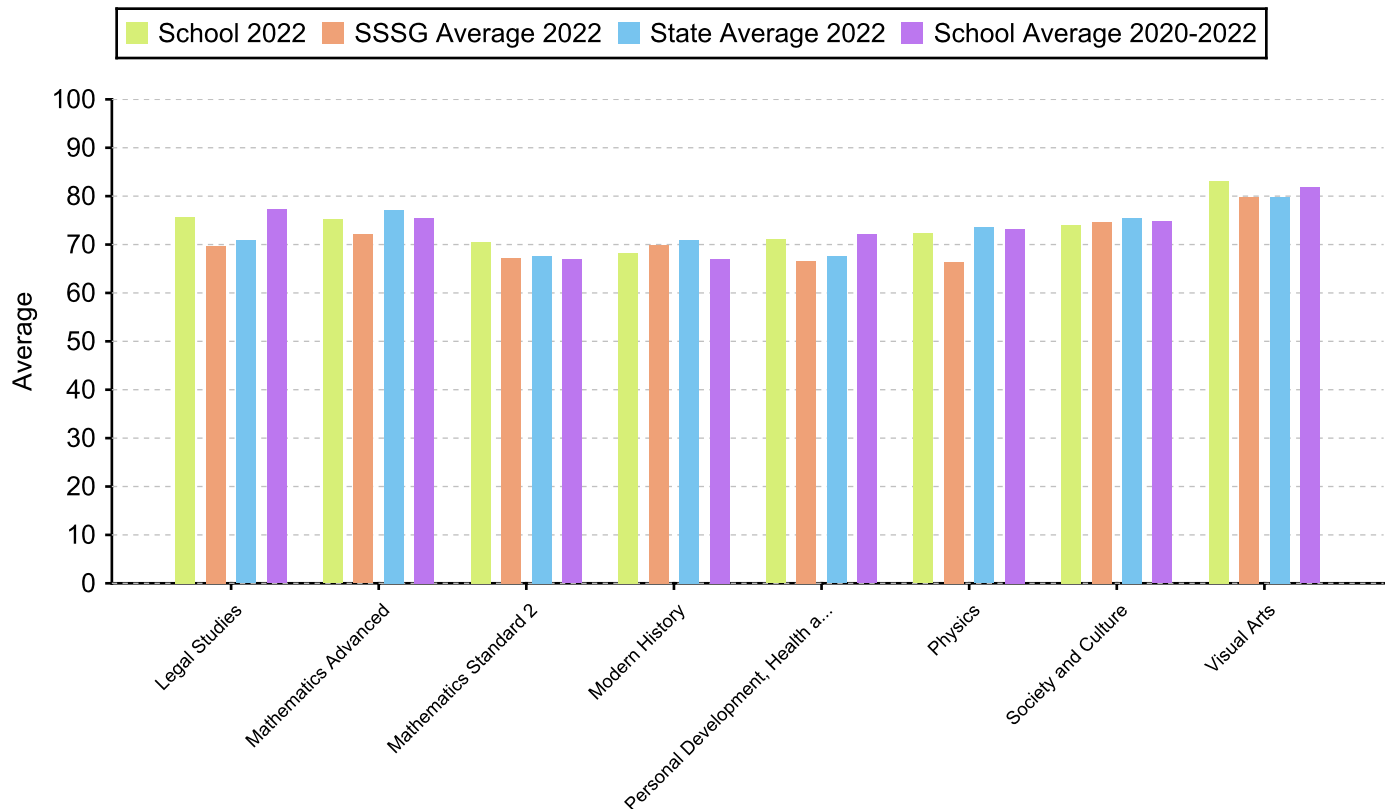
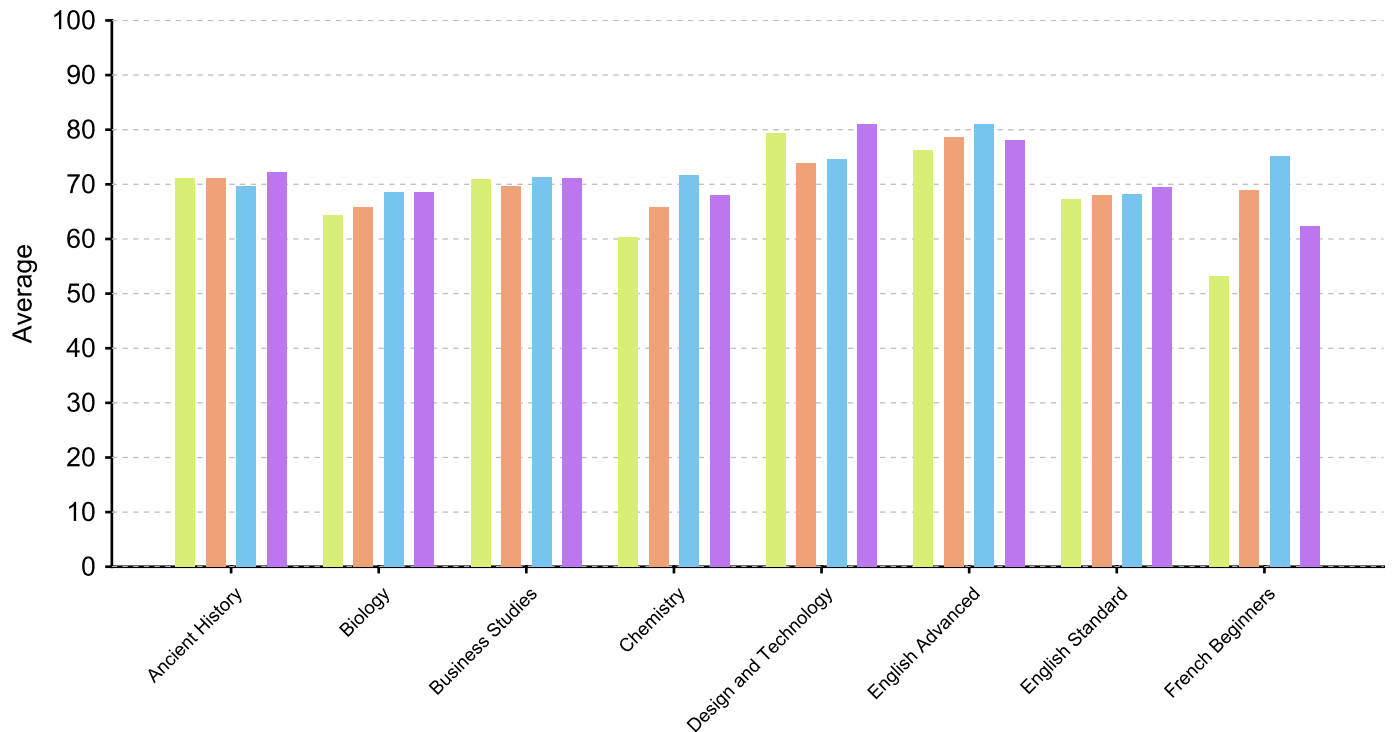
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



| Subject | School 2022 | SSSG | State | School Average 2020-2022 |
|--|--------------------|-------------|--------------|-------------------------------------|
| Ancient History | 71.2 | 71.1 | 69.6 | 72.1 |
| Biology | 64.4 | 65.9 | 68.5 | 68.6 |
| Business Studies | 71.0 | 69.6 | 71.2 | 71.2 |
| Chemistry | 60.3 | 65.9 | 71.7 | 68.1 |
| Design and Technology | 79.3 | 73.8 | 74.6 | 80.9 |
| English Advanced | 76.3 | 78.6 | 81.0 | 78.2 |
| English Standard | 67.2 | 68.0 | 68.1 | 69.5 |
| French Beginners | 53.2 | 68.9 | 75.2 | 62.4 |
| Legal Studies | 75.7 | 69.7 | 70.8 | 77.3 |
| Mathematics Advanced | 75.2 | 72.1 | 77.1 | 75.5 |
| Mathematics Standard 2 | 70.5 | 67.2 | 67.6 | 66.9 |
| Modern History | 68.3 | 69.9 | 70.9 | 67.0 |
| Personal Development, Health and Physical Education | 71.0 | 66.5 | 67.5 | 72.1 |
| Physics | 72.3 | 66.4 | 73.5 | 73.3 |
| Society and Culture | 74.1 | 74.7 | 75.5 | 74.8 |
| Visual Arts | 83.1 | 79.9 | 79.8 | 81.8 |

Parent/caregiver, student, teacher satisfaction

The primary information gathering platform used to gather data regarding parent/caregiver satisfaction is the annual Tell Them From Me survey. Unfortunately the number of parents who responded in the Tell Them From Me survey was substantially less than anticipated. As there were only 18 respondents, the data collected from this survey cannot be viewed as a valid snapshot of parents' perspective and perceptions of Albury High School.

In 2022, two Tell Them from Me surveys for students were run, the first in March and the second in October

In both surveys, the student response rated at or above the NSW Government Norm in: Explicit Teaching Practices (students feel classroom instruction is well-organised with a clear purpose and immediate feedback that helps them learn), Advocacy at school (students feel that they have someone at school who consistently provides encouragement and can be turned to for advice), Positive learning climate (students understand there are clear rules and expectations for classroom behaviour), Expectations for success (staff emphasis academic skills and hold high expectations for all students, the student's overall mark in English, Mathematics and Science).

These responses tie back to the school's Strategic Directions and the ongoing work and focus in implementing strategies to improve student growth and attainment, and wellbeing.

50 teachers responded to the Tell Them From Me survey, the responses indicated that our strengths lie in the areas of the Data informs Practice, Technology and Inclusive School. Areas in which will be a focus moving forwards include Teacher Collaboration and Parent Involvement.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.