



ANNUAL REPORT 2017



ALBANY

SENIOR HIGH SCHOOL

 An Independent Public School

a tradition of opportunity and success

Principal's Report

The school's annual report outlines the achievements and challenges of 2017. Throughout this report, we celebrate the many opportunities provided for students at Albany Senior High School to develop skills, knowledge and confidence in becoming lifelong learners. In this document, we provide some highlights of the year, as well as reporting our performance against the improvement targets set out in our 2015-2017 Business Plan.

The implementation of the WA Curriculum (WAC) continued in 2017, with the Arts and Technologies areas trialing new courses, prior to mandatory implementation in 2018. Consolidation of senior school courses and phase 1 and 2 courses continued, assisted by the publishing of more support materials in relation to assessment and standards by the School's Curriculum and Standards Authority (SCSA).

Our students excelled in many areas of endeavour, including; sporting, music, science, mathematics, NAPLAN testing and WA Certificate of Education (WACE) results.

Highlights included:

- 19 students achieving an ATAR above 90 in the WACE results.
- Year 9 writing results in NAPLAN being significantly better (1 standard deviation) than like schools.
- Outstanding Eisteddfod achievements by bands and individual students.
- Three ATAR subjects named as top performing in state WACE results.
- Marine Science students invited to present at Australasian Fish Biology Conference.
- Second-placed school in Country Week.
- 96% attainment rate for Year 12 students (ATAR of 55+ or Certificate II+)
- Two student's work selected for the state Young Originals Exhibition in the Art Gallery of WA
- Four students awarded Distinctions in the Australian Maths Competition
- 22 students awarded a SCSA award (Distinction or Merit) for 2017.
- Two High Distinctions in the Science Olympiad competition.
- NAPLAN progress being better than like schools from 2015-2017 in all areas tested.

The range of extra-curricular activities continues to be expansive with excursions and activities including:

- Perth International Arts Festival (PIAF) trip to Perth,
- Careers camp for Follow the Dream students,
- Before school beach volleyball, Terms 1 and 4,
- State sporting competition participation across a range of sports,
- Work experience program for students in Hong Kong,
- Book week activities,
- Taste Great Southern competition participation,
- Aboriginal Cultural Excursion for all Year 9 students,
- Indonesian cultural workshops supported by the Indonesian Consulate,
- Coaching by Western Force development squad,
- Kinjarling Cup basketball competition,
- NAIDOC Week celebrations,
- Spare Parts puppet workshops.

During the year the school hosted some very distinguished visitors, including:

- Prime Minister Mr Malcolm Turnbull, who talked about leadership,
- Minister for Education, Mrs Sue Ellery, who spoke to the School Board about facilities,
- Australian Consul to Canakle (Turkey), Mr Damien Walsh, who shared his career journey with student leaders,
- Rick Charlesworth former Australian Hockey coach, Member of Parliament and doctor, who focused on how to be a successful team, with the Country Week students.

Student leaders continued to develop their skills and abilities supporting and organising school events. The students coordinated the fundraising event "The World's Greatest Shave" which involved the whole school. The small business market days were enjoyed by staff and students. The Melon social and School Ball were social events that the student leaders help plan and run. Student leaders also made a valuable contribution to a number of committees including the selection of the school's centenary mural.

The school has worked to improve the grounds and during the year has had maintenance completed on the original building including painting, roof and gutter repairs and the roof cleaned. The upgrade of the IT infrastructure at the start of the year produced a noticeable improvement in functionality across the school. Minor works were funded by the school and resulted in improved facilities for the English staff and four fully refurbished classrooms.

Our outstanding teachers have been recognised, with a Teaching Excellence Award presented to Neville Talbot which was presented at a formal function in Perth and Emma Pedretti achieving Level 3 teacher status. Personnel changes continued with 725 days of long service leave days taken by teachers during the year and 521 sick days. This was half of the previous year absences, but still had a significant impact on classrooms and overall school operations. With many senior staff members choosing to

move to part-time roles, the opportunity to plan for the future and recruit new staff is increasing. The School Board has continued to build its capacity and role in supporting the school to excel. During the year, a School Building Fund was established for donations to support the strategic facilities plan to cover the courts area. The Alumni has grown from strength to strength, and the Centenary committee was busy planning for 2018. With the support of Board members donations for awards from Ryde Building Company and Albany IGA have been welcomed, in rewarding student excellence.

2017 was a year with lots of highlights for staff and students. The school community should be proud of the school's progress, and it's plans for the future.

Jenny Firth
Principal



Highlights 2017

English

- PIAF Tour to Perth for 40 students to experience world-class theatre, art exhibitions and music productions.
- Spare Parts Puppetry visited the school to present an entertaining adaptation of Roald Dahl's 'The Twits' to students from Years 7-10.
- A performance of Shaun Tan's award-winning work, 'The Arrival' was performed at the AEC and attended by many of our students.
- Our Junior and Senior debating teams enjoyed great success by placing second in the Great Southern Debating League.
- A range of fundraisers was undertaken by the Year 12 English General class to raise funds for nominated charities.
- The Norm Murray Bursary (\$500) was presented to the top Year 10 English student 2017.
- Significant progress was again achieved by many students in the Literacy Pathway designed to cater for students with low literacy levels.
- The Kip Colgate Award recognised outstanding improvement in reading and highlighted the outstanding work being done in our Literacy classes.
- Bonnie Hicks Humanities scholarship for 2018 awarded to a Year 11 student.
- Outstanding NAPLAN results affirmed the wonderful work being done in English and across the school to improve students' writing skills.



Mathematics

- 21 students entered the Computational and Algorithmic Thinking (CAT) Competition and four students from Years 7, 10, 11 and 12 were awarded Distinctions.
- 21 students entered the International Competitions and Assessments for Schools (ICAS) and three students achieved Distinctions, two from Year 11 and one from Year 12. Five Year 10 students received a Credit award.
- 25 students entered the Australian Mathematics Competition (AMC) with three students, one each from Years 7, 8 and 12 earning a Distinction and one Year 11 student being awarded a High Distinction.
- In the 2017 Year 12 WACE results, the Albany Senior High School mean mark in Mathematics Methods and Mathematics Applications was higher than the State mean mark in those courses.



Science

- Marine Science Camp in December saw academic extension students present research papers at Department of Fisheries, Edith Cowan University and CSIRO UWA Marine Research Division. These students also presented at the international Australian Society of Fish Science Biology Conference.
- Year 11 Biology Camp to Big Grove during Term One to build field skills.
- Distinction and High Distinctions achieved by ATAR students in the National Science Olympiad.
- One Year 10 leader represented ASHS at the National Science Youth Forum.
- Biology and Human Biology ATAR results recognised as being amongst the top performing schools in WA.
- Marine Science program working on research projects with the following agencies:
 - City of Albany – Sand Dune Erosion;
 - UWA – Native Oyster resettlement;
 - Department of Biodiversity, Conservation and Attractions - Parks and Wildlife division – Samphire composition of coastal marshland.
 - Department of Fisheries – Stingray distribution in Albany harbours.



Humanities and Social Sciences

- Four Year 12 students visited Hong Kong as part of the annual work experience program.
- Year 11 and 12 Geography students participated in the National Geography Competition with some receiving distinctions.
- Year 11 Geography field trip to the Porongurup National Park.
- Year 12 Geography field trip to Perth.
- Scott Darlow visit – performing for Year 9s and educating about Aboriginal culture, the impact of settlement and reconciliation.
- Inaugural local Aboriginal Cultural Excursion for Year 9 students involving many presenters from the community.
- Year 11 and 12 Oral History nights.
- Year 12 Philosophy & Ethics Philosothon.
- Arthur Richards Humanities award for the highest aggregate score over two HASS Year 12 ATAR subjects.
- HASS GATE (Gifted and Talented Education) student winner in Premiers ANZAC Tour.
- Geography – WACE subject award for top performance.



Health and Physical Education

- Second position at Country Week with over 160 students participating across 14 sports.
- 40 students competed in State Volleyball.
- 80 students competed in Bendigo Cup Netball.
- 50 students competed in Great Southern Basketball Carnival.
- 80 students participated in Winter Sports Carnival.
- Up to 60 students participated in Beach Volleyball weekly before school during Terms 1 and 4.
- School representation in town competitions for Touch Rugby, Volleyball and Hockey.
- Participation in Interschool Swimming, Cross Country, and Athletics.
- Won the Interschool Cross Country.
- Beach Days for Years 7 and 8.
- 4 State Surfing participants.
- Health PARTY program for 45 students in senior school.
- 40 Cert II Sports Coaching students collaborated with Albany Primary School in coaching Year 5 students.
- 40 Cert II Sports Coaching students collaborated with the HPE Department in the delivery of the Year 8 Cricket unit.
- Four teams of students competed in the Regional Tennis Classic with winning teams competing in Perth.
- 15 students competed in the Regional Surfing.
- Four Lower School and four Upper School Outdoor Education camps.
- 25 Lower School and 25 Upper School boys competing in AFL.
- 25 students competing in Regional Cricket competitions.
- 25 students in Year 10 Boating gaining their Skipper's Ticket.
- 120 Year 10 students successfully completing their Keys for Life Certificates.
- Cert II Sport & Rec coordinating NAIDOC Regional Basketball Competition.



Follow The Dream

- Over 100 staff, students and community members attended the program's annual Compact Signing at the City of Albany.
- One student attended UWA's Year 12 Leadership Camp in the Term 1 holidays.
- 22 students attended the annual Follow The Dream Careers Camp to Perth.
- One student successfully applied to attend ASSETS (Aboriginal Summer School for Excellence in Technology and Science) held in Adelaide in January 2018.
- 22 students attended a full day TAFE tour.
- 20 students attended the annual Albany Follow the Dream Leadership Camp.
- One student attended three local NAIDOC Primary School assemblies and performed several songs.
- One student attended a local Primary School and presented a speech on 'What NAIDOC Means to Me.'
- One current and one alumni student worked with Community Arts Network WA to produce a documentary centred on Aboriginal Place Names in the Great Southern.
- Four students in Senior School (Year 11 and 12) have been completing Aboriginal School Based Traineeships.

Incursions at tutoring included:

- Science Workshops with Curtin University,
- Scott Darlow,
- Headspace,
- Larry Blight and traditional tool making,
- UWA's School of Indigenous Studies,
- Vernice Gillies - engraving of sculptures for a memento of Yurlmun Exhibition,
- Mark Colbung from Southern Aboriginal Corporation - Tobacco Talk,
- Andy Fay from Work Link- resume writing and interview skills.

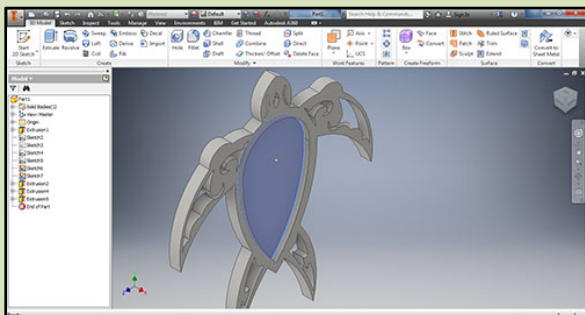
Year 12 Results:

- Two Year 12 students achieved both WACE and attainment,
- Two students completed their Aboriginal School Based Traineeships at the City of Albany and the Commonwealth Bank.
- One student received full-time employment (Commonwealth Bank) from their Aboriginal School Based Traineeship.



Technology

- Trial implementation of WA Curriculum, in readiness for 2018.
- Display of Technology work at Albany Plaza; featuring student work from photography, jewellery and textiles.
- Implementation of Digital Technologies WA curriculum for all Year 7 and 8 students; including the introduction of coding knowledge and skills.
- Introduction of a “coder-dojō” after-school club, with approximately eight students attending on a regular basis.
- Year 10 Solar Car, a STEM extension option, researched, designed, built and tested a small, one-person solar car which they tested and ran successfully on the school basketball courts.
- Year 10 Small Business and Year 11 BME students ran a series of “market days”.
- Use of the 3D printer, in Design: Technical Graphics and MDT: Jewellery, to develop and produce models and prototypes.
- Incorporation of Aboriginal Cultural understandings; with visits and talks by Larry Blight to Year 10 International Food students and Year 7 Introductory Woodwork students. In Food the focus was: local bush foods and included a tour of the neighbouring bush and samples. In Woodwork, the focus was: the use of wood for specific purposes, such as tools and hunting devices, based on their properties.
- Two teams of three students participated in the inaugural “Taste Great Southern” schools cooking competition featuring fresh, local produce. The ASHS Year 11 team was victorious.



- For Harmony Day, the Year 10 International Food Class prepared a bulk batch of dampers to be shared amongst ASHS students at recess and lunch.
- During NAIDOC Week, food classes, from Years 8 to 12, produced a range of food samples featuring native ingredients, these were distributed around the school for tasting. Products included: Macadamia & Lemon Myrtle Cookies; Wattleseed Biscuits; Kangaroo Tasting Spoons.
- Years 10, 11 and 12 students participated in several catering “jobs.” These included: the Community Achievers Afternoon Teas “High Tea”; and the Arts Exhibition with fresh and healthy savouries.



The Arts

- Hilary Lorenz Moth Migration Project - A dozen Year 9 students completed drawings of Australian moths to be part of an international installation, Moth Migration.
- NAIDOC Week Artist in Residence, Joey Williams, worked with a group of nine Art students over two days to complete three large canvases.
- 2017 Student Art Exhibition - students from Years 8 to 12 contributed work to a colourful and dynamic exhibition in the Arts Building.
- Radioactive concert – WAAPA and ASHS joint collaborative concert at Albany Entertainment Centre.
- Café Performances in Terms 1,2 and 4 - ASHS students performing at local Albany Cafes on six occasions in 2017.
- 100% student achievement rate for Cert II Music Industry course.
- Three students applied, and were all accepted, into WAAPA music for 2018.
- Winner of the People's Choice Award for the "Art in the Park Exhibition".
- Two students selected to participate in Young Originals Exhibition.
- *Ingenuity*, Senior and Lower school Visual Arts Exhibition a huge success.
- Students created sculptures and painted the Priscilla Queen of the Desert shoe in participation of the 'Walk A Mile', Albany Community Foundation exhibition fundraiser.
- The Albany District Band and Albany Youth Orchestra participated in the Australian Band and Orchestral Director's State Senior Ensembles Music Festival. The band received an Excellent Award, and the orchestra, a prestigious Outstanding Award.
- NAIDOC Week Mosaics - a group of approximately 15 students volunteered to design and complete a small mosaic of a local animal depicting its Noongar name to celebrate the 2017 NAIDOC theme "Our Languages Matter". The finished mosaics will be placed around the school.
- Showcase - The District Music Showcase, featuring students in all of our ensembles and classroom programs showing off their Year's work.
- A Year 10 student won the Regional Opera Scholarship (end of year – January 2018). This student was one of four students in Australia to receive this scholarship run by Opera Australia. <https://www.limelightmagazine.com.au/news/opera-australia-regional-scholarship-sydney/>
- Opera Australia Marriage of Figaro Regional Chorus. (August 2017) - Four ASHS students participated in this professional production of Mozart's Marriage of Figaro at the Albany Entertainment Centre.
- Several ASHS students successfully auditioned for a place in the Gondwana Singers Summer School program.
- ASHS students featured prominently in the Albany Eisteddfod. Both Orchestras and Concert Band 1 won their respective sections, as well as many students winning or receiving special mentions in multiple other sections.
- One ASHS student received the Mary Thompson Award for most promising performer in the Eisteddfod.
- Guitar Ensemble and Choir Tour - both the Guitar Ensemble and Choir toured up to Perth for their respective State Festivals in Term 3.
- Sinfonia Silent Symphony - ASHS specialist students involved.
- Winthrop Singers - UWA's Winthrop Singers visited the school late in Term 4 and worked with students.
- Australian Chamber Orchestra workshops for selected students.
- UWA Guitar Ensemble Visit with workshops and masterclasses given by Dr Jonathan Fitzgerald.
- Christmas Pageant - Band 2 students participated in workshops to the group lead the Albany Christmas pageant.



- Neville Talbot winning the Curtin University Teaching Excellence Award at the 2017 Western Australian Regional Achievement and Community Awards.
- Rupert Boyd revisited the guitar students of ASHS
Chamber Music Night - saw hundreds of parents come to see solo, duet and small group performances from the entire instrumental music student body at the PAT.



General Administration

- Kathy Smyth, Manager of Corporate Services successfully completed a Graduate Certificate of Educational Business Leadership

Library

- An extremely successful Children's Book Week was run by the Library staff and supported by many members of the ASHS staff. A record number of students entered the Costume Parade.
- Year 6 students participated in a skills survey to assist in planning research tasks for 2018.
- English and HASS learning areas spent time with Year 7 students teaching research skills and encouraging reading for enjoyment.
- A large contingent of students utilised the library before school and at lunchtimes to complete school work, play games (computer and board), read, borrow and interact with their peers.
- The video conferencing equipment has been updated.
- Support provided to those preparing for the Centenary celebrations.



Languages

- Year 9 students enjoyed learning a traditional Indonesian sport called sepak takraw that uses a rattan ball and only allows players to use their feet, knee, chest and head to touch the ball.
- Approximately 100 Language students were involved in an Indonesian dance and music workshop conducted by representatives of the Consulate of the Republic of Indonesia to Western Australia. The workshop saw performances of traditional Indonesian music, puppetry and dance by those from the Consulate followed by an opportunity for students to try the activities themselves. Those from the Consulate were very impressed with the enthusiasm and talent of the ASHS students involved in the workshop.
- Year 8 Italian fashion show - Students had to dress up and, using Italian, either describe themselves or someone else.
- Achieved goal of having 85% of languages students achieve grades between A-C, in all languages classes from Years 7 to 9.



Student Services

- End of year Beach Day conducted for lower school.
- Activity Day conducted by staff for students at the end of the year.
- Annual School Ball for Year 12 students with an "Enchanted Evening" theme.
- Leadership camp for Year 9 students conducted in Pemberton.
- Year 7 Melon Social held.
- GRIP Leadership conference participation by student leaders.
- Albany Chamber of Commerce and Industry Women in Leadership participation by two prefects.
- Student prefects conducted the annual school ANZAC service.
- Student Prefects attended the local ANZAC Dawn Service and march.
- Fundraiser conducted by school prefects for World's Greatest Shave.
- Incoming leadership prefect camp conducted by Year Coordinator.
- Incoming student leader 7-10 Induction Day.
- Year 7 orientation camps conducted.
- Head Boy and Head Girl laid a wreath at Nurses Memorial Service.
- Year leaders from Years 8-10 attended a Youth Consultation Forum with the Minister for Youth.



School Priorities

Contemporary and complimentary school-wide pedagogy and curriculum provision

Effective Use of IT in teaching and learning

The upgrade of switches and WAPs over the school holidays, and the upgrade of the bandwidth had a significant impact on the speed and reliability of the school's IT network. The reliability ensured teachers could plan lessons using IT with more confidence. Tools such as Mathletics and Britannica Online, which can be accessed at school and at home, supplemented teaching and learning programs across the school.

The CONNECT tool's use expanded during 2017 with teachers utilising it for individual classes and the school's administration using School Space to communicate with parents, teachers and students. Competence and confidence of teachers in using this tool has increased, however there is significant potential to utilise this platform to further support teaching, learning and communication.

The ageing suite of school-owned devices such as laptops and desktops took up a lot of the IT technician time in maintaining them in working order. Many computers were written off during the year, and not all were replaced. Despite having a BYOD program in place, the take up of this initiative has been slow. Overall the number of devices available at school has decreased. From the school survey 70% of students bring a smartphone to school and utilising this tool in teaching and learning needs to be explored in the future.

School Wide Literacy Program

The school continued with a targeted approach to students who had literacy levels significantly below expected performance. Utilising explicit teaching strategies two teachers and three educational assistants delivered an engaging, confidence building program during English time, which was supported by parents and students. The students in these classes were tested using Informal Prose Inventory for 12 month check-ups on a cross-section of year groups. Neale Analysis of Reading Ability for referred students and Schonell as a screening tool for Year 6's and as a 12 month check-up of spelling progress. The improvements shown through these tools were confirmed by the Year 9 NAPLAN results.



The common skills approach which scaffolds the understanding of key verbs and associated response planning continued in some teams. Due to staff illness, this embedding of these key literacy understandings was not enhanced during 2017.

Implementation of WA Curriculum (WAC)

The WAC continued to be refined and implemented in 2017. The phase 3 curriculum for the Technologies and The Arts was trialed in Year 7 in preparation for full implementation in 2018. This included ensuring a visual arts, performing arts, design and technologies and digital technologies course was completed by every Year 7. The implementation of the digital technologies is progressing well with key teachers in place, however this is an area where growing additional teacher expertise in preparation for the full implementation of the WAC in 2018 is required.

Phase 1 and 2 courses in lower school were refined as teacher confidence and understanding of the WAC developed. Performance and student feedback was utilised, in conjunction with judging standards resources, to review 2016 and plan for 2017.

In Senior School the Externally Set Tasks (ESTs) and curriculum delivery audits provided useful feedback to inform teachers about curriculum and standards. Utilising this feedback and data from 2016 student performance teachers revised teaching and learning programs to bring about improved delivery in 2017 in senior school WAC courses.

Developing ongoing relationships with Registered Training Organisations (RTOs) is essential for the delivery of Certificate programs

in Year 11 and 12. Significant work was required by the school during 2017 in upgrading staff qualifications, transferring records for every student, for every unit of competency, to meet audit requirements of every RTO. Planning was conducted to offer two new certificate courses at school in 2018. This required significant work by trainers to meet RTO requirements to be able to deliver the certificate. The school is working to deliver more VET programs at school, to minimise the disruption to students learning when off-site for two days at TAFE and the workplace. In 2017, 78 students missed two days of school, however, in 2018 this will be reduced to 43 students.

Implementing school wide instructional framework

The focus of 2017 was learning intentions or lesson objectives being explicit in every lesson. At staff meetings, discussion of learning intentions and instructional strategies occurred throughout the year. Classroom observation and feedback focused on learning intentions for a majority of teachers. For staff new to teaching, an initial focus on classroom management skills (CMS) was implemented for observation and feedback by peers and line managers.

Implementing moderation processes for Year 7 to Year 12

All learning areas embedded moderation into their planning for 2017, to ensure alignment with state standards. With additional materials available from SCSA through Judging Standards describing A and B grade performance, teachers built their skills and knowledge in grading from Year 7 to 10. Reflection on NAPLAN performance was linked to final grade allocations each semester.

In Year 11 and 12 consensus moderation occurred for some courses, across the state. SCSA consultants were invited to provide support for sole teachers of a subject, to build confidence and competence in assessment and grading, especially when no other Professional Learning was available and feedback from 2016 indicated changes were required. EST feedback was useful in confirming standards for general courses.

Feedback on ATAR performance indicated all courses were assessing appropriately and the impact of scaling was significantly reduced.

Reviewing Curriculum Provision

During 2017 the impact of students in Year 11 and 12 missing two days of school a week for VET, was seen to have a negative impact on

General Courses, resulting in a high number of D and E grades being awarded. Strategies to address at an individual student and course delivery level were managed through Student Services and the relevant teacher. At the whole school level, planning for 2018 to offer more school-based certificate courses was determined to be a strategic and sustainable approach to VET delivery in senior school. Two additional courses in Information Technology and Community Service are being delivered in 2018.

A one-year certificate course is a useful program, or safety net, to offer students who commence ATAR and then change to General courses, to meet WACE requirements. During 2017 the requirements of the one year course on offer were changed by the RTO to make it a two-year course. Exploration of options for a one-year VET course is continuing.

In lower school, a number of electives were changed to reflect the WAC and to be more engaging for students. The integration of 3D printing and coding courses for technologies is one example of innovation in course offerings planned for 2018.



A Safe Inclusive Learning Environment Implement SEN reporting and IEP process for students at risk academically

The school has continued to build partnerships with parents and students in making adjustments to the delivery of the curriculum to meet student needs. These individual plans are developed with the parents and learning support coordinator (LSC), and then the teachers adapt to their learning area context. Individual plans are reviewed every semester after reporting is completed using the Special Education Needs (SEN) system.

Group plans are also written for small groups of students who need adjustments for specific classes, such as English or Maths. Consolidation of school processes occurred during 2017, to make this a regular part of school operations.

Review and refine formal transition processed for staff and students

Transition of students from Year 6 to Year 7 has a comprehensive plan that involves student services personnel, school administration, regional office personnel and local primary schools. Informal feedback from students, parents and staff indicated satisfaction in this process, as there were no surprises. Thorough information about students and their needs was collected and used by staff to plan and make decisions; parents were invited to the school to listen to information and ask for advice/questions and students had multiple visits to prepare them for the move.

New teachers were invited to the school prior to the commencement of their contracts in January to meet key personnel, orientate them to the site, be provided with the staff handbook and transition checklist. Once new staff commenced, mentors were identified, and support from HOD's to meet induction requirements was implemented.



Build staff capacity to cater for individual needs in differentiating the curriculum

During 2017 the LSC worked with teacher and education assistants to upskill them to cater in differentiating for student need. This included presentations at staff meetings, school development days and bringing in Statewide Services expertise to provide advice and guidance on a case by case basis. Professional learning opportunities were provided through the local school's network to upskill education assistants (EAs), the Aboriginal Islander Education Officer (AIEO) and teachers in supporting student learning. EAs were increasingly skilled to take small groups for instruction and contribute to classroom teaching strategies.

Implement a grounds committee to improve the physical appearance and functionality of the site.

The Grounds Committee continued to work with the landscape architect to develop a plan for the front of the school, to enhance visual amenity along with access and functionality. An overall plan was developed and endorsed and will be used to guide a staged implementation.

Applications were made to the Education Department for additional parking and reticulation for the lawn areas but did not bring about any funding.

Maintenance funding was obtained from the Education Department for work on the historic part of the school with the roof cleaned, doors and fascias painted, gutters repaired and mortar replaced around bricks.

The P&C contributed funds for the provision of undercover seating around the school. The P&C and the State Government provided funds for the installation of a new undercover bike rack.

A process was developed to procure an artist to install a centenary mural for the school. The selection committee involved staff, student and a parent in determining the successful artist. This mural was completed ready for the commencement of the centenary year celebrations in 2018.

Implement a school wide Aboriginal Education Plan

During 2017 the school consolidated the Cultural Committee made up of students, parents, staff and outside agencies. This committee assisted in the planning and implementation of NAIDOC week activities culminating in a whole school assembly. Events included a local artist working with students and student performances around the school. Additionally, links were made to the Cert II Sports Coaching course, with students organising a basketball competition local schools.

A new program "Our Tomorrow" continued in partnership with local stakeholders, including Aboriginal Health and WANSLEA, to engage Aboriginal boys at risk. This one day a week offsite program provided opportunities to engage students at risk using local aboriginal workers as mentors. Due to students moving out of Albany this program ceased at the end of 2017.

The annual Scott Darlow visit and the Year 9 whole day cultural tour continued and are now established as part of the HASS program for teaching and learning. Food classes explored bush food with a local elder.

Aboriginal students from the school were involved in a number of community events in relation to the return to country of cultural artefacts "Yurlum" owned by the British Museum and were wonderful ambassadors for the town. The Follow the Dream program continues to offer opportunities and support aboriginal students achieve success through camps, tutoring, university visits, guest speakers and personal development programs.

School Culture – A Learning Community Implement positive behaviour programs within the school, including student leadership Year 7-12

During 2017 the school implemented a student leadership structure for Years 7-12 where leaders are elected mid-year for their 12 month tenure. These student leaders were involved in many activities around the school and opportunities for leadership development are being mapped for each cohort. For example, Year 9 students were peer mentors for incoming Year 7 students on Orientation Day.

The highlighting and explicit teaching of the school values to promote positive behaviour was endorsed as a key strategy for the next business plan.

Implement Observation and Feedback for all teaching staff

All teaching staff participated in classroom observation and feedback processes. The focus of observation in 2017 was learning intentions or goals, ensuring every lesson explicitly outlined the intended learning for the day.

Implement school surveys annually to gather targeted information about the School's performance and areas for review and development

The annual survey for staff, students and parents, was completed during Term 3 and included additional questions from the school, P&C and School Board to inform planning for the future. The rate of completion from staff, students and parents increased from 2016 and provided direction for the 2018-2020 Business Plan development. Areas of strength included care for students and quality of instruction. A key area for development in 2018-2020 was identified as behaviour management.

Review and refine all public relations and communications mechanisms

The school has expanded its use of Facebook as a tool for quick responsive communication. The launch of School Space on CONNECT enabled to school to effectively communicate to all parts of the whole school community in a timely manner.

The use of CONNECT by teachers for excursions, teaching and learning and general year level updates expanded during the year. There is increasing use of CONNECT by parents and students.

Build a school Alumni to support ongoing learning

The school Alumni has progressed under the guidance of the school board in making contact with ex-teachers and students.

The Alumni has worked with the City of Albany library services to have archives digitised and available through the town library.

P&C Report

In 2017, as in previous years, the students of ASHS were fortunate enough to have a small group of dedicated and focused parents who made valuable contributions to the school community. This was achieved through participating in discussions and providing input during meetings, as well as the provision of funding towards resources and facilities designed to enhance student comfort and experiences. Members of the committee also attended an abnormally high number of additional meetings throughout the year as we addressed issues relating to the canteen, and I acknowledge those people who so willingly gave up their time on those occasions.

The year commenced with the successful awarding of a \$25,000 grant under the "Local Projects, Local Jobs" scheme for the provision of a new undercover bike storage area. In order to gain maximum value from the grant, it was allocated to the school to manage, and thanks to the persistence of, and project management by the schools Manager of Corporate Services - we now have a suitable and well-utilised area for cyclists to store their bike during the day. We have already pledged to make a donation to the school to cover some of the remaining costs associated with the project.

During the year the P&C also contributed to the school by providing the funding for the 2016 Dux Awards for Year 7-11 students, donated \$15,100 to the school for provision of undercover seating around the school, paid for the online subscription for Encyclopaedia Britannica, provided an award for the Year 12 Best All Rounder, and supplied the supper for the Awards Evening. Blazer material has been purchased for the manufacture of new blazers, and some new blazers will need to be ordered soon.



The Road Safety Committee continues to work towards enhancing the safety of students within the precinct by encouraging the use of the designated crossing points and promoting the benefits of active transport.

Parking remains an issue, but hopefully parents will heed the message and reduce the need to drive within the area.



The canteen continues to remain on an even keel, and we look forward to being able to clear the back pay debt. This will enable us to take stock of exactly where we are at, and investigate some options for making the canteen a vibrant and viable operation. There have been increases in cost prices of a number of products, and a pricing review will need to take place. Establishment of an enthusiastic committee to provide guidance and recommendations to the canteen manager is a priority. This will enable us to address some of the concerns raised in the responses to canteen specific questions in the 2017 school survey. Once again, we are indebted to Rick Harris for the huge commitment he undertakes to manage the canteen finances.

In conclusion I would like to acknowledge the efforts of the small group of parents who maintained the operations of the P&C during what was a busy and at times difficult year. This includes those who attended the P&C general and executive meetings and represented the school on various committees. 2018 looks to be an exciting year as we celebrate the school's centenary, and our task now is to encourage more parents to become members of the P&C.

Janice Ford
2017 President



School Board

Albany Senior High School has recently undergone the three yearly IPS audit. The auditor's closing comments at the conclusion of the two day visit indicated that they considered our School Board was probably the most functional they had observed in their travels around the State. They signalled that they thought the Board was well informed, knowledgeable and contributing significantly to the overall well-being and strategic direction of the School.

I would like to thank the members of the Board for their contribution. We are now well placed in terms of facilities master planning. Importantly, the school is now establishing a school building fund that holds gift recipient tax deductibility status.

The school is also well advanced in its plans for the Centenary celebrations. The school Alumni has now been established with a strong subcommittee having been established.

The school is meeting the stated goals in its strategic plan, and as Chair of the Board, I can say that the Board is confident Albany Senior High School is delivering a high quality, diverse and rigorous curriculum to our students.

I would particularly like to thank Jenny Firth for her open and honest relationship she has established with the School Board as we strive to achieve the best possible educational outcomes for our students.

Greg Stocks
Chair Person
Albany Senior High School Board

SCHOOL BOARD 2017 MEMBERS

Greg Stocks
Chair Person
Community Representative

Michael Roberts
Deputy Chair Person
Community Representative

Jenny Firth
Principal

Linda Taylor
Parent Representative

Anne Sparrow
Parent Representative

Dan Northcott
Parent Representative

Steve Mounsey
Staff Representative

Nichola Thompson
Staff Representative

Robert Quinn
Staff Representative



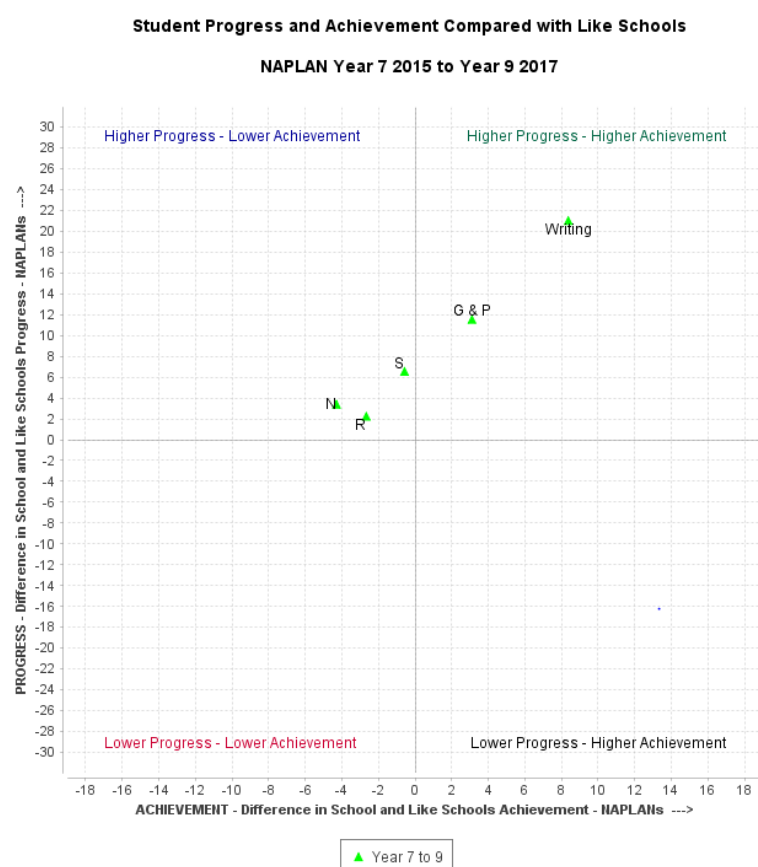
School Performance Target Summary 2017

1. **Attainment rate (55 or above ATAR/Cert II completion) will increase from 74% to 85%. This target was refined to be attainment equal to state average.**

Attainment rate	Albany Senior High School	State	Like Schools
2016	98%	98%	98%
2017	96%	96%	96%

The school achieved this target and performed at state average.

2. **By 2017 all sections of NAPLAN will be in the Higher Achievement section of the school progress map against 'Like' Schools aspiring to have all NAPLAN sections in the Higher Achievement-Higher Progress section.**



The progress of students from Year 7 to Year 9 was above expected for like schools. Achievement for writing and grammar/punctuation was also above expected for like schools. The school achieved aspects of this target, but not all of it.

3. **Each year between 2015 and 2017, 80% of Year 10 students will have satisfied the OLNA requirements.**

OLNA	Year 10	Year 11	Year 12
2017	66%	87.9%	96.4%

The school did not achieve the Year 10 target, but overall performance at the end of Year 12 was pleasing. This Year 10 target was aspirational and may need refinement for the future.

4. a) Between 2015 and 2017, Albany Senior High School will maintain or improve the percentage of students (stable cohort) in Band 8 and above and will decrease the percentage of students in Band 5 or below, from Years 7 - 9 NAPLAN.
- b) The percentage of students in Band 5 or below in Year 9 decreases annually.

Percentage of students in each Proficiency Band

include School Student Numbers ☐

Band	NAPLAN Score Range	Year 9 Numeracy								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
10	686 & Above	9%	7%	1%	6%	4%	5%	10%	9%	8%
9	634 - 685	15%	18%	11%	15%	12%	15%	14%	14%	14%
8	582 - 633	34%	31%	38%	29%	26%	32%	26%	25%	28%
7	530 - 581	28%	26%	37%	32%	40%	30%	30%	31%	29%
6	478 - 529	12%	18%	11%	16%	17%	17%	18%	18%	20%
1 to 5	Up to 477	2%	1%	1%	2%	2%	1%	2%	3%	2%

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	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

Percentage of students in each Proficiency Band

include School Student Numbers ☐

Band	NAPLAN Score Range	Year 9 Reading								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
10	686 & Above	6%	8%	5%	5%	2%	3%	6%	6%	5%
9	634 - 685	17%	19%	15%	14%	12%	12%	15%	15%	13%
8	582 - 633	30%	27%	28%	26%	29%	33%	25%	26%	31%
7	530 - 581	24%	28%	29%	29%	32%	26%	25%	28%	23%
6	478 - 529	19%	16%	23%	20%	20%	19%	21%	19%	19%
1 to 5	Up to 477	3%	2%	1%	5%	4%	6%	8%	6%	9%

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Percentage of students in each Proficiency Band

include School Student Numbers ☐

Band	NAPLAN Score Range	Year 9 Writing								
		School			Like Schools			WA Public Schools		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
10	686 & Above	3%	2%	5%	3%	2%	4%	4%	4%	5%
9	634 - 685	7%	9%	7%	6%	6%	7%	8%	8%	9%
8	582 - 633	26%	26%	32%	24%	21%	22%	24%	22%	22%
7	530 - 581	25%	26%	21%	24%	29%	26%	22%	26%	23%
6	478 - 529	27%	19%	19%	23%	29%	23%	19%	23%	20%
1 to 5	Up to 477	12%	19%	15%	20%	14%	18%	22%	17%	21%

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The school achieved this target.

5. a) By 2017 increase the percentage of students achieving A to C grades in subjects in Years 7 to 12 and maintain the upwards trend of the number of students achieving an A grade in all subjects.
b) By 2017 the achievement of Aboriginal students improves, for the stable cohort, in comparison to the previous year's achievement in Years 7-10.

Performance of students in all courses was monitored and this target was achieved in some areas and not others. Aboriginal performance was also variable.

6. By 2017 Median ATAR at or above 75 and the % in the lower tricile is decreased.

Median Australian Tertiary Admissions Rank

	School	Like-Schools	WA Public Schools
2015	78	71.3	76
2016	77.6	70.7	78.2
2017	77.1	72.6	78.7

Note:

Like-Schools calculations are the average median ATAR for all schools in each school's *like schools* grouping.
There must be at least 10 Year 12 students acquiring an ATAR.

Percentages of students in the top, middle and bottom thirds of the State

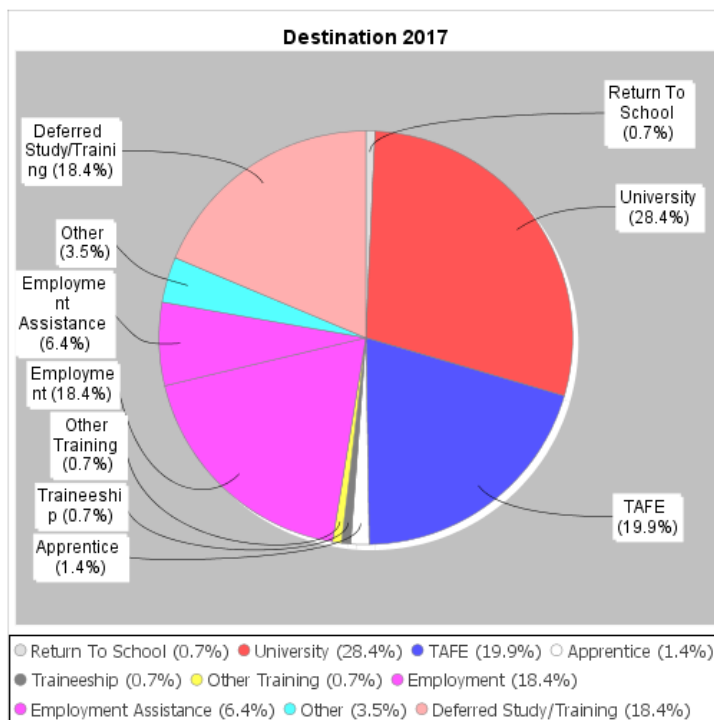
State	ATAR Students					
	School			Like-Schools		
	2015	2016	2017	2015	2016	2017
Top 33%	28.8%	22.3%	28.3%	19.5%	15.8%	17.9%
Middle 33%	37.1%	36.8%	33.3%	33.2%	29.7%	31.4%
Bottom 33%	34%	40.7%	38.2%	47.2%	54.4%	50.6%

Note:

ATAR: Australian Tertiary Admissions Rank
State is based on all students from both public and private schools.
Like-Schools percentages are based on students in each school's *like schools* grouping.
Percentages are based on the student's ATAR.
Percentages may not add to 100 due to rounding.
There must be at least 10 Year 12 students acquiring an ATAR.

The school achieved this target.

7. Increased percentage of students proceed to education, training or employment (as indicated by School Leaver's Intentions/Destinations Survey data).



There is no comparative data available for 2015 to 2016 to be able to assess this target. The proportion of students who defer university is a major concern, as it is 40% of students planning to go to university at the end of Year 12.

This target was not able to be assessed.

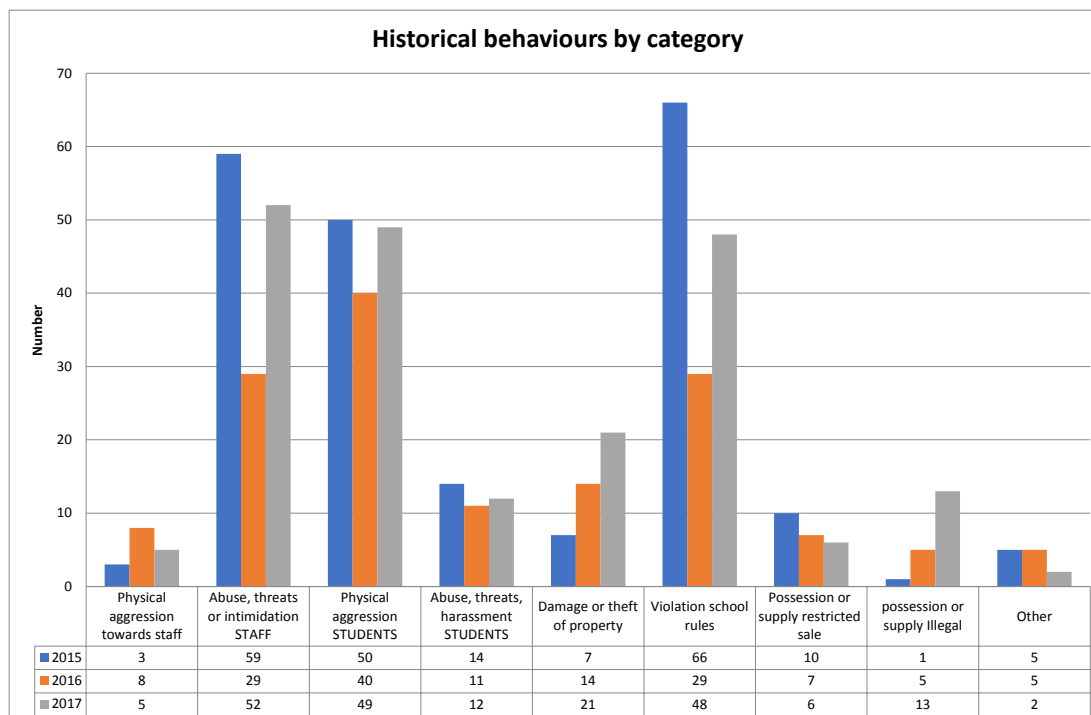
8. a) By 2017 our regular attendance rate shows an increase on an annual basis from 54% towards 65% to be above state average. The school will identify and target students with attendance concerns.

b) By 2017 regular attendance for Aboriginal students improves, for the stable cohort, in comparison to the previous year's attendance rate.

Year	Regular attendance(all)	Aboriginal students
2015	65.8%	31.3%
2016	66.7%	36.3%
2017	60.3%	27.8%

The school achieved this target (parts a & b) in 2016, but not in 2017.

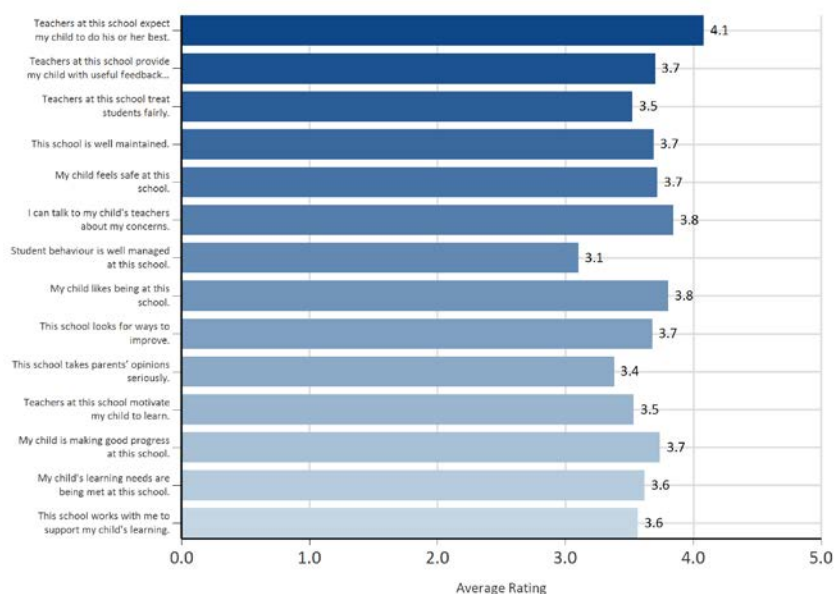
9. Between 2015 and 2017 there is a reduction in the suspension rate in the category “Violation school Code of Conduct, behaviour management plan, classroom rules.”



The number of suspensions in this category decreased in 2016 but increased in 2017, but was still less than 2015. This target was partly achieved.

10. Between 2015-2017 staff, community and student surveys will indicate a positive upward trend in student leadership, BMIS, staff and student culture specific questions.

2017 Parent results



From 2016 and 2017 surveys there was a fairly close alignment of changes in results from all groups. This included reduced ratings for “Student behaviour is well managed at this school”.

This target was not achieved.

11. All teaching staff members will embed feedback and observation in their performance development plan to inform practice.

This target was achieved as evidenced by performance development plans.

12. Attitude Behaviour and Effort data shows improvement in the following dimensions:

- i. **Works to the best of their ability;**
- ii. **Cooperates productively and builds positive relationships with others; and**
- iii. **Shows confidence in making positive choices and decisions.**

Code	Learning Area	Works to the best of his/her ability					Shows confidence in making positive choices and decisions					Cooperates productively and builds positive relationships with others						
		Con	Oft	Som	Sel	n/a	Con	Oft	Som	Sel	n/a	Con	Oft	Som	Sel	n/a		
	2016 Percentages	42.8	36.2	15.8	3.5	1.8		46.5	34.2	14.6	3.0	1.8		53.4	32.1	10.8	1.8	1.8
	2017 Percentages	47.1	30.8	17.5	3.8	0.8		40.4	32.6	20.5	5.7	0.8		46.9	33.4	15.9	2.8	1.1

There was an improvement in ratings of students working to the best of their ability consistently; however this did not occur for the other two focus areas.

This target was partially achieved.



Review of School Performance Target Attainment 2015 to 2017

	School Performance Target	Rating 2015	Rating 2016	Rating 2017
1	Attainment rate (55 or above ATAR/Cert II completion) will increase from 74% to 85%. <i>Note: 2017 attainment target to be at or better than like schools</i>			
2	By 2017 all sections of NAPLAN will be in the Higher Achievement section of the school progress map against 'Like' Schools aspiring to have all NAPLAN sections in the Higher Achievement-Higher Progress section.			
3	Each year between 2015 and 2017 80% of Year 10 students will have satisfied the OLNA requirements.			
4	Between 2015 and 2017, ASHS will maintain or improve the percentage of students (stable cohort) in the Top and Middle groups and will decrease the percentage of students in the bottom group from Year 7 – 9 NAPLAN			
5	By 2017 increase the percentage of students achieving A to C grades in subjects in Years 7-12 and maintain the upwards trend of the number of students achieving an A grade in all subjects.			
6	By 2017 Median ATAR at or above 75 and the % in the lower tricile is decreased			
7	Increased percentage of students proceed to education, training or employment (as indicated by School Leaver's Intentions/Destinations Survey data)			
8	By 2017 our regular attendance rate shows an increase on an annual basis from 54% towards 65% to be above state average. The school will identify and target students with attendance concerns			
9	Between 2015 and 2017 there is a reduction in the suspension rate in the category "Violation school Code of Conduct, behaviour management plan, classroom rules."			
10	Between 2015-2017 staff, community and student surveys will indicate positive upward trend in student leadership, BMIS, staff and student culture specific questions			

11	All teaching staff members will be involved in at least 2 observation and feedback sessions annually, by 2017, as part of their performance development plan			
12	Attitude Behaviour and Effort data shows improvement in the following dimensions: 1. Works to the best of their ability, 5. Cooperates productively and builds positive relationships with others, and 8. Shows confidence in making positive choices and decisions			

Ratings:

Green Fully Achieved

Amber Partly Achieved

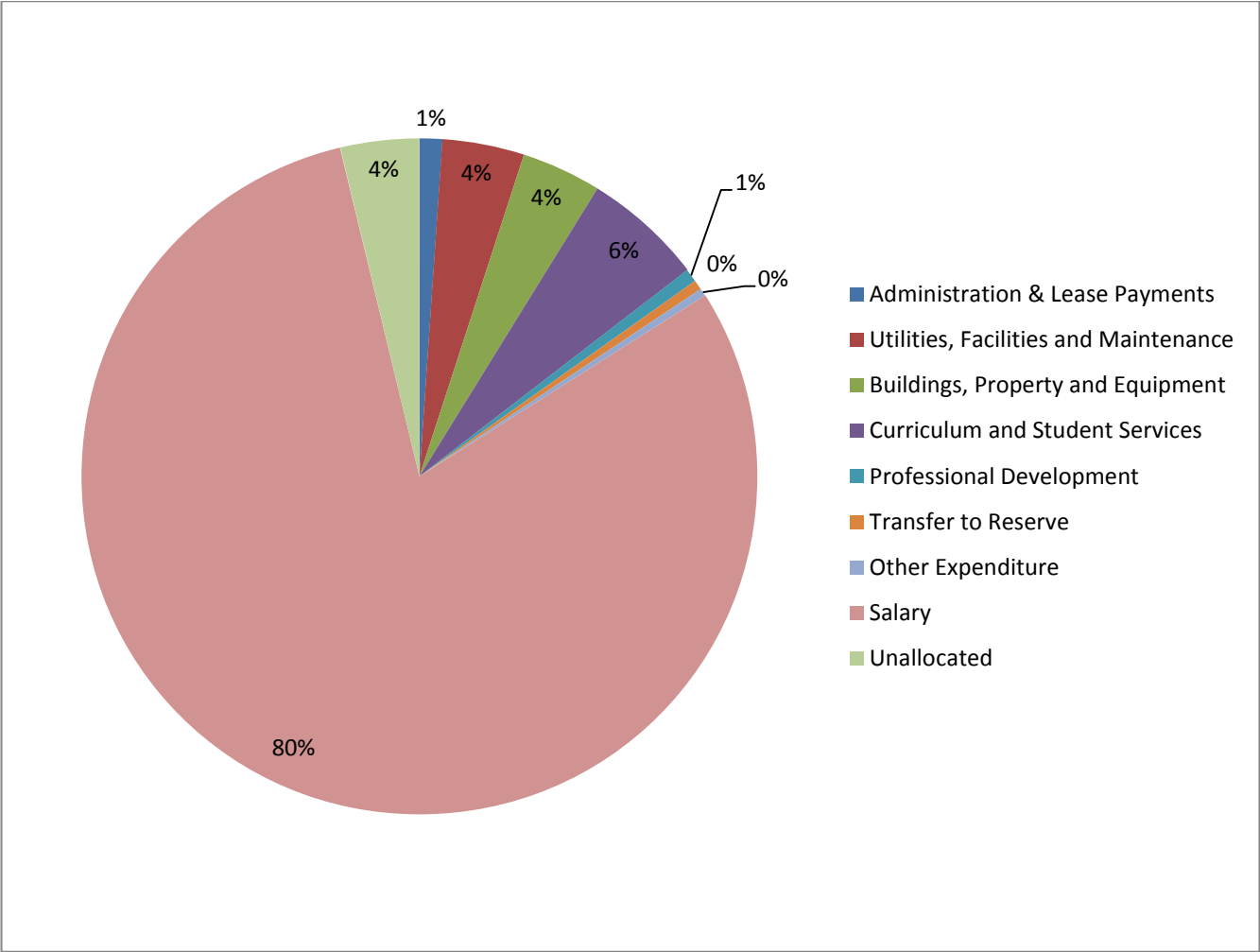
Red Not Achieved

Grey Not assessed

Financial Report

In 2017 the school met the Department of Education target of spending more than 96% of the school budget, spending 97.7% of the total budget. The school had a large cash surplus (\$540,489) due to \$300,000 being transferred from salaries to the cash budget (school bank account) late in the year, thus receiving interest rather than the Department of Education. The surplus in salaries was, in part, created due to staff not being replaced whilst they were on leave. The chart below demonstrates the various areas of school expenditure in 2017.

The 2017 Expenditure is represented below:



Endorsed by the School Board on 19 March 2018


JENNY FIRTH
PRINCIPAL


MICHAEL ROBERTS
SCHOOL BOARD CHAIR