Albury High School
Annual School Report
Messages

Principal’s message

Albury High School is a truly comprehensive high school that provides rich and diverse experiences to its students in cultural, sporting and academic fields. The school prides itself on catering for all students and has high expectations for student behavior and individual performance.

I would like to take this opportunity to thank the students, parents, community members and staff who work so hard to make this school so successful.

This year’s High School Certificate results reflect the efforts of a group who met this challenge. The highlight was first and tenth in the State for Music and over ten students achieving an ATAR of 90 or more. There were 38 entries on the Distinguished Achievers list for the HSC with 9 students having multiple entries. There were also many notable achievements in all areas of school life. Rather than highlighting them here I commend this report to you to read.

Special thanks must go to Mr Ian Crossley, who this year retired as Principal, for his excellent leadership of the school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Darryl Ward

P & C message

This year the P&C welcomed some new faces to the Executive, General Committee and Canteen. They have proved to be efficient, professional and invaluable in their contribution to the smooth running of the P&C and its operations. The P&C continues to work closely with staff and the school community to ensure that Albury High School remains a fantastic school for its students and staff.

Our focus has continued to be two joint funding applications submitted by AHS to which the P&C has committed $115,000. We have recently received approval from the Department for these projects to go ahead and hope that by early next year both will have commenced.

One project will see the completion of work already started in the Western Area near the Performing Arts Centre. The other will involve the construction of a covered area for Year 7 in the Northern Area of the school. Both projects will significantly enhance the school environment for our students and staff.

During the year we also supported our school captains to attend the leadership program in Sydney, donated $5,000 towards the purchase of the new grand piano and offered support for the school to trial an electronic booking system for parent teacher nights.

Without the hard work and dedication of our paid canteen workers and many volunteers, both in the canteen and on the canteen committee, none of this would be possible and a big ‘thank you’ must go to the P&C run school canteen that continues to deliver our major source of funds that enables us to reinvest in the school by funding such major projects. In recognition of this significant contribution the P&C is committed to upgrading canteen services to ensure its continued effective running and to this end approval has been given to spend up to $20,000 to obtain new equipment and allow for its installation.

This year the P&C’s major fund raising event was the November Springart Exhibition. As always our fund raising committee put in many hours to ensure its success and continuation as an “iconic” event for the school. The money raised from this event has been earmarked for the Creative Arts Faculty and will be used for the upgrade of its classrooms.

It was unfortunate that the P&C’s 2011 fundraising venture of running the BBQ at the Applause Festival did not happen when the Festival was cancelled due to inclement weather.

The P&C continues to have active representation on the School Council, and recognises school community members who go ‘above and beyond’ with “Certificates of Appreciation”.

Our two very active P&C members at District level and delegates who attended the P&C Annual Conference in Tamworth keep us abreast of the “bigger picture” and issues affecting P&C’s all over NSW. One issue is the use of unflued gas heaters within schools and to this end the P&C and other school representatives have petitioned
the State Government to prioritise AHS for their replacement with more suitable heating.

Albury High School is lucky to have an active and involved P&C, which continues to work hard to make AHS the best school it can be for its students and staff. I would like to extend my thanks to all members for their ongoing support and commitment and I look forward to the fruition of the major projects in hand over the months ahead.

A final thank you goes to our Principal, Ian Crossley. We are all sad to see him leave AHS but thank him for his support and involvement with the P&C over the years and we all wish him well in his retirement.

Angie Hooppell
President, AHS P&C

School Council message

2011 has been a productive year for Albury High School Council. The last 12 months have seen the completion of major works identified in the 2008 AHS strategic plan and the promise of a second COLA (covered outdoor learning area) in the Northern area to commence in 2012.

School council has spent much of this year surveying students, parents and teachers, as we prepare to release the next three year strategic plan. Areas identified as needing to be addressed include the role of technology and social media in educating students, enhancing communication between the school and parents, environmental sustainability and maintaining staff morale.

Albury High School Council would like to acknowledge Ian Crossley’s seven year tenure as Principal. It has been a pleasure to work closely with Ian in planning our school’s future direction. While his “seven year building program” would rival that of the great Egyptian pharaohs, Ian’s real legacy lies in the high regard students, parents and the community have for the school.

We wish him well in his retirement, confident that he has kept us on the right path and made Albury High School “a better place for all”.

Mark Norden
President, AHS School Council

Student Representative’s message

In Term 4, 2010 we held a Training Day where we discussed goals for the year.

In the last week of 2010, we ran a whole school trivia quiz. Teams entered from Years 7, 8, 9 and 11. All up we had about 300 students participate.

At the school swimming carnival we once again ran a very successful BBQ, selling 56 egg and bacon rolls and over 200 sausage sandwiches.

We purchased World Book Online which all students can access from their DET laptops and home computers or anywhere that has the internet. We thought it was something every student could use for their assignments.

In Term 2 we held an Environment Week. We placed laminated signs in every classroom, reminding people to turn the lights off when leaving the room. We also held our own Earth Hour where all non-essential electrical items were turned off. A competition was held over a week, where students were asked to keep their area of the playground clean. A free BBQ was given to Stage 4 as the biggest improvement in playground cleanliness. Regular playground clean-ups have been incorporated into the school calendar where the faculties come out into the playground and there is a blitz.
Also as part of Term 2, the SRC focused on mental health by interviewing the PDHPE staff about the use of the Mind Matters resource in health and guidance classes. We held a ‘Blue Day’ fundraiser with proceeds going to Youth Beyond Blue. Also a cake stall was held for *Journals For June*, a program that buys journals for families struggling through premature birth, miscarriage, baby loss and diagnosis of a congenital abnormality during pregnancy. They find that writing their thoughts down helps with the acceptance and coping.

In aid of the accommodation centre being built for the new Cancer Centre at Albury Base Hospital, we participated in the ‘Wear Your Colours’ Day. Finally, in Term 4 we assisted the Albury Youth Council in their efforts to raise money for Lifeline.

**SRC Executive**

**School context**

**Student information**

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

**Student enrolment profile**

![Bar chart showing enrolments by gender and year from 2007 to 2011.](image)

**Management of non-attendance**

The school purchased a roll marking and attendance system. This has significantly improved tracking of students. Letters are also sent to parents when there are three days of absences without explanation. Students with attendance below DEC requirements are referred to the Home School Liaison Officer on a regular basis.

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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**Region**

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<th>2010</th>
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<tr>
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**State DEC**

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<thead>
<tr>
<th>Year</th>
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<th>2009</th>
<th>2010</th>
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<td>89.4</td>
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<tr>
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<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
<td></td>
</tr>
</tbody>
</table>

**Retention to Year 12**

- **SC05-HSC07**: School 39.4%, SEG 33.0%, State 36.8%
- **SC07-HSC09**: School 37.0%, SEG 30.3%, State 32.7%
- **SC09-HSC11**: School 39.5%, SEG 33.2%, State 35.9%

**Post-school destinations**

<table>
<thead>
<tr>
<th>Destination</th>
<th>No. of students</th>
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</thead>
<tbody>
<tr>
<td>University</td>
<td>77</td>
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<tr>
<td>TAFE</td>
<td>15</td>
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<tr>
<td>Travel</td>
<td>2</td>
</tr>
<tr>
<td>Work</td>
<td>13</td>
</tr>
<tr>
<td>Traineeship/Apprenticeships</td>
<td>2</td>
</tr>
<tr>
<td>Defence</td>
<td>1</td>
</tr>
<tr>
<td>Unemployed</td>
<td>6</td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
</tr>
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</table>
Year 12 students undertaking vocational or trade training

In 2011 19% of year 12 students undertook vocational or trade training.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of students satisfied the requirements for the award of the HSC.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<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 Teachers</td>
<td>57</td>
</tr>
<tr>
<td>Teacher of emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>90.8</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The school employs two staff members who are Aboriginal.

Staff retention

Five percent of staff at Albury High School left the school in 2010. The majority of these staff retired from the teaching service.

Teacher qualifications

All teaching staff meet 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>88</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>292121.44</td>
</tr>
<tr>
<td>Global funds</td>
<td>669566.47</td>
</tr>
<tr>
<td>Tied funds</td>
<td>436513.42</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>776161.44</td>
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<tr>
<td>Interest</td>
<td>27252.03</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>65119.59</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>2266734.39</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning       | 129775.55  |
| Key learning areas        | 429595.94  |
| Excursions                | 111366.02  |
| Extracurricular dissections| 25095.36   |
| Library                   | 29229.28   |
| Tied funds                | 386933.94  |
| Casual relief teachers    | 143837.33  |
| Administration & office   | 185869.24  |
| School-operated canteen   | 0.00       |
| Utilities                 | 165582.15  |
| Maintenance               | 32799.06   |
| Trust accounts            | 64745.30   |
| Capital programs          | 111368.63  |
| Total expenditure         | 1816197.80 |
| Balance carried forward   | 450536.59  |

The balance carried forward as at the 30/11/11 included $66,000 in unpresented cheques and outstanding accounts. A further $196,000 is held in tied and trust funds. The school carried forward $155,549 in general purpose funds. This was $97,000 more than 2012.

A full copy of the school’s 2011 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.

School performance 2011

Achievements

Academic

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.

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

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

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 7**

**Year 7 Reading**

**Year 7 Writing**

**Year 7 Spelling**

**Year 7 Grammar & Punctuation**

**Numeracy – NAPLAN Year 7**

**Year 7 Numeracy**
**Literacy – NAPLAN Year 9**

**Percentage in bands:**

**Year 9 Reading**

**Percentage in bands:**

**Year 9 Writing**

**Percentage in bands:**

**Year 9 Spelling**

**Percentage in bands:**

**Year 9 Grammar & Punctuation**

**Percentage in bands:**

**Year 9 Numeracy**

**Percentage in bands:**

**Numeracy – NAPLAN Year 9**
School Certificate

Percentage of students in performance bands: School Certificate English

Percentage of students in performance bands: School Certificate Mathematics

Percentage of students in performance bands: School Certificate Science

Percentage of students in performance bands: Australian History, Civics and Citizenship

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

Percentage of students in performance bands: Computer Skills
School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate
Higher School Certificate relative performance comparison to School Certificate (value-adding)

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

- **Reading**: 98.0%
- **Writing**: 91.4%
- **Spelling**: 94.9%
- **Grammar & Punctuation**: 95.9%
- **Numeracy**: 96.0%

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)

- **Reading**: 92.1%
- **Writing**: 79.8%
- **Spelling**: 93.3%
- **Grammar & Punctuation**: 89.6%
- **Numeracy**: 94.1%

The Arts, Sport and other school programs

Arts

At Albury High School the Creative and Performing Arts Faculty strive to give students opportunities to perform and showcase their talents. We have had numerous opportunities in 2011 as this list shows.

Major achievements in the Arts for 2011:
- Alex Cameron nominated for ONSTAGE (Drama) and ENCORE (Music).
- Grand piano launch with students and staff performances.
- Sydney Morning Herald Young Writers – Riverina winner Rachael O’Donnell
- Year 12 boys choir singing at the SS&A on ANZAC Day and at other events.
- Outstanding results Rotary Poetry prize.
- River of Stories – Write Around the Murray Festival winners.
- Premiers Challenge Debating.
- Seven students participated at Education Week, Riverina and State Dance Festivals as part of the Albury Dance Ensemble.
• NSW winner of the Reconciliation Poster.
• Director’s Choice artworks chosen for display at DEC Wagga Regional Office.
• Winner Year 7/8 section of Portraits on Postcards.
• Springart Show fundraiser.
• Art X Change exhibition at Creator’s Gallery with Otto Hahn Gymnasium
• Year 7 Concert Band tuition.
• Slice of Life exhibitions and performances.
• Applause Festival performances.
• Eisteddfod performances with winners in the vocal and instrumental sections.
• Five musicians who participated in the West of the Divide Wind Ensemble tour to the Pacific Rim Music Festival.
• Two performers in the Junior State Wind Band.
• One performer in the Senior State Wind Band.
• Kool Skools – Albury wins Best CD.
• Education Week launch – Wind Band and Year 7 students in Albury Schools Choir.
• Year 10 and 11 Drama students participate in the Cardboard Box Drama Festival in Wagga.
• Student showcases in Music and Drama throughout the year.
• Regional participation in Drama, Dance, Music and Visual Arts camps.

Sport
Albury High School sporting teams and individuals competed with distinction in 2011. Sport continues to play an important role in the physical, social and emotional development of our students. AHS staff, parents and community play an integral role in encouraging our students to be active, and also in helping them to develop skills in a variety of sports which may lead to lifelong participation in physical activity.

The annual Sports Assembly recognised the achievements of our School Age Champions, Zone Age Champions and Record Breakers in Swimming, Athletics, Cross Country and Diving. We also awarded certificates to 70 students who represented the Riverina in 12 sports. Congratulations to those students who represented their school and region with pride at state carnivals in 2011. A number of staff members were also selected as coaches, managers and officials for Riverina and State Carnivals - their commitment to sport is greatly appreciated.

**Sporting highlights for 2011 include:**

- Albury High School won the Zone Athletics, Swimming, Diving and Cross Country Carnivals.
- Jocelyn Bartram was selected for the Australian Under 21 Hockey Squad.
- Jake Howie - Gold medals in Boys 16 Years Springboard and Platform events at NSWCHS Diving.
- Samara Delmenico - Silver medal Girls 16 Years Springboard at NSWCHS Diving.
- Ryan Mills - selected in the NSW All Schools Team and the State CHS Open Team for Water Polo.
- Nikola Pitman - representative in the NSW CHS Team for Water Polo.
- Catherine Pratt, Isaac Edgar, Taylor Miller and Tom Duck were also selected as team members of State CHS Water Polo.
- Cassie Lee - member of the NSW All Schools under 16 Hockey Team.
- Ben Hooppell - member of the NSW All Schools under 16 Hockey Team.
- Josh Timmermans - member of the NSW All Schools under 16 AFL Team.
- Keisha Deppeler was selected as an under 16 Girls AFL team member to represent NSW at the School Sport Australia Championships.
- Erin Macdonald, Darcy Locke, Lewis Locke, Drew Junck-Gonzalez and Jessy Shipard selected for the NSW State Country Basketball Teams.
- Nathan Scott - selected as Most Valuable Player for the Riverina Tennis Team in the State Finals.
- Tom Duck and Isaac Edgar were also chosen to represent CHS in Water Polo.
• Gabrielle Pound - selected and competed in the NSW/ACT under 18 girls team in Australian Rules Football

Team Achievements:
• The Senior Girls Soccer Team won the Errea Cup to be the NSW CHS State Champions, coached by Mr O’Riordan.
• The Senior Boys Soccer Team made it to the State Semi-Final of the Errea Cup, coached by Mr Fahey.
• The Under 15 Boys Australian Football Team - runners-up in the Swan Shield, coached by Mr Sanson.
• Runners-up in the Girls NSW CHS State Tennis Championships, managed by Mrs Harriss.
• Under 15 Girls Water Polo - final eight in NSW CHS State Championships, coached by Mrs Madden.
• The Boys Senior Cricket team won the Rixon Cup, coached by Mr Sanson.
• The Boys Junior Cricket team won the Milliken Cup, coached by Mr Dinham.
• U15 Boys Basketball were Riverina Champions and 7th in the State CHS finals.
• The Boys Open Table Tennis team were Riverina Champions and finished 5th in the State CHS finals, managed by Mrs Moon.
• Boys Hockey – finished 5th in the state

Congratulations to all AHS students for their tremendous participation and performances in 2011 and a special thanks to our AHS staff who have contributed their time, effort and expertise to our sporting teams this year.

General
The end of 2011 ushers in a new era for Albury High School. The retirement of our Principal Mr Ian Crossley marks the end of another chapter in the rich history of our school. During Mr Crossley’s time as our Principal, he has overseen many changes in the infrastructure and programs of the school. The school looks forward to further impressive progress under our new Principal.

Apart from Mr Crossley, this year also saw the retirement of long serving teachers Mr Hardie and Mrs McArthur, and the departure of Mr Wood. On the opposite side of the coin, the school welcomed many young beginning teachers just setting out on their careers. The school has a strong mentoring program to help develop and retain these enthusiastic and talented teachers.

Academically, 2011 sees the final year of the external School Certificate and the move in the next few years to a National Curriculum at both the senior and junior level. Initially this will be done in the core learning areas, but will eventually be extended to all subjects. The school is well prepared for these changes.

In sport the stand out highlights were the success of our girl’s soccer team in the state championships, under the fine leadership of their coach Mr O’Riordan and the selection of Jocelyn Bartram in the Australian Under 21 Hockey team that toured India. (Hopefully another Olympian from Albury High in the future).

The school’s achievements were highlighted in this year’s Southern Cross magazine. Mr Steve Hooppell has once again produced a very professional record of the year’s achievements. The layout and the visual presentations of school activities continues to impress.

AHS once again were active in their community participating in a wide range of events and assisting local charities. The 2011 Year 12 surpassed all previous fund raising efforts for charity. As a result of their long walk and other activities, the students raised in excess of $12,000. This money was donated to The Butterfly Foundation and the Neurofibromatosis Foundation of Australia. Other community activities that our students supported included:

• The Red Cross Vampire Shield donating blood.
• Once again Mr Day, with the assistance of Year 11 students organised a very successful Movember. This charity aims at raising the awareness of men’s health issues
• Students were involved in volunteer programs at Wewak School, local nursing homes and the hospital
• The Red Shield Appeal
• The volunteer program

Our students participation in and appreciation of the significance of ANZAC Day and Remembrance Day continues to grow. A large contingent of students, immaculate in their winter uniforms,
marched proudly on ANZAC Day down Dean Street. Many students were involved in the sale of poppies, Legacy Badges and ANZAC Tokens this year, and won high praise for their enthusiasm and maturity. Our School’s ANZAC Day service was highlighted by our senior boy’s choir and drama performances. Mrs Watson, attended the ANZAC Day service at Gallipoli as part of the Simpson Prize.

An exciting part of AHS life has been the opportunity for students to participate in excursions and activities outside the classroom. A large group of students visited Cambodia and Vietnam in the October school holidays, and a group of students from Germany visited AHS as part of the annual journey to Adelaide, and for the first time this year, Sydney. The Year 10 Harrietville Camp and the Year 11 Crossroads Camp continue to provide valuable leadership skills and life lessons for our older students. The school’s Outward Bound program for Year 8 students was also a great success. There were also many cultural, subject-based and careers excursions throughout the year.

AHS students participated and excelled in many extra-curricular activities in 2011. These activities ranged from success in the annual Solar Car challenge, Jess Hooppell, Georgia Carroll and Rachael O’Donnell in public speaking and debating, Brittany Betteridge in the National Youth Science Camp, the organization of Fashions on the Field at the Albury Gold Cup to Champion School Poultry Exhibitor at the Royal Easter Show in Sydney.

Students were also involved in the School’s Homework Centre program, Peer Support reading, Lions Youth of the Year, public speaking, drama productions and musical presentations. Our annual Slice of Life highlighted the depth of artistic and musical talent in the school.

**Literacy and Numeracy**

Student literacy and numeracy has been well supported and promoted throughout the school in 2011. Established programs have been maintained and further new initiatives have been implemented.

Established programs that have been evaluated and maintained include:

- The continuation of the Peer Literacy Tutoring Program. Originally implemented in 2003, this program involves Year 10 students tutoring Year 7 and 8 students four mornings per week. All participants in this activity are finding it an extremely beneficial program.
- The DEAR reading program promotes silent reading.
- Analysis of the NAPLAN results were again shared with our Primary feeder schools to assist in planning for the literacy and numeracy needs of our Year 7 2012.
- The Tutorial Centre program continues, having been in operation since 2006, selected students in Years 8 to 10 are supported in core subjects. The positive supportive environment allows students to gain strategies to promote competency in learning and provide them with literacy and numeracy skills to effectively participate within the school and the wider community.
- Continued participation in the Westpac International Mathematics Competition.
- Continued participation in numerous English competitions including The Sydney Morning Herald Young Writers Competition, The Dorothea Mackellar Poetry Competition, The River of Stories Competition, Write Now and The Premier’s Reading Competition.
- The Language Faculty continues to focus their lessons a great deal of the time on strengthening English grammar in both the junior and senior schools to support the learning of a second language.
- By mid-way through 2011, the ESL program increased its number of students and received an increase in funding allocation to one full-time position; this has been shared by two teachers. We have 20 students from Nepal, Sudan, China, Bangladesh, Indonesia, Thailand and Zimbabwe receiving ESL support. They are receiving both in-class and withdrawal support in order to access the mainstream curriculum. Four students have
been undertaking a Reading Recovery program that has proven very successful. The ESL students have participated in excursions to the Ettamogah Sanctuary, the Albury Library Museum and a trip to the snow at Falls Creek. Our five Bhutanese students showed off their culinary skills by cooking traditional Bhutanese food for staff in a make-shift kitchen in the school playground. The students were extremely proud to share their food with staff and to share their culture. We will continue sharing cultural awareness with staff and students at Albury High School and in 2012 we are hoping to hold Harmony Day activities.

New initiatives this year included:
- In-servicing staff on a number of key literacy and numeracy issues.
- The AHS English faculty participated in a workshop on literacy and Moodle presented by James Pinock.
- Participation in the Rotary Poetry Competition for Juniors.
- The English faculty focused on persuasive Writing and acquired a number of resources to support this area.

The School Literacy and Numeracy Committee with representation from all faculties within the school continue in its role as facilitator and to support staff to implement literacy and numeracy initiatives.

Homework Program
Albury High School was again fortunate to have a loyal and hardworking band of teachers ready and able to assist in the smooth running of the Homework programme each Tuesday afternoon from 3.30pm to 5.00pm for 33 weeks of the school year. Thus, many thanks are extended to Mrs Christine Wilson, Mr Paul Schupina, Miss Rachel Eyles, Mr Mark Ellis, Ms Carrie Frost and Ms Tanya Mortimer for their efforts throughout the year. We also thank Mrs Robin Gordon, Mrs Suzanne Castley, Ms Liz Rollo and Mrs Karen Heather who assisted with the provision of the refreshments to assist our students to recharge their batteries and fuel the mind ready for a productive homework effort. We were also able to welcome back Kane Gough and Cassie Bates from La Trobe University along with the new addition of Mrs Judy Penman for the second semester. Our members from La Trobe acted as mentors to our students, they assisted them with their homework and encouraged them in their efforts.

Our numbers at the homework program swelled this year with our top being 50 and our lowest attendance was 19. Our largest participant groups were from Year 7 and Year 12. It was fabulous to see our prefect body leading the way in supporting the homework centre and encouraging their peers. It was also rewarding to see many of the same students utilising the program week after week. Well done to all who attended.

Vocational Education Program
The delivery of VET at Albury High School expanded in 2011 to include Metals and Engineering. This is a frameworks course classified as Category B by the Board of Studies so it contributes to the HSC study patterns of students and the ATAR calculation as long as the students sit the optional HSC examination. It also includes 70 mandatory work placement hours which most students in the course successfully completed in Terms 2 and 4. Our appreciation goes to the following businesses that supported the students with the mandatory work placement requirement – J & A Constructions, GM Takle, H & S Metalworks, Albury Precision Engineering, Twin City Engineering and Just Commodore Spares.

Construction Pathways is another VET option taught at Albury High School since 2010. The Year 12 students have left a permanent reminder with the construction of a covered seating structure in the Northern area. The structure was not quite complete by the end of Term 3 so the students organised a working bee during their Stuvac time so it was finished and ready for use by day one of Term 4.

The Year 11 Construction students undertook their work placements at the following businesses – Fletcher Plumbing, LR & LJ White, Peter Bowen Homes, Modem Construction, Van Zanten & Sons, Joss Construction, John Stokes Painting, Calimo Cabinets, Michael Boyle Plumbing, Ashley Fulford’s 21st Century Homes, Clarke Carmody, Southern Cross Developers, T & B Carpentry and Daniel Worsley. Our thanks go to
these businesses for their continuing support of our students.

Hospitality Operations - Commercial Cookery has continued to interest many students with large classes operating from Years 10 to 12 in 2011. This year we began early commencement Stage 5 VET by starting Hospitality Operations in Year 10 with a keen group of students who had selected this study pathway in Year 8. Many in this class will continue their Hospitality studies in Year 11 and thus will sit their Hospitality HSC examination in Term 4 of 2012.

Most Hospitality students have also successfully undertaken work placements and it is many thanks to the following businesses – Commercial Club, 579 on Olive, Adamshurst Restaurant, Get Tossed Salad Bar, Granata’s on Dean, Paddy’s Irish Bar, Lavington Panthers, Zed Bar, The Bended Elbow, Adamshurst at the Windmill Cafe, North Albury Sports Club, Sue’s Takeaway and Q Food for their generous support and encouragement.

It should also be noted that the Hospitality teachers at Albury High School have completed the module SITHCCC027A prepare, cook and serve food for service during this year – a mandatory requirement. The completion of this module required each teacher to undertake a minimum of six service periods in a Hospitality establishment and then write up details of all tasks undertaken over these service times. Mrs Melissa Albert, Mrs Paula Watson and Ms Tanya Mortimer successfully completed this training at the local establishments of Adamshurst Restaurant and Function Centre and Manhattan’s Bar & Restaurant. Mrs Alaina Marland completed her training in Sydney. In 2011, these teachers were also required to update their Certificate 4 in Workplace Training Assessment which has also been successfully undertaken. Mr Mark Crowhurst, the Metals and Engineering teacher, also completed this upgrade.

**TVET**

**School-based Apprenticeships and Traineeships**

Two Retail students and one Metals and Engineering student successfully completed their traineeships – the theory modules and the 100 days in the workplace requirements. Our growing number of traineeships and apprenticeships continues to include retail and now hairdressing.

**Other aspects of the VET program at AHS**

The joint building application for the Trade Training Centre at Albury High is now planned to begin construction in early 2012 and will greatly enhance the facilities available to students studying Metals & Engineering as well as Construction.

Other School-to-work programs that were a part of our school year were: the Year 9 Maths Trade Day - possible through our strong links with Riverina institute of TAFE Albury; a vast array of TVET courses undertaken by approximately 85 Year 11 and 12 students as part of their HSC studies; Certificate 2 in Business Services to a select group of Year 10 and 11 Indigenous students, Industry Bridge to School Solar Car, Boy’s in the Bush education trip, Discovery Day at Wollongong university, Tertiary Information Day, Certificate 2 in Agriculture delivered at the National Environment Centre at Thurgoona, Health Expo, my CSU days, the teaching of Work Studies in Year 11 and resultant work experience one day a week over the last three terms, block periods of work experience for many Year 10 students and a few Year 11 students and life skills experiences as part of the disability access program.

**Significant programs and initiatives**

**Aboriginal education**

2010 saw Albury High School contribute to the Year 6-7 transition day held at James Fallon High School with Manau Lacey-Bird and Luke Caton...
speaking with Year 6 students, and their parents, who are enrolling at AHS in 2012. The session featured an orientation DVD hosted by Juway Lacey-Bird.

The achievements of 18 students were recognized at the 2011 Proud and Deadly Awards in areas including: Academic, Sporting, Cultural and Performing Arts, Attendance, Leadership and Completion of Courses.

Strong support from the Norta Norta and Riverina Regional Aboriginal Supplementing Programs enabled additional tutors to be involved to develop student literacy and numeracy, engagement, retention and completion of courses.

A highlight of the year was the celebration of NAIDOC week which saw a number of whole school focuses upon the Aboriginal experience and the success of our Aboriginal students.

On the academic side, one student completed his HSC, two their Preliminary Course and a further 5 students completed their School Certificate.

Eliza Stephens received a NAPLAN Academic Achievement “Proud & Deadly” Prize.

John Murray and Derek Murray from PaCE played a key role in facilitating involvement of parents and students in school activities, including career, health and cultural courses.

Two students attended HUNYAPA camp which promoted a cultural and health focus for Aboriginal students.

More Aboriginal students became involved in the Business Services course at Albury TAFE taking the total number to over five.

A number of students attended an inspirational talk by Ronnie Ahmat from ANZ. Ronnie played for both the Sydney Swans and Collingwood. The story of his experiences and successes over the years gave much to think about and aspire to for our young students.

**Multicultural education**

Successful excursions took place during 2011: 13 students to Germany in January, while 38 travelled to Vietnam and Cambodia to complement their study of Modern History.

In October German students hosted a group of 18 students from Albury High School’s sister school Otto Hahn Gymnasium in Springe, Germany.

AHS also hosted 2 exchange students from Germany and Japan during the year, through various exchange programs.

With the arrival of a trained Japanese teacher, Japanese was reintroduced into the Year 8 curriculum, and an elective class was formed to begin in Year 9 2012.

Language students participated successfully in the annual Border LOTE festival with several students receiving awards in the poster competitions. Two senior students performed a musical item at the accompanying concert, while a Year 7 student combined with a student from the Scots School to present a medley of French songs.

As a consequence of the enrolment of a number of refugee students and other non-English speaking students from Nepal, Bhutan and China, two part time ESL teachers have been employed at the school this year and students have participated in excursions to a wildlife park and to the snow. ESL students were also involved in Learn to Swim lessons in Term 1. They also cooked traditional Nepalese dishes.

**Other programs**

**Student Welfare**

During 2011 the Year Advisers, Counsellor and head Teacher Welfare met weekly as part of the Student Management Panel to monitor student behavior referrals and offered appropriate follow up support, mentoring and counseling for individual students of concern.

The merit program offered merit awards, bronze and silver medallions as tangible rewards for students positive contributions to the school.

Learning Support Teams met regularly to organise case management of individual students and appropriate intervention to meet individual learning needs.

Teachers of individual classes such as the consolidation class in year 7 also held regular meetings to ensure strategies and collegial support.
Other Special Programs

The Welfare team also liaised closely with outside agencies such as Youth Emergency Services to ensure that the welfare needs of individual students were met.

- 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.
- 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.
- Students support funding to ensure all students have suitable uniform, books and requisites for classes.
- Independent students were offered food, driving lessons and other support from staff.
- The Love Bites program was introduced to all Year 10 students to encourage respectful relationships.
- Guidance lessons offered pastoral care to students across Years 7 to 10.
- The Tutorial Centre offered support for students at risk of non-completion of their School Certificate.
- Restorative Practices were introduced in an attempt to better manage students’ behavioural issues.
- The volunteering program and premiers award scheme continued to be offered to Years 9 and 10 students.
- Anti-bullying programs were introduced in Guidance and all major bullying incidents followed up by the Head Teacher Welfare, Year Advisers and/or Deputy Principals.

Student with Disabilities

Integration funding was utilised to employ School Learning Support Officers to assist students with disabilities in regular classrooms. Itinerant Support Teachers for Vision, Behavior and Autism also withdrew individual students from their classes to offer them extra support. The Outreach Teacher Special Education (OTSE) updated personalised learning plans for all funded students.

Life Skills programs were introduced for two Year 11 students and both the STLTA and OTSE have assisted staff with curriculum modification to allow students with disabilities or specific learning difficulties to access the curriculum.

The progress of funded students was discussed at regular Learning Support Team meetings and outside agencies such as Community Mental Health and Youth Emergency Services have been invited to address these meetings to offer advice to staff in dealing with students with a range of disabilities.

Transition to work for students with disabilities was a major focus. The Support Teacher Transition has created transition plans in consultation with parents and students. A variety of work experience programs have also been introduced with the support of workers at the Australian Personnel Management Agency (APM). Job coaching was also offered to students.

A homework club for students with disabilities operated on a weekly basis supported by the OTSE and SLSO’s to assist these students to better organise their homework completion.

Specific technology was also accessed to assist individual students in the classroom. This included the introduction of laptops and specialised calculators.

Technology

The third stage of the NSW Government’s Laptops in Learning program occurred this year with all Year 9 students being allocated laptops and we were informed that additional computers would be provided early in 2012 to upgrade existing computers under the DET’s “Teaching and Learning” initiative.

The technology committee continued to provide additional technological solutions for the staff and students in their teaching and learning endeavours with an additional seven smartboards and one interactive projector being purchased. Flat screen TV’s were also installed in
the English rooms and were set up so that they could interface with the teachers’ laptops.

The use of Moodle, an online learning environment, continued to grow and professional development opportunities were made available to staff so that they could develop resources for this site. Many faculties took the opportunity throughout the year to develop courses to complement their teaching practices.

The school successfully ran the Year 8 ESSA test and the Year 10 School Certificate Computing Skills test online.

**Progress on 2011 targets**

**Target 1**

To increase by 20% the number of students receiving medallion awards under the Merit Program

Our achievements include:

Only 27 medallions were awarded in 2010 and this was increased to 72 in 2011. These medallions acknowledge excellence under the student welfare system. The number of medallions now being presented better represents student achievements in all aspects of the school.

**Target 2**

To increase by 30% the number of students achieving Band 6 results in School Certificate English and Mathematics

This target was not achieved. There were significant welfare issues that impacted upon the whole Year 10 group in 2011.

**Target 3**

To increase the profile and student participation in our Student Representative Council

Our achievements include:

The Student Representative Council has been very active in 2011. The School Council recognized their achievements with a special award. There was a significant increase in the numbers of students nominating for election to the 2012 SRC.

**Key Evaluations**

In 2011 our school carried out evaluations of the science faculty and planning.

**Science**

**Background**

The evaluation of science was implemented through teacher and student surveys and analysis of teaching programs. Our aim was to look at the 7-10 teaching program to see if we had embedded ICT skills and the increased focus on Science by doing, which was a key priority in our faculty plan.

**Findings**

Learning through hands-on experience in the laboratory is now a key focus of the teaching and learning program and this was expanded through both formal and informal training of staff and sharing of strategies.

The use of common assessment strategies, whereby all years are formally assessed on practical skills and matching these skills to the skill development continuum, allows each task to be an assessment for learning and further focused on science by doing.

Experiential learning was also expanded through the implementation of a range of field trips, both on a whole year basis and for the identified Gifted and Talented.

The Science faculty continued to integrate ICT into the teaching process. Provision of computers linked to networked computers in all laboratories, allowed staff to make greater use of audio-visual, specialized software and other resources which categorized and maintained in a systematic manner on the school network for all staff.

The Science faculty also embraced the use of Moodle as a means of delivering both resources and homework to students. The training of staff through the Professional Learning Team followed by peer tutoring has enabled all staff to gain a level of competence in developing resources on the School Moodle site. A complete unit of homework was created and trialed with success late in the year. Students reported enjoying the hands on focus and practical emphasis in surveys. It is expected the use of this resource will be expanded in 2012, and some assessment tasks will also be undertaken using Moodle.
Conclusion

The evaluation indicates that this strategy is positive from the perspectives of students and staff. The 2011 ESSA results show the schools mean result of 86.6 is above the DEC result of 84.5 and state of 85 for overall science.

Future directions

We will continue to focus on activities that engage students and link learning to real world experiences. This will be further reinforced by the schools focus on school based assessment in 2012.

Educational and management practice

Planning

Background

The evaluation of school planning processes focused on the setting of targets and planning process with an evaluation of the school management plan. At Albury High School the School Council has been extensively involved in the planning process assisting with data collection and evaluation in consultation and collaboration with school staff, parents and students. The planning process in 2010 used a school developed survey as its focus which was bench marked against results in 2008 to look at progress and emerging themes.

Findings and conclusions

The survey used was comprehensive and a school management plan for the 2012-2014 period was developed using this data to generate priorities for school improvement. There was strong ownership evident in staff involved in the planning process. A closer inspection of the school management plan against DEC planning guidelines and the priorities for the 2012-2014 period found that the plan while well constructed and jointly developed had a greater emphasis on non educational targets, with no SMART targets being evident.

The process in the development of the school plan was sound and involvement of stakeholders strong. However there needs to be a change in the focus of the plan to include a greater emphasis on teaching and learning. The addition of SMART Targets, related strategies and indicators will assist with this.

Future direction

As is the case with all planning cycles the plan should be constantly reevaluated and adjusted as needs arise. Targets will be revised and rewritten in the SMART formula to focus attention on teaching and learning while the plan continues to address areas of concern found in the surveys used. The planning process will start in early Term 3 2012 to allow a wider analysis of the school and greater interpretation of school data. The school council are key stake holders and will continue to play a pivotal role in this process.

Parent, student and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

The survey used was school designed and benchmarked against results obtained in the same survey which was collected in 2008.

Key Findings

Generally students were positive about the school with very few students reporting being bullied or lonely, 73% of students surveyed stated they were proud of the school. 90% of students believed that Albury High School welcomed and supports new students and 89% of Years 7-9 students felt that AHS made it easy for students to move from Primary to High School. Two areas for attention were highlighted. Cyberbullying was mentioned as a separate area to bullying with 39% of students concerned about this and only 30% of students reported using their laptops in class.

90% of parents are comfortable in contacting the school around issues. 86% of parents reported that the school was meeting the educational needs of the students. Again the use of laptops featured as a concern with only 30% reporting that they made a difference to their child’s learning.

The staff survey was also positive with 84% feeling comfortable at work and 78% felt that their professional needs were being met and 71% feel supported at the school. While these areas are high they do indicate there is still improvements to be made in this area. The staff shared concerns with students and parents around the use of laptops with only 40% believing that they had made an impact on learning.
Cyberbullying was also seen as an area of concern that needs addressing.

Professional learning

During 2011, the Professional learning program aimed at providing ongoing support for new scheme teachers, evaluation of teaching learning programs, development of technology in the classroom as well as the continued focus on AHS becoming more environmentally sustainable.

Term 1 Staff Development Day addressed these issues as well as focusing our faculty programs to support student needs.

In Term 2 we focused on several areas including finding an alternative venue for the Year 11 Study Day. A member of LaTrobe University addressed the staff regarding access and facilities at that venue. Other workshops focused on employment pathways, the volunteering program and Moodle.

The program in Term 3 provided an advanced Moodle session, more detailed workshops on volunteering, a basic powerpoint presentation as well as Mind Matters regarding styles of learning.

The final two days in Term 4 included a whole school training day at Lake Hume resort on Restorative Practices, a program we intend to introduce into our student management scheme. There will also be time for facilities to update resources and review programs in preparation for the 2012 school year.

The Professional learning budget for 2011 was $61,000, with $48,342 being spent on 72 teaching staff. Remaining funds have been reallocated to the Professional learning budget in 2012.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Improved school results in NAPLAN Reading for Year 9 students.

2012 Targets to achieve this outcome include:

To increase the percentage of students achieving proficiency in Year 9 NAPLAN Reading from 24.6% to 30% in 2012.

Strategies to achieve these targets include:

- Analysis of 2011 NAPLAN results in reading with a view to identifying areas for improvement.
- Appropriate professional learning to enable all staff to address areas for improvement.
- School based professional learning into assessment tasks to develop skills in assessment for learning to provide feedback to students especially in the area of literacy.
- STLA to develop groups of identified students to focus on reading.

School priority 2

Outcome for 2012–2014

Improved school results in NAPLAN numeracy for Year 7 and 9 students.

2012 Targets to achieve this outcome include:

Increase the percentage of students at proficient level from 27% to 32% in Year 7 NAPLAN numeracy in 2012.

Increase the percentage of students achieving expected growth in Year 9 NAPLAN Numeracy from 49% to 60% in 2012.

Strategies to achieve these targets include:

- In the area of Professional learning a focus on assessment for learning, with an emphasis on feedback to students on numeracy.
• Analysis of students results in NAPLAN and development of appropriate grouping and programs to address identified areas of improvement across all faculties.

• Developing a learning community with partner primary schools to map the math’s continuum across Year 6 and 7 and then to develop programs to address any issues identified.

School priority 3

Outcome for 2012–2014

*Increased effectiveness of the school laptop program.*

2012 Targets to achieve this outcome include:

*To increase both student and staff satisfaction with the laptop program by 30% based on the results from school based survey in 2011.*

Strategies to achieve these targets include:

• Formation of a Digital Learning Committee with representatives for each faculty

• Effectively implement protocols relating to bringing laptops to school and their use in the classroom

• Professional development for staff targeting effective use of laptops in the classroom

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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Heather Davis  Teacher
Mark Ellis  Head Teacher, Science
Jo Kearney  Administration Officer
Margie Gleeson  Head Teacher, CAPA
Denis Haynes  Head Teacher, English
David Hobson  Head Teacher, Administration
Angela Hooppell  P&C President
Greg King  Relieving Head Teacher, PDH&PE
Dian Madden  Careers
Tanya Mortimer  Head Teacher, Home Economics
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr