Principal’s message
2014 was a busy year for Albury High School. I would like to thank the community for its support, especially after the fire which destroyed our administration area. The school responded well, disruptions were kept to a minimum and the support from the Department of Education & Communities was great. We now have a modern office which I’m sure will serve us well into the future.

2014 was a year of consolidation for our Learning Community, ‘Crossing Point’. We initiated several programs together including teaching science in the primary schools and enjoyed joint collegial professional learning around student outcomes. As always our focus is on improving learning for all.

In 2014 Albury High School’s focus on professional learning was improving student writing, comprehension and the ability to infer meaning. This is a long term strategy which will continue for some years.

We continue to work strongly with the community and enjoy our relationship with many organisations, in particular the P&C Association, who are strong supporters of our school.

I hope you read our report carefully. It highlights areas for improvement and the great success of an expert teaching staff and motivated student body.

Mr Darryl Ward

School Council Report
The School Council continues to play an important role in providing support to the school and advice to the Principal.

In 2014, the School Council welcomed Laura Piazza (parent representative) and Dian Madden (staff representative) to its membership and thanked Neil Mills for his efforts on the School Council over the last five years as both member and Secretary.

The School Council initiated the World Challenge program. The first group travelled to Borneo and Malaysia to undertake valuable work with local communities with a second group to travel in 2015.

Council continues to focus on working with the school to improve NAPLAN performance, the promotion and development of a ‘learning community’ with our partner schools, and providing advice on capital improvements in conjunction with the local community and the P&C.

School Council Members 2014
Darryl Ward Principal
Bob Perry President & Community Representative
Laura Piazza Secretary & Parent Representative
Alistair Macdonald P&C Representative
Judy O’Keefe Community Representative
Peter Harris Parent Representative
Gaurav Joshi Parent Representative
Leanne Wheaton Parent Representative
Michelle Armstrong Staff Representative
Dian Madden Staff Representative
Steve Hooppell Staff Representative
Edward Dean Student Representative
Isabel O’Riain Student Representative

Mr Bob Perry
President

Albury High School P&C report
It is with a great deal of pleasure I present our 2014 annual report on behalf of all Albury High School P&C members. It has been a busy and fruitful year with a lot of goals set and achieved. None of this would be possible without dedicated and conscious effect of all our Canteen Staff. Their ongoing commitment to providing an excellent choice for the students at an affordable price, and still creating an income that allows us to complete projects around the school, all of which enhances learning environment for the students.

I would like to express our appreciation to the AHS Principal, Mr Darryl Ward, Senior and Junior Deputy Principals, Mr Andrew King and Mr Damian Toohey for their full support and input at all our meetings, and for the other staff members that assist us, thank you.

To all those members that attend our P&C meetings each month, and to the SRC (Student Representative Council) who put forward valuable new ideas to help keeping AHS the ‘school to attend’, thank you. Every member’s input is valued and considered, with positive and
proactive discussion given to new ideas that may assist students and the school.

Our P&C is also fortunate in having a representative on the School Council, enabling us to give a report on our activities and receive feedback and support. We then have an opportunity to table suggestions and ideas raised by students, parents and P&C members that may be of benefit to all students. Our representative has the opportunity to report back to the P&C with discussion and ideas raised at the School Council.

The following are some of the main achievements the P&C have been able to contribute to over the past 12 month.

- AHS AFL jumpers
- AHS Year Citizenship Award
- AHS Cricket Caps
- Landscaping school areas
- Hospitality kitchen work station upgrade, with one left to complete, making this section a healthy and modern learning environment
- AHS Library tables (32)
- AHS Oval watering system
- AHS netball uniforms
- School Captain prize and flight to Sydney
- AHS Science Microscopes
- Seating for Year 10 and Year 11 area
- Water polo caps
- SRC Trivia quiz prizes
- Contributed to the cost of new maintenance shed

These are some of the projects undertaken by the P&C in partnership with AHS, all of this at a cost of around $70,000

As always the big challenge for the P&C has been the coordination of our Book Pack Day. This year Barkers Office Supplies came on board with the supply of the book packs and did a tremendous job, they could not do enough for us and I thank them. I also encourage everyone to support this business. Thanks to the considerable amount of work put in by AHS staff, P&C treasurer Neil Mills and to the Prefects and to the family members working on the day, thanks.

A special thank you to those members who have supported me throughout the year, to Carolyn for her work in bringing the Canteen on line with the book keeping, to Neil for all his work outside the treasurer’s position and to Betty and her staff for their work, without them none of this would be possible.

I would like to acknowledge the work Jacqui Vaughan has done, a new member, who offered to do our Audit preparation and as a result has saved the P&C a considerable amount which can be used on projects. Our Audit has been completed and we are in good shape going into 2015.

For our new parents, bring in your ideas and lets work on them, we meet the 3rd Tuesday of the month and all are welcome.

Mr Alistair Macdonald
President AHS P&C

School context statement

Albury High School is steeped in tradition and proud of its history, values and achievements. We are an innovative and forward looking school. The well-developed programs offered at the school are reflected in consistently excellent results in all areas at Higher School Certificate and in other state wide and national testing.

The varied interests of our students are reflected in the broad curriculum we offer. Our school provides every student with the opportunity to achieve their potential, whether through language, history and social study trips both interstate and overseas, the opportunity to participate in creative and performing arts programs at school, regional and state levels. Our dynamic sports program enables all students to achieve at all levels. We offer extension classes which provide our Gifted and Talented students the opportunity to challenge and extend themselves.

Albury High School has always had vibrant, strong links with community, parents, TAFE, local universities and local schools and values their input and involvement.
We promote a strong learning culture and high expectations of our students. Students are encouraged to pursue and develop their own individual skills and talents in order to become well-rounded, self-disciplined and confident citizens.

Our vision is to provide Quality Learning for all; through Innovation, Excellence and Tradition.

**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

![Student enrolment profile graph]

**Student attendance profile**

![Student attendance profile graph]

**Year 12 students undertaking vocational or trade training**

At Albury High School we encourage students to explore vocational pathways that best meet their needs. In 2014 12.5% of Year 12 students undertook Vocational Training.

**Year 12 students attaining HSC or equivalent Vocational educational qualification**

In 2014 99% of the students satisfied the requirements of the Higher School Certificate.

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>54.9</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>87.5</td>
</tr>
</tbody>
</table>

The school also employed six School Learning Support Officers (SLSOs) who work with students that have disabilities or need adjustments in their learning. This includes two who work specifically with students from an English as an Additional Language or Dialect (EAL/D) background. These officers are employed on a temporary basis using equity funding from the Resource Allocation Model (RAM). All of our SLSOs provide an invaluable service to students.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

None of our teaching staff identify as Aboriginal. We employed one Aboriginal Education officer on a part time temporary basis.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>91.25</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8.75</td>
</tr>
</tbody>
</table>
**Professional learning and teacher accreditation**

Total school expenditure on teacher professional learning in 2014 amounted to $66,629.52. The average expenditure per teacher on professional learning at the school level was $938.44 which included mandatory training and teacher identified professional development.

The school’s major priorities in 2014 as detailed in the School Management Plan were:
- Student Engagement and Attainment
- Literacy and Numeracy
- Curriculum and Assessment

The school’s main strategies for teacher professional learning were:

1. A restructured and refocused Professional Learning Team (PLT) led by the newly appointed Head Teacher Teaching and Learning to approve and develop courses to meet teaching standards and SMP priorities.
2. Staff Development Day (SDD) structured to reflect standards and SMP priorities and targets

Other strategies to build capacity in staff to meet key priorities included:

- Implementation of new software called StaffPd, used to track whole school professional learning which was linked to the National Standards and incorporated the new Professional Learning Plans (PLPs) and teacher review process
- Closer alignment of professional development applications and PLPs to National Standards and school targets
- New Scheme Teacher Program consisting of teacher identified professional learning workshops and on-line professional learning courses that met school targets and were aligned with National Standards to better utilise resources for mandatory re-accreditation professional learning hours.

**Numbers of teachers participating in professional learning activities:**

<table>
<thead>
<tr>
<th>Professional Learning Focus</th>
<th>Number of Staff</th>
<th>Description of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>13</td>
<td>Professional learning identified to support adjustment and transition into teaching profession</td>
</tr>
<tr>
<td>Technology</td>
<td>8</td>
<td>Professional learning in new ICT strategies and technologies to engage students in 21st century learning</td>
</tr>
<tr>
<td>Literacy and Numeracy</td>
<td>1</td>
<td>Courses to improve literacy and numeracy outcomes for students in the identified areas of reading, comprehension and persuasive writing</td>
</tr>
<tr>
<td>Quality teaching</td>
<td>20</td>
<td>Professional Learning that focused on developing quality classroom practice around differentiation and assessment for learning</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Career Development</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Welfare</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>National Curriculum</td>
<td>1</td>
<td>To implement the Australian curriculum successfully utilising world recognised pedagogy, especially in assessment.</td>
</tr>
</tbody>
</table>
Staff Development Days provided opportunities for staff and the whole school community to focus professional learning on a number of key areas to support SMP targets and mandatory requirements that underpinned quality teaching and learning in 2014.

Term 1 SDD: All staff participated in mandatory training on Code of Conduct and Child Protection. This was followed by a WH&S Consultation presented by Craig Taylor from DEC. The day was concluded with a presentation to the teaching staff by the Welfare Faculty about students with special needs and how staff deals with their needs to set up a positive start to the year.

Term 2 SDD: School staff was divided into teaching staff and administration staff to work on separate programs. Teaching staff worked in faculty groups on issues related to the implementation of the National curriculum and 21st century pedagogy. Small special interest workshops were also run to target specific school needs and included rich tasks and extension programs for Year 8 and their classroom teachers, special needs literacy class for Year 7 with their classroom teachers and learning support staff. The National Partnership team worked with the classroom teachers of the targeted Year 8 class in that project. The administration staff worked through their own program which focused on new systems and training up-dates on Enrolment Registration Number (ERN).

Term 3 SDD: All teaching staff participated in the Crossing Point Learning Community. The professional learning centered on developing a common understanding of how to place students on the literacy continuum. Working both in small groups and as a whole community, strategies and tasks were developed to place students on the continuum. Administration staff worked through their own separate agenda focusing on up-grading cross-positional skills.

Term 4 SDD: Staff participated in the mandatory up-dates on anaphylaxis and emergency CPR. This was followed by teaching staff developing their PLPs for 2015 and uploading them into the new StaffPd software.

### New Scheme Teacher Data

<table>
<thead>
<tr>
<th>Category of New Scheme Teacher</th>
<th>Numbers of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSTs working towards BoSTES accreditation at Proficient</td>
<td>7</td>
</tr>
<tr>
<td>NSTs maintaining accreditation at Proficient</td>
<td>20</td>
</tr>
<tr>
<td>Teachers seeking voluntary accreditation at Highly Accomplished or Lead</td>
<td>0</td>
</tr>
<tr>
<td>Teachers maintaining accreditation at Highly Accomplished and/or Lead</td>
<td>0</td>
</tr>
</tbody>
</table>

### Beginning Teachers

The funding provided under Great Teachers Inspired Learning for permanently appointed Beginning teachers (PBT) was used in a variety of ways to support two Beginning Teachers adjust to their new roles and teaching profession in NSW Public Schools.

The funding and support program was designed and supervised by the Head Teacher Teaching and Learning and consisted of:

- Funding for two hours per week reduced teaching load for the year
- Funding for one hour per week release time for a mentor to work with the Beginning Teacher
- One release day per term for both Beginning teacher and mentor to work on targeted supports such as report writing, programming and registration, classroom observation, any other identified need
- Funds for specifically targeted Professional Learning support identified by PBT/ HT Teaching and Learning

As well, a Classroom Management Program was designed and delivered by the Head Teacher Teaching and Learning as part of the Beginning Teachers Induction program and was made available to all Beginning teachers (permanently appointed, temporaries or casuals).
Financial summary

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

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>559370.04</td>
</tr>
<tr>
<td>Global funds</td>
<td>941900.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>513406.16</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>612964.45</td>
</tr>
<tr>
<td>Interest</td>
<td>22653.77</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>35170.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2685465.39</td>
</tr>
</tbody>
</table>

| **Expenditure**             |               |
| Teaching & learning         |               |
| Key learning areas          | 115229.24     |
| Excursions                  | 345594.37     |
| Extracurricular dissections | 138879.35     |
| Library                     | 25457.50      |
| Training & development      | 62901.97      |
| Tied funds                  | 508600.03     |
| Casual relief teachers      | 166520.81     |
| Administration & office     | 227798.75     |
| School-operated canteen     | 0.00          |
| Utilities                   | 233986.98     |
| Maintenance                 | 133237.21     |
| Trust accounts              | 37159.66      |
| Capital programs            | 52944.00      |
| **Total expenditure**       | 2048309.87    |
| **Balance carried forward** | 637155.52     |

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

School performance 2014

Academic achievements

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.
NAPLAN Year 7 - Numeracy

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Achievements in Arts, Sport and other school programs

Arts

Highlights from Creative and Performing Arts, Debating, Writing and Public Speaking

- Juway Lacey Bird, Dylan Harris, Lauren Hannan and Sian Murphy nominated for OnStage Group Performance after the HSC Drama exam
- Juway Lacey Bird nominated for Individual Performance for OnStage after the HSC Drama exam
- Jake McCrohan was accepted as a vocalist into the Talent Development Project
- Oklahoma! was a huge success with over 100 students from Years 8-11 participating
- Erin MacDonald and Ashleigh Smith attended National Art School as part of extension work for HSC with outstanding results
- Albury High School Dance Ensemble performed at the Riverina Dance festival
- 24 Year 11 Drama Students performed for Generate, the Hothouse Theatre Shakespeare Festival
- 10 students performed in Dramatic Minds Festival at Hothouse. The theatre festival was to raise awareness about youth mental health issues
- Renee Boyd, Claire Hemsley, Asha Kelly, Laura Roberts, Chloe Sheridan, Rebecca Smits and Cherie Travassaros were in the Albury Dance Ensemble performed at the State Dance Festival, Riverina Dance Festival and School Spectacular
- Mathilda Humphries and Angus Mackinnon were in the School Spectacular Choir
- Katja Jorgensen, Hannah Chapman, Claire MacDonald and Ruxi Geng performed at the Opera House for the Festival of Instrumental Music
- AHS had nine students including Mica Torre, Hannah Chapman, Anthony Papini, Nathan Sigmund, Daniel Mills, Luke Caton, Jordan Grant, Anna Mannering and Georgie Currie perform three tracks on the Kool Skools CD with Anna Mannering winning Best Indie Track for female Vocalist
- Eisteddfod Performances were outstanding with many winners in both instrumental and vocal categories
- Showcases of Drama and Music throughout the year for parents and peers
- Katja Jorgensen, Claire Macdonald, Hannah Chapman and Erin Macdonald were in the Regional Concert Band Tour of the Riverina
- Regional participation in Music, Drama, Visual Arts Dance and Rock Camps
- Student Representative Council (SRC) concert for charity Country Hope in Term 4.

Sport

Sport at Albury High School continues to play an important role in the development of our students. Strong numbers actively engaged in weekly sport and we had considerable success in local and CHS sporting competitions. Staff contributed to the sporting program at Albury High School by officiating at swimming, athletics and cross country carnivals, and managing or coaching our students and school teams. Staff members also invaluably assist by taking extra classes to allow our teams to attend various sporting events. AHS had numerous staff take on coaching/manager roles in school sport in 2014, including Mr D Toohey (Cricket), Mr G King (Diving), Mr P O’Riordan (Girl’s Football - Soccer) and Mr T Sanson (Australian Rules Football).

Students were recognised for their achievements in the school “Grapevine” newsletter and at assemblies. Our School Age Champions, Zone Age Champions and Record Breakers in Swimming, Athletics, Cross Country and Diving were recognised at our annual Presentation Day, as were our Best & Fairest recipients in each of the sports AHS entered. Certificates were awarded to 96 students who represented the Riverina in a wide variety of sports.

Albury High School teams were Riverina Champions in Open Boys Tennis, Senior Boys Soccer, Junior Girls Soccer, Open Mixed Lawn Bowls, Boys Open Basketball and Boys U/15 Basketball.
Eleven students were awarded Albury High School Blues or Merit Citations for outstanding performances in sport. They were Jackson Whiley (Athletics), Tim Miles (Athletics), Angus Ogilvie (Athletics), Raymond Kausche (Athletics), Aaron Jory (Cricket), Maggie Power (Diving), Aaron Breust (Tennis), Mikaela Clemson (Swimming), Austin Shepherd (Swimming), and Bridget Johnston (Water Polo). Our Boys U/15 Australian Rules ‘Swan Shield’ winners also received a Team Blue.

A Riverina Blue certificate was awarded to Aaron Jory (Cricket) and a Merit Citation to Bridget Johnston (Water Polo).

**Sporting highlights for 2014 include**

- Bridget Johnston selected on the NSW All Schools Team for Water Polo; selected as part of the Australian Born ‘98 Youth Girl’s squad which competed in the 2014 Pan Pacific Youth Water Polo Festival; selected as a reserve for the School Sport Australia Open Water Polo Team
- Dom Brew, Lachlan Dowding, Harry Duck and Brayden Grimmond who were selected on the NSWCHS Water Polo team
- Isabel Mitchell was 2014 National Level 6 Trans-Bass Champion for Gymnastics and Silver medalist (Girls 13 Years Springboard) at NSWCHS Diving
- Aaron Jory was selected in the NSWCHS 1st XI Cricket team
- Jackson Whiley won the Australian Title in the Men's 2000 metre Under 15 Steeplechase at the 2014 Australian Junior Championships for Athletics
- Aaron Breust was selected in the NSW CHS Tennis Team for the NSW All Schools Championships
- Keisha Deppeler was selected in the NSW/ACT U18 Youth Girls Australian Rules Football Team which competed at the National AFL Championships in Canberra
- Grace Kelly was selected as a member of the 2014 Football (Soccer) NSW State Team Program
- Albury High School won the Zone Athletics, Swimming, Diving and Cross Country Carnivals

- James Mitchelhill was awarded the Pierre De Coubertin Award for his contributions and success in Athletics and Diving
- Maggie Power; Gold medalist (Girls 12 years Springboard) at NSWCHS Diving
- Jackson Whiley, Tim Miles, Angus Ogilvie and Raymond Kausche were CHS Gold medalists in the 14 years 4 x 100m Relay for Athletics with a time of 47.45 sec
- Sport Coordinator Award for Versatility in Sport was awarded to Harry Duck and Isabella Claxton
- Sportsperson of the Year was Aaron Jory

**Team Achievements**

- Boys Tennis Team, who came 6th in the State. Aaron Breust, Liam O’Neill, Christian Eberle and Ashley Wurtz
- 13 years Boys Swimming Relay Team and 16 years Girls Relay Swimming Team were the NSWCHS Finalists
- Boys U/15 Australian Rules Football Team were winners of the Swan Shield
- Mitchell Roots, Max Barraclough, Jessy Wilson and Will Heath finished 6th in the State for the Open Mixed Lawn Bowls team
- Girls Soccer made the final eight in the statewide Bill Turner Cup

Congratulations to all students and staff on these fantastic achievements in 2014.

**Debating**

Once again our students had the opportunity to show their speaking skills as they competed in a range of competitions. Albury High School teams participated in the Premier’s Challenge Debating competitions in three age groups. The Senior team, comprising James Mitchelhill, Sai Ramisettty, Dylan Harris and Josh Stevenson, had three debates but were unsuccessful in progressing to the next stage. Despite this they performed with credit and demonstrated their argumentative skills. Special mention must be made of our Year 9 team members who filled in for the seniors for the last debate. They represented AHS with distinction. The Year 9 team, comprising Hannah Lewis, Lucy Nagle, Laura Thomson and Emma Martin, won two of...
their debates including the local derby against our Year 10 team which featured Claudia McCulloch, Carson Mair, Grace Mitchell, Maria Ivan and Sam Barr. Unfortunately neither team was able to progress but they were able to demonstrate excellent verbal skills that bode well for next year.

The Year 8 and Year 7 teams both experienced success this year. The Year 7 team of Scott Howsam, Joanne Ratnik, Isabel Mitchell, Tom Salinger and Sabine Jorgenson defeated both Corowa and Finley in a fine start to their debating experience. The Year 8 team of Maya Salinger, Claire Macdonald, Bria Harper and Katie Bruce also defeated their first two opponents setting up the clash of the two undefeated AHS teams. After a great struggle the Year 8 team was victorious. At the time of this report they were awaiting the next stage of the competition.

The Year 7, Year 8 and Year 9 teams also participated in the Albury-Wodonga Eisteddfod debating this year. The Year 7 team debated well, winning two and losing two debates while gaining invaluable experience. The Year 8 team debated exceptionally well to win their competition by defeating Scots School in their final debate. The Year 9 team was able to replicate this performance the next day, again defeating Scots School to take the title. All teams are to be congratulated on their achievements as this competition always features high quality teams from our local area.

2014 has been a year of considerable success for debating; with students building skills that are invaluable for their future development. Thanks go to Miss Wall, Mr French, Ms Stevenson, Mrs Lennon and Mr Jory for their organisation and assistance this year.

**Public Speaking**

Students also participated in public speaking competitions this year. Hannah Lewis and Lucy Nagle of year 9 were both Highly Commended in the Rostrum Voice of the Year in May. The Sydney Morning Herald Plain speaking competition held at Coolamon Central in May saw Roksy Bolgari-Davykosa and Isabel O’Riain deliver entertaining speeches on current affairs issues. In August, Isabella Percy and Asha Kelly of Year 9 competed in the Legacy Public Speaking competition with both girls demonstrating their ability to speak in both the prepared and impromptu sections. Both demonstrated a capacity to construct a valid and logical argument at short notice.

Thanks also go to Emma, Laura, Lucy and Hannah of year 9 for competently running the legacy competition at AHS in August.

**Major Excursions**

Albury High School offered a variety of excursions to students. These included:

- Year 7 Wymah Valley
- Year 8 Outward Bound
- Year 9 Adelaide/Sydney
- Year 10 Harrietville
- Year 11 Snow Trip
- Year 12 Crossroads

Excursions to France, Germany and Vietnam also occurred in 2014.

In 2014 Albury High School students also participated in the World Challenge trip to Borneo and the G’Day USA tour.

**Year 12 Charity**

Each year our Year 12 students raise funds for a charity. This year, students, through the sponsorship of local businesses, held a dinner and auction raising $5000 for Country Hope supporting local students who suffer from Cancer.

**Musical Oklahoma**

In 2014 the school community worked together to produce the musical Oklahoma. The event was held in the Albury Entertainment Centre where stand out performances saw the hall packed on both nights. Congratulations to all involved.
Community Involvement

Each year Albury High School students participate in a number of collections and events to support the local community. This year 120 students marched on ANZAC Day to pay our respect to our returned service men and women and also collected for Legacy – poppy sales, ANZAC token day, the Red Cross Calling and Salvation Army Red Shield Appeal.

The SRC produced a concert at the end of the year to showcase students’ talents. The gold coin entrance donation was donated to charity.

Significant programs and initiatives – policy and equity funding

Aboriginal education

The full school community at Albury High School was involved in a number of initiatives during 2014 to strengthen partnerships and promote genuine collaboration with Aboriginal community organisations. Continued involvement and representation at Aboriginal Education Consultative Group (AECG) meetings was maintained to keep abreast with ongoing events within the community and seek advice and assistance. Despite lacking a full time Aboriginal Community Liaison Officer (ALCO) for the year, a healthy line of communication was maintained with Matthew Daniels (relieving ACLO), the AECG and the Albury-Wodonga Aboriginal Health Service (AWAHS). Central to this were the efforts of our Aboriginal Education Worker, Kianna Edwards, who continued to liaise with community to promote positive education and welfare opportunities for our Aboriginal students.

Kianna assisted with developing a whole school knowledge, understanding and respect for Aboriginal cultures and experiences. This was achieved with the student’s involvement in several projects, including the ‘Fruit Fly Circus’, Aboriginal Homework Centre, NSW Rugby League Gala Day and NAIDOC events.

To develop and sustain a positive and inclusive school culture, Albury High School continued its promotion of the Aboriginal cultural experience through its support for NAIDOC week. This was a busy week, the highlights of which were the Dreaming Story art competition and the full School NAIDOC Assembly, featuring Aboriginal students Lajamanu Lacey-Bird, Tiarna Whybrow and Rylie Loy as chairpersons. These activities were completed with a very successful community barbeque.

In an effort to improve the quality of leadership and workforce development for improved outcomes for Aboriginal students and families, Albury High School hosted the regional ‘Proud and Deadly’ Awards, establishing the school as a place which clearly valued Aboriginal students’ achievement. A large audience of approximately 400 Aboriginal students and community members celebrated the success of our young students, as well as recognising and rewarding the contribution made by Aboriginal workers. Twelve Albury High School students were recognised in the regional ‘Proud and Deadly’ Awards, in areas including citizenship, leadership and excellence in academic, sporting and cultural areas. In addition, four students received achievements for completing Year 12 and four students for completing Year 10. To complement this, two students were recognised for finishing their Stage III VET/TAFE studies in Business Services and two students for Stage II.

Aboriginal Education Worker, Kianna Edwards was appointed to support and increase Aboriginal student attendance, participation and engagement and to improve Aboriginal literacy and numeracy achievements in an effort to improve their learning outcomes. Aboriginal students took full advantage of extra tuition opportunities. The Aboriginal Homework Centre operated throughout the year, with students enjoying after-school support across a range of subjects. Students chose to join with the mainstream Homework group and access full support with other students. Year 11 and 12 students received extra tuition after school as part of the Norta-Norta Individual Student Sponsorship program, whilst Kianna Edwards worked as our in-school tutor to provide assistance to junior Aboriginal students for two days per week.

Assistance was provided to strengthen support for Aboriginal students at key transition points, Year 6 to Year 7, Year 10 to Years 11 and 12 and from school to work or further study. A transition
program was held for incoming Year 6 students from our feeder schools. In addition to our regular transition program, these students accessed the program on a small group basis to build on cultural similarities. Extra support for Aboriginal students completing TAFE courses was provided by our TAFE/TVET co-ordinator and careers adviser.

Albury High School continued to assist with Aboriginal student participation in the ‘Flying Fruit Fly Circus’, with three students being regular participants. At times transport was supplied by staff; and liaison with parents was maintained to ensure promotion of this very worthwhile program. Special opportunities were made to assist a Year 10 Aboriginal student to gain her license, with staff supplying driving lessons and access to the program.

In conclusion, 2014 saw a number of programs and strategies to ensure Aboriginal students achieve educational outcomes that match or better the outcomes of ‘all students’.

Multicultural education and anti-racism

Albury High School has maintained its enrolment of refugee and migrant students from a variety of countries including:- The Democratic Republic of Congo, Nepal, Bhutan, India, Russia, China, Sri Lanka, Bangladesh, Hong Kong, Pakistan and Thailand. Thirty eight of these students have been receiving specialist EAL/D (English as an Additional Language or Dialect) and SLSO (School Learning Support Officer) support. There were two EAL/D teachers employed with a total allocation of 1.2 and another teacher employed for 1 day a week under the NAP (New Arrivals Program). There has also been SLSO ethnic support allocated for 2 days per week. The support which students receive has been in class, through withdrawal, parallel teaching and at the homework centre.

The focus areas for Multicultural and EAL/D education in 2014 have been:

- Celebrating EAL/D students sense of identity
- Developing greater empathy and understanding among staff about EAL/D students and their needs
- Improving English language learning skills of EAL/D students
- Educating EAL/D students about future pathways

Focus Area 1: Celebrating EAL/D student sense of identity

Harmony Day was celebrated through an assembly with a guest speaker from Nepal and an address from the school captains on what they believed Harmony Day meant in their community. Parents of EAL/D students were also invited to the assembly and it concluded with a morning tea. A small group of students travelled to Yackandandah to speak to students at the primary school and teach them some Bollywood style dance moves.

Refugee week was celebrated in June with a refugee week assembly and Edwige Kirmwani, (an SLSO ethnic), was the guest speaker who talked about her experience as a refugee and her new life in Australia. Many of the students cooked food which was served to the staff and students as tasting plates. This experience highlighted the diverse skills of the EAL/D students.
Focus Area 2: Developing greater empathy and understanding among staff about EAL/D students.

At the beginning of the year a DVD was shown to staff which included interviews with many students and their thoughts on schooling in their home country in addition to Australia. The DVD highlighted the vast differences in schooling systems to give staff greater insight and understanding of the EAL/D students in their classrooms and some of the difficulties they face when learning in English.

In Term 3, a workshop focusing on Teaching English Language Learners in the mainstream was facilitated by Marjery Hertzberg. The aim of the workshop was to learn new ways of scaffolding and improving the English language outcomes of EAL/D students in mainstream classes.

In Terms 3 and 4 the Teaching English Language Learners (TELL) course was offered to staff at Albury High School and Murray High School who were teaching EAL/D students. TELL enabled teachers to get to know the EAL/D students in their classes and reflect and modify teaching practices to suit the needs of these students. The teachers participating in the course were given additional time between modules to work with specialist EAL/D teachers to create rich tasks.

Focus Area 3: Improving English language learning skills of EAL/D students

This has been achieved through supporting students and teachers in classes, building capacity of teachers to engage EAL/D learners, helping senior students in study periods and during sport, providing more information to teachers through learning profiles and team teaching to promote EAL/D pedagogy in practice. The EAL/D teachers also spent time interviewing students and reading their reports to them to ensure they understood the teacher comments and help students set goals for their future learning.

Focus Area 4: Future Pathways for EAL/D students

In Term 1 the RAW (Ready, Arrive, Work) Program was offered to refugee students and took place at TAFE for one week. It gave students an opportunity to write resumes, cover letters and to participate in group activities. It also enabled students to learn in an alternative setting to school and to learn about future pathways.

In Term 4 an Employability Program was offered to the EAL/D students which focused on learning about different kinds of jobs by visiting various workplaces. The students also participated in mock interviews with KFC staff and were given assistance to update their resumes and complete online job applications. The aim of this program was to build on the skills learned during the RAW program in Term 1 in addition to helping students gain the confidence needed to apply for jobs. Students have also been involved in activities focused on connecting with the broader community. These have included working with the children at the West Albury Preschool (including a drama performance), meeting the residents at Lutheran Aged Care, visiting the Waste Transfer Station in Wodonga and speaking to primary school students at Yackandandah and Trinity Anglican College about cultural celebrations.

Finally in 2014, seven EAL/D students graduated from Albury High School which was a huge achievement.
Socio-economic background

During 2014 the Year Advisers, Counsellor and Head Teacher Welfare met weekly as part of the Student Management Panel to monitor students’ behaviour referrals and offered follow up support, mentoring and counselling for individual students of concern.

The merit program offered merit awards, bronze, silver and gold medallions as tangible rewards for students’ positive contributions to the school. In 2014, 218 Principal Awards were awarded to students who excel in their field, or who go ‘above and beyond’ for school activities or within the community. The Principal Awards are worth six merit awards. Recipients of a Principal Award are invited to a luncheon at the end of each term.

The Learning Support Team met at least once per week with community representatives from Youth Emergency Services. Case managers were organised to support students with significant learning needs. Staff volunteered to mentor students who were seen to be struggling due to a variety of behavioural and social issues.

Teachers of individual classes also held regular meetings to ensure common strategies and collegial support.

The Welfare team also liaised closely with outside agencies such as Youth Emergency Services, Child & Adolescent Mental Health Services and Albury Community Health Services to ensure that the welfare needs of individual students were met. Other activities included:

- A special orientation program for students with special needs, behavioural issues or mental health concerns
- A newcomers program to support new students
- ‘Boys to the Bush’ excursions to support at risk male students
- Boys to the City and Girls to the City excursions
- The Harrietville leadership camp for Year 10
- The provision of a lunchtime food program to feed students who did not bring their lunch to school
- Student support funding to ensure all students have suitable uniform, books and requisites for classes
- Guidance lessons offered pastoral care to students across Years 7 to 10
- The Tutorial Centre offering support for students at risk of non-completion of their ROSA in year 10
- A program on cyber safety run by two La Trobe University students
- The volunteering program and Premier’s award scheme continued to be offered to Years 9 and 10 students.

Learning and Support

Low Level Adjustments for Disability

Making Adjustments for Students with Additional Learning and Health Needs

The Nationally Consistent Collection of Data Program is a program initiative rolled out by the Federal Government in 2014. The program collated data regarding students who require support and adjustments to improve their learning.

Albury High School participated in the first trial in 2014. Parents of students who required additional supports and the students themselves, collaborated in the decision making of what types of adjustments and supports were required. Each student identified as requiring additional supports had personal learning plans developed with information including strengths, needs and strategies to be used by class teachers.

The trial was significantly beneficial to all staff and students as knowledge and understanding about students’ strengths and needs were identified. This knowledge assisted teachers to enhance students’ access to a wider range of curriculum learning experiences and specialist teacher support. Consultation with parents ensured that family connections were strengthened and this in turn improved students’ learning outcomes.

Currently there are 154 students at Albury High School who receive adjustments to enhance access to the curriculum. These include, access to specialist teacher support and school learning and support officers, readers and scribes for exams, extra time and access to assistive technology.
The developing knowledge about student needs and the requirement of adjustments meant that any Professional Learning needs of teachers in the area of making adjustments to curriculum was identified. Albury High School continues to provide professional learning programs to address learner diversity in the classrooms, including the provision of support for teachers in recognising and responding to students’ additional needs. Overall the trial increased the effectiveness of classroom and school organisation to improve students’ learning outcomes.

Catering for Students with Diverse Needs

The Learning and Support Team (LST) at Albury High School provides a school-wide dynamic support for students who require additional supports. In 2014 the membership of the LST grew to 12 staff and community members who meet each Wednesday morning. A prime function of the LST is to ensure that the needs of all students in the school are being met. This is achieved through the team facilitating collaborative planning between teachers, support staff, parents and students. The LST continued to work towards a whole-school approach to cater for the learning needs of all students including those with diverse learning needs.

Learning and Support Teachers:
Adam De Mamiel, Carolyn Ratcliffe and Sharon Borham

School Learning and Support Officers:
Maree Barber, Leesa Argent, Zac Hopper, Fiona Sanson, Frances Hunter, Caitlin Higham, Kylie Strang, Claire Rogers, James Ellis and Sam Hines.

Students are supported in a variety of ways. These include:-

The Tutorial Centre:
- Literacy and numeracy support
- Homework support
- Behaviour support
- Support to re-engage at school
- Restorative practices to mediate disputes
- Girls education programs
- Boys education programs
- In school suspensions
- Drug prevention programs

The Classroom:
- Assist with literacy and numeracy through consultation with teaching staff
- Work with classroom teachers to support students who require additional supports
- Develop Personalised Learning Plans and Learner Profiles
- Provide support for students with special learning needs
- Transitioning students from one setting to another, e.g. Year 6 to 7
- Provide support in a variety of subject areas for students to complete assessment tasks
- Develop and deliver Girls and Boys Education programs
- Deliver drug prevention programs for students at risk, in consultation with School Counsellors
- Develop and deliver programs for students who are on suspension including; anger management programs, behaviour management programs and bullying and positive relationship programs
- Conduct restorative conferences between students and between staff and students
- Visit students in other school settings to provide support for their return to Albury High School. This includes liaising with staff from other schools and providing work for students
- Develop professional relationships with outside agencies in order to provide external support for students where needed
- Develop programs to support students that facilitate growth in literacy, numeracy and functional skills.

Programs such as Girls and Boys Education

Boys and girls education programs target students who have shown disengagement with their education. This disengagement may take the form of decreased attendance, inability to function effectively in the classroom environment, social issues, continued suspensions and/or increased RISC entries for poor behaviour. The major goals for our programs are to re-engage students with their education and to provide pathway opportunities
for further education and/or employment. Programs such as ‘Rock and Water’, ‘The Men We Need’, ‘Girls to Women’ and ‘Life Matters’ are combined with excursions, mentor contact, goal setting and involvement in courses and work experience.

Homework Program
The Homework Program aims to provide an opportunity for all students to access the facilities in the Library outside of normal school hours. This includes the computers and associated programs and printing, reference books, journals and support from volunteering teachers.

Support has also been received from La Trobe and Charles Sturt Universities with their students attending at various times during the year to assist with mentoring.

A big thank you to the P&C who subsidised the cost of the sandwiches, prepared by our Canteen staff.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Our school plan is reviewed regularly during the year by groups working on individual targets
- The School Council provides input into this process and the strategies we use to move forward
- Targets and strategies are reviewed and discussed at Executive Meetings.

School planning 2012-2014:
During 2014 our School Management Plan was updated to reflect new directions.

School priority 1
Student Engagement and Attainment

Intended outcomes
- To improve student attendance to increase continuity of learning and educational outcomes for all students at AHS
- To develop and improve on existing programs that can impact positively on student engagement, in particular in the areas of English as an Additional Language or Dialect (EAL/D), gifted and talented (G&T), Aboriginal education and quality teaching and learning (QT&L).

Evidence of achievements of outcomes in 2014

- In 2014 we implemented an interview system with the Head Teacher Administration teacher and the Home School Liaison Officer (HSLO) for students at risk of poor attendance
- The attendance of boys involved in our Boys Education Program was tracked. There was a significant improvement in attendance for this group
- Attendance remains an issue with many students having family approved absences. Our attendance rate has not changed from 2013 and remains at 89.2%, below the state average of 90.2%. This will remain an area for action in future plans
- In 2014 we established a rich task for extension classes in Year 8. This required staff to collaborate on assessment and students to utilize higher order thinking skills. This trial was successful and will be replicated in 2015
- In 2014 we trained three staff as teacher mentors who worked on quality teaching strategies around literacy.

School priority 2
Literacy and Numeracy

Intended outcomes
- To improve literacy and numeracy outcomes for students in the identified areas of reading, comprehension and persuasive writing based on NAPLAN
- To progressively plot all students starting with Year 7 & 8 on the Literacy and Numeracy continuum.
Evidence of achievements of outcomes in 2014

- In the areas identified above 58.4% of year 9 students made greater than or equal to expected growth for writing compared with 51.3% in 2013. This was a significant improvement.
- In reading there was a slight decrease from 51.1% in 2013 to 48.7% of year 9 students who made expected growth. Strategies in this area will continue to be a focus in 2015.
- For numeracy there was a significant increase in Year 9 students making expected growth from 52.2% in 2013 to 67.1% in 2014.
- Training for a small number of staff took place in the literacy numeracy continuum and the PLAN software package. A trial plotting of students was undertaken in Year 7. Continuum data was used to formulate classes for Year 7 in 2015. More work is needed in this area.

School priority 3

Curriculum and Assessment

Intended outcomes

- To implement the Australian curriculum successfully, utilising world recognized pedagogy, especially in assessment.
- To further develop our learning community with partner primary schools based on the Australian curriculum and 21st century pedagogy to improve student outcomes.
- To provide a relevant curriculum pattern that caters for the needs of our students, including academic and vocational pathways.
- Evidence of achievements of outcomes in 2014.
- All faculties have successfully implemented the Australian curriculum using a collaborative approach within faculties to rewrite programs.
- Staff had the opportunity to attend professional learning sessions on assessment for learning and strategies have been embedded within programs.
- The Crossing Point Learning community had regular meetings and held a joint School Development Day for staff on identified areas for common learning to improve student outcomes.

Parent/caregiver, student, and teacher satisfaction

Throughout 2014 a number of surveys were held in areas that the school identified. A survey around social media and bullying was conducted for parents, students and staff to assist in developing the ‘Bystander’ program by the La Trobe University Social Worker students who worked in the school during Terms 3 and 4.

An area for action in the school was identified as cyber bullying. Staff, parents and students were surveyed.

51 staff responded. Our findings include:

That 57% of staff thought cyber bullying was a major issue students were facing. All staff surveyed would support students in a variety of ways ranging from taking disciplinary action and contacting parents to informing the Deputy Principal or Principal. 30% of staff thought programs for bystanders might help resolve bullying issues.

68 parents responded to the survey. Our findings include:

20% of parents were aware their children had been bullied on social media. 58% of parents indicated one strategy to help students would be to contact Albury High School.

367 students responded to the survey from the target audience of years 7 to 9. The most commonly used social media sites were Instagram, Snapchat, Kik and Facebook. Students used multiple sites. 354 students indicated they had never been bullied via social media, 15% of students indicated they had never been bullied via social media, 15% of students indicated they had been bullied on social media and 15% at school. 54% of students felt most comfortable speaking to a trusted adult or parent (n.b. students could select multiple choices for this response) 38% of students chose to ignore a friend being bullied and 19% of respondents saw it as an issue at school.
As a result of this survey the school and La Trobe University Social Work students instigated a number of strategies to support students and inform parents. This included articles for the newsletter, a forum day for students and the development of the ‘Bystander’ program aimed at supporting victims and putting a stop to bullying. This program continues to develop in 2015.

The school also conducted surveys from ‘Tell Them From Me’ of parents and staff. A student survey will be conducted in 2015.

The parent survey highlighted that parents felt welcome at the school and the school was a safe school which supports positive behaviour. An area to focus on would be working on improving inclusivity within Albury High School. 66 parents responded to the survey.

The staff survey had 60 respondents and looked at the drivers of student learning. Interestingly there was a contrast with parents’ opinion around Albury High School as an inclusive school. This difference of opinion may indicate a greater effort is required for informing our community of strategies we utilize to support students with special needs. Staff collaboration and positive learning culture were the highlights.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-2017. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Our school vision statement is ‘Quality Learning for all, through Innovation, Excellence and Tradition’.

**Strategic Direction 1**

**Writing**

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

**Strategic Direction 2**

**Engagement**

We are working to engage students, staff, parents and our community to improve learning for all. A number of areas have been identified through our data analysis and vision statement where we will develop strategies to further engage our stakeholders in learning at Albury High School. We will strive to meet the needs of our school community.

**Strategic Direction 3**

**Staff Professional Learning**

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

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: