Albany Senior High School

Annual Report 2024

Empowering students to make a positive difference to our global community

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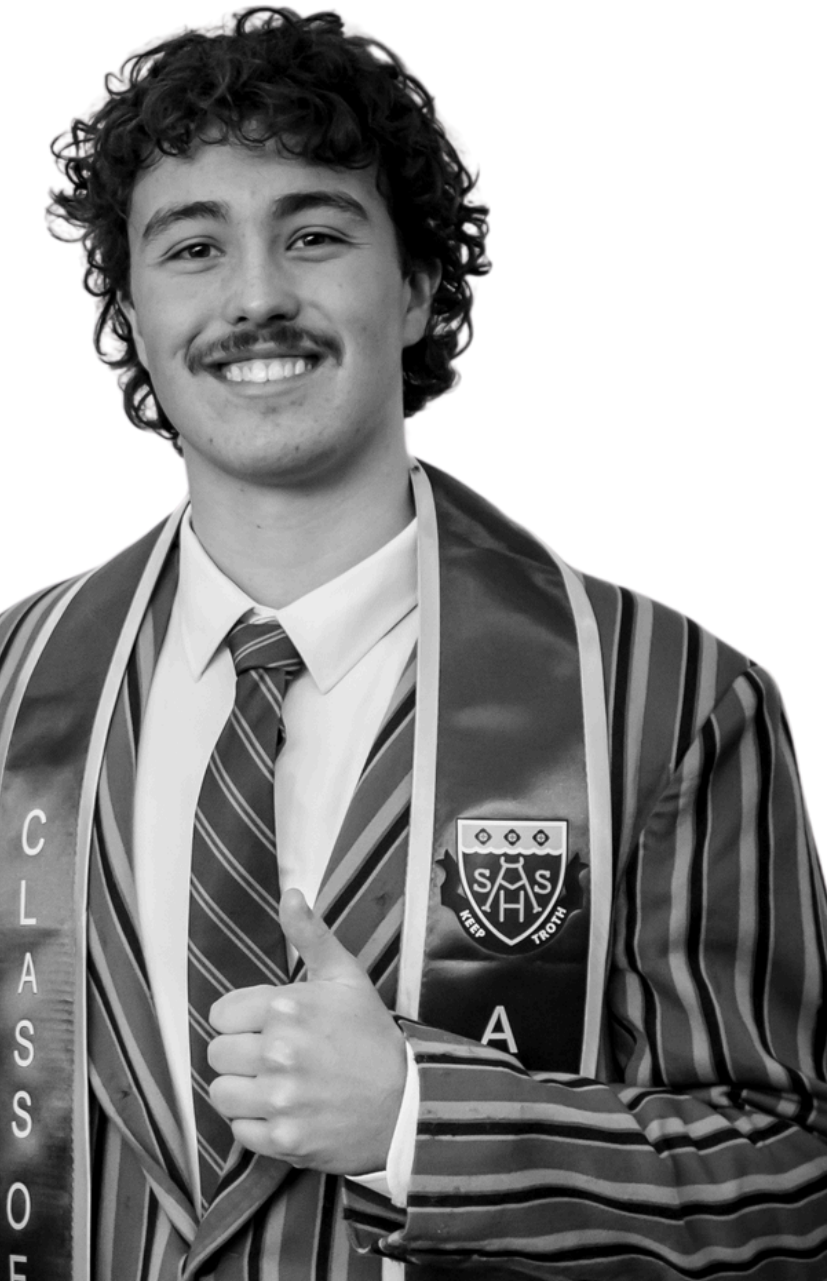

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Principal's Report

Albany Senior High School (ASHS) experienced a remarkable year in 2024, marked by numerous achievements and milestones. Our students demonstrated exceptional resilience, passion, optimism, and talent, inspiring us all year long. We also extend our gratitude to our dedicated staff, whose tireless efforts ensured that our students received quality education every day.

As we look forward to 2025 and the redevelopment of our school's strategic plan for the next cycle, it is an opportune moment to reflect on our progress in achieving the milestones and targets set at the beginning of the current strategic plan.

This annual report highlights our ongoing efforts to implement our Business Plan 2022-2025. With a steadfast commitment to our vision of "Empowering students to make a positive difference to our global community," we continually strive to meet the holistic needs of each student, helping them achieve their best and prepare for future success.

Our 2024 Year 12 cohort achieved impressive results, including:

- Top performing ATAR students achieved a score 98.25 scaled to 99.95.
- An increased percentage of students graduating with a VET certificate (nationally recognised qualification).
- An average of 96% of our students achieving OLNA, with most pre-qualifying in Year 9.
- Several students receiving state awards, including:
    - 1 student earning certificates of distinction;
    - 6 students earning certificates of merit.

(For notable individual student achievements, please refer to page 3)

The ASHS Gifted and Talented program expanded to include Year 9 in 2024. We saw the highest number of students sit the ASET (GAT testing program) at the beginning of the year, with many gaining entry into the program for Years 8 and 9. To support the growing numbers in the GAT program, ASHS introduced the Elevate program, which helps students understand the GAT program and set high-performance learning goals.

Positive Behaviour in School (PBS) has been a focal point at Albany SHS, aiming to enhance the Learning Environment in response to the Public School Review recommendations. A significant achievement of the PBS Team was the launch of the PBS app, which provides a way for staff to frequently acknowledge students for demonstrating the school's behaviour expectations. Students enjoyed using their earned points at the PBS shop and had fun taping Mr. Ritchie to a pillar and covering Mr. Grundy and Mr. Madden in colourful goo.

Our student leaders played crucial roles in promoting important messages and theme days throughout the year. The school has emphasised authentic leadership opportunities for our student leaders, who met with the Principal to provide feedback and suggestions for school improvement, ensuring student voice is represented in decision-making.

The ASHS School Board is integral to our decision-making processes. In 2024, the School Board developed the Sun Protection and Heat Management Plan, which included adding a bucket hat to the school's uniform options. Similarly, the ASHS Parent and Citizen Association has been instrumental in securing grants and utilising parent contributions to support school improvements. We are deeply grateful to the parents and community members who support our school and value education for every child in our community.

This annual report showcases our solid foundation of achievement and progress. The Business Plan 2022-2025 provides clarity for our continuous improvement agenda, reflecting the 2021/2022 Public School Review recommendations. I invite you to read our 2024 Annual Report to gain insight into our progress in meeting targets and milestones aligned with our strategic plan.

Thank you for your support throughout the 2024 school year.

Melissa

Year 12 Notable Achievements

Cailtlin Mole

- ATAR Academic Dux
- ADF Future Innovators Award

Highest Achiever

- ATAR Biology
- ATAR Chemistry
- ATAR Human Biology
- ATAR Mathematics Applications

Bella Camins

- ATAR General/VET Dux

Kleo Proudfoot

- ADF Long Tan Leadership and Teamwork Award

Shennolah Kungah-Gibson

- Strength in Adversity Award

Mikayla Camp

- Excellence in VET Award

Charlie Hudson

- School Board Award

Thomas Smith

- Endeavour Award

Mabel Markey

- Sports Person of the Year Award

Year 12 Notable Achievements

Harriet Martin

- Certificate of Distinction
- Norm Murray (English) Bursary Award

Highest Achiever

- ATAR English

Holly Harken

- Arthur and Will Richards Award (HASS) Award

Highest Achiever

- ATAR Modern History

Hannah Poole

- P&C Arts & Culture: Visual Art Award

Highest Achiever

- General Visual Art

Zara Miell

- P&C Arts & Culture: Performance Art Award

Highest Achiever

- General Outdoor Education

Amber Botha

- Certificate of Merit

Zachary Jones

- Certificate of Merit

Nicole Turner

- Certificate of Merit

Bianca Weller

- Certificate of Merit

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. (Source: SAIS Grade Alignment; Schools Online)

Assessment

Commentary

From 2022 – 2024 we have seen improvement in the grade allocation and how this aligns to the NAPLAN achievement of students. .

NAPLAN Alignment to Grade Allocations

Student Academic Achievement

Teacher Judgement

Grade Allocation (A - E)	2023 (1)	2024 (1)
Overall Relative Judgement	-1.24	-0.30
- English	-0.22	0.55
- Mathematics	-1.19	-0.66
- Science	-1.70	-0.94
- Humanities & Social Sciences	-1.85	-0.15

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 prequalification and achievements of OLNA. When comparing with like school ASHS has 16% less of its students not qualifying for WACE due to OLNA than like schools. The school is not satisfied to have 6.9% of it's students unable to achieve WACE due to non-achievement of OLNA. In 2025 the school has implemented a reading intervention program, MaqLit, to support our students to pass OLNA and qualify to achieve their WACE on graduation.

OLNA - Current Student Standing

	Year 10 Students – Qualified In		
	Year 9	Year 10	Not Qualified
2024	27	58	50
	20.0%	43.0%	37.0%
Like Schools	20.8%	30.5%	48.7%

	Year 11 Students – Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2024	46	59	21	31
	29.3%	37.6%	13.4%	19.7%
Like Schools	24.0%	28.8%	15.5%	31.7%

	Year 12 Students – Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2024	44	44	14	6	8
	37.9%	37.9%	12.1%	5.2%	6.9%
Like Schools	28.1%	28.5%	12.5%	7.8%	23.1%

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

Albany SHS continues to see growth in progress and achievement from Year 7 NAPLAN to Year 9 NAPLAN. Our student NAPLAN Relative Achievement is within one standard deviation of the school's predicted mean.

NAPLAN Relative Assessment

		Perform.		Students	
		Year 7	Year 9	Year 7	Year 9
Numeracy	2019	2	2	197	162
	2021	2	2	126	190
	2022			131	169
	2023	2	2	150	119
	2024	2	2	135	125
Reading	2019	2	2	198	165
	2021	2	2	129	193
	2022			131	173
	2023	2	2	150	120
	2024	2	2	137	130
Writing	2019	2	2	195	163
	2021	2	2	124	185
	2022			130	173
	2023	2	2	143	116
	2024	2	2	135	129
Spelling	2019	2	2	198	161
	2021	2	2	125	177
	2022			126	167
	2023	2	2	149	119
	2024	2	2	134	126
Grammar & Punctuation	2019	2	2	198	161
	2021	2	2	125	177
	2022			126	167
	2023	2	2	149	119
	2024	2	2	134	126

1	Above Expected – more than one standard deviation above the predicted school mean
2	Expected – within one standard deviation of the predicted school mean
3	Below Expected – more than one standard deviation below the predicted school mean
	No data available or number of students is less than 6

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

At ASHS there is an increased number of students that are being assessed as needing additional support than in previous years. The introduction of targeted literacy intervention programs will further support the development and progress of students. We are investigating numeracy intervention programs.

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 2024 was 85%, a decrease of 11% from 2023. The biggest impact on ASHS students achieving their WACE in 2024 was non-achievement of OLNA. The introduction and implementation of targeted intervention programs will improve future WACE achievement in Year 12.

WACE Achievement	2021	2022	2023	2024
Year 12 students who achieved WACE (Full-time WACE-eligible)	91%	87%	96%	**85%**
ATTAINMENT	**2021**	**2022**	**2023**	**2024**
Albany SHS	89%	82%	96%	**85%**
Like Schools	87%	83%	82%	89%
Public Schools	82%	80%	80%	90%

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 is continuously reflecting on the school's progress 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
In 2024 the ASHS attendance rate was 81.4% with the percentage regular attendance at 42.6%. Regular attendance at ASHS was 1.9% below like schools and 5.4% below WA Public Schools. The school will continue to implement ways to monitor student attendance and develop ways for improvement for each student.

Total			
Year	**School**	**Like Schools**	**WA Public Schools**
2022	80.8%	81.8%	80.4%
2023	82.4%	83.5%	82.5%
2024	81.4%	82%	82.2%

Target Eight
In 2025, establish a process to identify base-line data on student wellbeing.

Assessment

Commentary
As a response to the change in data feedback process by DOE, throughout 2025 ASHS will redevelop the measurement for student wellbeing.

Target Nine
In 2025, establish a process to identify base-line data on student wellbeing.

Assessment

Commentary
As a response to the change in data feedback process by DOE, throughout 2025 ASHS will redevelop the measurement for student wellbeing.

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

Assessment

Commentary
All staff have identified a PLT and are actively involved during the 5 hours after school meeting time.

Target Eleven
From 2023-2025 the Staff Culture Survey indicates a positive trend towards the development of a Collaborative Culture.

Assessment

Commentary
The DOE school culture survey will be utilised to gain feedback from staff to identify 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
Staff have been supported to consider level 3 Teacher application. The school has established a mentor and support program for staff to gain feedback and guidance when undertaking the Level 3 Classroom Teacher process. The introduction of the Senior Teacher 1 and 2 classification provides another avenue to acknowledge staff undertaking additional responsibilities.

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

Assessment

Commentary
Bring your own device has been expanded across the school. With the support of not for profit organisations, 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 ASHS.

- 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

GOVERNMENT OF WESTERN AUSTRALIA

Operational-Dec 2024

School Financial Summary

School:	Albany Senior High School	**School Year:**	Dec 2024 (Verified Dec Cash)
Region:	Southwest Region	**Aria:**	2.45
		Distance to Perth (km):	389.07

One Line Budget

		Current Budget	Actual YTD	Variance
Carry Forward (Cash):	$	875,452	875,452	0
Carry Forward (Salary):	$	564,385	564,385	0
INCOME				
Student-Centred Funding (including School Transfers & Department Adjustments):	$	11,948,411	11,948,411	-0
Locally Raised Funds:	$	696,946	697,374	-428
Total Funds:	$	**14,085,194**	**14,085,622**	**-428**
EXPENDITURE				
Salaries:	$	10,916,062	10,916,062	0
Goods and Services (Cash):	$	2,344,258	2,039,727	304,531
Total Expenditure:	$	**13,260,320**	**12,955,790**	**304,531**
Variance:	$	**824,874**	**1,129,832**	**-304,958**

Student-Centred Funding

Per Student	$	8,891,298.00
School and Student Characteristics	$	1,823,821.68
Disability Adjustments	$	70,070.40
Targeted Initiatives	$	1,191,799.69
Operational Response Allocation	$	9,067.68
Regional Allocation	$	0.00
Total	$	**11,986,057.45**

Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	$	12,609,879
Minimum Expenditure Requirement		
96% of current budget	$	12,105,484
10% of carry forward	$	203,323
Total Minimum Expenditure	$	**12,308,807**
Current Forecast Expenditure		
Salaries	$	10,916,062
Goods and Services (Cash Expenditure)	$	1,978,801
Total Forecast Expenditure (cash and salaries)	$	**12,894,864**

Bank Account Balances (Cash)

Bank Account	$	562,141.65
Investment Account(s)	$	568,719.41
Building and Other Funds Account	$	33,640.50
Total for all Bank Accounts*	$	**1,164,501.56**

*Reserve balances are included in the total

Reserve Account Balances

General Reserve	$	373,441.91
ICT Reserve	$	64,972.00
Bus Reserve	$	180,002.05
Total for all Reserve Accounts	$	**618,415.96**

2024 School Ball

2024 Building Update

A significant facility improvement project that has been undertaken in 2024 for completion in 2025 is the new classroom block, replacing the very old and warn out demountable classrooms. The new block includes 8 classrooms, student and staff toilets, a staff office, storage spaces, disability access mechanisms, breakout spaces, all with contemporary and up to date features. The ASHS school community is very much looking forward to its completion.

2024 in Pictures

PERFORMING ARTS

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