Albury High School
Annual School Report 2013
School context
Albury High School’s motto ‘Ad Astra per Aspera’, means ‘to the stars through challenging ways’. 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 (AHS) we encourage students to ‘reach’ for the stars. We are a diverse school that proudly reflects the community it serves. We have over 90 teaching, School Learning Support Officers (SLSO) and School Administration Support (SAS) staff who work tirelessly for the betterment of the students we are responsible for. We have strong community support and are very appreciative of this.

Principal’s message
2013 has been a very busy year for our school as we try to ensure all students are given the opportunity to achieve to their best. There are many examples in this report of students striving for success and the hard work which all staff at AHS contribute to make this the case.

One of the highlights for 2013 includes the launching of our Learning Community ‘Crossing Point – Creating our Future’ which is designed to strengthen ties with our partner primary schools especially in the area of teaching and learning. Our focus is squarely on improving Reading and Comprehension skills and establishing a greater understanding of the K-10 syllabus and where students are in their learning when they transition to High School.

We have also implemented a peer coaching program with staff to concentrate on teaching literacy skills. This will be fully implemented in 2014.

Many of our teams and individuals have been successful again and many students have excelled in a variety of endeavours in the academic, performing arts and cultural areas. Our HSC results were good and reflect the partnership that exists between students, parents and staff. I would like to thank our school community for its continued support and its contribution to a successful year. I commend this report to you.

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.

Mr Darryl Ward

School Council message
Albury High School has a very active School Council that works closely with the Principal, the P&C Association, the Student Representative Council and the staff to strengthen links with the local community and offer advice to the school on matters such as the school plan, roles of prefects, extracurricular activities such as World Challenge and school facilities.

The 2013 School Council played an instigating role in the establishment of World Challenge in the school and in 2014 we look forward to the heightening of anticipation leading to the first adventure at the end of the year. Many thanks go to Leanne Wheaton for her inspiration.

The School Council applauds the work that has gone into the establishment of the Crossing Point Learning Community in which Albury High School plays a leading role. 2013 also saw a strengthening of the relationship between the School Council and the Student Representative Council, particularly through the efforts of the SRC representatives on the School Council: Sally Lynch and Dylan Harris. We wish them both well in their future studies.

As we look towards 2014, special mention needs to be made of the retirement from the Council of two longstanding members: Pat Coates and Neil Mills. Their contribution to the Council has been substantial and is gratefully acknowledged.

School Council Members 2013

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darryl Ward</td>
<td>Principal</td>
</tr>
<tr>
<td>Bob Perry</td>
<td>President and Community Representative</td>
</tr>
<tr>
<td>Neil Mills</td>
<td>Secretary and Parent Representative</td>
</tr>
<tr>
<td>Alistair Macdonald</td>
<td>P&amp;C Representative</td>
</tr>
<tr>
<td>Judy O’Keefe</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Peter Harris</td>
<td>Parent Representative</td>
</tr>
<tr>
<td>Gaurav Joshi</td>
<td>Parent Representative</td>
</tr>
<tr>
<td>Leanne Wheaton</td>
<td>Parent Representative</td>
</tr>
<tr>
<td>Michelle Armstrong</td>
<td>Staff Representative</td>
</tr>
<tr>
<td>Pat Coates</td>
<td>Staff Representative</td>
</tr>
<tr>
<td>Steve Hooppell</td>
<td>Staff Representative</td>
</tr>
<tr>
<td>Sally Lynch</td>
<td>Student Representative</td>
</tr>
<tr>
<td>Dylan Harris</td>
<td>Student Representative</td>
</tr>
</tbody>
</table>

Prof Bob Perry
President School Council
P&C message

Once again the P&C committee, through the canteen, has been able to assist AHS in some significant upgrades around the school. These upgrades will be a great benefit to the students’ learning environment. The P&C contributions have enabled our Principal, Mr Darryl Ward, to obtain joint funding from the Department for several of these worthwhile projects so they can come to fruition. We congratulate the persistent efforts by Mr Ward with his successful applications.

None of this could be achieved without the dedicated and conscientious efforts by the P&C Committee and canteen staff to make Albury High School the ‘school to attend’. Every member’s input is valued and considered, with positive and proactive discussion given to new ideas that may assist students and the school.

P&C meetings are held on the third Tuesday of the month at the school. We are very fortunate to be well supported at these meetings by our Principal and both the Senior and Junior Deputy Principals who give a full report to the meeting. This promotes healthy discussion on any changes or new developments that enhance student outcomes now and into the future. It also gives the P&C committee and parents, through this committee, the opportunity to present ideas as well.

Our P&C also presents a report on our projects to the School Council and tables ideas at these meetings. The Student Representative Council (SRC) also attends P&C meetings with reports and ideas that we can assist with.

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

- Hospitality kitchen work station upgrade with three left to complete making this section a healthy and modern learning environment
- A new sound system installed in the main hall, long overdue, for assembly and functions
- Stage one of replacing the watering system for the Oval with more support pledged
- A new maintenance and storage building, which will free up other areas for class support
- New outdoor metal table and seating for student use
- New microscopes and storage facility in the science section.

These are some of our major achievements, in conjunction with the school, completed last year. The smaller, but very worthwhile, projects have been landscaping at the rear of ‘A’ block, carried out with a working bee and due to continue this year, Presentation Day prizes, assisting School Captains attend School Leadership training in Sydney and a camera and flag for the SRC to promote their activities. The P&C have funded and will continue to provide refreshments through the canteen for the after school homework program which is well supported by students.

Other areas we have been working with school staff, include the replacement of sports uniforms to give AHS a high profile at all sporting events and, for the second year, we have funded an end of year activity for all classes in each year to share.

We have had members working with school staff on ideas to make small changes in our school uniform, which will raise our public image and have students proud to belong to AHS. I believe we have achieved this with positive feedback from students.

Just recently we have had discussions with members of a small book group who wish to set up an annual literary prize for creative writing. This is to be presented to AHS students in memory of a past and well-respected member, Mr Tony Border. This donation will be administered by the P&C in trust and will be known as the “Tony Border Literature Prize”. We are extremely grateful for this award. For the students it will be something to strive for and an honour to receive.

A big challenge for the P&C this year has been to take over the coordination of our Book Pack day. This has come about after our supplier of many years Mr Lloyd Creamer decided to retire. Thanks to the considerable amount of work put in by AHS staff and P&C treasurer Neil Mills, it was a very successful day. As a result of this the P&C are looking at handling the whole activity to provide a competitive product for the benefit of all students. For all those who assisted on the day, including P&C members, staff and school students, we extend our thanks.
On closing I would like to thank all the members for the support and assistance through the year, for their time given to the school, and their commitment. For those new parents, I encourage you to be involved with the P&C and more importantly, offer assistance with the duties in the canteen. Without this, all our achievements would not be possible.

Mr Alistair Macdonald.
President AHS P&C.

Student representative’s message
In 2013, the Albury High School SRC set itself the mission of raising the profile of the Student Representative Council within the school and student body. To achieve this goal, a group of representative students from all year groups worked together to carry out projects to benefit the students, the school and the environment of AHS.

Our projects included:

- Attending guidance classes of Years 7 and 8 to hold a forum educating students on what an SRC is and what we do within the school
- Assisting at sport carnivals by providing barbeques and helping with catering for officials
- Supporting the local Dreamfields youth music festival by promoting and selling tickets
- Fundraising $1050 to assist Wewak Street School to attend the Schools Spectacular
- Attending local Mind Matters and Youth Mental Health forums
- Holding a Trivia Day at the end of Term 4 for students
- Establishing a strong presence on the school P&C and School Council
- Helping to sell White Ribbons for the Winter Solstice night.

With the seeds of a number of other projects planted this year, the SRC looks forward to a busy and productive year in 2014, aiming to make AHS a better place for all in our school community.

Dylan Harris
SRC

Financial Information

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>30/11/2013</th>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
<td>732597.49</td>
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<td>Tied funds</td>
<td>450900.42</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>2500131.34</td>
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<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>121274.32</td>
</tr>
<tr>
<td>Excursions</td>
<td>448819.24</td>
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<td>Extracurricular dissections</td>
<td>137609.65</td>
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<td>Library</td>
<td>23021.01</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
<td>405600.22</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>229210.28</td>
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<td>Maintenance</td>
<td>15720.33</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
<td>110612.51</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>1940761.30</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>559370.04</td>
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A full copy of the school’s 2013 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 2013

Student information

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

Student enrolment profile

![Enrolments graph]

Student attendance profile

![Student attendance rates graph]

Management of non-attendance

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

DEC guidelines and policies form the core of our processes. Student attendance is monitored by SAS 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 had shown an increase in the number of students who miss school but do not meet the threshold for reporting. As such, this data was incorporated into the 2013 School Management Plan as a target and new strategies were implemented to encourage student attendance in 2013.

During 2013 the Head Teacher Administration and the Home School Liaison Officer (HSLO) interviewed students with below par attendance or who were at risk. This provided an insight to why students are away. We also regularly phone parents to check on school absences. Despite this, there has been a minor drop in overall attendance. It is critical that parents support our efforts by not condoning student’s absences and making them accountable. We ask for your support in this to support the learning of your child.

Post-school destinations

<table>
<thead>
<tr>
<th>Destination</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>66</td>
</tr>
<tr>
<td>TAFE</td>
<td>7</td>
</tr>
<tr>
<td>Work</td>
<td>18</td>
</tr>
<tr>
<td>Part time Work</td>
<td>22</td>
</tr>
<tr>
<td>Traineeship/Apprenticeships</td>
<td>9</td>
</tr>
<tr>
<td>Defence</td>
<td>2</td>
</tr>
<tr>
<td>Unemployed</td>
<td>24</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

In 2013 34% of Year 12 students undertook vocational training. Of these students, 16% studied two or more VET courses. One student completed a School Based Traineeship.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2013 99% of the students satisfied the requirements of the award of HSC.

Workforce information

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

At the end of 2013 one permanent staff member retired and we employed two graduate teachers. 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.
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>100</td>
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<tr>
<td>Postgraduate</td>
<td>N/A</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25</td>
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</tbody>
</table>

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>55</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>88.1</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

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

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Within the graphs, the following abbreviations are used:

- SSG refers to ‘Same School Group’
- SEG refers to ‘School Education Group’

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

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

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
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).
In the 2013 HSC we had two students, Foster McFarlane and Andrea Wendt, on the All Rounder’s list for 5 Band 6 in their HSC. A further 19 students were recorded on the Distinguished Achievers List for one or more Band 6 in the HSC.

Achievement in the Arts, Sport and other school programs

Arts

This report details the achievements in the Creative and Performing Arts, Debating, Writing and Public Speaking.

- Claire Hemsley, Katja Jorgensen and Anthony Papini played for Governor of NSW Marie Bashir on her visit to Albury
- Erin MacDonald, Katja Jorgensen and Hannah Chapman travelled to Hong Kong with West of the Divide Band for the International Youth Music Festival, winning a Gold Award
- Erin MacDonald, Claire MacDonald, Katja Jorgensen and Hannah Chapman played in the Regional Wind Band at the Sydney Opera House
- Georgie Currie was invited to Perform at the Kool Skools Award night in Melbourne
• Jack Percy, Renn Picard, Anna Mannering and Georgie Currie recorded songs for the ‘Truth About Lies’ - Kool Skools Album

• Ruxi Geng, Katja Jorgensen and Andrea Li gained exceptional results at the Albury Eisteddfod

• Sian Murphy was runner up in the Jann Levett Scholarship for a regional drama student, sponsored by the Public Education Foundation, and was the Finalist in the Fresh Ink Scriptwriting Competition with the Australian Theatre for Young People

• Chloe Sheridan was selected in the State Dance Ensemble

• Claire Hemsley, Laura Roberts, Bec Smits, Renee Boyd, Chloe Sheridan and Taylah Grant performed in the Albury Dance Ensemble at the Riverina Dance Festival, State Dance Festival and School Spectacular

• Angus Mackinnon, Mathilda Humphries and Emma Martin performed in the Regional Choir for Instrumental Concert at the Sydney Opera House and School Spectacular

• Jessica Reid was accepted into the Goh Ballet Summer Intensive Program in Vancouver

• Dylan Harris and Felicity Miles performed in the Hothouse Theatre Premiere of ‘The Pyjama Girl’

• Year 11 Drama performed in the Shakespeare Drama Festival at Hothouse Theatre

• Year 8, 9 & 10 students performed in the Dramatic Minds for the Murrumbidgee Health Network and the evening for Survivors of Suicide

• The Weeping Candle Cup (Theatre Sports) was hosted by Albury High School in December

• The successful ‘Night for a Cause’ raised over $2000 for the Philippines Tsunami. This event featured student and community performances and was organised by our students

• Jess Ridgeon, Melina Ivan and Daisy Wu exhibited HSC Visual Arts works at the Lavington Library Exhibition.

• Students attended the Visual Arts, Drama, Dance, Choral and Music Camps hosted by Regional Arts

• Showcases of Drama, Music and Visual Arts have been held throughout the year.

**Sport**

Albury High School teams were Riverina Champions in Open Boys Waterpolo, Open Boys Tennis, Senior Boys Soccer and the Girls under 15 Netball.

Ten students were awarded Albury High School Blues or Merit Citations for outstanding performances in sport. They were Sam Kohne (Athletics), Blake Williams (Australian Rules), William McIntosh (Cricket), Jake Howie (Diving), Ben Hooppell (Hockey), Harry Duck (Swimming), Samara Jackson (Swimming), Dom Brew (Waterpolo), Bridget Johnson (Waterpolo) and Catherine Pratt (Waterpolo).

Riverina Blue certificates were awarded to Jake Howie (Diving), Sam Kohne (Athletics), Bridget Johnson (Waterpolo), Ben Hooppell (Hockey) and Blake Williams (Australian Rules).
Sporting highlights for 2013 include:

- Albury High School won the Zone Athletics, Swimming, Diving and Cross Country Carnivals.
- Ben Hooppell was a member of the NSW All-Schools Open Hockey Team and was selected in the Hockey Australian Futures Squad
- William McIntosh was a member of the NSW CHS Cricket 1st XI and represented NSW in England as a member of the CHS Cricket team
- Tegan Rennie was selected as a team member for the Girl’s Cricket under 18 Championships
- Jake Howie won Gold, Silver and Bronze medals in Diving across competitions at CHS, All-Schools and National levels
- Samara Delmenico won a Silver medal (Girls 17+ Years Springboard) at NSW CHS Diving.
- Katy Smits won a Silver medal in the Girls 15 Years Springboard at NSW CHS Diving
- Sam Kohne won the CHS Athletics Gold medal in the 800 metres age event
- Chloe Hayden was the winner of the State Inter-schools Equestrian Competition
- Catherine Pratt was awarded the Pierre De Coubertin Award for her contributions and success in Waterpolo and Hockey.
- Bridget Johnson, Dom Brew, Lachlan Dowding, Harry Duck and Brayden Grimmond were selected as team members of the State CHS Water Polo
- Blake Williams was a member of the NSW All Schools under 15 Australian Rules Team and selected in the NSW CHS Australian Rules Merit side
- Keisha Deppeler was selected in the NSWCHS under 18 Girls Australian Rules side to represent NSW at the School Sport Australia Championships
- Maddison Horsburgh was selected in the CHS Open Girl’s Hockey team
- Aaron Breust was a NSW CHS Tennis finalist in the Open Boys Doubles
- The Sport Coordinator Award for Versatility in Sport was awarded to Michael Brownsea and Tegan Rennie
- Sportsperson(s) of the Year was jointly awarded to Ben Hooppell and Jake Howie.

Team Achievements:

- The 15 years Girl’s Relay Swimming Team were NSW CHS Finalists
- The Senior Boys’ Soccer team again made the semi-final stage of the NSW CHS competition for the 4th time in 5 years
- The Boys Senior Cricket team won the Rixon Cup for the 3rd year in a row
- The Girls Australian Rules Football were winners of the Grant Cup
- The Junior Soccer (Years 7 & 8) were the Inaugural winners of the Chapman Cup
- The Junior Girl’s League Tag were the winners of the Thunder Cup.

Congratulations to all students and staff on these fantastic achievements in 2013.
Significant programs and initiatives

Aboriginal education

Aboriginal students at Albury High School were involved in a number of new initiatives this year:

- ‘Bro-speak’ provided Aboriginal boys with the skills and experiences to develop self-worth, confidence and cultural identity. Under the guidance of Mr Crowhurst, many of our boys worked with Aboriginal students from Murray and James Fallon High Schools to develop group work and leadership skills. The boys even got the chance to travel to Melbourne to see the Melbourne Storm play, as well as enjoying other footy opportunities. This was certainly a highlight of the team building activities. It is anticipated that ‘Bro-Speak’ will be an ongoing program

- ‘Sista-speak’ provided Aboriginal girls with the skills and experiences to develop self-worth and life skills competencies across a number of areas. Under the supervision of Ms Moon and assisted by Aboriginal worker Kianna Edwards, the girls participated in a six-week program which included: cultural understanding and self-identity; developing respect and positive role modeling; money and budgeting; career goals; and health and well-being. A major component of the program was the involvement of Aboriginal mentors

- the ‘Write Across the Murray’ project saw a number of students attending the Albury Library/Museum complex to record their messages about Culture and Country. These were then exhibited in a public display for the community. The project included a visit to the school by acclaimed Australian author, Tony Birch, who inspired and entertained students with his readings from his novel “Blood”

- At the conclusion of Term 3, many Aboriginal students, under the direction of Mr Paul Schupina, were engaged in tree planting as part of the Wigarra Environmental program. They got to work side by side local Aboriginal community personnel in the development of the Wigarra Walking Trail which is a major local indigenous program. The kids had a great time, while putting down a strong environmental foot print for the future

In addition, the school continued to promote opportunities for our Aboriginal students through a host of education programs whilst developing whole school knowledge, understanding and respect for Aboriginal cultures and experiences. This was achieved through the support and guidance offered by the local AECG, community members and from our in-schools Aboriginal Education worker, Kianna Edwards

- Eleven students were recognized in the school’s ‘Proud and Deadly’ Awards, in areas including citizenship, leadership and excellence in academic, sporting and cultural areas. In addition, three students received achievements for completing Year 12, seven for completing Year 11 and one student for completing Year 10. To complement this, two students were recognized for finishing their Stage III VET/TAFE studies in Business Services and two students for Stage II

- Aboriginal students took full advantage of extra tuition opportunities. The Aboriginal Homework Centre operated throughout the second half of the year, with students enjoying after-school support across a range of subjects. Year 11 and 12 students received extra tuition after school as part of the Norta-Norta Individual Student Sponsorship program

Kianna Edwards worked as our in-school tutor to provide assistance to junior Aboriginal students for two days per week

- Albury High School continued its promotion of the Aboriginal cultural experience through its support for NAIDOC week. This was a busy week, the highlights of which were the School Assembly, featuring Lajamanau Lacey-Bird and JamesMitchelhill as chairpersons, with dance and didgeridoo provided by Benji Davidson. The activities were completed with a very successful community barbeque.

Multicultural education

Albury High School has experienced a steady increase in the enrolment of refugee and migrant students. At the end of 2013 there were 37 students receiving additional support from English as an Additional Language or Dialect (EAL/D) teachers and School Learning Support Officers (SLSO) (ethnic). There were two EAL/D teachers employed with a total allocation of 1.2 and three SLSOs employed with a total allocation of 0.6. The students are from Nepal, Bhutan, France, China, Democratic Republic of Congo,
Zimbabwe, Pakistan, Bangladesh and Thailand. The students have been receiving support in class, through withdrawal in small groups and at homework centre.

In 2013 AHS celebrated its inaugural Harmony Day assembly aiming to celebrate the growing diversity of the student population. There were musical performances from different students in addition to an address from the vice captains on what they believed Harmony Day meant. A partnership was also formed when 50 adult ESL students and parents came to the school and were given a tour of the school to gain a better understanding of Australian schooling. Some classes were also treated to “Bollywood” style dance instruction from Monila, Smriti and Krishna.

A number of EAL/D students participated in a multicultural schools program which aimed to introduce the students to AFL in addition to giving them the opportunity to practice their skills in other sports such as cricket and soccer. The students travelled to Canberra to watch Greater Western Sydney play the Bulldogs as a finale to the program.

The EAL/D students were also given the opportunity to be part of a Youth Community Service Taster and Pathway Course at the Riverina TAFE at the end of 2013. This course gave students the opportunity to develop their communication skills and to build on their understanding of workplace, education and community contexts. The students went on several excursions to different workplaces and community service providers within the Health and Community sectors. In addition to this, a joint initiative between MICEEP and the schools gave students further opportunities to go on excursions to workplaces to give them more insight and understanding of different careers.

In Terms 3 and 4 a group of dedicated students from Years 8, 9 and 10 worked every Wednesday during sport to create a ceramic mural to help beautify the school. The project aimed to bring students together from different backgrounds in turn fostering new friendships, new backgrounds and working together as a team to create something truly special.

The final highlight for 2013 was discovering that both Gobi and Goma Mahat had been awarded the Friends of Zainab scholarship for refugees from the Public Education Foundation. This scholarship helps fund the studies of students in Year 11 and 12 in addition to supplying them with a computer. In addition to this Daisy Wu had her HSC art work chosen to be part of a combined exhibition created by the Albury Regional Gallery staff.

Ms Megan Salter
EAL/D teacher

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

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

Excursions to France, Vietnam and Japan occurred in 2013 and we enjoyed a visit from Otto Hahn Gymnasium, in Springe Germany, as part of our school exchange program.
Vocational Education Training (VET)

Work placement is a mandatory component of all VET Framework courses. Students are required to undertake 70 hours in the workplace 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 2013.

<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 Built Homes</td>
</tr>
<tr>
<td>Tea and Coffee House</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 at Howlong Golf Club</td>
<td>Albury Precision Engineering</td>
<td>Joss Constructions</td>
</tr>
<tr>
<td>Grind on Olive</td>
<td>Leed 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 Camody Motors</td>
<td>Ashley Fulford’s 21st Century Homes</td>
</tr>
<tr>
<td>Granata’s on Dean</td>
<td>Albury Steel Fabricators</td>
<td>David Elsbury Builder</td>
</tr>
<tr>
<td>Thurgoona Golf Club</td>
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<tr>
<td>The Star Hotel</td>
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<tr>
<td>Jindera Bakery</td>
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</tr>
</tbody>
</table>

School-based Apprenticeships and Traineeships (SBAT)

School-based traineeships were successfully completed by Year 11 and Year 12 students in the areas of Business Services (ATEL) and Retail (Muffin Break, The Ripe Tomato and Baker’s Delight). A traineeship in Hospitality was also begun by a Year 11 student at Borella Road Seafood.

TVET

Taste of TAFE also made a comeback at the end of the year. A vast number of Year 9 and 10 students were involved in one or two day courses in areas such as: Barista, Commercial Cookery, Plumbing, Construction, Hairdressing, Beauty Therapy and Information Technology. Also a vast array of TVET courses were undertaken by approximately 82 Year 11 and 12 students as part of their HSC studies plus Certificates 2 and 3 in Business Services to a select group of Year 11 and 12 Indigenous students. All made possible through our strong links with the Riverina institute of TAFE Albury.

School to Work and other initiatives:

Other examples of the School to Work based experiences offered were: Industry Bridge to School Solar Car, Boys 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 of one day a week at various businesses each term, with block periods of work experience for many Year 10 students and a few Year 11 and 12 students and life skills experiences as part of the disability access program.

Student Welfare

During 2013 the Year Advisers, 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 gold medallions as tangible rewards for students’ positive contributions to the school. In 2013, 249 Principal Awards were awarded to students who excel in their field, or who go ‘above and beyond’ for school activities or within the community. The Principal Awards are worth six merit awards. Recipients of a Principal Award are invited to a luncheon at the end of each term.

The Learning Support Team met at least once per week with community representatives from Westside Community Centre and Youth Emergency Services. Case managers were
organised to support students with significant learning needs. 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.

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.
- 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.

Learning and Support Team
Catering for Students with Diverse Needs
The Learning and Support Team (LST) at Albury High School provides a school wide dynamic support for students who require additional supports. In 2013 the membership of the LST grew to fifteen staff and community members who meet each Wednesday morning. A prime function of the LST is to ensure that the needs of all students in the school are being met. This is achieved through the team facilitating collaborative planning between teachers, support staff, parents and students. The LST continued to work towards a whole-school approach to cater for the learning needs of all students including those with diverse learning needs. This support is provided by a team of eleven staff.

Learning and Support Teachers: Adam De Mamiel, Carolyn Ratcliffe and Sharon Borham
School Learning and Support Officers: Maree Ward, Leesa Argent, Annette Baker, Zac Hopper, Di Pantling, Fiona Sanson, Frances Hunter, Gale Bell and Claire Rogers

Students are supported in a variety of ways. These include;

The Tutorial Centre:
- Literacy and numeracy support
- Homework support
- Behaviour support
- Support to reengage students at school
- Girls education programs
- Boys education programs
- In school suspensions
- Drug prevention programs

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

Programs such as Girls and Boys Education

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

Homework Program

2013 marked the fourth successful year of the Homework Program at Albury High School. This year it operated each Tuesday afternoon from 3.30pm to 5.00pm. Over 200 students were registered to participate and the vast majority of this number attended at some point over the year and in fact, not a week went by without seeing a new face.

The attendance was usually around 50 to 60 students though it reached over 70 on a few occasions. Overall, it was great to see so many regular faces each week seeking assistance or just taking the opportunity to make solid progress on their school studies. Each term students who attended regularly or over 50% of the time received a red merit. In Term 3, 49 merits were issued including 10 for those who had a perfect attendance record!

Year 12 students were once again supportive of the program and showed great leadership through their efforts in attending and utilising their time effectively. Many thanks particularly to Oliver Hunter, Jake Howie, Ben Hooppell, Cassie Lee, Majella Moran, Andrea Wendt and Sammy Delmenico for their consistent attendance and encouragement of others to attend.

It should also be noted that there were many Year 7 students who attended since the start of their first high school year. Such efforts will surely hold them in good stead for their future studies and their ability to achieve their goals in relation to school.

The program would not be possible without the support of staff; many thanks to Mrs Chris Wilson, Mr Mark Ellis, Mr Paul Schupina, Mrs Megan Salter, Ms Katia Bertazzo and Ms Carrie Frost for their continued assistance and for the new additions to the team - Mr Will Bulathsinhala, Ms Leana Allbon-Crockett, Ms Rebecca Wall, Mrs Rachel Saul and Mr Bruce Jackson for their help each week. They provided research advice and problem solving approaches on a wide range of topics as well as simply encouraged and motivated students. Support has also been received from La Trobe and Charles Sturt Universities with their students attending at various times during the year to also assist with mentoring our homework participants.

A big thank you to the P&C who subsidised the costs of the sandwiches prepared by our Canteen staff. Also thanks go to our support staff Miss Sue Mojsiewicz and Mrs Robin Gordon, who assisted in feeding the hungry stomachs and fuel the brains of our students with a nourishing afternoon tea.
Environmental Education for Sustainability

2013 was a busy year in Environmental Education as the school forged close relationships with the Albury City Council and the Halve Waste. This resulted in several excursions involving tree planting, including one effort by Year 8 that resulted in over 2000 trees being planted. Students in Science also participated in lessons on waste recycling, while the Boys Education Program was involved in improving walking trails and vegetation rehabilitation areas.

As part of our new watering system for the Year 7 area, two tanks were installed to reduce our water consumption.

Tim Lutton won the Halve Waste Advert Campaign for his clear message on recycling.

Plans are being made for more improvements in 2014.

National partnerships and significant Commonwealth initiatives

Improving Literacy and Numeracy National Partnership

In Term 2 2013 we received $216,000 funding to assist in improving reading and comprehension for students at Albury High School. Our main focus was Year 7 and 8. As part of the strategies we are working with our learning community ‘Crossing Point’ to plot students on the literacy/numeracy continuum and to develop strategies to move students along the continuum. To validate this, we trained 5 staff as peer coaches to support staff in developing purposeful strategies and programs to improve reading and in particular comprehension. These programs will continue into 2014.

School planning and evaluation 2012—2014

School evaluation processes

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

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

School planning 2012—2014: progress in 2013

School priority 1

Outcomes from 2012–2014

Improved school results in NAPLAN Reading for Year 9 students.

Evidence of progress towards outcomes in 2013:

- In 2013 32% of our Year 9 students were in the proficient area (Bands 10 and 9) for NAPLAN compared with 24.4% for the state
- In 2013 11.7% of our students in Year 7 were in Band 9 compared with 11.4% for the state
- Five staff undertook peer coaching training to support other staff in the introduction of strategies to improve reading and comprehension.

Strategies to achieve these outcomes in 2014

- We are working with our Crossing Point Learning Community to map students on the Literacy Numeracy Continuum
- We will hold a joint staff development day (SDD) Term 3 with the Crossing Point Learning Community to look at consistent strategies to improve reading and comprehension
- Our learning support team (LST) is working with staff to differentiate the curriculum for students with learning difficulties.

School priority 2

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013:

- Strategies to improve numeracy have focused on comprehension in mathematics. Analyses of our data shows students have more difficulty with inference. Many mathematics tests rely on comprehension skills to work out what the question requires
30% of our students are in the proficient area (Bands 8 & 9) compared with 30.9% for the state and 27.1% for the Department of Education & Communities (DEC)

In Year 9 the number of students experiencing growth in numeracy increased by 4% to 51.7%

**Strategies to achieve these outcomes in 2014:**

- The math’s faculty continues to work on comprehension skills in relation to Maths
- The school is working on plotting students on the numeracy continuum in Years 7 & 8 to assist in developing programs
- Gifted and Talented strategies are being developed to assist students who are in the top bands in years 7 and 9.

**School priority 3**

**Outcomes from 2012–2014**

Increased effectiveness of the school laptop program.

**Evidence of progress towards outcomes in 2013:**

- This program has been discontinued. The DER laptop program has been discontinued by the Department of Education & Training. We are currently working on a Bring Your Own Device (BYOD) policy to increase technology use in class where appropriate.

**Professional learning**

2013 saw a very dynamic and diverse learning program which aimed to support quality teaching and learning through the transition phase and implementation of policy requirements of the Australian Curriculum, Great Teaching, Inspired Learning and Accreditation changes to the National Teaching Standards. This was achieved in conjunction with the continued support for DEC mandatory policy implementation and updates with which the PLT assisted. The year also saw the implementation of several new programs to support quality teaching and learning through Professional Development which included:

- Formation of the Crossing Point Learning Community
- New Induction Program for Beginning Teachers and new staff
- Faculty programming days for the implementation of the Australian Curriculum
- Appointment of a Head Teacher Teaching and Learning for 2014 to oversee Professional Learning and Quality Teaching practices during transition to Australian Curriculum and National Teaching Standards and Accreditation.

Term 1 School Development Day (SDD) saw staff up-date their anaphylaxis training, a mandatory requirement by DEC. The day also saw the implementation of a new Induction program to support new staff and a large number of Beginning Teachers.

Term 2 saw the formation and launch of the Crossing Point Learning Community which aimed to foster a greater professional collaboration between AHS and its three major Community Primary Schools. Driven by the Australian Curriculum and the needs of 21st Century Learners, a guest speaker, Brad Russell, presented information to a joint professional development day on the implications for teachers and learners. Staff were then given the opportunity to collaborate in smaller workshops with their Primary School colleagues, with a focus on how 21st century students learn and how we can become better 21st century teachers.

The focus of Term 3 Professional Learning was on the Mental Health of adolescents, and dealing with distress and suicide. A guest speaker from the Headspace organisation addressed staff on recognising signs of distress in students and strategies to deal with mental health issues. Time was also allocated to faculties to begin the process of developing programming for the Australian Curriculum.

Professional learning in Term 4 included a program of faculty days to support the development of programs and assessments for the implementation of the Australian Curriculum. This provided an excellent opportunity for faculties to reflect on current teaching practise and what needs to occur in the delivery of the Australian Curriculum, building on the work already done in Term 2.
The Professional Learning budget for 2013 was $64,436.51, which included a grant to support the implementation of the Australian Curriculum and was used to support the professional learning of 75 staff. All funds allocated for the year 2013 were spent.

**Parent/caregiver, student and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A survey of staff, students and parents was conducted looking at the level of satisfaction with the school and its performance. The following four point scale was used for most questions: Strongly Agree, Agree, Disagree and Unknown. Responses from all three groups were very positive across all areas investigated. There was an overwhelming sense from parents and students that students were happy at school with 94% of parents and 79% of students indicating that they agreed or strongly agreed. When asked if the school encourages students to achieve their best 90% of parents, 84% of students and 90% of staff agreed or strongly agreed.

One area for continued improvement would be in communicating with parents. While survey results in this area were strong, comments throughout the survey highlighted there is always work to be done to ensure timely and effective communication. 82% of Parents and 72% of students agree or strongly agree the schools discipline and student management system is fair, however comments in this area and others indicate a need for greater consistency, especially in the issuing of merits as part of the school’s positive behaviour system.

In summary the survey’s indicated strongly, a high level of satisfaction with Albury High School. As a school we will continually work with our community to ensure this continues. We would like to thank those people who contributed to the surveys.

**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.

Darryl Ward        Principal
Andrew King        Senior Deputy Principal
Damian Toohey      Junior Deputy Principal
Francis Tilbrook  School Admin Manager
Jo Kearney         Administration Officer
Bob Perry          School Council
Alistair Macdonald P&C Association

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: [https://detwww.det.nsw.edu.au/high-performance/annual-school-reports](https://detwww.det.nsw.edu.au/high-performance/annual-school-reports)