



Albany Senior  
High School

# Annual Report

Empowering students to  
make a positive difference to  
our global community



[albany.shs.enquiries@education.wa.edu.au](mailto:albany.shs.enquiries@education.wa.edu.au)



[albanyshs.wa.edu.au](http://albanyshs.wa.edu.au)



[facebook.com/AlbanySeniorHighSchool/](https://facebook.com/AlbanySeniorHighSchool/)



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# Principal's Report

Albany Senior High School (ASHS) underwent a year of consolidation in 2023, stepping back to reflect after the continual adaptations necessitated by the COVID-19 pandemic. There was an air of curiosity as to what the 'new normal' across the world and education would look like. From Albany SHS perspective it was a time to really look at what matters most in our school setting and work out our future actions for the implementation of the School's Business Plan.

This annual report encapsulates our ongoing journey, measuring progress against the targets and milestones outlined in our Business Plan 2022-2025. Throughout this period, ASHS remains steadfast in its commitment to realizing our vision: "Empowering students to make a positive difference to our global community."



The unveiling of our state-of-the-art Performing Arts Centre marks a pivotal moment for our school community, eagerly anticipated for its promise of enriching cultural experiences. Alongside a plethora of repurposing, upgrading, and maintenance initiatives throughout the 2023 school year, our campus has been transformed into an inviting and welcoming environment. This concerted effort not only enhances the physical infrastructure but also underscores our commitment to fostering creativity, expression, and a sense of belonging among students and staff alike.

Our 2023 Year 12 cohort were greatly impacted by the pandemic throughout the formative years of their senior schooling. They are to be commended for their achievements, including:

- 1.5 students achieved an ATAR score of 80+;
- 2.66% of the cohort graduated with a VET Certificate (nationally recognised qualification);
- 3.96% of the cohort achieved their WACE and attainment (ATAR  $\geq 55$  and/or Cert II or Higher)
4. An average of 98% of our students achieved OLNA with most of them pre-qualifying in Year 9 by achieving Band 8 in their NAPLAN; and
5. A number of our students achieved state awards, including:
  1. 1 student achieving certificates of distinction; and
  2. 8 students achieving certificates of merit.

NB: Notable achievement of individual students can be found on page 4.





The Albany SHS specialist Gifted and Talented program has grown in the first two years of its implementation. With a large majority of our staff being upskilled in the teaching and learning philosophy and expanding on their skills and understandings the students are provided with opportunities for extension and challenging learning. Throughout 2023 we investigated a number of strategies to increase the numbers in the current and future cohorts for our Gifted and Talented program and are seeing a trend of increased interest and prospective enrolment into the specialist program.

A strong focus in 2023 was to consolidate and implement effective career education and course counselling processes to further support our young people in making effective and informed decision for their future aspirations. Our new career hub has helped the school in providing targeted and well informed counsel to our students and their families as well as to provide opportunity for career investigation and consideration. Promoting educational pathways for future success is an integral element of our school's vision and emphasis. Committing to our students being exposed to learning about careers and future work trends from year 7 is a significant improvement agenda of our endeavours to being effective in student pathway counselling for student success within and beyond school.



Living in Albany we are surrounded by a coastal environment that defines our community. Albany SHS leverages our environment within its marine, maritime and coastal learning programs and activities. Our Marine and Maritime program is second to none, along with our Marine Science program. We have forged productive relationships and partnerships with local business and enterprises to expose our young people to learning opportunities and experiences that prepares them for entering a career that supports our local community. In 2023 we saw our marine studies opportunities grow with the planning and introduction of our engineering program, including the "submarines in schools" initiative in 2024, underscoring our commitment to innovative learning opportunities for our students.



The Albany SHS Board is an integral part of the decision making processes at our school. In 2023 the School Board had significant impact on the school addressing the school's three priorities: Effective Teaching and Learning; Belonging and Connectedness and; Leadership. For the commencement of the 2023 school year, it was agreed to increase the ratio of parent representation on the School Board. This has seen the number of parents on the board increasing from three to six parent representatives. This has had a meaningful impact on the consultation with our wider school community.

Albany SHS has a proactive and well patronaged Parent and Citizen Association. Our P&C is committed to supporting the school in providing its students with the best possible opportunities at our school. Their commitment to securing a number of grants and utilising parent contributions to support school improvements has been well capitalised on included: funding for health foods to support student services to provide healthy emergency meals to students in need and implement a five day a week breakfast program, provide mental health and wellbeing information sessions for families, support the sustainability initiatives at the school, support student events, undertake fund raising to reduce the cost of the Country Week camp, provide funds to maintain and upgrade school facilities that benefits all students and much more. With the ongoing support of our school community, we are able to further meet the educational needs of our students. Albany SHS is very grateful for the parents and community members who support our school their unwavering support underscores the collective dedication to our students' success.

It is evident in this annual report that we have a solid foundation for opportunity and success. The Business Plan 2022-2025 is a progressive and visionary document that clearly defines what we focus on and believe to be most impactful for our students to achieve now and make a difference into the future. We invite you to explore our 2023 Annual Report, gaining insight into our progress towards strategic objectives.

Melissa and Jarrad



# Year 12 Notable Achievements



**Jai Daw**  
**Highest Achiever**

- Certificate of Distinction
- ATAR Academic Dux
- ADF Future Innovators Award
- ATAR Chemistry
- ATAR Physics
- ATAR Mathematics Methods
- ATAR Mathematics Specialist
- 95+ ATAR



**Alexandra Gust**  
**Highest Achiever**

- Certificate of Merit
- ATAR General/VET Dux
- P&C Visual Art Award
- General English
- General MD&T: Jewellery
- General MD&T: Wood
- General Visual Art
- ADWPL Workplace Learning



**Lily Turbill**  
**Highest Achiever**

- Certificate of Merit
- Norm Murray Bursary (English) Award
- P&C Performance Art Award
- ATAR English
- ATAR Modern History
- ATAR Human Biology
- 95+ ATAR



**Kaizen Beeck**  
**Highest Achiever**

- Arthur and Will Richards Award



**Harry Knowlson**  
**Highest Achiever**

- Sportsperson of the Year



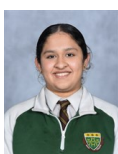
**Sinead Clark**  
**Highest Achiever**

- Certificate of Merit
- ATAR Biology
- ATAR Health Studies
- 80 - 95 Atar



**Imogen Taylor**  
**Highest Achiever**

- Certificate of Merit
- 80 - 95 ATAR



**Osandi Wanigasekara**  
**Highest Achiever**

- Certificate III in Business
- Chaplain Award recipient



**Fergus Collins**  
**Highest Achiever**

- Certificate II in Music



# Key



Achieved



In Progress



Not Yet Achieved

## Targets

### Target One

By 2025 there will be a positive trend in the alignment of grade allocations with NAPLAN achievement in Years 7-10.



Assessment

### Commentary

The Associate Principal – Student Achievement in collaboration with the Leadership Team will implement the strategic data analysis process to establish ongoing reflective practices to interrogate alignment between NAPLAN achievement and teacher judgement. As we move to a greater understanding of the new proficiency level alignment to grades will be further understood.



### NAPLAN Alignment to Grade Allocations

#### Student Academic Achievement



Teacher Judgement

Grade Allocation (A - E)	2022 (2)	2023 (2)
Overall Relative Judgement	-1.44	-1.07
- English	-1.24	-0.62
- Mathematics	-1.51	-0.93
- Science	-1.93	-1.74
- Humanities & Social Sciences	-1.06	-0.98



## Target Two

By 2025, we see a positive trend in OLNA achievement by the end of Year 10.



Assessment

### Commentary

ASHS out performs like schools in achievement of OLNA in years 10, 11 and 12. An additional 1.6% of Year 10 students achieved OLNA in 2023 compared to the 2022 year 10 cohort. Clarity has been established to further identify student learning needs to implement targeted intervention programs such as OLNAWA.

### OLNA - Current Student Standing

	Year 10 Students Qualified In		
	Year 9	Year 10	Not Qualified
2023	49	78	67
	25.3%	40.2%	34.5%
Like Schools	25.5%	33.6%	40.9%

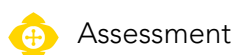
	Year 11 Students Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2023	50	58	18	28
	32.5%	37.7%	11.7%	18.2%
Like Schools	28.2%	31.8%	14.3%	25.7%

	Year 12 Students Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2023	59	28	9	7	10
	52.2%	24.8%	8.0%	6.2%	8.8%
Like Schools	47.1%	25.3%	9.9%	5.8%	11.9%



### Target Three

The stable cohort in Years 7, 8 & 9 will demonstrate academic progress at or above the expected rate in Reading, Writing & Numeracy.



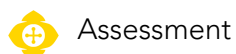
Assessment

### Commentary

Due to the 2023 NAPLAN assessments having been re-scaled, the data to comment on this target cannot be reported. However, Albany SHS continues to see significant growth in progress and achievement from Year 7 to Year 9. Throughout 2024 the executive team will redevelop this target to align with available school data sets outside of NAPLAN.

### Target Four

Year 9 student progress and achievement will be equal to or better than WA Public Schools in Reading, Writing and Numeracy.



Assessment

### Commentary

in 2023 the mean NAPLAN proficiency level with percentage of students strong or exceeding at Albany SHS was four percent above the WA Public Schools. In writing the cohort performance was 12% of students achieving strong or exceeding at ASHS in comparison to all Public Schools. In reading we underperformed in comparison to the combined performance of WA Public Schools by 3%. Authentic engagement and application to the NAPLAN online platform is having an impact on student performance and progress. In 2024/25 Albany SHS will work on increasing student application in the testing process.



### Target Five

In each year of the Business Plan, our Attainment Rate will be above 90% striving to be 95%.



Assessment

### Commentary

ASHS attainment rate in 2023 was 96%, an increase of 14% from 2022. This achievement in 2023 is a direct reflection of the increased focus that the school has had on career and course counselling. The Career Centre is a significant strategic initiative of our school to improve the outcomes of our students in the final years of their education to be in the best position to achieve their future career aspirations.

WACE Achievement	2020	2021	2022	2023
Year 12 students who achieved WACE (Full-time WACE-eligible)	93%	91%	87%	<b>96%</b>
ATTAINMENT	2020	2021	2022	2023
ASHS	95%	89%	82%	<b>96%</b>
Like Schools	97%	87%	83%	82%
Public Schools	96%	82%	80%	80%

### Target Six

In each year of the Business Plan, assessment against the Aboriginal Cultural Standards Framework will demonstrate a positive trend from developing to capable and proficient.



Assessment

### Commentary

The Aboriginal Education team led by our Follow the Dream Coordinator, Candice Matthews, has developed and implemented reflection tools to support ongoing staff reflection against the Aboriginal Cultural Standards Framework.



### Target Seven

Between 2022 and 2025 Regular Attendance (>90%) will be equal to or above WA Public Schools.



Assessment

### Commentary

Regular attendance at ASHS in 2023 was 1.1% below like schools and 0.1% below WA Public Schools. This is an improvement from 2022 data. Continuing and solidifying attendance strategies as implemented in 2023 will set the school in the best place to further improve student attendance.



### Target Eight

By 2025, an improvement in the student National School Opinion Survey items:

- a. My school takes students' opinions seriously {from 2.9 to 3.4}
- b. I can talk to my teachers about my concerns {from 2.8 to 3.3}

Assessment – no assessment could be made against this target in 2023.

### Commentary

In 2023 the Department of Education moved from the NSOS survey to a School Culture Survey. In 2024 the school will implement the new feedback mechanism. Throughout 2024 the executive team will redevelop this target to align with available school data set.

### Target Nine

By 2025, an upward trend is indicated in the staff, student and parent responses on the National School Opinion Survey, with an aspirational target of most responses rated above 4.

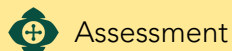
Assessment – no assessment could be made against this target in 2023.

### Commentary

In 2023 the Department of Education moved from the NSOS survey to a School Culture Survey. In 2024 the school will implement the new feedback mechanism. Throughout 2024 the executive team will redevelop this target to align with available school data set.

### Target Ten

All staff will be actively involved in a Professional Learning Team throughout 2022-2024.



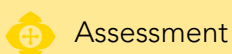
Assessment

### Commentary

All staff were involved in a PLT in 2023. In 2024 the PLT structure will align with the Teaching for Impact implementation process.

### Target Eleven

From 2021-2025 the School Culture Survey indicates a positive trend towards the development of a Collaborative Culture.



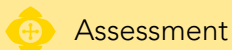
Assessment

### Commentary

Base-line data was established in 2023 for yearly longitudinal data to be established from this point forward. The data results indicated many areas of focus for improvement.

### Target Twelve

By 2025, the school will have supported at least three teachers in attaining Level 3 Classroom teacher.



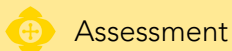
Assessment

### Commentary

In 2023 one staff member achieved their Level 3 Classroom Teacher. A number of staff are continuing to work towards achieving the level 3 Classroom teacher. In 2023 links were made with a number of Level 3 assessors to be mentors for teachers who are writing applications.

### Target Thirteen

By 2025, 90% of students will utilise a personal device to support learning.



Assessment

### Commentary

Bring your own device has been expanded to year 7, 8, 9 and encouraged for year 11 and 12 students. With the continued support of not-for-profit organisation students and families experiencing hardship are being supported to obtain a personal device.





# Implementing our Priorities - Milestones

## Priority 1

## Effective Teaching and Learning

### Key



Implemented




In Progress



Not Yet Implemented

Everybody is on a pathway to success because we utilise whole school, evidence-based teaching practice and pedagogy, to maximise student achievement and attain personal excellence. Teachers understand what they teach, and how and why they teach it. Staff review data and reflect on how they are impacting on student achievement and progress. Students understand what they are learning and how they will achieve success.

**A data-informed coaching culture is defined and embedded across Albany SHS**

 All staff will engage in professional learning and implement strategies that enhance their coaching processes.



All staff will have a Professional Development Plan that identifies goals linked to the Business Plan.



Self-Assessment Schedule will be implemented to drive a cycle of plan-act-review to improve student outcomes.



All staff seek student feedback about their teaching effectiveness and act on it.



The Peer Observation and Feedback Model is reinvigorated and implemented with embedded cross-curricular opportunities.



Longitudinal tracking occurs of individuals, sub-sets and cohorts to monitor for progress against academic, behaviour & wellbeing goals.





## Students are engaged in their learning

- ✚ We will establish a timetable structure that enables staff to deliver contemporary evidence-based learning and curriculum enrichment opportunities that ensures students are provided with the necessary foundations for success at secondary school and beyond.
- ✚ We will cater to student individual needs, inclusive of GAT and SAER, by implementing practices that are responsive to students' behavioural, social emotional and academic needs.
- ✚ We will embed a holistic career and subject counselling process from Years 7-12 to support the provision of pathways for every student to succeed and prepare students for a life of contribution beyond school.

## Our staff are effective teachers and our students make good progress

- ✚ We will develop and consistently implement our Instructional Model and high-impact teaching strategies, as described in our Pedagogical Framework.
- ✚ A student-friendly version of the Pedagogical Framework will be created to improve metacognition of effective learning strategies.
- ✚ All staff will engage in professional learning that is focused on teaching excellence.
- ✚ We will regularly acknowledge and share excellence in teaching and learning.

- ✚ Staff leverage effective teaching tools, including ICTs, to engage students in an innovative and flexible learning environment.

## Collaborative practices support teachers to make consistent judgements against the Judging Standards

- ✚ We will have consistent and best-practice moderation processes that include references to comparative data (as defined in the Self-Assessment Schedule).
- ✚ All Learning Areas will participate in moderation at a systems level, across schools and within our school.
- ✚ We will allocate grades aligned with the Judging Standards.












## Priority 2

# Belonging and Connectedness

Conditions for learning are enabled by a collaborative culture. Through an inclusive, collaborative and supportive environment, all members of our community feel connected to our school. An orderly and positive learning environment is strengthened through the consistent implementation of wrap-around support, and holistic learning skills for student wellbeing and success. Communication is open, transparent and delivered using the most appropriate multimodal platforms in a timely manner.

### **Develop a positive school culture underpinned by a climate of collaboration**

-  We will implement The Positive Behaviour Support framework with fidelity, driven by data and collaborative processes.
-  We will implement the Be-You Framework including explicit social emotional learning programs.
-  Wellbeing will be measured both individually and collectively to assess effectiveness of interventions.
-  Communication will be improved through refinement of strategies to meet the needs of the school community.

-  Staff roles and responsibilities will be clearly defined and regularly reviewed
-  We will listen to and action staff and student voice.
-  Whole School Community consultation will be undertaken to improve grounds and facilities.
-  The Strengths of our Aboriginal staff and community will be utilised to build cultural understanding to increase cultural responsiveness.
-  The 3-tiered Student Support Framework will be embedded across all interventions.
-  Our school culture will be enriched by ensuring that successes are celebrated, effective working relationships are established and team skills and values are promoted.
-  We will ensure all staff and students feel they belong and are connected by being supported through the delivery of effective transition and induction programs.










## Priority 3 Leadership

Distributed leadership is embedded across the school community. All members of the school community are united in their approach to school improvement as our practice reflects our vision and beliefs. Leadership is nurtured and grown across the school. School-wide collection and use of quality data is promoted to identify starting points for action, to set goals for improvement, monitor change over time, and to evaluate the impact of actions and decisions to improve wellbeing and learning outcomes.

### **Albany SHS has a distributed leadership culture across the school community**

-  Through training and coaching develop our leadership capacity across all levels of staff and students. Encourage growth to broaden our leadership culture so that staff and students are empowered to enact positive change.
-  Professional Learning Teams (PLTs) are developed with all staff participating in at least one that targets a whole school focus.
-  Increase staff collective efficacy by: ensuring staff professional relationships are supported; transparent and honest communications are embedded; and feedback opportunities are regular.
-  Students are actively engaged with the community.
-  Review and enhance student leadership structures by promoting student voice in school decision-making about their learning environment.
-  Further build opportunities for Aboriginal students and their families to contribute to school planning and decision making.
-  Further build on our self-reflective and performance improvement culture through a coaching model.
-  Embed our School Self-Assessment processes to align with the Public School Review, utilising the ESAT.
-  Cross curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia's engagement with Asia; Sustainability) and general capabilities are embedded across our school to enrich student learning.
-  Embed a continual improvement agenda for the ongoing management of financial, physical and human resources with an unwavering focus on transparent and evidence-based decisions.
-  Utilise modern technology to increase collection of data that is efficiently analysed and acted upon.



# Resources Financial Summary



Department of Education

Operational-Dec 2023

## School Financial Summary

Issued on 27 March 2024

<b>School:</b>	Albany Senior High School	<b>School Year:</b>	Dec 2023 ( Verified Dec Cash)
<b>Region:</b>	Southwest Region	<b>Aria:</b>	2.41
		<b>Distance to Perth (km):</b>	389.07

### One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 688,679	688,679	0
Carry Forward (Salary):	\$ 642,619	642,619	0
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 11,531,917	11,531,917	0
Locally Raised Funds:	\$ 782,459	822,666	-40,207
<b>Total Funds:</b>	<b>\$ 13,645,674</b>	<b>13,685,880</b>	<b>-40,206</b>
<b>EXPENDITURE</b>			
Salaries:	\$ 10,201,246	10,201,246	0
Goods and Services (Cash):	\$ 2,635,354	2,044,797	590,557
<b>Total Expenditure:</b>	<b>\$ 12,836,600</b>	<b>12,246,043</b>	<b>590,557</b>
<b>Variance:</b>	<b>\$ 809,074</b>	<b>1,439,837</b>	<b>-630,763</b>

### Student-Centred Funding

Per Student	\$ 8,861,523.00
School and Student Characteristics	\$ 1,590,430.55
Disability Adjustments	\$ 59,437.49
Targeted Initiatives	\$ 1,055,281.87
Operational Response Allocation	\$ 35,123.77
Regional Allocation	\$ 9,590.00
<b>Total</b>	<b>\$ 11,611,386.68</b>

### Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	\$ 12,108,904
<b>Minimum Expenditure Requirement</b>	
96% of current budget	\$ 11,624,548
10% of carry forward	\$ 210,414
<b>Total Minimum Expenditure</b>	<b>\$ 11,834,962</b>
<b>Current Forecast Expenditure</b>	
Salaries	\$ 10,201,246
Goods and Services (Cash Expenditure)	\$ 1,978,568
<b>Total Forecast Expenditure (cash and salaries)</b>	<b>\$ 12,179,814</b>

### Bank Account Balances (Cash)

Bank Account	\$ 959,162.91
Investment Account(s)	\$ 545,368.69
Building and Other Funds Account	\$ 33,640.50
<b>Total for all Bank Accounts*</b>	<b>\$ 1,538,172.10</b>

\*Reserve balances are included in the total

### Reserve Account Balances

General Reserve	\$ 375,640.91
ICT Reserve	\$ 57,753.00
Bus Reserve	\$ 160,002.05
<b>Total for all Reserve Accounts</b>	<b>\$ 593,395.96</b>





# Albany Senior High School

1 Campbell Road, Mt Clarence, Albany WA 6330

[albany.shs.enquiries@education.wa.edu.au](mailto:albany.shs.enquiries@education.wa.edu.au)

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