Albury High School
Annual School Report
Our school at a glance

Albury High School’s motto ‘Ad Astra per Aspera’, means ‘to the stars through difficulties’. This could be interpreted to indicate that the way through life can often be difficult, but if we dream and strive for success then rewards may follow. At Albury High School we encourage students to ‘reach’ for the stars and to strive to be the best they can be. Albury High School has 1100 students with over one hundred from a non-English speaking background. We are a diverse school that proudly reflects the community it serves. We have over 90 teaching and SAS staff who work tirelessly for the betterment of the students we are responsible for.

Messages

Principal’s message

Albury High School has had another very successful year and there are many highlights which will be evident in reading this report.

Our HSC students performed well again with 44 entries in the Distinguished Achievers List for the HSC, up on last year’s result. Some highlights include Blythe Vogel winning a Premiers ANZAC Memorial Award and travelling to the Western Front for ANZAC day to represent the school and state, James Mitchelhill winning a NSW Premier’s Scholarship in Student Volunteering and the school taking out the state award in recognition of its Year 9 program. Cezanne Alimgir and Dylan Harris were accepted into the Kwong Lee Don Young Scholars program at Melbourne University and Nathan Mackay represented the school at the National Youth Science Forum, following on from Brittany Betteridge who represented NSW and Australia in South Africa for the same event.

Our students’ achievements continued with Brendan McFarlane being selected for a lead role in the School Spectacular and several students making the State Wind Band and numerous significant sporting achievements both individually and team based.

Many of our students’ successes will be highlighted later but they truly reflect the high expectations we have at Albury High School and our commitment to students. Here we provide a rich and varied experience for students in cultural, academic and sporting fields.

The school has a dedicated staff who range from beginning teachers to highly skilled and experienced staff, a supportive community, the School Council and very supportive Parents and Citizens Association who make a significant contribution to the school each year.

Our evaluations have indicated to us several areas to work on to further improve students’ learning and outcomes. In 2013 we will pursue these areas with vigour.

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

Parents & Citizens’ Association (P&C) message

We are nearing the end of another very productive year for the P&C in conjunction with the staff of Albury High School. As a group we have been successful in implementing new ideas and projects that will benefit all students and the school. The underlying challenge has been supporting projects that will benefit as many students as possible.

The biggest changes for the P&C, have been ensuring our operation is in line with the State Constitution which gives protection to all concerned. The implementation of internet banking for the canteen and consolidating its resources to maximise the return, has taken the school’s P&C fundraising into the future and given us a greater opportunity to help the school. This has all been possible due to a lot of work by canteen committee and our treasurer. We are now in a position to look at trends and be proactive within the canteen.

The most rewarding expenditure has been the canteen upgrade and the building of a new COLA in the northern grounds. The canteen upgrade involved structural changes to accommodate a new walk-in cool room and freezer, new stainless steel preparation areas and new storage areas.
This work was completed over the Christmas break and a tremendous vote of thanks to the canteen staff that came in their own time to assist with cleaning and packing in preparation for this year. All students can be confident that canteen products are served with best practices. Around the new COLA, lawns and additional seating have created a great area for students to congregate in both open and covered area.

These major expense items would not have been possible without the persistence of our AHS Principal, Mr Darryl Ward, in obtaining joint funding. Through this, along with P&C funds, we now have an additional two great assets for the students.

Once again the “book pack day” was well supported and is still a great concept, especially for new students to the school. I would like to thank parents and staff involved for all the work they have put in.

The Student Representative Council (SRC) gave reports of their activities throughout the year and with input from them we will try to implement some way of recognising the efforts of individuals and groups that have made a contribution to the school and community as well as those who have achieved excellence in all areas of school life.

We have members that are actively involved with the Regional and State P&C. This has the benefit of keeping us informed with changes and ideas that will help us and the school.

Our P&C meetings continue to have full support and attendances by the Principal and Deputy Principals of AHS, giving us all a chance to put forward ideas and work towards common goals to support students and their learning environment. Our next challenge for the coming year will be the organising of another ‘Spring Art Exhibition’ which has been very popular in past years. We would also like to invite any new parent to the P&C and have a chance in being involved in your school.

Alistair Macdonald
President AHS Parents & Citizens Association

School Council message

2012 saw Albury High School begin the year with a new Principal and a renewed focus on the learning environment at Albury High School. From the outset our Principal, Darryl Ward, made it a priority to continue to work closely with the Albury High School council in developing its next three year strategic plan.

This plan incorporates many of the recommendations from the NSW state “Local schools, Local decisions” initiatives and the Federal “Gonski” recommendations, aiming at readying AHS for the rolling out of these recommendations in the near future. At the same time, emphasis has been given to student welfare, the learning environment and improving learning outcomes.

Capital works continue. During 2012, the canteen received its long awaited upgrade, the new Trade Centre was completed and, just recently, a lift was added to the stage in the hall.

Albury High School council is keen to enrich student life and provide opportunities to experience other cultures. 2012 laid the foundation for Albury High School’s involvement in the international World Challenge Expeditions, creating opportunities for future year 10 students to travel to a third world country, experience a different culture, undertake short volunteer projects and learn a degree of travel independence while fully supervised.

2013 promises to be an exciting year for the school. I would like to thank the school community for the opportunity to serve on its school council for the last five years.

Mark Norden
President, Albury High School Council
Student representatives’ message

The Albury High School Student Representative Council (SRC) is a student body that aims to target the welfare of the students, the development of student leadership and the encouragement of school spirit.

Do you notice the flags when you arrive at school in the morning? We do that! Everyday!

At the beginning of the year we provided the barbeque at the annual swimming carnival which raised money for the AHS Musical AIDA. We sold egg and bacon rolls for breakfast and sausage sandwiches for lunch.

The SRC also became involved in the school community at a higher level. Mrs Dougherty trained us for the Welcome Program. This involved training which then led to all of us being able to show and welcome new students into our school. Mrs Borham gave us a greater understanding of the students with disabilities within our school and enlightened us to the fact that most aren’t visible.

Nine SRC members were trained to be readers and writers for students who experience difficulties completing assessment tasks. This assists them in exams and other activities.

The month of March brought with it projects for all portfolios within the SRC. These projects involved the new Grapevine banner competition, the About Face competition and the proposal for a change in the house point system. These were all successful and completed throughout the year with many positive aspects.

Later on in the year we catered for a visiting student orchestra. This involved a barbeque, drinks, fruit and Easter eggs. The Year 10 SRC members went to a Rotary Youth Leadership Camp which they really enjoyed. It was targeted at team building activities and goal setting. We also assisted Mrs Gleeson and Mrs Watson with staff catering at the recent athletics carnival and marched in the ANZAC Day ceremony.

In July we found out we were one of the biggest fundraisers for Footy Colours Day last year and this motivated us to have another successful one this year. This was completed with great success and allowed the school to shine with pride in their sporting colours. Not only footy colours were worn, some even went to greater lengths and wore their Harry Potter Quidditch colours!

The end of the year saw some SRC members attending the Impact Student Leadership conference where they completed sessions on what leadership is, planning successful events, minimising conflict and creating culture. Others were able to attend the Regional SRC Conference at Lake Hume Resort where they attended sessions on appropriate meeting procedure, effective SRCs, team building and motivation.

Thanks to the students for supporting all our initiatives this year and to the staff for encouraging and assisting when we needed it.

Roxy and Brianna (Year 9 SRC Reps)

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

![Student enrolment profile graph]

Student attendance profile

![Student attendance profile graph]
Management of non-attendance

The school has strong policy and procedural processes in place to manage attendance. The oversight of the process is provided by a Head Teacher of Administration.

DEC guidelines and policies form the core of our processes. Student attendance is monitored by SASS Staff and Year Advisers. Students with low attendance are referred to the Home School Liaison Officer. Letters are sent home to parents to ask them to explain student absences.

A review of attendance data in 2012 has shown an increase in the number of students who miss school but do not meet the threshold for reporting. As such, this data have been incorporated into the 2013 School Management Plan as a target and new strategies will be implemented to encourage student attendance in 2013.

Post-school destinations

<table>
<thead>
<tr>
<th>Destination</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>63</td>
</tr>
<tr>
<td>TAFE</td>
<td>11</td>
</tr>
<tr>
<td>Private Provider</td>
<td>3</td>
</tr>
<tr>
<td>Work</td>
<td>18</td>
</tr>
<tr>
<td>Traineeship/Apprenticeships</td>
<td>7</td>
</tr>
<tr>
<td>Defence</td>
<td>1</td>
</tr>
<tr>
<td>Unemployed</td>
<td>12</td>
</tr>
<tr>
<td>Unknown</td>
<td>14</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

In 2012 24% of Year 12 students undertook vocational or trade training. Four students completed School Based Traineeships.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2012 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.

At Albury High School we employed one tutor under the Norta Norta program from our Aboriginal community. From the rest of the school’s staff one person identifies as being from an indigenous background.

Staff establishment

<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 Teachers</td>
<td>56</td>
</tr>
<tr>
<td>Secondary Teacher Behavior Disorders</td>
<td>1.4</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>14.2</td>
</tr>
<tr>
<td>Total</td>
<td>89.5</td>
</tr>
</tbody>
</table>

Staff retention

At the end of 2012 four permanent staff retired and we employed a graduate teacher. We added 1.3 Learning Support Teachers to our staff for the next three years under the Every Student Every School initiative as an extra staffing allocation. A number of positions were filled by temporary teachers to allow flexibility in curriculum delivery.

One staff member was successful in gaining promotion to Head Teacher status at Albury High School. A new Deputy Principal was appointed to the school to commence duties in 2013.

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>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$450,536.59</td>
</tr>
<tr>
<td>Global funds</td>
<td>$687,499.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$351,606.41</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$568,274.48</td>
</tr>
<tr>
<td>Interest</td>
<td>$26,342.58</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$51,571.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$2,135,830.80</td>
</tr>
</tbody>
</table>

| Expenditure                |             |
| Teaching & learning        |             |
| Key learning areas         | $122,773.24 |
| Excursions                 | $321,324.77 |
| Extracurricular dissections| $120,825.59 |
| Library                    | $22,262.56  |
| Training & development     | $37,530.37  |
| Tied funds                 | $334,471.70 |
| Casual relief teachers     | $151,457.52 |
| Administration & office    | $237,812.25 |
| School-operated canteen    | $0.00       |
| Utilities                  | $184,267.25 |
| Maintenance                | $37,006.61  |
| Trust accounts             | $48,678.45  |
| Capital programs           | $26,139.08  |
| **Total expenditure**      | $1,644,549.39 |
| **Balance carried forward**| $491,281.41 |

School performance 2012

Achievements

Arts

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

- Brendan McFarlane was one of the Featured Artist at the School Spectacular, lead in AIDA The Musical for Albury High, nominated for Encore (Music) and Onstage (Drama) and invited to join the Talent Development Project.

- Julia Halsey was nominated for Encore.

- Bronte Iszmail, Courtney Avery, Tess Callesen, Will Coghlan were nominated with Brendan McFarlane for Onstage.

- Brendan McFarlane, Rui Huang and Ruxi Geng plus two ex-students performed for the Governor of NSW, Marie Bashir, at school and at a showcase at St Matthews Church.

- AIDA-The Musical was a huge success involving over 100 students from Years 7-12.

- James Mitchelhill was a member of the Riverina Debating Team which won the State Final.

- Brittany Betteridge won the Albury District Sydney Morning Herald Plain English Speaking Final.

- Year 10 Debaters represented the school at 2012 Riverina Boys and Girls Education Forum.

- Our Year 10 debaters were Riverina Champions and runners up in the Quarter Final against Sydney Boys High.

- Public speakers from AHS and debaters participated in the Premier’s Challenge, Rostrum and Legacy competitions.

A full copy of the school’s 2012 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.
• There was high student participation in the River of Stories Prose and Poetry Competitions during Write Around the Murray Writer’s festival. Erin MacDonald was the winner of the Poetry section, Madeline Stefanou, Hannah Lewis, Laura Thompson and Katey Byrns all won their sections.

• We had a record number of students enter the Write Now and What Really Matters Competitions.

• Year 12 attended The Shoe Horn Sonata performance.

• Seven dancers in Albury’s Dance Ensemble performed at the State Dance Festival, Riverina Dance Festival and the School Spectacular.

• Two students performed in School Spectacular Choir.

• Two students in the State Senior and one in the Junior Wind Band performed at the Opera House Festival of Instrumental Music.

• Three students were selected to tour Hong Kong in 2013 with the West of the Divide Wind Band.

• AHS has three tracks and six students performing for the KoolSkools CD with Tom Duck winning Best Male Soloist.

• AHS students were selected for the Director’s Choice Artworks which were displayed for DEC Regional Office.

• Eisteddfod performances were outstanding with many winners in both instrumental and vocal categories. The AIDA Band and singers in particular performed well.

• We conducted showcases of Drama and Music throughout the year for parents and peers.

• Year 11 Drama participated in the production of Generate for the Hothouse Theatre.

• Year 10 participated in Dramatic Minds - a theatre festival to raise awareness about youth mental health issues.

• Regional AHS students participated in Music, Drama, Visual Arts, Dance and Rock Camps.

**Sport**

Albury High School sporting teams and individuals continued to compete with distinction in 2012. Sport plays an important role in the physical, social and emotional development of our students. AHS staff, parents and community play an integral role in encouraging and supporting 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 and Zone Age Champions in the major school carnivals. Record breakers were also acknowledged. Certificates were awarded to 73 students who represented the Riverina across 13 different sports. A number of staff members were also selected as coaches, managers and officials for Riverina and State Carnivals - their dedication to sport is greatly appreciated.

**Sporting highlights for 2012 include:**

• Jake Howie - silver medals in Boys 17+ years Springboard at the New South Wales Combined High Schools (NSWCHS) and All Schools Diving Championships. Jake also won a silver medal for Platform at the All Schools Carnival.
Albury High School won all zone carnivals - swimming, athletics, diving and cross country.

Eliza Carey - silver medals in Girls 12 years Springboard at NSWCHS and All Schools Diving Championships.

Ben Hooppell and Cassie Lee made the Under-18 years Victorian Men’s and Women’s Hockey teams competing in the Australian Championships - both teams placing 2nd in the series.

Year 11 student, Ben Hooppell received the Pierre de Coubertin Award from the Australian Olympic Committee for his outstanding participation, fair play and exemplary effort to achieve his personal best in sport.

Catherine Pratt and Bridget Johnston played in the Riverina team which finished equal 3rd in the Girls NSWCHS Waterpolo Championships.

Isaac Edgar played in the Under-17 NSW representative Waterpolo team. Catherine Pratt, Ryan Mills and Tom Duck were selected and played in their respective NSWCHS Open Waterpolo teams.

Sam Kohne achieved a silver medal at the NSWCHS Athletics Championships for the 12 years 800 metre event.

Team Achievements:

Boy’s Under-15 Australian Rules Football team placed third in the Swan Shield, coached by Mr Sanson.

Boy’s Open Tennis team were Riverina Champions, managed by Mrs Harriss.

Junior Rugby League team were the winners of the Thunder Cup, coached by Mr DeMamiel.

Boy’s Under-15 Basketball team were the Riverina Champions and made it to the State quarter finals, coached by Mr Mollison.

Boy’s and Girl’s Under 15 Soccer teams made the Riverina Final of the Bill Turner Cup, coached by Mr Fahey and Mr O’Riordan.

Boy’s Cricket team finished 3rd in the NSWCHS Davidson Shield knock-out. The boys also won the Rixon Cup for the 2nd year in a row, coached by Mr Sanson.

Open Boy’s and 15 years boy’s water polo team were Riverina champions.

Girls Under-15 Basketball team were Riverina Champions, coached by Miss McRae

Boy’s Under-15 Waterpolo team were Riverina Champions, managed by Mrs Madden.

Congratulations to all AHS students for their excellent participation and performances in 2012. Also, a special thank you to our AHS staff who gave their time and expertise in coaching and/or managing our sporting teams this year.

Other

Literacy and Numeracy

Student literacy and numeracy has been supported and promoted throughout the school in 2012. 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 five mornings per week
- The DEAR reading program was evaluated and continues to promote silent reading during roll call each morning
- 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

New initiatives this year included:

- The School Literacy and Numeracy Committee with representation from all faculties within the school continued in its role as facilitator and to support staff to implement literacy and numeracy initiatives
- In-servicing staff on a number of key literacy and numeracy issues
Technology

The fourth stage of the NSW Government’s Laptops in Learning program occurred this year with all Year 9 students being allocated laptops. We also received computers from the DET’s “Teaching and Learning” initiative and this enabled us to upgrade 2 of our existing computer rooms.

The technology committee continued to provide additional technological solutions for the staff and students in their teaching and learning endeavours with an additional 6 digital projectors being installed throughout the school.

Moodle, an online learning environment, underwent a major upgrade and staff were given professional development opportunities so that they could upgrade their skill level in developing courses that complemented their teaching practices.

The school successfully ran the Year 8 ESSA test and participated in the PISA test. We also had the first lot of students sit the online Literacy and Numeracy tests.

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 Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). SSG refers to a Statistically Similar Group for comparison purposes.

Reading—NAPLAN Year 7

Percentage in bands:
Year 7 Reading

Percentage in bands:
Year 7 Spelling

Percentage in bands:
Year 7 Grammar & Punctuation
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.

**ESSA Results**

The Department of Education and Communities conducts the Essential Secondary Science Assessment (ESSA) each year. 198 students sat this test in 2012. Our results improved significantly in the proficient area (bands 5 and 6) from 14.5% of students in 2011 to 33.4% of students in 2012. This was above the DEC results of 28.9% for 2012. The percentage of students in the band 1 reduced from 5.5% to 2%. This test was conducted online.

**RoSA**

The Board of Studies has implemented the Record of School Achievement commonly called the RoSA. If students leave school before the HSC then they can apply for the RoSA. In 2012 two students were awarded the RoSA.

**Higher School Certificate**

The graph shows the performance of students in various subjects during the Higher School Certificate.
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.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

School-based Apprenticeships and Traineeships (SBAT)

School-based apprenticeships branched out into the butchery area in 2012 with one student undertaking his SBAT at the Haus of Meat in Wodonga. Students also began traineeships in Retail at Baker’s Delight, The Jindera Bakery and The Ripe Tomato or continued such traineeships at Muffin Break. A Business Services traineeship at ATEL was also begun and the traineeship at the ANZ bank has continued. Four students completed Retail traineeships through McDonald’s, Global Groceries and Wendy’s Ice Creamery in Wodonga.

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 course undertaken by approximately 85 Year 11 and 12 students as part of their HSC studies; Certificates 2 and 3 in Business Services to a select group of Year 10, 11 and 12 Indigenous students, Industry Bridge to School Solar Car, Boy’s in the Bush education trip, Discovery Day at Wollongong University, Tertiary Information Day, Boy’s Education in agriculture delivered at the National Environment Centre at Thurgoona, My CSU days, Experience La Trobe day, the teaching of Work Studies in Years 11 and 12 plus the embedded work experience component one day a week at various businesses each term, block periods of work experience for many Year 10 students and a few Year 11 and 12 students, including the CSU Accounting Management Work Experience Program linked with Uncle Ben’s and life skills experiences as part of the disability access program.

VET

The building and refurbishment of the Industrial Arts rooms to provide industry standard Metals and Engineering and Construction workshops, in the form of a Trade Training Centre, was completed and ready for action in Term 4 of 2012. These facilities will greatly assist in the delivery of these VET subjects. They will also be available for use by students in other Industrial Arts classes.
Year 12 students studying the VET Frameworks course of Metals and Engineering sat the HSC examination in Term 4 for the first time at Albury High. The Year 11 early entry Hospitality students who commenced the course in Year 10, also successfully sat the HSC examination. Four of these students are continuing their studies in Hospitality with a 1 unit specialisation study in 2013.

Work placement is a mandatory component of all VET Framework courses. Students are required to undertake 70 hours in the work place in total. While on work placement students are able to demonstrate the skills and knowledge they have developed through their classroom training. Work placement would not be possible without the generous support of our local business community. The table below illustrates the many businesses that placed students in 2012.

<table>
<thead>
<tr>
<th>Hospitality Operations</th>
<th>Metals and Engineering</th>
<th>Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Maison Café</td>
<td>Milspec Engineering</td>
<td>Calimo Cabinets</td>
</tr>
<tr>
<td>Get Tossed Salad Bar</td>
<td>Albury Stainless Steel</td>
<td>Van Zanten Master</td>
</tr>
<tr>
<td>Springdale Height’s Tavern</td>
<td>Twin City Engineering</td>
<td>Peter Bowen Homes</td>
</tr>
<tr>
<td>The Zed Bar</td>
<td>J&amp;A Constructions</td>
<td>Fredericks &amp; McClelland Pty Ltd</td>
</tr>
<tr>
<td>The Bended Elbow</td>
<td>MKG Engineering</td>
<td>Travis Barker</td>
</tr>
<tr>
<td>Lutheran Aged Care</td>
<td>Bruce Motors</td>
<td>T &amp; B Carpentry</td>
</tr>
<tr>
<td>Q.Food</td>
<td>Just Commodore Spares</td>
<td>Peter Dempsey Plumbing</td>
</tr>
<tr>
<td>Lavington Panthers</td>
<td>Yeo Engineering</td>
<td>Reid Constructions</td>
</tr>
<tr>
<td>Windmill Café</td>
<td>Albury Precision</td>
<td>Joss Constructions</td>
</tr>
<tr>
<td>Court House Hotel</td>
<td>Leeds Steel</td>
<td>Modem Constructions</td>
</tr>
<tr>
<td>Jamaica Blue</td>
<td>Northstar Transmissions</td>
<td>John Stokes Painting</td>
</tr>
<tr>
<td>Café Borella’s</td>
<td>Max Carmody Motors</td>
<td>Ashley Fulford’s</td>
</tr>
<tr>
<td>Granata’s on Dean</td>
<td>Albury Steel Fabricators</td>
<td>21st Century Homes</td>
</tr>
</tbody>
</table>

Multicultural education

During 2012 there were 4 part time ESL support teachers and 2 part time SLSO (ethnic) employed to assist the growing number of ESL students at Albury HS. There are students from Nepal, Bhutan, China, Sudan, Zimbabwe, and Thailand. All of these students are receiving support in class, through withdrawal and at homework centre. In addition to academic support these students have participated in celebrations for Harmony day and Refugee week. On Harmony day 5 students went to Yackandandah PS to talk about cultural celebrations and to teach some traditional dancing. For refugee week a parent spoke in assembly outlining the life of a refugee and the students chose to celebrate by cooking their traditional food for a select number of guests. The students also participated in excursions to Beechworth, the botanical gardens and to work places in Albury.

This year the school was eligible for extra funding to be part of the refugee transition program which aims to cater for the specific literacy and numeracy needs of refugee students. There were 5 students involved in this program which focused on learning to live in Australia and finding a job. The students focused on writing resumées, visiting several workplaces in the region and participating in mock interviews to increase their confidence and skills with finding employment.
Aboriginal education

2012 saw principal Darryl Ward initiate a forum with Aboriginal parents, senior Aboriginal students and community members to open and strengthen communication with the Aboriginal community. Feedback from the community endorsed the establishment of a special roll group for Aboriginal students and paved the way for improved partnerships between the school and community.

Albury High School again contributed to the Year 6-7 transition day held at James Fallon High School with Lajamanau Lacey-Bird and Nikita Mansel, together with Year 7 incoming student advisor, Tracey Lee speaking with Year 6 Aboriginal students, and their parents, who are enrolling at AHS in 2013. The session featured an orientation DVD hosted by Juway Lacey-Bird.

The achievements of seventeen students were recognized at the 2012 Proud and Deadly Awards in areas including: Academic, Sporting, Cultural and Performing Arts, Attendance, Leadership and Completion of Courses. Eight students completed their Year 10 studies, five Year 11 students completed their Preliminary Higher School Certificate courses and one completed their Year 12 Higher School Certificate. Each of these marked a very significant achievement in their high school life.

Strong support from the Norta Norta Programs enabled additional tutors to be employed to develop student literacy and numeracy, engagement, retention and the completion of courses. Specific support was given to final preparations for the Higher School Certificate.

A highlight of the year was the celebration of NAIDOC week which saw a number of whole school events focus upon the Aboriginal experience and the success of our Aboriginal students. A shared sports afternoon was spent with the Aboriginal students from James Fallon and Murray High School.

Increasing numbers of Aboriginal students became involved in the Business Services course at Albury TAFE, taking the total number to over seven. Kaminjar Lacey-Bird, Nekeita Murray and Nekeisha Murray all completed Stage II of the course, whilst Logan Allan completed Stage III of the Business Services course. This is a real credit to the girls.

Albury High School regularly attended the Albury Aboriginal Education Consultative Group meetings in 2012.

Other programs

Student Welfare

During 2012 the Year Advisors, Counsellor and Head Teacher Welfare met weekly as part of the Student Management Panel to monitor students’ behavior referrals and offered appropriate follow up support, mentoring and counselling for individual students of concern.

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

The Learning Support Team met at least once per week and was expanded to include a range of staff from across the school. Case managers were organised to support students with significant learning needs and staff volunteered to mentor a large number of other students who were seen to be struggling due to a variety of behavioural and social issues.

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

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 Germany and France occurred in 2012, and our sister school from Osaka, Japan visited Albury High School.
Other Special Programs

The Welfare team also liaised closely with outside agencies such as Youth Emergency Services and Community Mental Health 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.
- 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.
- The Love Bites program being offered to all Year 10 students to encourage respectful relationships.
- 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 School Certificate.
- Restorative Practices being utilised in an attempt to manage students’ behavioural issues better.
- Working closely with the School Police Liaison Officer on Cyber safety.
- The volunteering program and Premier’s award scheme continued to be offered to Years 9 and 10 students.
- Anti-bullying programs were introduced in Guidance and all reported bullying incidents followed up by the Head Teacher Welfare, Year Advisers and/or Deputy Principals. A visiting theatrical group presented a workshop to Year 7 students on cyber-bullying.
- The establishment of the Principals Award to recognize student achievement in academic, social and school service. 98 students received an award in 2012 and 209 parents attended four morning teas to celebrate the achievements of students.

Student with Disabilities or Learning Needs

In 2012, the “Every Student, Every School” initiative provided a new model of government funding to provide support for students with disabilities or learning needs and their teachers. This funding was used to create a full time permanent Learning and Support Teacher position and employ another specialist teacher for three and half days a week. The school was also able to employ six School Learning Support Officers (SLSOs) to assist students with targeted supports.

Students with learning needs or disabilities were supported through a variety of programs that included, small group sessions for students struggling with literacy and numeracy, behaviour strategy support, homework assistance and assisting teachers to develop class programs that targeted these students’ needs in the classroom environment.

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

Two students on the Life Skills program successfully completed their Higher School Certificate in 2012 and two more students in Years 9 and 10 continued following this pattern of study. This program supports students with disabilities or learning needs to access the community through work experience with a focus on developing the skills required to live independently in the community.
The Learning Support Team continued to be an integral committee in the planning of whole school programs to support students with disabilities or learning needs. The progress of funded students was discussed at regular Learning Support Team meetings. Outside agencies such as Community Mental Health and Youth Emergency Services have addressed these meetings to offer advice to staff in dealing with students with a range of disabilities and/or learning needs.

A homework club for these students continued to operate on a weekly basis supported by the Learning and Support Teacher to assist these students to better organise their homework completion. Home visits by teachers were organised to further assist students who had lengthy absences due to illness.

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

**Homework Program**

Albury High 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 Wednesday afternoon from 3.30 to 5.00pm for 29 weeks of the school year. Thus, many thanks are extended to Mrs Christine Wilson, Mr Paul Schupina, Mr Mark Ellis, Ms Carrie Frost, Mrs Megan Salter, Mrs Glennys Griffiths 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 the batteries and fuel the mind ready for a productive homework effort.

Our numbers at homework swelled this year with our top being 53 and our lowest attendance was 8. This low number reflects the attendance of so many Year 8 students who went on Outward Bound that week. Our largest participant groups were from Years 7, 8 and 9. It was rewarding to see many of the same students utilising the program on a consistent basis. Well done to all who attended.

**Progress on 2012 targets**

**Target 1**

*Improved school results in NAPLAN Reading for Year 9 students.*

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

Our achievements include:

- This target was not met. However, several strategies were put into place to allow us to work towards this outcome.
- The focus of professional learning on assessment strategies to improve feedback to students, including one School Development Day.
- The Learning Support Team was strengthened in its operation and the addition of a Learning Support Teacher has led to students with literacy issues having individual learning plans developed and material being adjusted across the school in classes.

**Target 2**

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

*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.*

Our achievements include:

- The target for students achieving proficiency at Year 7 level was not met. There was a small increase in the second numeracy target from 49% of students meeting expected growth to 52.3% of students in Year 9. We did not meet the target of 60%.
- Significant progress was made on the establishment of the learning community to focus on literacy and numeracy to improve student outcomes. This work will continue into 2013 and will form a key component of the School Management Plan.
Target 3

*Increased effectiveness of the school laptop program.*

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

Our achievements include:

- A Digital Learning Committee being formed.
- Professional development for staff targeting effective use of laptops in the classroom was delivered in a number of areas.
- Staff reported limited success in improving students bringing laptops. The dropping of the DER program after 2013 has resulted in us rethinking this strategy. In 2013 it will be broadened to include all aspects of teaching and learning with ICT.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the school planning process and assessment in Personal Development Health and Physical Education.

**Background**

During 2012 our school plan and the process for developing it evolved from previous practices. Data analysis to develop targets was more focused on NAPLAN data for Years 5, 7 and 9 with the Year 5 data coming from our partner primary schools. A school committee was implemented to review the 2012 targets which were altered midyear in consultation with the School Council. The committee then developed targets for the 2013 school year, getting feedback from staff, the Parents & Citizens Association and School Council. The school targets evolved as we analysed our data. The main focus changed to improving student outcomes in the key areas of Literacy and Numeracy. For 2013 we have also added attendance as an area for increased strategies and programs.

**Findings and conclusions**

The evaluation of the existing plan by the School Council and school committee recognized the changing nature of school plans and expectations of schools by the Department of Education and Communities to focus school plans on student learning. Recognition for the work of previous planning groups in driving school improvement was acknowledged but the inclusion of SMART Targets and related actions for improvement was a break from the traditional plan.

The changed targets for 2012 were instigated midyear leaving little time for strategies to be implemented. However, significant progress was made in developing a learning community, forming committees to develop action plans that relate directly to the school plan and by developing process and skills within the school for the analysis and evaluation of data.

**Future directions**

- The continued development of meaningful targets and upskilling of staff in data analysis occurred with the development of 2013 SMART Targets late in 2012.
- The learning community concept will be further developed with an emphasis on the implementation of the Australian Curriculum and literacy and numeracy strategies.
- Specific strategies are being developed for 2013 to address specific issues in literacy, numeracy and attendance.

**Personal Development, Health and Physical Education**

**Background**

In the 2011 ASR School Management Plan a strategy was developed to focus on staff learning in the area of assessment and providing feedback to students for 2012. To collect more specific data it was decided to evaluate the practices in a faculty. The Personal Development, Health and Physical Education (PDHPE) was selected. Parents, students and staff were surveyed.

**Findings and conclusions**

- The teachers in the faculty have a range of experience from one year to 23 years. The majority of staff have been teaching form more than 10 years. The faculty currently has two new scheme teachers.
- We received 302 student responses across Years 7 – 10 and 105 parent responses.
Progressive records and grades are kept, providing evidence of student achievement in PDHPE.

- 84.5% of students and 99% of parents regarded PDHPE as important or very important in developing the knowledge, understanding and skills on relation to health and physical activity.

- All identified units of work in PDHPE were valued as important or very important, with the top five being Drug Education, Mental Health, Relationships (including sexual health), Nutrition and Fitness based activities.

- 57% of students and 79% of parent respondents considered formal assessment (tests, assignments) of PDHPE to be important and 70% of students and 84% of parents acknowledged the completion off assessment tasks for particular topics improved their knowledge, understanding and skills in PDHPE.

- Students identified assignments (including research tasks) to be more effective than tests in developing them, parents agreed.

- Sufficient notice and time allowed for the completion of assessment tasks was identified as being adequate.

- 54% indicated that their PDHPE teacher provided adequate feedback about their results for assessment tasks.

- Some students indicated that they did not always receive sufficient feedback on completed assessment tasks. This is an area that the PDHPE faculty will address.

- A variety of summative and formative assessment tasks will be used to determine student outcomes.

- The PDHPE faculty will further develop teaching and learning strategies which target the enhancement of literacy, numeracy and information communication technology skills.

**Parent, student and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The school investigated the area of school culture utilizing the school map survey. 41 staff responded to the survey, 26 parents and 320 students were surveyed.

There were several areas of highlight in the best practice statements. 75% of all respondents believed that the school Almost Always or Usually recognized and celebrated achievement and over 80% that school leaders influence the school culture to enable the achievement of the school’s purpose.

Over 90% of staff and parents believed the schools main purpose is meeting the needs of students, while 73% of students agreed with this. There were very similar results when considering that the school fostered a sense of belonging and collective responsibility.

Most importantly, 90% of staff, students and parents combined thought the culture of the school promotes improved student learning outcomes and 80% of all thought we were a community of learners.

The area for attention from the survey is in continuous improvement. More needs to be done to promote the concept that as a community we support continuous improvement. We also need to instill a greater sense of ownership amongst students of the school. Both responses were only above 60% in these two areas for students but well supported by staff and parents.

**Future directions**

- With the implementation of the National Curriculum, the faculty identified the need for a review of assessment tasks. Tasks should be collaboratively developed and use assessment for learning strategies to assess student achievement of PDHPE outcomes.
Professional learning
During 2012, the professional learning program aimed at providing ongoing support for new scheme teachers, evaluation of teaching learning programs with special emphasis on assessment for learning strategies. Development of ICT skills for teaching and learning for staff was boosted by the DER committee holding workshops for staff after school over many months, with which the PLT assisted.

Term 1 School Development Day saw the staff maintain their currency with their CPR qualifications as required by the DEC as well as an induction program for new staff, information on DEC mandatory policy implementation and an information session to assist staff in supporting students with special needs.

In Term 2 the school held an Indigenous Cultural Awareness day with workshops and information sessions presented by local educational and community leaders. This day provided an update on the issues facing ATSI students in schools and cultural perspectives for both old and new staff in the school.

The program in Term 3 looked at assessment for learning strategies. Cross faculty workshops were held where staff analysed and developed assessment tasks for stage 4 and stage 6 courses. This was further developed within faculty groups within their teaching and learning programs.

The final two days in Term 4 included time for the school committees to plan for 2013, and for faculties to revisit assessment for learning strategies and include them in their programs and mandatory training on the implementation of the 'Every Student - Every School' DEC program. CPR accreditation training by the Royal Life Saving Society was also carried out for all staff. There was also time for faculties to update resources and review programs in preparation for the 2013 school year.

The Professional learning budget for 2012 was $64,324, which was used for the professional learning of 72 teaching staff. All funds allocated for the 2012 year were spent.

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
To improve student attendance to increase continuity of learning and educational outcomes for all students at AHS.

2013 Target to achieve this outcome:
- Increase attendance from 88.9% (baseline from EDSS in 2011) to 90% by December 2013.

Strategies to achieve this target includes:
- Albury High School will publicise the benefits of attendance to its school community.
- Roll Call teachers will interview students around unexplained absences.
- SASS staff will conduct random calls home to check on absences.
- The Head Teacher – Administration and Home School Liaison Officer will interview 5 students at risk for attendance each week from Term 2 2013.
- The Learning Support Team and Year Advisers will monitor attendance and case manage students who need support.
- A positive reward process will be developed for students who have 100% attendance each term.
School priority 2

Outcome for 2012–2014

To improve literacy and numeracy outcomes for students in identified areas of need from NAPLAN and school based data.

2013 Targets to achieve this outcome include:

- Increase the mean score for Year 9 students in writing to match or exceed the State all mean in 2013.
- Increase the proportion of students in Year 9 Numeracy in 2013 in the 75th percentile range from 22.5% to 25%, the 25th to 75th percentile range from 41.1% to 50% and reduce the less than 25th percentile range from 36.4% to 25%.

Strategies to achieve these targets include:

- Conducting an audit of literacy strategies across faculties to support the development of a common approach to teaching literacy strategies in areas of need.
- To identify and deliver professional learning across the school as a result of the audit and in particular for writing to improve student learning.
- To analyse NAPLAN results for numeracy and develop appropriate strategies in professional learning and teaching across the school to address areas of need.

School priority 3

Outcome for 2012–2014

To develop a learning community with partner primary schools based on curriculum and 21st century pedagogy to improve student outcomes.

Strategies to achieve this outcome include:

- Form a learning community after consultation with partner schools and their communities.
- To deliver joint professional learning around the implementation of the National Curriculum and placement of students on the continuum.
- To develop shared strategies within the learning community in teaching, learning and assessment.

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 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: