Albury High School
Annual Report

2015
Introduction

The Annual Report for 2015 is provided to the community of Albury High School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources including equity funding.

Darryl Ward
Principal

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Message from the Principal

Albury High School (AHS) is a large and proudly comprehensive high school that successfully caters for a diverse range of students. We enjoy strong academic results with many indicators in NAPLAN above Department of Education (DoE) averages. Our HSC results allow many students who choose to get an ATAR to access University.

Highlights include three ATAR’s of 95+ and five more over 90, 32 band six, 135 band five and 3rd in the state for Music 1. Our broad curriculum options allow us to cater for all students efficiently and we are proud of the 32 students who left school last year to take up apprenticeships.

A highlight of the year was setting up our Learning Engagement Centre to strengthen our work with students who require assistance and support in their learning. This also includes a sensory room which is leading edge in supporting our student’s wellbeing.

Our students excel in sporting, cultural, performing arts and community involvement. There were many highlights exemplified by the Year 9 and 10 students winning the perpetual Engineering and Science Challenge, the Boys U15 AFL team winning the Combined High School (CHS) Swan Shield for the second year in a row and individual successes in sports such as hockey, soccer, water polo, softball and cricket. We always try to encourage students to take up the many opportunities offered within the community and through the school. At AHS our aim is to educate the whole child.

As this report highlights our success it also shows areas for improvement. The areas identified for improvement and the strategies to be used, are informed and targeted based on data analysis. We do not want to stand still for the world to pass us by; as such we have highlighted areas for improvement for 2016. Examples of focused improvement for 2015 in this report include the introduction of ‘A Learning and Response Matrix’ (ALARM) to assist senior students and staff professional learning and our Crossing Point Learning Community in the areas of literacy; in particular writing, vocabulary, inference and comprehension.

During 2016 we will continue to focus on teacher professional learning in the classroom and collegial practices which are directed at our student needs while maintaining and building on the strong traditions of the school. Our aim is to live up to our vision statement: Quality Learning for all through Innovation, Excellence and Tradition.
Another year has passed and it seems like weeks, another year of commitment by the members of the Albury High School Parents & Citizens Association (P&C) along with all of our Staff, to provide the best learning environment we can for all of our students. None of this would be possible without the dedicated and conscience effort of our Canteen Staff. Their ongoing commitment to providing an excellent choice for the students at an affordable price, and still creating an income that allows us to complete projects around the school; all this enhances the learning environment for the students.

Once again AHS P&C has had the full support of AHS Principal, Mr Darryl Ward, Senior and Junior School Deputy Principals, Mr Andrew King and Mr Damian Toohey and we have benefitted from their input and direction. Thank you to all the other staff members that assist us in various ways.

Thank you to all those members who attend our P&C meetings each month, and to the SRC (Student Representative Council) who give a progress report on their activities at our meetings and, put forward valuable new ideas to help keeping AHS 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.

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

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

- A ‘working bee’ painting the hallway in ‘C’ block for our own Art Gallery
- Landscaping school areas
- Supplying equipment for the sports drying room
- Allocating $30,000 for a new year 8 covered area
- Assisting with the costs for the new Learning and Engagement Centre
- Providing a School Captain’s Prize and flights to Sydney
- Purchasing laptops for the learning support program
- Allocating money for the purchase of a new CNC Milling Machine

These are some of the projects undertaken by the P&C in partnership with AHS. All of this at a cost of around $60,000.

A lot of effort and thought has gone into our ‘Book Pack’ day in order to meet the requirements of all students. We would like to express our appreciation to the staff at Barkers Office Supplies for their work with the supply of the Book Packs, they did a tremendous job, they could not do enough for us and I thank them.

A special thank you to the members of the P&C who have supported me throughout the year and to our new Canteen committee who have worked hard to ensure the canteen will continue to provide an ongoing service for all students. Thanks must be given to Betty Edwards and her staff for their continued commitment, not only with the students’ needs, but also for their catering for many school functions.

For our new parents, bring in your ideas and let’s work on them, make AHS the proactive school and the place to learn. We meet the 3rd Tuesday of the month and all are welcome.

Alistair Macdonald
President AHS P&C
School background

School vision statement
Quality Learning for All, through Innovation, Excellence and Tradition

School context

Albury High School is a large and proudly comprehensive school with an enrolment of 1031 students in 2015. It is an enthusiastic member of the Crossing Point Learning Community. Albury High School caters for a diverse range of students who are successful in the academic, sport and arts fields. The school provides a wide range of opportunities to cater for all students. As well as the consistently strong results in external exams, students are encouraged to enter national competitions. Students are expected to set high goals and develop the skills to achieve them.

Albury High School has a proud sporting heritage and an enviable record in state sporting competitions and we have won numerous regional and state championships.

The school has a very strong welfare team whose aim is to ensure that all students feel safe and secure. Students are encouraged to develop their personal and leadership skills through our Prefect body and our Student Representative Council, and also through camps like Harrietville and Outward Bound.

Our school has a strong commitment to providing support for students with a range of learning difficulties. Albury High School prides itself on giving all students equality of opportunity and encouraging them to achieve their full potential, no matter what the difficulty.

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

Albury High School has a proud history and continues to maintain the positive traditions of its past, while at the same time embracing the challenges of an exciting future.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework (SEF), our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practices across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

The self-assessment was conducted with the school leadership team at executive meetings. Evidence was collected and data analysed as a group and used to highlight our achievements and identify areas for improvement against the framework.

The SEF was used by the executive to examine the school plan and our progress towards meeting our strategic directions. It highlighted areas of strength and where we can continue to improve. This reflective process has helped verify our data and progress. As a school we have areas of excellence and are working towards this in those areas that need to be further developed.

Learning

In the domain of ‘Learning’ there are 5 learning elements including Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and Student Performance Measures. Our Learning Culture has a collective responsibility for student learning and success, with high level of students, staff and community engagement. Evidence of excellence in this area is seen in our support of learning through wellbeing initiatives, the work of Year Advisers, student involvement through volunteering in the community, the role of the P&C Association and the School Council in supporting the school, our relationship with Albury City Council, La Trobe and Charles Sturt Universities and other organisations to benefit students learning. There are strong structures and processes at
AHS to facilitate student success collectively. Similarly we are excelling in promoting wellbeing within the school. Highlights in 2015 include the work of the student wellbeing group, our relationship with La Trobe University social work students and their efforts in term three and four developing proactive programs for students, the establishment of the Learning and Engagement Centre, a Multi-Categorical (MC) class to support students with Autism and Mental Health needs as well as our work as a Mind Matters School in promoting mental health and wellbeing.

An area that we have been working on and that is featured in our School Plan is Assessment for Learning. We are working on a cultural change from Assessment of Learning to a system where student feedback is more immediate and teachers use the data from these assessments to adjust their teaching. Our development of differentiated learning and reporting under the DDA legislation is evidence of us working towards excellence. This is an area that will remain a focus in our School Plan and this evaluation highlighting there is still plenty to be achieved.

In terms of student performance measures, we are sustaining and growing in some areas with the standard being 20% of students achieving at high levels of performance on external performance measures such as NAPLAN. For example Year 7 Reading 32.3% and Year 9 Reading 22% of students are at high levels. 63.4% of Year 7 students and 60.1% of Year 9 students in reading achieved above expected growth. In Numeracy 29.2% of Year 7 students and 27% of Year 9 students were in the high category. In terms of students achieving above expected growth it was 63.4% for Year 7 and 65.3% for Year 9.

While these results are good, there is always work to be done in this area and our focus on staff professional learning is aimed at increasing value adding for students. In our plan for 2016 there is also a renewed focus on strategies for gifted and talented students.

**Teaching**

In the domain of ‘Teaching’ there are five elements including effective classroom practice, collaborative practice, learning, development and professional standards. In the first element of classroom practice we are delivering with regular reviews of teaching and learning programs, content and all classrooms are well managed with students engaged in learning productively with minimal disruptions. There are areas of excelling with instructional leadership starting to be evident and evidence based practice being implemented. An area for improvement is the use of student data and provision of timely feedback. These are items for attention already in the school plan. Again we are sustaining and growing as a school in learning and development with a strong focus on collegial discussions and professional learning around identified targets and clearly based on classroom practice and staff’s performance development plan.

As a school we maintain professional standards in relation to accreditation, contemporary knowledge, contributing to broader school programs at a sustaining and growing level.

**Leading**

The final school excellence framework area is ‘Leading’ and has four elements: Leadership, School Planning, Implementing and Reporting, School Resources and Management practices and processes. In terms of the first element, Leadership, we are sustaining and growing. We look for and welcome feedback on our performance, we are committed to developing the skills of leadership in staff and students, our school community is positive about educational provision and we have productive relationships with external agencies such as industry and universities. We make strategic use of our relationships to access resources to improve student outcomes. The biggest area for attention in this domain is the further development of our planning processes. These processes need to be more widely spread within the school community. We do use evidence in the planning but we need to involve more people in the development of our plan so they can articulate our strategic directions. Linked to this we need to further increase our monitoring and evaluation of the plan during the year rather than annually. This will allow more frequent adjustments to strategies as they progress. In terms of resourcing the school is excelling, our facilities are used by the community, financial management of school ensures funds available to assist teaching and learning, physical spaces are utilised fully. We have a high quality staff and planning in place to support their development.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.
Writing

Purpose

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

Overall summary of progress

At AHS in 2015 we focused on writing. Writing is how students are primarily required to display their knowledge in the HSC exams. It is also an area our data shows needs attention. To assist writing, we are focusing professional learning and resources for staff on a range of literacy areas such as vocabulary, inference and comprehension. During the year we provided support to staff in differentiating their teaching for students, worked with the Crossing Point Learning Community on professional learning and the exchange of data to improve transition, implemented ALARM for senior students which is a scaffolding method to improve writing for exams, developed support resources for staff from the Literacy Committee and gave time to faculties to develop programs. Our internal data for our Year 7 and 8 literacy classes showed significant student growth.

Our successes are mixed for our literacy targets. We didn’t achieve the 5% increase target from 58.4% of all students meeting expected growth in writing, and instead there was a reduction to 51.7% of students in Year 9 meeting expected growth. It will take time for strategies to take hold and we continue to target resources in this area.

In reading we exceeded our target of a 5% increase from 48.7% to 53.7% with an excellent result of 60.1% of Year 9 students reaching expected growth in 2015.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the percentage of Year 9 students making greater than or equal to expected growth in reading by 5% each year from 48.7% in 2014. Increase the percentage of Year 9 students making greater than or equal to expected growth in writing by 5% each year from 58.4% in 2014.</td>
<td>Literacy strategies are evident in faculty programs and there is evidence of staff working collaboratively to implement writing strategies in all faculties and across the school. The literacy 'bites' at staff meetings and work by the Learning and Support teachers with staff are evidence of this. The work of School Learning Support Officers (SLSO) with students is highly rated by staff and our internal data shows growth for our literacy classes.</td>
<td>$11 753 ELP Flexible Funding $73 350 Learning &amp; Support Flexible Funding $160 802 Equity Loading Staff</td>
</tr>
<tr>
<td>There is evidence that differentiation of learning is occurring (in programs) and is seen through teacher registration and recording for the DDA reporting process.</td>
<td>Implementation of DDA accountability has occurred and evidence of adjustments and differentiation to identified individual student learning and programs is occurring. All staff are comfortable in utilising data to inform their practice.</td>
<td></td>
</tr>
<tr>
<td>ALARM is a key teaching strategy incorporated into teaching programs for all teachers</td>
<td>Eleven staff were trained in ALARM during Term 3. The introduction to students started late Term 3.</td>
<td>$15 000 Professional Learning Funds</td>
</tr>
</tbody>
</table>

Next steps for 2016. We will:

- Continue to build on the progress for ALARM implementation. Aiming for all teachers of Year 11 and 12 to have an understanding of the matrix and to utilize the program in their teaching
- Share this knowledge and learn from colleagues in the Network Schools whom we trained with
- Continue to focus on writing and strategies. Sessions are planned to extend students in all classes with a focus on Year 9
- Continue the targeted literacy classes and target teachers and resources to these classes
- Increase the focus on assessment and feedback to students
- Continue to work on staffs’ ability to analysis and interpret assessment data to use it to plan and modify student learning
- Focus on classroom observations as a professional learning activity and increase collegial discussions across the school, focused on our strategic direction.
We are working to engage students, staff, parents and our community to improve learning for all. A number of areas have been identified through our data analysis and school plan where we will develop strategies to further engage our stakeholders in learning at AHS. We will strive to meet the needs of our school community.

As we evaluated our plan during the year we moved our improvement measure from improving attendance to data from the Tell Them From Me survey. The focus on attendance as an improvement measure was too narrow and didn’t capture the variety of strategies that we are implementing to support and increase student, staff and community engagement. We now use ten measures of student engagement as outlined in the Tell Them From Me report. Our progress will be tested in the 2016 survey where students self-report. In 2015 we implemented a number of proactive strategies. They included but were not exclusive to:

- Establishing the Learning and Engagement Centre
- Increasing differentiation of learning, especially for students with learning difficulties through staff training and supported teaching around adjustments
- Employed SLSO’s to assist students. Internal assessment of this strategy that showed students were more settled and supported in their learning, and teachers were utilising SLSO’s more effectively to support student learning
- Establishing a Multi Categorical (MC) class
- Building on the literacy class structures in Years 7 and 8 providing collaborative support to teachers
- Witnessing seven supporting the establishment of a student-led wellbeing group who ran multiple activities for students during the year
- Implementing the CREW project to target students wanting to transition to work. (Four of the ten achieved apprenticeships)
- Implementing several sections of the Mind Matters program to build student wellbeing, including one that focused on senior students and study stressors.

More information around strategies and programs will be found later in this report.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referring to The Tell Them From Me Student Engagement Report 2015 where students self-report through the survey: Across the three categories and 10 measures of student engagement we want to meet or exceed the NSW Government norms.</td>
<td>Evidence of students involvement in promoting wellbeing within the school. Positive and respectful relationships across the school community underpin a productive learning environment and support students strong identities as learners. This is currently occurring in a sense of belonging, positive friendships, positive behaviour, effort and students being appropriately challenged. There are five areas for improvement. These are participation in sports and clubs, valuing schooling outcomes, attendance, homework and study habits and finally, interest and motivation.</td>
<td>&lt;$&gt;</td>
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</table>

Next steps for 2016. We will:

- Create a bullying coordinator with a staffing allocation of 0.4 using the flexible funding from the school wellbeing services allocation. This position will develop proactive programs and support low level resolution of issues around bullying utilising Mind Matters strategies
- Ensure student wellbeing group has succession plans in place to continue student voice
- Focus on Gifted and Talented strategies to engage students and challenge learning structures
- Look to increase students motivation and interest at school by making learning more relevant to everyday life
- To work with our learning community to strengthen student resilience
- Train staff in the Youth Mental Health First Aid program.
Strategic Direction 3

Purpose – Staff Professional Learning

Purpose

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

Overall summary of progress

Our progress during 2015 includes:

- Beginning teachers were supported with a mentor and released from two teaching periods to foster their teaching practice
- The Head Teacher of Teaching & Learning successfully implementing our Beginning and New Teacher Induction Program
- The school implementing Learning Forums with Crossing Point Learning Community. Many of these courses were written as MyPLT registered courses and supported our strategic goals in areas such as literacy
- Staff showing interest in obtaining accreditation at the Highly Accomplished level
- Running successful School Development Days focused on the school plan
- Literacy snapshots, being implemented at staff meetings, where successful strategies for improving literacy were showcased by staff
- The introduction of the ALARM strategy and training of 11 staff, four as leads in their faculties. This has led to them supporting other staff developing the strategy in a collaborative manner within and across faculties.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful accreditation of all New Scheme Teachers to proficient level of the Australian Professional Standards for Teachers.</td>
<td>All teachers were released the equivalent of 2 periods face to face and a mentor teacher released to support their induction. Teachers also attended a number of relevant professional learning experiences. All teachers are in progress to receive accreditation at the proficient level at the end of 2 years.</td>
<td>$103 951</td>
</tr>
<tr>
<td>An analysis of staff professional development plans indicate all staff plans are aligned with the school plan.</td>
<td>Deputy Principals and Head Teachers have had discussions with staff and reviewed plans to ensure that each staff member has professional learning that supports the school plan and its strategic directions. Staff have participated in a broad range of learning targeting literacy and student wellbeing.</td>
<td>$56 366</td>
</tr>
<tr>
<td>All teaching staff will complete and maintain their Performance Development Framework requirements and accreditation with BOSTES.</td>
<td>The mandatory training register was established which ensure compliance with DoE and BOSTES requirements.</td>
<td></td>
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</tbody>
</table>

Next steps for 2016

We will:

- Further expand ALARM so that all staff teaching seniors are using the ALARM strategy when relevant. Staff will start to utilise ALARM from Years 7 to 10 to build the skills prior to Years 11 and 12. This includes collegial sharing with partner schools who we did the initial training with
- Implement professional learning for staff that strengthens their capacity to manage difficult behaviours – the ‘Good Enough Teacher’ by Dr Andrew Wake will feature
- Implement the ‘Healthy Body At Work’ program focused on staff wellbeing
- Send staff to training to be accredited at Highly Accomplished so that we can develop a culture of higher accreditation in the school
- Develop a strong focus on collegial observations and train staff in this skill set using AITSL materials
- Develop and deliver training for staff in analysing data and promote professional learning in assessment for learning
- Work with staff on understanding the Australian teaching standards and what constitutes evidence at each level. This will support staff members who are submitting their material for accreditation at the proficient level and maintenance of accreditation.
<table>
<thead>
<tr>
<th>Key initiatives</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| **Aboriginal background funding** | During 2015 the Norta Norta funding and flexible funding was combined to employ an Aboriginal education worker to assist students literacy needs and provide cultural support. Students to be supported under NAPLAN funds had a specific timetable for that support. Apart from literacy support activities included:  
  - Supporting National Aboriginal and Islander Day Observance Committee (NAIDOC) activities  
  - Providing case management support for individual students around attendance including liaising with families  
  - Supporting our Aboriginal Homework Centre  
  - Working with students on murals for the school  
  - These actions helped connect our students to the school and engage the community. | $18 154  
  - Flexible Funding  
  - $4 792  
  - Norta Norta |
| **English language proficiency funding** | The majority of funds were spent as required on staffing. We employ 2 highly skilled English as an Additional Language or Dialect (EALD) teachers who provide individual and group support to students in class. The support of EALD staff has led to an increase in differentiation of work for students to meet their language needs, a reduction in improvement in the rate of assignment submission, improved written and verbal language skills. A strong emphasis on cultural diversity has led to Harmony Day being a feature on our annual calendar with a special assembly and colour run.  
The flexible funding component was spent on a School Learning Support Officer (SLSO) Ethnic who assisted with class activities, interpreted as required and built links to the community and with parents. | $100 501  
  - Staffing  
  - $11 753  
  - Flexible Funding |
| **Socio-economic funding** | Identified students participated in Boys and Girls Education programs. Participants showed a significant reduction in absences during the program.  
  Working with MICEEP we ran the CREW Links to Learning program. Four of the ten participants were successful in gaining apprenticeships.  
The Learning and Engagement Resilience room was established, equipment purchased allowed students to de-escalate behaviour and re-join classes. Data indicates this is a very positive program.  
Students were supported with uniform, attending excursions and other activities allowing them to fully engage in school activities. | $60 001 |
| **Low level adjustment for disability funding** | These funds were expended on SLSO staff to support students in the classroom and school environment. Internal research shows that these positions have significant impact in connecting students to the school, creating a climate that fosters learning, supporting literacy needs, reducing behaviour issues and helping with adjustments for students. A small portion of funds were spent on visual aids and other adaptive learning aids to support students. | $73 350  
  - Flexible Funding |
| **Support for beginning teachers** | All Beginning Teachers were allocated a teacher mentor who was released to provide support. Beginning Teachers were also released two periods per week so they could focus on preparation for teaching, programming and working with colleagues. Targeted professional learning was also provided. | $103 951 |
Mandatory and optional reporting requirements

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]

Retention Year 10 to Year 12

![Retention Graph]

Post-school destinations

<table>
<thead>
<tr>
<th></th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>employment</td>
<td></td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>TAFE entry</td>
<td></td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>university entry</td>
<td></td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>unknown</td>
<td></td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

Ten VET courses were studied in 2015. 20% of the HSC cohort undertook a VET course, of these students 24% studied 2 courses. 40% sat the HSC exam for the subject. 44% of these students obtained an ATAR.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2015 100% of the students satisfied the requirements of the Higher School Certificate.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>12</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>57</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>15</td>
</tr>
<tr>
<td>Other positions</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>96.6</td>
</tr>
</tbody>
</table>

During 2015 we employed one Aboriginal staff member as a tutor under the NAPLAN and Norta Norta funding.
**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>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>7</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Total school expenditure on teacher professional learning in 2015 amounted to $57,767.66. The average expenditure per teacher on professional learning at the school level was $825.25 which included mandatory training and teacher identified professional learning.

The school’s major priorities in 2015 as detailed in the School Management Plan (SMP) were:

- **Writing**
- **Engagement**
- **Staff Professional Learning**

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

1. Maintain direction of the refocused Professional Learning Team (PLT) under the leadership of the Head Teacher of Teaching and Learning to meet increasing needs of New Scheme Teachers (NST) reaccreditation requirements in keeping with teaching standards and SMP priorities.

2. Supporting staff in developing their Professional Learning Plans (PLPs) and identifying relevant professional learning that meets teaching standards and SMP priorities and targets.

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

- Engagement of staff in Writing Registered Courses to develop a bank of professional learning that can be delivered across the Crossing Point Learning Community to help meet demand of registered hours for reaccreditation.

- Maintaining collaborative networks in the Crossing Point Learning Community to meet growing need for reaccreditation and voluntary higher accreditation.

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

<table>
<thead>
<tr>
<th>Professional Learning Focus</th>
<th>Number of Staff</th>
<th>Description of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>18</td>
<td>School Management Plan Target 1</td>
</tr>
<tr>
<td>Engagement</td>
<td>1</td>
<td>School Management Plan Target 2</td>
</tr>
<tr>
<td>Beginning Teachers</td>
<td>12</td>
<td>Professional Learning identified to support adjustment and transition into teaching profession</td>
</tr>
<tr>
<td>Technology</td>
<td>2</td>
<td>Professional Learning in new ICT strategies and technologies to engage students in 21st century learning</td>
</tr>
<tr>
<td>Literacy and Numeracy</td>
<td>2</td>
<td>Courses to improve literacy and numeracy outcomes for students in the identified areas of reading, comprehension and persuasive writing</td>
</tr>
<tr>
<td>Quality of teaching</td>
<td>25</td>
<td>Professional Learning that focused on developing quality classroom practice around differentiation and assessment for learning</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Career Development</td>
<td>18</td>
<td>Professional Learning to meet personal aspirations as identified in PLPs such as higher accreditation and promotion</td>
</tr>
<tr>
<td>Welfare and Equity</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>National Curriculum</td>
<td>8</td>
<td>To implement the Australian curriculum successfully utilising world recognised pedagogy, especially in assessment.</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>Professional Learning with a whole school focus that does not meet criteria of previous categories</td>
</tr>
</tbody>
</table>

Staff Development Days provided opportunities for staff and the whole school community to focus professional learning on a number of key areas to support SMP targets and mandatory requirements that underpinned quality teaching and learning in 2015.

Term 1 SDD: All staff participated in mandatory training on the Code of Conduct and Child Protection. This was followed by a WH&S presentation. The day was concluded with a
presentation to the teaching staff by the Welfare and Learning Support Teams about students with special learning needs and disabilities providing strategies for staff on dealing with their needs to set up a positive start to the year.

Term 2 SDD: This session was devoted entirely to faculty needs. Each faculty submitted a faculty plan to the Head Teacher of Teaching and Learning which outlined their use of this professional learning time. Activities included combined High Schools faculty workshops, implementing adjustments in programming and assessments for students with a range of disabilities, programming for National curriculum, content specific learning, programming for gifted and talented students. Teachers were required to reflect on how this professional learning would impact their teaching practice, and had to be aligned with the teacher’s PLPs, SMP and teaching standards.

Term 3 SDD: All teaching staff participated in the Northern Spirit Learning Day across the whole district educational community. The professional learning centred on addressing current educational practice in ICT, Welfare, Literacy and Numeracy in a series of presentations including members of Hattie’s educational team.

Term 4 SDD: Staff participated in the mandatory updates on anaphylaxis and emergency CPR. This was followed by faculty time which focused on the implementation of ALARM and other identified programming needs.

New Scheme Teacher Data:

<table>
<thead>
<tr>
<th>Category of New Scheme Teacher</th>
<th>Numbers of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTs working towards BOSTES accreditation at Proficient (includes casuals and Temporary teachers as well as permanently appointed BTs)</td>
<td>6</td>
</tr>
<tr>
<td>NSTs maintaining accreditation at Proficient</td>
<td>25</td>
</tr>
<tr>
<td>Teachers seeking voluntary accreditation at Highly Accomplished or Lead</td>
<td>0</td>
</tr>
<tr>
<td>Teachers maintaining accreditation at Highly Accomplished and/or Lead</td>
<td>0</td>
</tr>
</tbody>
</table>

Permanent Beginning Teachers:

The funding provided under Great Teachers Inspired Learning (GTIL) for permanently appointed Beginning Teachers (PBT) was used in a variety of ways to support 5 newly appointed Beginning Teachers and maintain support for 2 PBTs appointed in 2014 to adjust to their new roles and teaching profession in NSW Public Schools.

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

Reduced teaching loads for Beginning Teachers built into the permanent timetable.

Appointing individual Teacher Mentors who were funded with release time to work with Beginning Teachers.

Induction Program: a formalised program to introduce Beginning Teachers to everyday school life and acquaint them with mandatory policies such as Code of Conduct, Child Protection and Work Health and Safety. They were also introduced to their Mentor.

Classroom Management Program: which focused on building capacity and provided specific strategies in behaviour management, student engagement and welfare. The program utilised many resources from the Strong Start, Great Teachers website. Delivered as 8 modules, the program allowed Beginning Teachers to reflect collaboratively on what was going on in their classrooms, identifying strengths and weaknesses. It was also linked to the Classroom Observation Program co-ordinated by their Mentors where they could observe experienced colleagues’ practice.

Classroom Observation Program: provided release time for both Mentor and/or Beginning Teacher to observe classrooms of colleagues. Before going on observation, Beginning Teachers were required to plan with their Mentor what the focus of the observation would be and how it related to their practice. After the observations, there was also release time with the Mentor to reflect on what was observed and its impact on teaching practice. It could also help the Beginning Teacher to identify any professional learning that would be supportive of their development.

Any remaining funding from GTIL was accessed by Beginning Teachers for specifically identified Professional Learning experiences such as collaboration on programming, marking and report writing as well as other identified Professional Learning Courses.

In support of the development of Beginning Teachers, 8% of the school’s Professional Learning Budget was allocated to Beginning Teachers above any mandatory courses. This allowed participation in a range of individually targeted Professional Learning courses in support of Professional Learning Plans. These courses included subject specific courses to develop professional knowledge and
Beginning Teachers Induction Courses. Permanent Beginning Teachers also had access to some of their funding under the GTIL program above what was accessible through the school Professional Learning budget.

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.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>637,155.52</td>
</tr>
<tr>
<td>Global funds</td>
<td>785,062.84</td>
</tr>
<tr>
<td>Tied funds</td>
<td>524,946.52</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>457,342.46</td>
</tr>
<tr>
<td>Interest</td>
<td>19,491.20</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>36,463.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2,460,462.09</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 127,681.15 |
| Excursions                | 216,614.31 |
| Extracurricular dissections| 86,424.52  |
| Library                   | 34,256.61  |
| Training & development    | 44,339.99  |
| Tied funds                | 483,923.13 |
| Casual relief teachers    | 214,455.58 |
| Administration & office   | 234,511.92 |
| School-operated canteen   | 0.00       |
| Utilities                 | 210,517.52 |
| Maintenance               | 74,356.05  |
| Trust accounts            | 382,666.13 |
| Capital programs          | 730,800.00 |
| Total expenditure         | 1,838,426.91 |
| Balance carried forward   | 622,035.18 |

School performance

NAPLAN

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

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
In the Higher School Certificate, the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).
Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

During 2015 Albury High School participated in the ‘Tell Them From Me’ surveys to gauge satisfaction with the school’s operations. There were also many informal contacts with parents, students and staff. Students in particular were very active through the Student Representative Council (SRC).

Out of 1052 students, 680 responded to the surveys. Key findings were:

- Students in Years 8, 9, 10 and 11 had a higher sense of belonging to AHS than the state norm for NSW DoE schools for students with positive relationships by having friends at school that they can trust and help them make positive choices.

- An area for attention is that students valuing schooling outcomes were below the state norm for all year groups. We need to better show how schooling can have a positive impact on them personally and economically. From the data calculated in this survey we will look at making students’ work more relevant to their everyday lives, increase rigor (in particular immediate feedback) and stimulating greater interest in their learning.

From 787 families, 47 parents responded to the survey.

The survey covered parent’s perceptions of their children’s experiences at home and school. A score of 10 is strong support; a score of 5 is a neutral position.

- Parents feel welcome at AHS scored an average of 7
- Parents are informed at AHS scored an average of 6.2
- Support for learning at AHS scored an average of 6.6
- Support for positive behaviour scored an average of 6.9
- Safety at AHS scored on average 7.1

One of our aims for 2016 in our School Plan is around engagement. While results were positive within each category there are individual areas for improvement to increase the engagement of our school community.
53 out of 70 teaching staff responded to the survey. Staff were questioned on their perceptions of the eight drivers of student learning, similar to the parent survey: a score of 5 is neutral and 10 is strong agreement. An area identified for improvement with a rating of 6, was the involvement of leadership in supporting their learning and teaching in their classroom. This area is supportive of research around Instructional leadership and is one we have targeted in our School Plan. As a school we are developing protocols and providing a focus for classroom observations and collegial discussion in 2016. Staff were positive about the inclusive nature of the school, their collaboration with each other, the learning culture, their use of teaching strategies and use of data to inform practice.

Policy requirements

Aboriginal education

The full school community at AHS was involved in a number of initiatives during 2015 to strengthen partnerships and promote genuine collaboration with parents and Aboriginal community organisations. Continued involvement and representation at Aboriginal Education Consultative Group (AECG) meetings was maintained to keep abreast with ongoing events within the community and seek advice and assistance. The school worked closely with the Albury-Wodonga Aboriginal Health Service (AWAHS) to implement learning opportunities for targeted Aboriginal students who required specific assistance. Our close relationship with Albury’s ACLO was continued.

The school was able to employ the services of Kelli Grace for 4 days per week from June, as our Norta Norta Tutor and Aboriginal Support Officer. Kelli represented AHS at the AECG and liaised closely with the AWAHS. She communicated closely with teachers, parents and the community to promote positive education and welfare opportunities for our Aboriginal students, initiating Learning Plans for each of our Aboriginal students, which we will complete in 2016.

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

AHS once again participated in the regional ‘Proud and Deadly’ Awards to promote and recognise the achievements of our Aboriginal students, as well as the contribution made by Aboriginal workers. Ten AHS students were recognized in the regional ‘Proud and Deadly’ Awards, in areas including citizenship, leadership and excellence in academic, sporting and cultural areas.

Aboriginal Support Learning Officer and Norta Norta Tutor, Kelli Grace, was appointed to support and increase Aboriginal student attendance, participation and engagement and to improve Aboriginal literacy and numeracy achievements in an effort to improve their learning outcomes. Aboriginal students took full advantage of extra tuition opportunities. Kelli gave extensive support to Aboriginal students with recognised learning difficulties, at times liaising with AWAHS personnel to develop learning plans. The Aboriginal Homework Centre operated throughout the year, with students enjoying after-school support across a range of subjects. Some students chose to join with the mainstream Homework group and access full support with other students.

Year 11 and 12 students received extra tuition after school as part of the Norta Norta Individual Student Sponsorship program, whilst Kelli Grace worked as our in-school tutor to provide assistance to junior Aboriginal students, identified through NAPLAN testing, for two days per week.

AHS continued to assist with Aboriginal student participation in the ‘Flying Fruit Fly Circus’, with three students being regular participants. At times transport was supplied by staff and liaison with parents was maintained to ensure promotion of this very worthwhile program. An excursion was held for both Aboriginal and mainstream students from the school to celebrate the success of our students at the annual end of year “Fruit Fly’ concert and celebration.

A special opportunity was made to further develop ‘Identity’ for our Aboriginal boys by immersing them in the “Tirkandi Inaburra” cultural experience. Three students and a teacher spent three days at the centre as an introduction to this experience, with the view that other groups could visit the centre in the future. This was extremely successful, with one
student signing up for a full term’s visit in 2016 and another group visit being scheduled during 2016.

Mark Delphin, a Year 11 Aboriginal student, was awarded a School Based Traineeship for 2016 and will work part-time at a local primary school in conjunction with study on-line at school to gain his Cert. III - Education qualification in 2017.

In conclusion, 2015 saw a number of programs and strategies to ensure Aboriginal students achieve educational outcomes that match or better the outcomes of ‘all students’. Also, our whole school knowledge, understanding and respect for Aboriginal cultures and experiences was enhanced with the completion of a number of Aboriginal artworks/murals which now adorn the school.

**Multicultural Education and Anti-racism**

**English language proficiency funding (RAM equity loading)**

The school has a population of 1052 students and roughly 9% are from language backgrounds other than English (LBOTE). Of these students 37 were identified as requiring EAL/D support. Two of these students were identified as being at the Beginning stage and fifteen at the Emerging stage on the EAL/D Progressions. These students require the bulk of available EAL/D support. Eight students were identified as being Developing and twelve students were Consolidating on the EAL/D Progressions. Many of these students are in the senior years and require intensive support with the use of academic English. The students come from Nepal, India, Bhutan, China, Afghanistan, Malaysia, Thailand, Pakistan and Hong Kong.

The 2015 EAL/D teacher allocation was 1.0 with $11,753 flexible funding. The NAP funding was 0.1 with some additional funding of $5000 to employ a RAS (Refugee Action Support) coordinator. The EAL/D teachers are part of the overall Learning Support Team and Welfare Faculty, and are now located in the Learning and Engagement Centre with the Counsellors, Welfare and Learning Support staff. The EAL/D program gives priority to Beginning and Emerging students and operates using the Joint teaching and Group teaching models. The Stage 6 English as a Second Language (ESL) course is team taught by an EAL/D teacher and an English teacher.

The EAL/D Program has been organised in conjunction with the school plan strategic directions of Writing, Engagement and Staff Professional Learning. The program has focused on the areas of engaging EAL/D parents in the school community, improving teaching practices of EAL/D students, improving the English language learning skills of EAL/D students and focusing on future pathways for EAL/D students.

**Engaging EAL/D parents in the school community**

The program adopted the initiative of a parent meeting with interpreter support to explain to parents the expectations around schooling in Australia and in particular the importance of excursions and camps as a tool to augment student learning.

The SLSO Ethnic contacted parents regarding parent/teacher interviews and gave assistance with booking appointments and acting as an interpreter for the interviews. This has been very successful as our parents did not previously come to parent/teacher interviews.

**Improving the teaching practices of EAL/D students**

The EAL/D teachers work with staff to provide assistance with EAL/D pedagogy and different strategies for scaffolding and differentiating work depending on student need.

There are now five teachers in the school who have completed the TELL training course and Megan Salter, one of two EAL/D teachers at AHS, is now a trained facilitator. The TELL Course will again be offered in Term 1 and 2 2016, at James Fallon High School. Megan will be a joint facilitator with an EAL/D teacher from Murray High School.

The EAL/D teachers have provided training in a staff meeting on the EAL/D Progressions and their implications for mainstream classes. The EAL/D teachers are part of the Literacy Committee who present a five minute literacy snapshot at the beginning of whole school staff meetings. This has encompassed a range of specific EAL/D strategies and pedagogy regarding the length of time it takes for an EAL/D student to learn academic English.

**Improving the English language learning skills of EAL/D students**

The EAL/D teachers provide support for students in the classroom and as part of the Homework Centre. Where possible, EAL/D students in the same year group are placed in the same class in order to maximise EAL/D teacher support. EAL/D students are also placed in classes where the teacher has completed the TELL course or other EAL/D training wherever possible.
Targeted student support for refugees and new arrivals

Great care is taken to ensure that refugees and new arrivals receive the best available support to help them achieve their maximum potential whilst at AHS. All new arrivals and refugees are placed in roll call groups to ensure there is contact with an EAL/D teacher on a daily basis. Extra care is taken to ensure these students are aware of extra-curricular activities advertised in the daily notices and any variations to routine. In addition to this, all new arrivals and students receiving specialist EAL/D assistance have Individual Learning Plans which are communicated to all staff. The information in each plan includes possible teaching strategies and adjustments to assist classroom teachers. EAL/D students also receive an EAL/D progress report each semester. When students receive their end of semester reports, the EAL/D teachers meet with each student to ensure they understand the report and teacher comments and then future learning goals are set by the student. This also gives students an opportunity to ask for any extra assistance they may need in different subject areas.

An SLSO/Ethnic has been employed for one day a week to assist with class activities, interpreting when required and to act as a link between the school and the ethnic community. The SLSO/E has been used to speak with parents regarding attendance.

Flexible funding was used to support two new arrival students to complete a Cert 1 in Access to Work and Training. This course was offered by distance and an SLSO was used to support the students to complete the assignments.

Multicultural education and anti-racism

The first event to celebrate diversity was Harmony Day. In 2015 AHS celebrated the difference and diversity of our student population by recognising “Holi”, a Hindu colour festival that celebrates the power of good over evil. Around 200 students descended upon the oval after our Harmony Day assembly to participate in our first ever colour run to the tunes of funky Bollywood music. The Harmony Day assembly this year came to life with a musical performance from Year 7 and some interesting insights about what Harmony Day means from our school vice-captain Alex Nero and exchange student Agnes Westlund. The guest speaker this year was Ram Khanel. Ram arrived in Australia in 2009 through the Australian government’s humanitarian settlement program. Two years after his arrival in Australia, Ram graduated as Dux of Murray High School. Students were also given the opportunity to take part in a trivia quiz to test their knowledge surrounding refugees and migration in Australia.

In addition to a whole school celebration of Harmony Day, some of the EAL/D students went to Yackandandah Kinder and Primary School to demonstrate their traditional dance and games to the students. The primary school students then listened to a presentation by Tika Poudel, a Bhutanese refugee. He talked about what life was like in Bhutan and the refugee camp in Nepal prior to being resettled in Australia.

In May, AHS’s Nepalese and Bhutanese students joined four ex-students to cook a Nepalese feast of curries, rice and a range of other delicacies. AHS staff and students strongly supported their efforts, raising $1,300 for victims of the Nepalese earthquake, which was an amazing result. The money was donated to World Vision.

In June AHS celebrated “Refugee Week” by screening “The Good Lie”, a film describing the plight of the lost boys of Sudan and their final resettlement in the US. Once again the Nepali students prepared momos and chai tea to sell on the evening.

There has been a greater focus on including parents in school activities and one successful initiative has been the parents setting up a vegetable garden at the farm. It has given them an opportunity to visit the school on a regular basis and to be more involved in the education of their children. In addition to this, the EAL/D teachers and SLSO Ethnic held a parent meeting in Term 2 to highlight the features of schooling in Australia which some parents may be unfamiliar with. This meeting focused on school rules and expectations and the way in which extracurricular activities and excursions are an integral part of the AHS experience.

Lisa Higham was trained as an Anti-Racism Contact Officer (ARCO) and has performed in this role along with David Hobson. Megan Salter was appointed as the Anti-Discrimination Contact Officer (ADCO) in July.
Other school programs

Student leadership

In 2015, the AHS SRC initiated their goal of raising the profile of the Student Representative Council within the school and student body. To achieve this goal, the dedicated and enthusiastic group of students from all year groups worked together to carry out projects to benefit the students, the school and the community of AHS.

Our projects included:

- Assisting at sport carnivals and ASTRA by providing barbeques and helping with catering.
- Joining the Safe Schools Coalition and making a commitment to making our school a safer and more inclusive community for same sex attracted intersex and gender diverse students, school staff and families.
- Participating in the National Safe Schools Symposium in Sydney
- Participating in the ‘Wear It Purple Day’ celebrations in Albury
- Participating in and fundraising $1,350 for Relay for Life
- Providing many bake sales, cake raffles and BBQ’s
- Helping to raise awareness for violence against women and selling White Ribbons
- Holding a Trivia Day at the end of Term 4 for all students
- Flying the flags daily and assisting with weekly assemblies
- Establishing a strong presence on the school P&C and School Council
- Participating in leadership programs to enhance and develop our leadership skills

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

Vocational education program

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 2015.

<table>
<thead>
<tr>
<th>Hospitality Operations</th>
<th>Metals and Engineering</th>
<th>Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lemon Head</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>Howlong Hotel</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>Quality Siesta Resort</td>
<td>Bruce Motors</td>
<td>T &amp; B Carpentry</td>
</tr>
<tr>
<td>Soden’s</td>
<td>Just Commodore Spares</td>
<td>Peter Dempsey Plumbing</td>
</tr>
<tr>
<td>Atura Albury</td>
<td>Yeo Engineering</td>
<td>Reid Constructions</td>
</tr>
<tr>
<td>The Star Hotel</td>
<td>Albury Precision</td>
<td>Joss Constructions</td>
</tr>
<tr>
<td>Coffee Club</td>
<td>Leed Steel</td>
<td>Modern Constructions</td>
</tr>
<tr>
<td>Howlong Country Golf Club</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 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>Roast, Ribs and Pizza on the Go</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Albion Hotel</td>
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<td></td>
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<tr>
<td>Corowa RSL Club</td>
<td></td>
<td></td>
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<tr>
<td>ZeCafe @ Northpoint Tower</td>
<td></td>
<td></td>
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<tr>
<td>The Ripe Tomato</td>
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<tr>
<td>Geoffrey Michel Patisserie</td>
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<tr>
<td>Hudson’s Coffee</td>
<td></td>
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<tr>
<td>Jindera Bakery</td>
<td></td>
<td></td>
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<tr>
<td>Citi Café Olive Street &amp; Westend Plaza</td>
<td></td>
<td></td>
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<tr>
<td>Garden’s Café</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Café Pulse</td>
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<td></td>
</tr>
</tbody>
</table>
TVET

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 75 Year 11 and 12 students as part of their HSC studies. All made possible through our strong links with the Riverina institute of TAFE Albury.

Future pathways for EAL/D students

Providing opportunities for EAL/D students to learn more about future pathways has been a major focus of the EAL/D program in 2015. In August the EAL/D students in Year 9 and 10 participated in the RAW (Ready, Arrive, Work) Program which prepares students for work by teaching the skills of resume writing, cover letter writing and preparing for job interviews. This week-long intensive program was conducted at the Albury TAFE and had a 100% attendance rate by the students. This program was followed up with a school based program, “Discovering Employment Opportunities”, which was a collaborative project between AHS and Di Elliot from the Volunteer Resource Bureau. During sport afternoons over ten weeks, the students visited different work places in the their interest areas, participated in a one week work experience placement, practiced doing online job applications, did more interview preparation and participated in mock interviews with KFC staff. At the conclusion of the program, six of the ten participating students attained part-time jobs.

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, My CSU days, Experience La Trobe day, the teaching of Work Studies in Years 11 and 12 plus 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.

In 2015 Ms Katia Bertazzo was given the teaching allocation of Volunteer Coordinator for Year 9 at AHS. The program is the DEC Volunteering Program, formally called the Premier’s Volunteering Program. She and Mrs Tracey Lee, the year advisor, encouraged the students to show us how good they were. The Year 9 students logged hours and Ms Bertazzo validated them upon receipt of their pink Student Volunteering forms which had been signed by supervisors at their place of service.

During terms 2 & 3 we developed a partnership with the Murray Industry & Community Education Employment Partnership (MICEEP) Youth Frontiers program. 17 students were teamed up with mentors through TAFE. They developed community based projects such as Empowerment of Young Women, Refugee assimilation, Mental Health and The Great Barrier Reef Environmental issues. Some organized a function at the Australia Park Pizza Oven and others produced friendship bracelets and murals.

In all 167 of the 183 Year 9 students logged on, and between them performed 4591 volunteer hours. One student, Maya Salinger, achieved the highest award of Black Opal for volunteering 150 hours in just one year.

The 2015 CREW project ran for approximately 16 weeks. This was an initiative funded through MICEEP and was based at school every Wednesday. It saw 10 disengaged boys participate from AHS.

Participation in the CREW program enabled the students to gain:

- 1 week of work experience
- First Aid Certificate
- WHS White Card
- A number of industry visits
- Mock interviews from local business people
- Resumes/CV’s

Of the 10 students involved, four were offered apprenticeships upon completion. The other six students have remained at school.

Attendance for students involved was fantastic. There were no unexplained absences.

Homework Programme 2015

2015 marked the sixth successful year of the Homework Programme at AHS. During the year it operated each Wednesday afternoon from 3.30pm to 5.00pm. Over 300 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.
It has been 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 recognition of their efforts.

It has also been great to see teaching staff utilise this set time to organise study sessions in classrooms around the school in the lead-up to assessment tasks and examination periods. Many Year 12 students in Design and Technology, Textiles and Design and Drama also took advantage of this time to access the resources willingly provided for them to work on projects or performances. The ‘Importance of Being Earnest’ cast and crew also used this time to practice in preparation for their hugely successful performances of their very polished play.

The homework programme would not be possible without the support of staff. Many thanks to Ms Tanya Mortimer, Mrs Chris Wilson, Mr Mark Ellis, Mr Paul Schupina, Mrs Megan Salter, Ms Katia Bertazzo, Mr Bruce Jackson, Ms Carrie Frost and Mr Graeme Bray for their continued and consistent assistance and to all staff who have helped out at various times over the year. Many, many staff do help out and support this programme!

A big thank you to the P&C who subsidised the costs of the sandwiches prepared by our Canteen staff. Thanks also 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 nourishing refreshments.

Achievements in the arts and sport highlighted

- Riverina Champions for the Open Boys Soccer
- Riverina Champions for the Open Girls Soccer. The team also made the State Semi Finals
- Junior Girls Soccer made the top four in Eastern Australia for the Bill Turner Cup
- Riverina Champions for the Girls Open Tennis
- Senior Girls Tennis team placed 7th in the state
- Riverina Champions for the Open Boys and Girls Waterpolo
- Open Girls and Boys Hockey progressed to the State Final rounds
- Girls Open Basketball made the State Finals in Terigal coming fifth in the state
- Erin Macdonald won the Pierre de Coulbertin Award
- Bridget Johnston won the Sportsperson of the Year
- Michael Brownsea and Chelsea Blisset were the recipients of the Sport Coordinator’s Award for Versatility in Sport
- Natalie Fitzgibbon won Gold in the 13yrs girls diving
- Six students selected as dancers in the School Spectacular
- The Albury High School dancers placed third at the Albury Eisteddfod for their routine titled Clown
- ‘Home Before Christmas’ was our special event commemorating the 100th Anniversary of the Anzac landing
- Three nominations for OnStage which is held in Sydney
- The inaugural Albury High School Portrait Prize exhibition was part of a transition program with our Crossing Point Learning Community of Schools
- 2015 Riverina Visual Art Design Education Association conference was hosted by Albury High School
- Public Art has been a major focus with students creating the Jones Street mural and the commemorative Anzac mural
- Year 10 Debating team made the Quarter Finals in the Premiers Debating Challenge
- U15 boys won the NSWCHS Swan Shield knockout
- Junior Boys Cricket Team won the 2014/15 Miliken Cup
- Senior Rugby League Team took out the Albury Thunder Cup as well as the junior girls League Tag
- Senior Boys Soccer team made its way to the Riverina Final of the CHS competition
- The Senior Girls Soccer team had a successful year making it through to the semi-finals of the CHS Knockout