



ANNUAL REPORT 2021

Albany Senior High School

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PRINCIPAL'S REPORT



It is an honour to be the Principal of Albany Senior High School throughout 2021. So many exciting things happen at our school and my first year as Principal has flown. I have thoroughly enjoyed the role and have really appreciated the support I have received from staff, students, parents and the local community. It is my pleasure to present to you the 2021 Annual Report for Albany Senior High School. I acknowledge the work of the staff, students and school community who contributed to the many achievements gained as a result of the 2018-2021 Business Plan. 2021 was impacted by the Coronavirus pandemic, however due to the tenacity and resilience of our school community we were able to achieve many outstanding results. We all should be very proud of what our students achieved.

I take this opportunity to formally acknowledge the excellent academic achievements of our Year 12 Graduating students. In particular, congratulations are extended to the subject-specific prize winners and our Duxes – Amy Hunter (ATAR), and Kore Ford (VET). Further, special recognition goes to Amy Hunter, James Knowlson, Lily Minter, Archie Smith and Will Smith whose ATAR results placed them in the school's 90+ Club. Congratulation is extended to Andie Beeck, Emily Fartaes, Morgan Fiander, James Knowlson, Grace Poole, Archie Smith, Will Smith, Zali Sparrow, Zoe Taylor, Tayeesha Weeden who achieved Certificates of Merit. Over 90% of the Vocational Education and Training students achieved at least one Certificate Qualification. Appreciating that the purpose of school is to create well-rounded citizens who positively contribute to their community, it was pleasing to see that many of the school's awards recognise the qualities of leadership, teamwork and resilience to achieve personal excellence. Congratulations are extended to Tayeesha Weeden, the recipient of the ASHS Board Award; to James Knowlson, the recipient of the Australian Defence Forces Long Tan Youth Leadership and Teamwork Award; to Larni-Mae Ramsell, the recipient of the Australian Defence Forces STEM Future Leaders Award, and all other Year 12 students who were recognised for their significant achievements throughout the 2021 school year.

I must make mention of Jade Sypko and James Knowlson our 2021 School Captains for effectively leading the student cohort with the support of the Prefects and student leadership team. They also supported me in my first year as Principal as they showed me the ropes to make sure that I know what it is to be part of the Albany Senior High School team. I will not forget the contribution they made to our school.

In 2021 the school participated in the Public School Review process. One of the strengths highlighted by the reviewers was our connection with our local community, the support of our P&C and School Board and their innovative approach to being effective in working alongside the school to implement its improvement agenda. It has been my absolute pleasure to work with these two teams and the community throughout the year. An area of focus identified by the reviewers was the Learning Environment domain. In 2022 we will have a progress review undertaken by DOE in this Domain only. The 2022-2025 Business Plan has a clear focus on this domain.

By reading the 2021 Annual Report, you will gain an overall perspective of the educational programs provided for our students at Albany Senior High School, together with our progress in meeting targets aligned to the Business Plan 2018-2021. I invite you to read our 2021 Annual Report, to review the achievements of the past and to consider future directions as we move towards a new Business Plan for 2022-2025 as a response to our Public School Review.

MELISSA WALKER
PRINCIPAL

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*Empowering students to make a positive
difference to our global community.*

2021 HIGHLIGHTS

Aboriginal Education

- NAIDOC Week provided students with a number of cultural learning opportunities. A highlight of the week was the unveiling, at the NAIDOC Assembly, of our school's *Acknowledgement to Country*:

Kaya

Hello.

Ngalak kaadatj nidja Menang boodja

We acknowledge that this is Menang country.

Nidja Menang boordier moort boodja nyitting

This is the Menang peoples' land from the dreamtime.

Baalabiny boodja koort koora

Their heart land of history.

Baalabiny mia

Their home.

- Introduction of Menang Noongar Language to the Language program.
- Aboriginal Education staff attended the Wanju Wandju Elders Gathering in Denmark.
- Linked with The Arts and HASS Learning Areas to support Noongar Cultural learning opportunities: Visual Arts Drawing Excursion; and Year 9 HASS Aboriginal Cultural Excursion to Many Peaks.
- Aboriginal students were offered the opportunity to attend the Deadly Jobs and Careers Forum at Retravision Stadium.
- Designs for a 'Yarning Circle' garden established.

Visual Arts

- "Wonderlust" exhibition in the Visual Arts area of the Performing Arts Theatre.
- Visual Arts Drawing Excursion linking with the Aboriginal Education Committee included a cultural tour of Corndarup (Mount Clarence) and Menang cultural insights by Larry Blight and Harley Coyne.
- Young Originals Exhibition: Year 11 Leah Mannes' *Beneath the Surface* oil painting and Year 8 Tobias Beckett-Kitson's *Regal Creature* sculpture were successful in having these works exhibited online.
- Shaun Tan Young Artist Competition: Sharni Castle's artwork *Oxygen* was selected for exhibition and received a Commendation.
- Weekly Drawing Club



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Music

- Many lunchtime performances by our Certificate II and Pop Band students for various special days. As well as, performances to parents and community in the Performing Arts Theatre.
- Certificate II student performances at Dome Café.
- After a week of rigorous learning Certificate II students performed with WAAPA students at the Albany Entertainment Centre at “RadioActive”. They performed alongside students from local schools.
- A large number of students were able to participate in the Albany Eisteddfod (which was cancelled in 2020, due to COVID-19). A number of students achieved great results through the program, with many section winners. Every school ensemble entered won their section, and the Senior Band and Senior Orchestra tied for 1st place in the overall ensembles section. Section winners in other items included Matthew Clarke (winner - vocal category), Lily Turbill (winner lower strings), and many of our students received excellent ratings and feedback from the adjudicators across the entire program.
- Hale School visited Albany in March to workshop and perform with students from our band, orchestra, guitar, and choral programs. The students spent the day working with staff from both schools, finishing in a showcase performance from students of both schools.
- Students from across the entire IMSS program were treated to a day of workshops with staff from the UWA Conservatorium of Music. All of our students enjoyed and appreciated being given the chance to get the world-class expertise and feedback provided by the Conservatorium staff, and the staff in turn were impressed by the breadth of musical experience and skill demonstrated across the day.
- almost 200 students from the IMSS program of both ASHS and NASHS performed the annual Showcase Concert at the AEC in August. Every IMSS ensemble featured in this concert, alongside small items highlighting high achieving senior students in all instrument groups. The concert is also an opportunity to farewell our graduating year 12 students, some of whom have been in the instrumental program since year 3. It is a joy to recognise the significant investment and effort of these students across many years.
- A number of ASHS students from years 7-9 were given the opportunity to perform with artists from Opera Australia in their touring production of *Bizet's Carmen*. Sung entirely in French, the students were strongly commended by the artistic staff of OA for their exceptional work ethic and the final performance, which was in front of a full audience at the Entertainment Centre.
- Students from years 7-11 were involved in the fully staged production of *The Nightingale*, written for a cast of children. A challenging work, the students worked hard over more than 3 months preparing and memorising the 130 pages of music for the 60 minute show, in which the children form the main part of the cast. The production played to 2 large audiences at the AEC.
- Students from across the school community featured in the Albany Light Opera Company's September production of *Suessical the Musical*. A vibrant and fun show was enjoyed by all those involved.
- Involving a cast of actors, dancers, and singers from across the region, *Caretaker of Lost Souls* was a community written and developed project which was finally performed in November at the AEC. The ASHS choir were involved in this event, and year 10 student Immi Taylor played one of the principal roles.



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Media

- Students were involved in extensive investigations into film genre, filming and editing in 4K and extending our studies in animation.

English

- Students completed a variety of tasks developing skills in digital communication and interaction in addition to our usual focus on reading, writing, spelling and grammar.
- Nine Year 7 & 8 students took up the challenge to *Write A Book in A Day* one July Saturday. They produced an illustrated book with over 3500 words creatively titled *The Effects of Pineapple Juice*. The team raised \$940 for the charity – *The Kids' Cancer project*.
- The English Learning Area in conjunction with Cinesnaps undertook incursions and excursions for Year 9-11 students. The students involved were able to link with young film makers and cinematographers who contributed to the productions: Jasper Johns, Breath, Rams and Blueback.
- The Young Writers Collective (formerly known as Talented Young Writers Programme) was delivered both face-to-face and online as a result of COVID-19 restrictions. Students enjoyed the workshops bring run by notable Young Adult Fiction authors including Deb Fitzpatrick, Kirsty Murray and Leanne Hall. The two modes of delivery allowed our students with a passion for creative writing to continue to enjoy the Writers' Workshops and develop their expression and fluency.
- As a Creative Response Challenge, Ms McTavish and some enthusiastic students set up a murder-mystery scene in the library to challenge students to create a response explaining the theme. Students submitted various written, visual and multi-media responses.
- Students were supported through differentiated learning, after-school tutoring and tutorials to help them develop the skills and knowledge required for success.
- Year 9 students embraced the challenge of using different ways to show their knowledge after reading *The Interrogation* of Ashala Wolf written by Ambelin Kwaymullina. One response being a model of a tree from the First Wood with a representation of the Rainbow Serpent, with key themes of the novel.

Humanities and Social Science

- Year 9s participated in the annual Aboriginal Cultural Excursion to Mount Manypeaks involving presentations from local Noongar elders, organised by HASS staff members in collaboration with the Aboriginal Education Committee.
- Year 12 Geography Field Trip to Perth to study urban morphology, challenges and planning.
- Year 12 Geography ATAR final scaled score above like schools and state.
- Year 9 students participated in the Australian Stock Exchange Stock Market Game. The ASHS winner was Hamish Walmsley who made a profit of \$5360.
- Year 9 students were offered the opportunity to taste a variety of insect foods, including crickets and meal worms as part of their Food Security learning program.
- Year 10 cemetery excursion to investigate Albany's past.
- Year 7 students learnt about the history of ASHS by completing a 'treasure hunt'.



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Health and Physical Education

- Year 7 Beach Day supported by the Certificate II Sport Coaching and Sport and Recreation students was a great transition activity for the incoming Year 7 students.
- Lower School GSSSSA Basketball Carnival was a great competition for our students. The Boys B Grade were victorious and the Girls were Runners-Up in both A and B Grade.
- The 2021 Swimming Carnival was a great event for the swimming enthusiasts within our students. This year Laing were the winning House. High performers represented ASHS at the GSSSSA Interschool Swimming Carnival achieving second place overall. Across both carnivals there was some tremendous individual and team performances.
- Sloman took out top points at the ASHS Cross Country. This led to participants taking part in the GSSSSA Interschool Cross Country. Four ASHS students were medallists at this event.
- Netball competitions including participation in the Netball High School Cup in Katanning. ASHS Year 7/8 Boys and Girls teams both came home winners.
- ASHS netball students were also involved in games against Butler College.
- ASHS students competed in the GSSSSA Year 7-8 AFL Carnival and Year 9-10 AFL Carnival. The 7/8 Girls and 9/10 Boys came first at these events.
- Cricket was also on the agenda with many students participating in a number of competitions and carnivals.
- Volleyball competition against Merredin College.
- The 2021 GSSSSA Surfing Carnival was a competitive event with ASHS coming third.
- Collins house won the ASHS Athletics Carnival.
- Marine and Maritime was, once again, a highly enjoyed subject by all students who participated. Highlights included the fishing competition, Year 11 Maritime Day and the production of the 2021 Marine and Outdoor Education GoPro Movie.
- Outdoor Education saw many students hone their outdoor adventure skills. Canoeing, hiking, camping, fishing, mountain biking are only a few of the many outdoor pursuits the students got to experience and develop their skills in.
- Cert II Sports Coaching students delivered Physical Education classes to students at Albany Primary School.
- Year 10 Boating gained their Recreational Skipper's Ticket.
- Year 10 students completed their Keys for Life certificate.
- Cert II Sport & Recreation students coordinated the NAIDOC regional basketball carnival.
- ASHS was recognised as an ATAR Health Studies Top Performing School.



Mathematics

- The mathematics learning area focused on the use of ICT to further develop skills and learning opportunities for students. A highlight of this was incorporating Microsoft Teams as a teaching and learning platform.
- One student received a scaled score of greater than 75% for Methods.

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Science

- Science staff undertook professional learning in use of Hazardous Substances to ensure that OSH standards were adhered to.
- Integrated Science students were involved in a day of fieldwork investigating local wildlife and marine life.
- Biology students were involved in authentic learning opportunities at the Biology camp.
- Year 11 Biology and Year 12 Integrated Science students with the support of Department of Primary Industries and Regional Development investigated Sustainable Fishing.

Marine Science

- The 21st year of the Marine Science program was a success with great data and reports being developed by the students involved.
- Students produced and presented their netting data to local audiences in the PAT and at Department of Fisheries and Universities in Perth during the Marine Science camp in December. The quality of the presentations was commented on by Perth academics.



Technologies

- New Design and Technology machinery was purchased as part of the replacement processes.
- STEM classes proved to be very popular with students learning new skills in Digital Technologies.
- Business students planned and undertook their own enterprises.
- To support wellbeing and mental health during COVID-19 year 9 students designed and made Dream Catchers.
- Year 9 students designed and made a 'High Tea' achieving great results.
- Students involved in Design and Technology subjects involving wood, metal and jewellery were involved designing and producing some wonderful and useful projects.
- Photography students produced some spectacular digital images displayed across the school and community events.
- Implementation of improved OSH practices – including establishing and completing risk assessments; establishing and managing chemicals using "ChemAlert"



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Aboriginal Education

Aboriginal Education Committee

The Aboriginal Education Committee expanded in 2021 with the committee welcoming six new members. The committee met twice per term to discuss ways to improve Aboriginal Education and outcomes at ASHS, while also guiding future directions for Aboriginal Education at the school and in the community. The committee included parents and students to ensure the voice of the students and the community are heard.

One of the important actions of the committee was the development of the ASHS Acknowledgement to Country which was launched at the NAIDOC Assembly.

Kaya

Hello.

Ngalak kaadatj nidja Menang boodja

We acknowledge that this is Menang country.

Nidja Menang boordier moort boodja nyitting

This is the Menang peoples' land from the dreamtime.

Baalabiny boodja koort koora

Their heart land of history.

Baalabiny mia

Their home.

Year 9 Cultural Excursion

In Term 1, the Humanities and Social Sciences department ran the ASHS annual Year 9 Cultural Excursion that saw students visit Lake Pleasant View to engage in a series of cultural learnings. The students, accompanied by our enthusiastic staff members, engaged with local Elders Vern Gillies, Harley Coyne and Ezzard Flowers as well as Archaeologists, Karl from South Coast NRM and Larry Blight and Ash Pinner from Kurrah Mia. The students rotated through eight stations learning about the local area's history, cultural significance and bush food while also finding out about traditional tool making and kornt building. The excursion was a rousing success thanks to the support of SCNRM, Kurrah Mia and local community members.



Noongar Language

Mandi Khan continued her Noongar Language delivery studies in 2021. In 2022 Noongar Language will be on the Year 7 timetable. This is a wonderful opportunity for our ASHS student to learn the local Noongar Menang language.

Cuppa n Chat

ASHS held its second Cuppa n' Chat early in Term 1 – inviting parents and family members of our Aboriginal students to come into the school to connect with the staff members who support their children's education. Also in attendance were local Elders, Averil Dean and Rebecca Khan. The students, families, Elders and staff came together for a yarn, helping strengthen community and family connections with the school.

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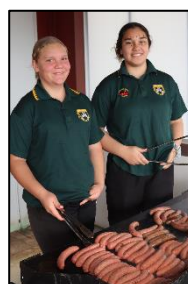


Art Cultural Excursion

The art department took two classes of upper school art students on a walk Kornterup (Mt Clarence) before Larry Blight from Kurrah Mia led the students and staff on a cultural tour of the mountain. The students learnt about how Noongar people used the mountain and surrounding area pre-settlement passing on lots of knowledge about the uses of various bush foods, medicine and places of significance. Harley Coyne then presented a session on the experience of Noongar people and the Indigenous stories of Menang Country and Dreamtime. The students then drew on the day's learnings and lessons as inspiration for art pieces they created in the subsequent lessons.

NAIDOC

ASHS NAIDOC celebrations brought the Aboriginal and Torres Strait Islander curriculum together with a week of reflection and celebration of culture and history. The students also enjoyed the annual NAIDOC interschool Basketball Tournament, which brought students from ASHS, NASHS and Mt Barker together for a day of sport played in the spirit of NAIDOC Week. Our NAIDOC Assembly was kicked off with a welcome from Aunty Liza Woods before students learned a bit about the history of NAIDOC Week, reflected on what it meant to Heal Country and the importance of celebrating Aboriginal Culture.



Career Pathways

At ASHS we are always looking to support our Aboriginal students to pursue a career where they can build on their knowledge and skills for a bright and successful future. In 2021 one of our AIEOs, Denika Seelander, supported a number of students to apply for the Public Sector Commissions' Solid Futures: Aboriginal traineeship program. Taadjiduk Marsden-Coyne, Aaliyah Ford and Judd Williams were shortlisted to attend an interview and all three of them were successful in securing a full time traineeship commencing in 2022. Congratulations to these students, we wish you all the best in your new journey to full time employment!

Follow the Dream

Follow the Dream has enjoyed another terrific year of student achievements. We have continued our mentoring relationship with the Rural Clinical School (RCS). The RCS students have run a medical workshop and joined us for a Cultural Excursion to the Nullaki region. We have also come together to participate in a Noongar language workshop with our very own, Mandi Khan!

Our Compact Signing was once again very well supported, with over 150 people in attendance. The Albany mayor, Dennis Wellington, commented that we will need a larger venue for next year! This is a great problem to have, as it reinforces the support that our programme receives from the community and the commitment that our amazing Follow the Dream students have to their education and their future. Students also participated in the annual Careers Camp to Perth, the Leadership Camp to Dwellingup and the Recruit Camp to Camp Quaranup.



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At the end of 2021 the following Year 11 and 12 ASHS Follow the Dream students have made the transition from school to the world of work or study:

1. Taadjiduk Marsden-Coyne- Fulltime traineeship (DBCA)
2. Aaliyah Ford- Fulltime traineeship (Police)
3. David Arthur Fulltime traineeship (Fulton Hogan)
4. Jaden Marsh Fulltime employment (Woolworths Perth)
5. Fabian Cox Fulltime TAFE (Pre-apprenticeship)
6. Koby Boccamazzo (Pre-apprenticeship)
7. Judd Williams- Fulltime traineeship (DBCA)

Student Services

The Student Services team provided a range of experiences to support students' wellbeing and leadership. In 2021 the focus was on developing streamlined policies and practices to meet the needs of students at education risk due to our three areas of focus: Health and Wellbeing; Behaviour and Academic.

Year 7

- Year 7 welcome to high school and meeting the prefects.
- Year 7 Beach Day.
- Orientation camps.
- Student leaders visited Primary Schools to support transition.

Year 8

- Student Leaders collected and assembled the Operation Christmas Child shoeboxes.

Year 9

- Student Leaders trained in the Peer Support Program to support Year 7 transition.
- Student Leaders attended the GRIP Leadership Conference at the Albany Entertainment Centre.

Year 10

- Teen Mental Health First Aid to support students to understand mental health.

Senior School

- All Year 11 and 12 students were involved in the Advocacy program to provide information on post-schooling options, life skills and a coordinated approach to WACE tracking and non-curriculum based information.
- Guest speakers – Palmerston, Local traffic police presentation relating to beginner drivers and road safety.
- Hosted a range of guest speakers to support student needs and interests including university and tertiary visits, various residential colleges.
- Albany Cup to celebrate 2020 leavers held at Centennial Oval
- School Ball "A Night Under the Stars" successfully conducted at Centennial Stadium.
- Successful Leavers Presentation night at the Albany Entertainment Centre.
- Year 12, Breakfast, Dinner and last day fun activities.
- Year 11 Dinner.
- Prefects facilitated the ASHS ANZAC Ceremony and attended the Albany RSL Ceremony, marching down York Street. Also attended the Vietnam Veteran's Memorial Day.
- Year 11 students represented ASHS at the Great Southern Briefing.



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Across the School

- RUOk? Day including raising funds for support services in Albany
- Wellbeing program including yoga and mindfulness
- Inaugural Wear it Purple day.
- External agencies onsite to support students who are unable to get support outside of school hours
- Student leaders assisting with Parent-Teacher evening and conducting school tours.
- Year group reward activities for those with Good Standing.
- Attendance badges for the highest attending students in each year group.
- Student Leaders induction day Years 7-10.
- The World's Greatest Shave.
- Activity Day conducted by staff for students at the end of the year
- Beach Day at Cosy Corner at the end of the year.
- RU Legal presentation.
- We made lunch great again through a variety of lunchtime clubs and activities including; knitting, games, gardening, Pride club, drawing, origami.
- Sustainability activities.



Book Week

The Year 10 Leaders in collaboration with the Year 12 Prefects organised fun events to fill the week and decorate the Library in the theme – Old Worlds. New Worlds, Other Worlds. There were lots of amazing costumes depicting the theme!





BUSINESS PLAN TARGET ACHIEVEMENT

Key

Target met

Working towards

Target not met

Quality Teaching and Learning

89%

1. By 2020 the attainment rate will increase to 95%

Attainment refers to the percentage of students who leave Year 12, with an ATAR above 55 or a Certificate II. Educational attainment is an important predictor of an individual's future social and economic wellbeing. ASHS Attainment in 2021 was below what was predicted. This trend was experienced across WA and in Like Schools. ASHS performed above both Like Schools and WA Public Schools, this was not achieved in 2020 indicating that our Attainment rate did not mirror previous years, however we have outperformed many schools.

71.7

2. The median ATAR will remain at or above 75

The median ATAR for 2021 was below the target. It is the second year that our median ATAR is below the target. The Coronavirus pandemic has impacted student achievement in this area due to Universities offering early entry from student's Year 11 performance (predicted ATAR).

3. When compared to 'like schools,' a majority of NAPLAN areas will be in the higher achievement, higher progress category

In all areas other than Numeracy we have achieved higher achievement and higher performance than like schools. Numeracy indicates high achievement and low progress in comparison to like schools. The Mathematics Learning Area have identified this and set strategies for progress improvement in 2022.

4. Staff will increasingly access multiple data sources to inform professional practice, in line with the Whole School Instructional Framework.

At ASHS, all staff utilise SAIS reports in the evaluation of their teaching and learning as part of their performance development cycles. Additionally, learning areas use these reports for evaluation of courses and whole year group progress. Learning areas interrogate their data from WACE and ATAR results, and this is also used to track and monitor senior school students as they work towards attainment at the end of Year 12.

NAPLAN data is used to identify areas of strength and weakness in teaching and learning. Intervention groups are identified from these results. This occurs for OLNA also.

In 2022 we are implementing Progressive Achievement Tests (PAT) to obtain more regular data for our students. This will further support ASHS in implementing targeted intervention programs to ensure the improvement of student literacy and numeracy.

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Plans and recommendations for 2022

- Investigate and establish an effective process to improve student access to career education for implementation in 2022.
- Clear articulation and education in the use of prerequisite standards for course selection within the Year 10 senior school pathway and counselling processes.
- Continue monitoring student performance using the WACE tracker, including timely feedback of results from teaching staff to inform this, and the monitoring of Units of Competence completion in certificate courses and Certificate completion rates.
- Continued professional learning on the use of available data to inform teaching and learning.
- Undertake a review of NAPLAN Online to ensure that school decisions made for its implementation are best meeting the needs of students and identify areas for improvement.
- Implementation of the School Self-Assessment Schedule with effective and timely data review.

Quality Learning Environment

5. Behaviour management will reflect a positive trend for staff, students and parents using a range of data sources.

Student and staff satisfaction data, as surveyed, showed a slight positive increase in satisfaction for behaviour management at school from 2020 to 2021. Parent satisfaction showed an increase since 2018. In the 2022-2025 Business Plan Connectedness and Belonging is a priority at ASHS.

6. Reduce the proportion of students receiving multiple suspensions annually

If students behave in a manner that warrants a suspension, then they should be suspended. Of the students suspended in 2020, 47% were repeat offenders. 79% of suspended students were suspended up to 3 times, and 24% were suspended more than three times. In 2021, 39% were repeat offenders. 88% of suspended students were suspended up to 3 times, and 22% were suspended more than 3 times. This indicates that the interventions put in place in 2021 had an impact on the proportion of students receiving multiple suspensions annually. In the 2022-2025 Business Plan a significant focus of the school is implementing Positive Behaviour Support to focus on positive behaviours and reduce negative behaviours.

7. The percentage of students with regular attendance (90%+) will be better than like schools for all year groups

ASHS attendance rates in 2020 and 2021 by year groups and overall are lower than in previous years. This is a direct result of the Coronavirus pandemic. We will continue to work towards improved student attendance.

Attendance Record								
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Whole School	WA Public Schools Overall
2017	91%	89%	87%	88%	90%	91%	89.4%	87.8%
2018	91%	90%	90%	89%	91%	89%	89.8%	87.6%
2019	91%	88%	88%	87%	91%	90%	89.1%	86.8%
2020	88%	89%	87%	88%	88%	86%	82.6%	Not Available
2021	88%	85%	83%	82%	83%	84%	85.3%	84.4%
* Attendance is generally provided on a Semester 1 basis, however due to the COVID-19 disruptions in Semester 1 2020, Semester 2 2020 attendance data has been provided.								

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Plans and recommendations for 2022

- Implement Positive Behaviour Support beginning in semester 1, 2022.
- Implement the outcomes of the review of all Student at Education Risk processes to provide staff, students and parents with the necessary information and support to ensure improved learning for all students.
- Build on the positive acknowledgement processes that are implemented across the school to celebrate positive behaviours.
- Build on the reward system for students who maintain regular attendance.
- Build student voice feedback opportunities to improve strategies used to build student connectedness and belonging.
- Revisit Student Leadership and capitalise on the student's skill to improve the learning environment for all students.

Quality Leadership

8. By 2020, the number of Level 3 Classroom Teachers in the school will be increased

In 2020 Meggie McKeague was successful in applying for and becoming a Level 3 Classroom Teacher. In the entirety of the Business Plan this target has been met, however it has been included in the next Business Plan as a focus on building Distributed Leadership across ASHS.

9. There will be increased student engagement and participation in leadership opportunities

Due to the response to the Coronavirus pandemic, many of the leadership activities that were planned to be undertaken in 2020/21 were put on hold. In 2021 there were many more opportunities provided to students. Unfortunately Country Week was cancelled due to the pandemic. Local based sporting leadership opportunities were capitalised on.

Plans and recommendations for 2022

- In the 2022-2025, Leadership will remain a priority at ASHS. With the focus on having distributed leadership embedded across the school community.

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FINANCE

Financial Summary as at 31 December 2021

Revenue - Cash	Budget \$	Actual \$
Voluntary Contributions	74,237.00	74,886.90
Charges and Fees	282,042.00	255,438.64
Fees from Facilities Hire	1,655.00	2047.06
Fundraising/Donations/Sponsorships	36,188.00	38,064.75
Commonwealth Govt Revenues	0.00	0.00
Other State Govt/Local Govt Revenues	4,600.00	4,600.00
Revenue from Co, Regional Office and Other Schools	0.00	0.00
Other Revenues	71,726.23	56,935.93
Transfer from Reserve or DGR	52,324.00	52,324.00
Total Locally Raised Funds	522,772.23	484,297.28
Opening Balance	634,948.00	634,948.19
Student Centred Funding	773,722.00	1,074,162.33
Total Cash Funds Available	1,931,442.23	2,193,407.80
Total Salary Allocation	10,367,319.00	10,367,319.00
Total Funds Available	12,298,761.23	12,560,726.80
Expenditure	Budget \$	Actual \$
Administration	71,381.00	55,297.23
Lease Payments	45,055.00	34,495.00
Utilities, Facilities and Maintenance	530,737.00	430,256.00
Buildings, Property and Equipment	287,204.00	214,156.00
Curriculum and Student Services	691,370.00	515,502.00
Professional Development	48,039.00	42,342.00
Transfer to Reserve	35,293.00	34,143.00
Other Expenditure	135,313.00	129,342.00
Payment to CO, Regional Office and Other Schools	1,870.00	1,870.00
Total Goods and Services Expenditure	1,846,262.00	1,457,403.23
Total Forecast Salary Expenditure	9,968,827.00	9,968,827.00
Total Expenditure	11,818,089.38	11,426,230.23
Cash Budget Variance	85,179.85	

ALBANY SENIOR HIGH SCHOOL ANNUAL REPORT 2021



PARENTS AND CITIZENS REPORT

Firstly, thanks for the opportunity in holding the role of ASHS P&C President for 2021. If you'd like to take the role on for 2022, I'd be happy to have a chat about what it entails.

Let's look at what we achieved in 2021.

Our Parent voluntary contributions enabled the P&C to donate \$13,512.24 for the following resources to ASHS: seating, RadioActive, washer/dryer for sports uniforms, student awards, Year 12 breakfast & dog waste station. THANK YOU to everyone that contributed.

We supported ASHS Sustainability committee by implementing sustainable practices in our canteen, including removing bottled water from sale, using biodegradable packaging & using a scrap bucket for the worm farm. Our P&C used screens to display meeting items, alleviating the need for paper copies. We also supported various sustainable fundraisers.

The canteen was a major focus for our P&C, ongoing since 2020. Staff shortages, Covid-19 workplace management & employee legislations, coupled with increasing volunteer commitments made it challenging to operate the canteen service in 2021. After much debate, investigation & consultation the ASHS P&C community decided that the P&C would cease operations of its canteen service in 2022.

Our P&C advocated for our students, both at a local & state-wide level, with a strong focus on student wellbeing.

Between P&C general meetings your P&C was guided by a dynamic executive team made up of our Vice President – Belinda Stonehouse, Treasurer – Cheryl Ward, Secretary – Michelle Gust, Executive committee members – Catherine McDougal, Noreen Les & Laura Bird & Ex-officio member – Melissa Walker (Principal). These women gave of their time willingly, at short notice and made some tough decisions this year. THANKYOU SO MUCH for your dedication in ensuring our P&C is run effectively and for never forgetting why we are all here, for the benefit of ALL students. I could not have asked for a better group of people to work with, thank you all so very much.

THANKS to our P&C members that leave us in 2022. Please know every contribution you made either big or small, helped to make a BIG impact for our children at ASHS. There is one special mention to Janice Ford, a member of ASHS P&C for 7 years and made/seen some remarkable changes in the P&C structure. Taking a role or being a member at our meetings allows our P&C to meet its constitutional rules (quorum). You are all appreciated.

I encourage anyone thinking of taking up a role in 2022 to have a chat to one of our exec team, you will be mentored by an amazing bunch of people.

JULIE BROOKS
P&C PRESIDENT