Congratulations to Mrs Cheryl Burling for receiving her Premier’s Teacher Scholarship (VET). Ms Burling will travel to the UK for the scholarship.
School at a glance

Students
Albion Park High is a large complex comprehensive high school with approximately 930 students enrolled from 7-12 with a balance of genders. Albion Park High enrols 50 Special Education students in two IM and an IO class. We have a regional ED class and suspension class also on site. We have enrolled 6% Aboriginal students.

Staff
APHS employs 67.3 staff, of whom approximately 15 are temporary teachers. All staff at Albion Park High school are highly and appropriately trained and every teacher is a specialist in their own subject area. Staff are divided in to eight Faculties;
- English and LOTE
- Mathematics
- Creative and Performing Arts
- Science and Agriculture
- Technical and Applied Studies (TAS)
- Human Society and its Environment (HSIE)
- PD Health PE
- Special Education

Albion Park High also has a Head Teacher Administration and VET (Vocational Education and Training) and is currently advertising for a Head Teacher Teaching and Learning. Unfortunately, due to a decrease in whole school numbers we were unable to retain the Head Teacher Creative and Performing Arts.

Significant programs and initiatives
- Gifted and Talented program for juniors (previously Able and Interested, now called ABC) catering to the needs of talented students
- Student leadership teams including; SRC, Sport and Creative and Performing Arts teams
- Norta Norta Program - targeted funding providing tutoring for Aboriginal students
- REVS - targeted curriculum patterns to promote engagement for senior students wishing to gain employment or an apprenticeship in Year 11
- Check and Connect program - targeted mentoring to improve engagement for junior students
- Welfare programs- including external providers who are invited into Albion Park High to work with students with particular needs
- Mentoring for HSC students (10% on top) - senior students are paired with a mentor teacher for the HSC year
- Breakfast program – to support students with a healthy start to the day
- Brave Hearts program - which targets obesity and issues around lifestyle

Messages

Principal's message
I am extremely proud and honoured to have been appointed Principal of Albion Park High School and have enjoyed immensely my first three terms in the position. Albion Park High is an outstanding comprehensive high school with enormous potential for future growth.

Albion Park High boasts excellent student resources and wonderful grounds; the environment of the school is particularly attractive and well kept. Technology continues to improve at Albion Park High and supports the learning of all students.

My vision for Albion Park High is to build the school’s capacity so that every student achieves what they are personally capable of. This will mean a focus on improving the HSC results and having high expectations of excellent behaviour in every class. The key values of Respect Responsibility and Commitment are the foundation for all we do.

As those who have read my messages in the Park Press over the past six months will be aware, I have an expectation that every student wears school uniform every day and that it is of the appropriate type and length. I have, and will continue to support families in financial hardship to ensure equity for all. From 2014, Albion Park High will have its own uniform shop on the school grounds.

As we further enter the 21st Century we are experiencing major and historic changes in education. As government policy changes so it continues to affect every school in NSW. Key policy changes impacting Albion Park High include the: Every Student, Every School Policy, Local Schools Local Decisions, 17 Years Leaving Age, the
conclusion of the funding for the DER (laptop) program and introduction of the National Curriculum.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ms Suzanne Clapham

Principal Albion Park High

P & C
Welcome parents and students, teachers and staff, families and citizens to my first report as P&C President. I am honoured to have been chosen by such a dedicated and caring group of people to head the Albion Park High school P&C.

The election of a new P&C president was, however, just one event in an action packed year. Some of the highlights included:

- A new Principal. The P&C welcomed Suzi Clapham to the post of APHS Principal. Suzi is a great addition to the school
- The invaluable contribution of Jeff Hollingsworth as Acting Principal during 2012. Jeff had a huge workload, but still managed to get to every P&C meeting. Thank you Jeff
- New P&C President – Brendon Davies. New P&C Vice President Maree Bryan
- Tens of thousands of dollars donated by the P&C for Mathletics, Home Economics stove replacement, Student Representative sporting teams, SHINE program (see photo), ED classroom improvements, PC upgrades, school diaries and much more. All funding comes from the APHS canteen. Good work Canteen staff
- Numerous presentation events acknowledging and celebrating the fabulous achievements of APHS students
- Student fund raising initiatives for charity eg, November head shave for breast and prostate cancer

There have been many fabulous achievements and much progress made during 2012. I encourage every parent and carer to come along to a P&C meeting. Check the school newsletter or the website for details of meeting times, but generally they occur on the 3rd Monday of the month.

You can choose to contribute your opinion, ask a question or just listen in. Being part of, and actively involved in, your child’s education really is a major part of what the P&C is all about.

Brendon Davies

Albion Park High School P&C President

Student Representatives message
Below are most of the activities that the SRC was involved in throughout the year. The SRC is a strong and capable group of students who are wonderful ambassadors for Albion Park High.

- Valentine’s Day- Selling roses to raise money for the Jane McGrath foundation
- Cookie Dough Sale - Raised money to donate back to the school for beautifying the school
- Crazy Hair Day- raising money for the Leukaemia Foundation
- All Merit Assemblies, Presentation Nights, Parent Teacher Interviews, Laptop Meetings, Orientation Days/nights, Maths Year 5 Day, Year 12 Graduation Ceremony and P & C Meetings
- ANZAC Day and Remembrance Day- Brittany Joliffe and Michael Fielder represented the school and placed a wreath
- Elevate Young Leaders’ Forum - Amanda Blazevska, Jesse Hancock, Amy Lee and Amy Keelan travelled to Wollongong University for 3 separate days over 3 terms to help promote their skills in leadership
• Hosted the Biggest Morning Tea to raise money for cancer research
• SRC, CAPA and Sports Committee Induction Ceremony - with parents and achievements recognised
• Ran the Anti-Bullying poster competition.
• Matthew Gonzalo and Sheridan McGee attended the Regional SRC Conference camp in Batemans Bay
• Attendance at the SRC, Sports and CAPA committee camp
• Throsby Youth Leaders Round Table - Matthew Gonzalo, Sarah Higginbottom, Libby Henderson-Capitao and Tiarne Vernan engaged in an open conversation with parliament officials and like-minded students from other school on how we can improve education and schools for students
• Member for Kiama’s Youth Forum at NSW State Parliament - Amy Keelan, Jacqui Jervis, Amanda Blazevska, Brendan Paniagua, Damon Stevens and Jesse Hancock attended and presented the member with their ideas to improve the region for young people
• Movember and Breast Cancer Fundraiser- Alicia Wheatley shaved her head on assembly and money was collected at the canteen and in roll call, cupcakes were sold for further funds
• Supported the Mayor’s Giving Tree Appeal

School context

Student information

Student enrolment profile

Student attendance profile

Student attendance rates

Ms Aysha Cesco – SRC Coordinator

Student attendance is strong in Years 7 and 8 but shows a significant fall in Year 9 and 10. Attendance is a key target for Albion Park High.
Management of non-attendance

Improvement of attendance is an important focus for Albion Park High. Head Teacher Administration Mrs Frances Cole oversees attendance at Albion Park High. Non attendance is a complex issue and monitoring attendance is the responsibility of every staff member. It is the responsibility of every parent to ensure that their child attends school to the age of 17 Years.

Albion Park High School encourages disengaged students through a variety of special programs including; Check and Connect, REVS, Skills at School, the Attendance Roll Call and RISE.

Messages about the link between attendance and success are reiterated to students and parents. Attendance is reported on every student’s report and excellent attendance is rewarded.

Extreme cases on non-attendance are managed by the Principal and supported by the Home School Liaison Officer Mr Bob Kavanagh, with the most extreme cases concluding in legal action.

Post-school destinations

120 students sat the Higher School Certificate in 2012. A survey of these students in March 2012 found the following post-school destinations.

- Full-time study 44%
- Full-time employment 21%
- Casual employment 21%
- Defence Force 1%
- Programs with disability support agencies 1%
- Seeking work/training 10%

Of the 44% studying full-time, 20% are at university, 14% at TAFE and 10% studying with outside providers.

University courses being studied include:

- Ancient History
- Arts
- Arts (Psychology)
- Business
- Chiropractic Science
- Creative Arts (Theatre)
- Creative Arts (Visual Arts)
- Commerce
- Communication & Media
- Education (Early Years)
- Education (Primary)
- Human Nutrition
- International Relations

- Nanotechnology
- Nursing
- Science (Agricultural)
- Science
- Science (Physics)
- Science (Psychology)
- Social Science

TAFE courses being studied include:

- Accounting
- Aged Care
- Beauty
- Business Administration
- Children’s Services
- ESOL
- Hospitality
- Information Technology
- Journalism
- Marketing
- Nursing
- Personal Training
- Travel and Tourism
- Youth Work

Courses studied at private colleges include:

- Business Administration
- Children’s Services
- Travel and Tourism
- Graphic Design
- Fashion
- Interior Design
- Make up Artistry
- Personal Training
- University bridging course

Traineeships and Apprenticeships were attained in the following areas:

- Air Conditioning and Refrigeration
- Baking
- Childcare
- Construction
- Electrical
- Hairdressing
- Mechanic Heavy vehicle
- Personal Training
- Retail
- Wall and Floor Tiling
School Leavers
210 students completed Year 10 in 2012. 88% of these students returned to begin the HSC in 2013. 12% of students left school. Of the 20 students who left school, two obtained apprenticeships, five in other full-time employment and eight are studying at TAFE.

Year 12 students undertaking vocational or trade training
70% of Year 12 students studied a vocational education subject either at school, TAFE or with an outside provider during 2012. 100% of these students completed their course and were accredited.

Year 12 students attaining HSC or equivalent vocational educational qualification
100% of students achieved a HSC or other equivalent vocational qualification.

Staff information
Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>47</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>3</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Albion Park High has an Aboriginal Principal Ms Suzanne Clapham who is a Murrawarri woman. Ms Kerina Smallhorn, PDHPE teacher, is also Aboriginal.

Staff retention
Albion Park High is currently experiencing a high turnover of staff for a range of reasons. One staff member gained a promotion, two staff members transferred closer to their homes, five staff have retired in the past 12 months; Robyn Clarkson, Megan Sawyer, Lesley Rudd, Yvonne Jones and Christine Austin. One staff member has left Albion Park High and one staff member has left teaching. Currently there are a number of vacancies which we are holding until we are certain about our precise future needs. We have had a number of new staff enter Albion Park High in 2012-13 in a range of faculties including; Head Teacher Special Education Ms Sarah Hiscocks, TAS teachers Mr Stephen Mayo and Mr Garry Little, Agriculture teacher Mr Mehdi Hassanpour, HSIE teacher Ms Brei Dwyer and most recently Ms Tegan Hatfield.

There is likely to continue to be a turnover of staff with a number of teachers reaching retirement age.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>634992.09</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>338232.34</td>
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<tr>
<td>School &amp; community sources</td>
<td>273859.89</td>
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<tr>
<td>Interest</td>
<td>29526.87</td>
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<tr>
<td>Trust receipts</td>
<td>40402.79</td>
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<tr>
<td>Canteen</td>
<td>0</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1816054.24</td>
</tr>
</tbody>
</table>

| **Expenditure**                      |            |
| Teaching & learning                  |            |
| Key learning areas                   | 155005.26  |
| Excursions                           | 115541.41  |
| Extracurricular dissections           | 116005.38  |
| Library                              | 13031.91   |
| Training & development               | 2300.22    |
| Tied funds                           | 406777.22  |
| Casual relief teachers               | 72064.53   |
| Administration & office              | 131535.07  |
| School-operated canteen              | 0.00       |
| Utilities                            | 102296.57  |
| Maintenance                          | 36737.97   |
A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Arts**

**Creative and Performing Arts (CAPA Committee)**

The CAPA committee is now in its fourth year and growing from strength to strength. It caters for students who have a strong interest in the Arts and wish to extend their knowledge, experience and skills by being a part of a team which organise events in Dance, Drama, Music and Visual Arts, both inside school and in the wider community.

Albion Park High School hosts the regional drama *Work in Progress Day*, annually. This is a day where schools come together to learn and share drama techniques and showcase their performances in preparation and for selection into the Regional Drama Festival. This year, our CAPA committee was responsible for the complete organisation and hosting of both regional events. This incorporated all facets of the Entertainment Industry, from back stage prop handlers, to seat allocations, program design, script writing and compering the Regional Festival at the Illawarra Performing Arts Centre in Wollongong. Our drama students also took part in the festival performance.

Although the students’ passion is centred on the Arts, the roles and duties throughout 2012 have been varied. Our CAPA students have experienced many opportunities to improve their confidence and public speaking skills through representing the Arts Faculty at Subject Selection and Information Evenings, the school’s annual GALA Day for primary students and they were the key organisers, hosts and entertainers for our annual *Bridge to Asia Day*, a day set aside to increase our cultural awareness and place in the world.

Committee members have accepted leadership roles and organised, supported and/or participated in several fundraisers, including and *Australia’s Biggest Morning Tea*, and this year, organised and managed a team in the *Relay for Life, Shellharbour* event, raising over $2000.

**Arts Action 2012**

- Six students fulfilled leadership roles and provided mentoring at the ISER Junior Music Camp 2012
- Southern Stars involvement included dance troupe and staff in key organisation and performance roles. Music teacher, Mrs Rebecca Keen is the conductor of the 600 student choir
- Students participated in the Youth Week Art exhibition
- Students attended the Art Express and Archibald Prize exhibits
- APHS hosted the Community of Schools gifted and talented After School Art Program
- Year 7 and 8 art students attended the Wollongong Gallery enrichment day
- Drama students involved in community productions at the Arcadians and the Roo Theatre
- APHS hosted the Preliminary and Regional Drama festival
- APHS students were selected to perform at the Regional Drama festival
• HSC students created and performed group projects.
• Year 9 and 10 students hosted a drama performance evening
• Drama students performed for Primary students as part of the Bridge to Asia day and attended live theatre and performances
• CAPA students performed as a Flash Mob in the school lunch break
• Music students attended a performance of Legally Blonde

Science and Agriculture

The Victor Chang Award presented each year regionally to the most outstanding Science student in Year 11 was awarded to Rachelle Grozde who collected her prize at a special ceremony at the University of Wollongong.

Year 11 students attended a special open day for the Physical Sciences to allow them to experience life as a university student in the Science Faculty and to perform experiments for the HSC while chatting with academics and university students alike. All the students said that the day was extremely worthwhile because it gave them a vision and a goal for post-school opportunity.

The Poultry Showmanship returned great success for the students involved. Students learned how to show and judge poultry with the support of the Dapto Poultry Club. Highlights of the year included a runner-up in the reserve hard feather bantam at the National Poultry Show in Canberra and a second place in the Sydney Royal for a Year 12 student. The program produced hundreds of regional prizes from regional poultry shows and invaluable experience for all involved.

Sport

Albion Park High School had an outstanding year on the sporting field in 2012. Our students represented and succeeded at all levels of competition from School to Zone, Region, State and National level, but were particularly strong on the Athletics track. Among the achievements were Jessica Hull NSW All Schools Cross Country Age Champion in the 16 years girls and Australian All Schools Cross Country Age Champion in the 18 years girls. Jessica was also the gold medallist in the 1500m and 3000m at the NSW All Schools Athletics Carnival. Celeste Sulerzyski was a gold medallist at CHS level and was 3rd overall at the NSW All Schools Carnival in 13 yrs high jump. Nicholas Horton performed well with gold in the high jump, silver in the 12 years relay and a bronze in both the long Jump and hurdles at CHS level and went on to win gold in both the high jump and hurdles and a silver in the long Jump at NSW All Schools level. Brodie Leeson was gold medallist in the blue ribbon 100m U/18’s 100m final and was a silver medallist in the 200m as well. Other students who were medallists at the CHS Athletics meet were Rachelle Grozde, Alysia Gardner, Connor Grozde as well as our Boys 12 years relay, Girls 13 years relay team and Boys Open relay team. Such outstanding achievements resulted in APHS being ranked 2nd overall at the NSW CHS Athletics Carnival.

We also had some strong performances in the pool with Ethan Dorrian 3rd at CHS level in the 100m Butterfly along with strong representation by Amy Lucas at the same meet. The Open Boys Touch Football Team won through to the State finals coming 5th overall. Nicky Logan was awarded the prestigious Pierre de Coubertin award for his outstanding sportsmanship and was
also recognised in the South Coast Regional awards with close friend Brodie Leeson for the Mal Mow Award. Across the traditional Athletics, Swimming and Cross Country Carnivals APHS had 13 Zone champions and 6 Regional Champions. APHS were the zone Premiers in grade sport for Junior A Girls Netball, Junior B Girls Touch, Senior A Boys Touch and Junior B Boys Soccer.

49 students represented the South Coast Region in the following sport, softball, girls cricket, touch, cross country, athletics, soccer, squash and gymnastics at the State carnivals. 63 students represented Albion Park High School at the Regional Athletics Carnival in Canberra after dominating the zone carnival. APHS students were highly commended for their role as officials at the Primary District Athletics Carnival and their role in coaching primary school students as a part of their Physical Activity and Sports Studies course.

**Stockmotion Success**

Jack Foy and Hayden Baskerville WON the Stockland Shellharbour Stockmotion competition. For Jack, this was his second year in the competition.

Stockmotion is a community program committed to supporting the youth of Shellharbour today, accessing their potential, captivating energy and expanding horizons. It involved young people from the Illawarra community in three groups. The competition involved school groups working together to create their own short films using stop-motion technology under the guidance of industry experts who taught them the skills required to bring their storyboards to life.

The boys created a stop-motion film about mutant animals and Lego people. Their finished film was one and a half minutes long, which means there were many detailed movements that had to be captured and brought to life in every scene. The great effort, commitment and team work the boys put into the project was reflected in them WINNING the competition over teams from Warilla High and Oak Flats High. Their prize was $125 and a filmmaking software package each and one for the school. All of the teams had their films screened at Greater Union Cinemas.

To create their films Hayden and Jack had to meet at Stockland Shellharbour each Thursday night for seven weeks, and they were assisted by Stockland staff and Security Guards in finishing their projects. Stockland Shellharbour also provided them with all the equipment and props needed to bring their film to life.

**Other**

**Excellence in VET awards**

Once again, Albion Park High has been a major force at the Illawarra Schools Excellence in Vocational Education and Training Awards. These awards acknowledge the best of the students who completed VET subjects this year in the Illawarra region. The following Albion Park High students were nominated by their teachers and awarded Certificates of Merit for their efforts and achievements over their two year courses:

- **Business Services:** Shelby Hamilton and Josh Talbot
- **Hospitality:** Rachelle Cole and Heather Divine
- **Metals and Engineering:** Lincoln Hornby
- **Sport Coaching:** Trent Brownlee
Bonnie Davison was nominated by IRT, who delivered the Human Services course and sponsored her work placement, for her outstanding efforts during work placement. Congratulations to Trent, Bonnie and Shelby who were further rewarded for their efforts by being named Student of the Year in their respective courses. These are outstanding results for Albion Park High students and indicate that successful work placement and the school-based training and simulated work environments such as Café 11 and Bellaforia are giving VET students the skills they need to become a successful members of the workforce.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Reading – NAPLAN Year 7**
These statistics show a strong capability in Reading but too few students reading at an advanced level. Strengths are in Spelling and Grammar but student need to move from the ‘Middle’ to the ‘Top’ in Writing. Writing is a key focus for Albion Park High.

Numeracy – NAPLAN Year 7

These Numeracy statistics reflect a need to work more significantly with the partner primary schools in the support of numeric skills. This is a key target with the upcoming National Curriculum planning.
In all areas of literacy, Albion Park High Year 9 students are close to but just below the State DEC. They are above the Same School Group (schools that are the same socio-economic background). Our strengths are in Grammar and Punctuation and our weakness is in Reading.

Of greatest concern for Year 9 is their Numeracy results which show Albion Park High 16 points below State and the only area where we are below the same school group. Significant work will occur to ensure that the current Year 10 is supported in numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO*.
Significant programs and initiatives

Aboriginal education

NORTA NORTA

Aboriginal students are supported through special funding for both junior and senior students. This funding is personalised and based on targeting specific students and their needs.

In 2012 we created a staff Aboriginal Education Team with sub-committees including; Personalised Learning Team (PLPs), Significant Cultural events team, and the Norta Norta tutoring Team. The aim will to have this team include students and parents and to monitor student improvement.

IPROWD program

Izahya Clay is currently enrolled in this program which prepares students for entry into the police force.

DJINGI Program

Albion Park High has two students, Erin Gliddon and Brittney Marsden enrolled in the Djingga program which established a platform for students to enter teaching.

Special Education

Albion Park High School embraces and celebrates every student and their diverse range of individual needs. One of the key features of our school is our comprehensive Special Education Faculty that caters to the unique learning, physical and social needs of 46 students. Our Support Unit consists of one IO class (students with a moderate intellectual impairment) and two IM classes (students with a mild intellectual impairment).

Special Education provides a strong foundation to our student’s education built on smaller class sizes, specialised teachers, each class supported by an SLSO (Student Learning Support Officer), strong routine and structure and practical based learning focused on teaching vital, meaningful vocation and life skills.

Our students currently enjoy a varied selection of brilliant programs and experiences that enrich their lives both academically and socially. We currently have 9 students completing a TVET based course in areas such as retail and signage, 9 students completing a SVET course in Hospitality, 8 students completing a one day a week work experience program, 5 students at a Flagstaff Program aimed at building work ready skills and another 5 completing a Transition to Work Taster Course with House with No Steps, which again concentrates on building work ready and social skills.

Throughout the year, we will engage the students in travel training programs and community access trips that concentrate on improving skills such as handling money, calculating money totals and
estimating change, identifying and utilising essential services such as banks, public libraries, Centrelink, medical services, navigating through public transport timetables, purchasing tickets and safely using public transport.

Our students will also attend many informative and enjoyable days such as participating in the Illawarra Disabilities Expo, joining in the Region’s Special Education Futsal competition, performing at the Southern Stars Performance 2013, acting as helpers at the local “Mini Olympics” for young adults with disabilities and countless other sporting, performing, competing and assisting opportunities that are designed to celebrate the lives of all people living with disabilities.

Every student within the Special Education Faculty has a thorough Individual Learning Plan that guides our classroom teachers to best adjust and cater the work to the learning needs of all students, regardless of how varied this may be.

I began as the Head Teacher of this faculty at the beginning of the year and I feel incredibly proud to have the opportunity to work alongside these exceptional young adults in a meaningful way that will provide essential skill development and an outstanding opportunity to shine.

Ms Hiscocks

Multicultural education

Albion Park High School has an established Sister School relationship for cultural and language exchange with Omiya Kita High School in Japan. In 2012, Omiya Kita High sent fourteen students and two teachers to visit, with students and staff of Albion Park High volunteering to host them while the teachers were accommodated in a hotel in Wollongong. Many students were involved in making the visitors feel welcome and this included activities such as a trip to Huskisson and shared cultural and language classes.

10 students and 5 staff members from Albion Park High School made the inaugural visit to Omiya Kita High School. As part of this visit, Mrs Jill Bryant signed the official Sister School Agreement on behalf of the Principal, Ms Suzi Clapham, in front of a whole-school audience. Students and staff were treated to cultural experiences and language lessons, as well as a trip in to Tokyo to visit the Tokyo Sky Tree and the famous Sensoji Temple. Albion Park High School was also officially welcomed by the Head of the Saitama City Department of Education in Urawa. The students of Albion Park High School conducted themselves well and each of them gained at least one friend from the experience. The second half of the trip entailed being guided around some of the major sights of Japan by Mr Edward Kent. The students placed the 1000 paper cranes, folded by the Albion Park High School community, at the Sadako Children’s Monument in the Peace Park, Hiroshima, before visiting the Atomic Bomb Museum. The contingent continued their cultural tour in Kyoto, Nara and Osaka before returning to Term 4 and a new sense of what it is to be a global citizen.

Each year since 2010, Albion Park High School has hosted ‘Bridge to Asia’ Day – a day which is organised to celebrate and educate about what it means to be a part of Asia. Year 5 students from the feeder schools took part in activities and Albion Park High students were key to running each of the activities. Nan Tien Temple also
attended the day with a cultural stall in the lunch-time market place.

The Languages program in 2012 at Albion Park High has seen a Year 9 and a Year 10 Japanese elective class alongside the Mandatory courses in Year 7, where Italian and Indonesian are also represented.

Mr Kent

Progress on 2012 targets

Target 1

Literacy and Numeracy – Improve the results in all external exams, for all students. For 2012 – Move year 9 NAPLAN results closer to and above NSW state mean in both Numeracy and Literacy

During 2012 we have made significant progress towards these targets. All staff have completed professional development activities to enable better access to individual student data and staff have created class profiles for students in their courses.

The sharing of this data has been led by the Head Teachers of English and Mathematics who have analysed related data and demonstrated the depth of information to all staff.

As mentioned previously Literacy results have been good when compared to similar school groups and all DEC schools. We have partly achieved our target in Grammar & Punctuation where the school result has improved 7.8 to a mean of 563.3 compared to an overall state improvement of 2.3 to a mean of 578.8. APHS students have closed the gap to the state mean and since 2008 when the gap was 32.7 below state we are now only 15.5 below state.

Target 2

Engagement and Attainment – Better engagement and attainment in stage 4 and 5. For 2012 Broaden the Curriculum choices, Individual learning plans across the school, and investigate and implement a restructured school year and faculties.

In 2012 we have not made a great deal of progress in these areas. We have introduced several new curriculum options to stage 5 and have undertaken a review of the CARE elective program for Year 8 (Stage 4).

In Year 9 students have the option to select work Education which will enable them to develop a better understanding of the work environment prior to the possibility of leaving after year 10.

Students have also been entered in TAFE taster programs to commence in 2013. These are targeted at students who are not engaged and we are hoping that it will make the eventual transition to the work place easier.

Several students undertook training courses at Links to Learning and this has also allowed them to progress to TAFE in 2013.

The Skills at School program has continued and students have been allocated mentors to assist them improving their outcomes. This has been very successful as the one-on-one guidance is greatly appreciated by the students.
Target 3
Aboriginal Education – Culturally appropriate learning materials. For 2012 Bridge the gap between Aboriginal students (In Numeracy and Literacy) to that of non-aboriginal students in the school.

Our school is passionate about the importance of educating all students about Aboriginal history, culture, language and contemporary Australian issues with the aim of increasing young peoples’ perception, understanding and awareness. Albion Park High School actively incorporates Aboriginal perspectives into the curriculum for Geography, History, English, Visual Arts and Drama in order to give students a well-rounded and comprehensive understanding/sensitivity. Albion Park High has an Aboriginal Principal and an Aboriginal PD H PE teacher.

In 2012, Albion Park High School had 51 Aboriginal students enrolled. 17 of these students completed their Year 10 School Certificate, and the majority chose to continue their education into the senior year in 2013.

Our achievements include:

- The Norta Norta individual senior tutor was successfully implemented by Kaitlyn Baz with students receiving tuition in Mathematics, English and Community and Family Studies. The tuition helped students develop realistic study habits, manage school, work experience and industry based learning outcomes
- Brittney Marsden and Erin Gliddon enrolled in the Djinggi program where they undertake a school based traineeship as part of their HSC. Both students are working at Albion Park Primary School one per week while undertaking a Certificate III in Education Support through Nowra TAFE. Djinggi is an exciting pathway that allows Aboriginal students to start training to become fully qualified teachers whilst they are still attending school
- In 2012 our school continued to provide small-group literacy and numeracy tuition for Indigenous students in stages 4 and 5. This tuition was delivered by excellent tutors, Matthew Hawkins and Stacey Rae, who developed positive connections with students due to their welcoming nature and helpful rapport. The tutorial sessions included reading and writing support, and the revision of difficult numeracy concepts
- Aboriginal students from Albion Park High School were invited to engage in various community projects and extracurricular programs to complement their learning and development during the year which they all enjoyed
- School Staff and personnel completed the first module for NO GAP: NO EXCUSE – Professional Learning for Aboriginal Education
- In Term 4 Albion Park High School formulated the Aboriginal Leadership Team consisting of 21 members across the school and meeting regularly to look at issues relating to our indigenous students

Year 7 Aboriginal student’s average scaled scored growth in NAPLAN 2012

Year 9 Aboriginal student’s average scaled scored growth in NAPLAN 2012
School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Assessment Procedures as well as an evaluation of the Able and Interested program.

ABLE AND INTERESTED
Background
The Able and Interested program has been running for 6 years at Albion Park High. The program was established to support junior students who showed promise and were especially ‘interested’ in achieving their potential.

There was a need to evaluate critically the program and whether it supported the needs of our students.

Findings and conclusions
A formal evaluation process including interviews of staff, students and parents revealed a lack of understanding about the program and a general feeling that it did not live up to the expectations.

Key findings were that there was:

- Poor shared understanding of the educational philosophy underpinning the program
- A lack of communication about what the program offered
- A confusion about expectations
- A great need to support our gifted students

Future directions
Evaluation concluded with 7 recommendations which are currently being followed through;

- Re-examine the philosophical underpinnings of the concepts behind A&I
- Revamp, rename and redesign the program. Remove the entry exam and replace the identification with high quality processes including interviews
- Improve timing of the process including creating a timetable of events which clearly articulate the program
- Create a high quality brochure which advertises what the program is about
- Create a Transition Co-ordinator who oversees the communication between the primary and high schools
- Match teachers to classes and run professional development around the needs of the gifted and talented students

ASSESSMENT PRACTICES
Background
In 2012 we conducted a review of Assessment Procedures and Policies within the school. This was a detailed and wide ranging evaluation conducted by a committee including teacher, student and regional representatives.

The scope of the evaluation included the following aspects of assessment:

- Policy and procedures
- Use of data and NAPLAN
- Use of technology
- Feedback to students
- Understanding of standards and rubrics
- Types of assessment

Findings and conclusions
5.1 Policy and Procedures

The majority of students who participated in the focus groups indicated they were not aware of the school Assessment Policy. One student did have a copy of the policy but had not read it. Some students indicated an interest in finding out more about the policy. Most teachers agreed it is common practice to modify teaching programs
based on the performance of students in assessment tasks.

**Recommendations**

- The school Assessment Policy must be implemented consistently across all faculties
- A strategy should be developed to ensure all students are aware of the school Assessment Policy and have access to a copy of the policy

**5.2 Data and NAPLAN**

While Year 7 believed that NAPLAN was very important, students in Years 8, 9 and 10 did not value the test at all. Most students agreed that their parents did not place a lot of importance of their NAPLAN results, but they did have some discussion with their parents about NAPLAN.

Some staff said data is used to identify problem areas for students, and cross-referenced with school data to identify faculty needs. However, a number of other teachers said NAPLAN and HSC data is not accessed or used. There is an inconsistency in the use of NAPLAN and HSC data across the school.

**Recommendations**

- Promote the value of NAPLAN to students and staff as a tool to improve teaching and learning
- Provide professional learning for staff in the use of SMART data to improve teaching and learning, including the Focus Support School project group
- Provide time to staff to access and analyse NAPLAN and HSC data

**5.3 Technology**

Most students agreed technology is used in all faculties across the school in the development of assessment tasks. Year 10 students were particularly critical about the use of technology for assessment tasks.

**Recommendations**

- Conduct further research into why students do not enjoy using technology at school and how this could be improved
- Allocate funding to ensure Moodle is working effectively

**5.4 Feedback**

The majority of students indicated they would like to receive individuated verbal feedback on assessment tasks. Students also wanted to receive written comments that would assist them to improve their work in the future. Feedback is highly valued by students. Staff agreed it was important to know their students well and what type of feedback would be of most assistance to the students. They believed it was important to give individualised feedback to students, but that this was difficult due to a lack of time.

**Recommendations**

- Make samples of student work at each performance band available to support student understanding of standards
- Implementation of FLAME to support student writing in all years
- Ensure all students receive quality feedback that includes developing an understanding of what students need to do to improve on individual assessment items

**5.5 Standards and Rubrics**

Staff agreed and document analysis confirmed, there is an inconsistency in the use of outcomes on assessment sheets for students between faculties and also between years – it becomes more common as students move closer to Year 12. Staff agreed there is no differentiation of assessment for students. Students requested more specific explanation of the link between the requirements of the task and the marking criteria.

**Recommendations**

- Staff should re-examine the alignment between rubrics and marking criteria
- All assessment tasks should be reviewed by another staff member prior to distribution
5.6 Types of Assessment

Students requested that assessment tasks were not set during school holidays. Students agreed there was a wide variety of assessments in the junior years but most required extended writing. The variety of tasks became more limited as students came to Year 10. Students did not like that they do not have any choice/direction in the types of assessment they complete.

Recommendations

- Examine the variety of assessment tasks that are given to students. Give consideration to developing more opportunity for student self-direction in assessment
- Develop an action research project involving the redevelopment of assessment tasks and collection of student work samples
- Allocate professional learning time to discussing and sharing examples of quality assessment tasks

Future directions

To follow and monitor all recommendations.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Bridge the gap between Aboriginal students and non-Aboriginal students in Numeracy and Literacy, Attendance and Retention.

2013 Targets to achieve this outcome include:

- 100% Aboriginal Students have a quality Personalised Learning Plan with parent input
- Improve attendance by 5% (to 80%)

Strategies to achieve these targets include:

- Create quality Aboriginal Leadership team
- Target students for leadership opportunities
- Attendance reviews
- Quality Norta Norta tutoring and mentoring
- Cultural training for all staff

School priority 2

Outcome for 2012–2014

Improved HSC results

2013 Targets to achieve this outcome include:

- 100% staff teaching HSC trained in FLAME program
- Assessment review strategies implemented across the school
- 100% teachers using SMART and RAP DATA to inform teaching and learning

Strategies to achieve these targets include:

- Curriculum Leadership team to overseeing FLAME training
- Monitoring of high quality assessment (audit)

Professional Learning

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• Improved Executive Assessment Review (and TARS) programs to include high expectation of DATA use by all staff

School priority 3
Outcome for 2012–2014

Develop future staff and student Leaders

2013 Targets to achieve this outcome include:
• Complete formation of staff and student leadership teams
• Improved EARS and TARS processes
• High quality evaluation processes used throughout the school

Strategies to achieve these targets include:
• Strategic support for leadership
• Succession planning
• Strategic support for new scheme teachers
• Re-designate Head Teacher Welfare to Head Teacher Teaching and Learning

School priority 4
Outcome for 2012–2014

Better Engagement and Attainment in Stages 4 and 5

2013 Targets to achieve this outcome include:
• Attendance to state average
• Increase Year 9 proficiency in NAPLAN by 3% in Literacy and Numeracy
• Create Individual Learning Plans for targeted students (G&T, Aboriginal, REVS)
• Improve school structures and processes related to gifted and talented junior students

Strategies to achieve these targets include:
• Review all of the internal whole school structures in relation to: class streaming, student interviewing processes, evaluations, transition coordinator and Year 6 Year Adviser
• Work in a more structured and planned way with the Albion Park Community of Schools; in particular in the scope and sequence of the National Curriculum in English and Maths
• Emphasise the whole school nature of attendance by redefining responsibilities
• See 201204 APHS Literacy and Numeracy Plan

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:
