School context
Albion Park High is a large complex comprehensive high school with approximately 850 students enrolled from 7-12 with a balance of genders. Albion Park High enrolls 50 Special Education students in two IM and an IO class. We have a regional ED class and suspension class also on site. 5.5% of our enrolled students are Aboriginal students.

Principal’s message
2013 has been a significant year for Albion Park High with a number of new staff appointed to our school, significant new educational programs including the introduction of the ALARM (FLAME) program to improve HSC results along with a collaborative ‘regional’ approach to the introduction of the National Curriculum. Albion Park High has a new Learning and Support Team, a refreshed uniform and has opened our own uniform shop. We have also initiated a wide range of evaluations. It has been an exciting year full of action and energy.

I would like to say welcome to new staff and to the staff who have recently joined us throughout 2013. We will continue to welcome staff into Albion Park High as more retirements are planned throughout 2013-14. It is sad to say farewell to our quality staff, who have devoted their lives to Public Education, but our incoming staff are proving to be of very high quality, full of new ideas and engaging enthusiasm.

We have farewelled Mr Jeff Hollingsworth, who has been Deputy Principal for 6 years at Albion Park High, who gained a Principal’s position at Melville High and Mr Ed Kent who gained a Head Teacher position in Sydney. We said good-bye to Mr Robert McMillan, Mr Mark Anderson and Mrs Gayle Malcolm all from the Science faculty. Other staff leaving were Mrs Jennifer Bates (Librarian), Mrs Annabel Marley (Art teacher), Mrs Jones (PD/H/PE teacher), Mrs Rosemary Wallace (Special Education) and most recently our very popular school counsellor Mr Nathan Vickery, who was appointed to Kiama High.

We welcome Ms Brei Dwyer and Ms Tegan Hatfield (both HSIE), Mrs Lisa Hoole (Librarian), Ms Michelle Hutchins (Japanese teacher) and Mr Wayne McBride (Science)

I would also like to congratulate Ms Nicole Gonzalez and Ms Aysha Cesco on their recent permanency at Albion Park High. Both are high quality hardworking teachers who constantly work to support the students at our school and we are thrilled to have them permanently.

I have thoroughly enjoyed my first year at Albion Park High which is a wonderful, high quality Public School of which our whole community should be very proud.

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

P & C
Welcome parents and students, teachers and staff, families and citizens to the annual P&C report. We had another big year of achievements in 2013.

Some of the highlights included:
- A new School Sign. The P&C has received many positive comments on the new sign. It looks great and is informative too!
- The invaluable contribution to the school (as Deputy Principal) and the P&C of Jeff Hollingsworth during 2013 and his promotion to Principal of Melville High School. Jeff will be missed by everyone. His replacement will have big shoes to fill. Thank you Jeff and congratulations!
- The retirement of Rita Gamble as Canteen Manager and Lyn Stanford as Canteen assistant. Between them Rita (or Mrs Gamble as she is known to many) and Lyn have dedicated decades (yes that’s not a typo… decades, as in
more than one) to running and working in the canteen. We wish them both health and happiness and a huge thank you. Without funding from the canteen the P&C would have no money to give the school.

- Tens of thousands of dollars donated by the P&C for CAPA facilities, the new Moodle Server, school diaries, Interactive White Boards and Interactive Projectors, A new school sign!, Library donations, donations to Industrial Arts, Music and many other departments. All funding comes from the Albion Park High School canteen. Good work Canteen staff!

I encourage every parent and carer to come along to the P&C meetings. Check the school newsletter or web site for details of meeting times, but generally they occur on the 3rd Monday of the month at 6:00 pm.

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 is a major part of what the P&C is all about.

Mr Brendon Davies

Student representatives’ message

The Student Representative Council was involved in a wide variety of events and fundraisers over the course of 2013. Coming together once a week allowed the SRC to discuss new ideas, as well as work collaboratively as a team to facilitate the effective organisation and management of several events and address some of the issues within the school that would help make our school a safer, happier environment for all.

The SRC were kept busy over the year and helped to organise major events such as the nationally-renowned Harmony Day, which promotes values such as unity, the spirit of working together, and celebrates diversity in our community. The SRC also ran a fundraiser called “Cupcakes for a Cure”, where a number of students provided and sold cupcakes to raise money for kids with cancer. The SRC held a Bandana Day to support the Cancer Council and volunteered to assist Legacy Australia during Legacy week. Furthermore, the SRC also had the good fortune and honour of sending select students to the Elevate Leadership Forum at Wollongong University and to the South Coast Leadership Camp; both of which offered valuable leadership training opportunities for students to learn more about themselves and how they can greatly benefit their school as future leaders.

Within the school community, the SRC have worked tirelessly to improve the school in a variety of ways, and were involved in evaluating the school policies regarding bullying. The SRC was instrumental in the implementation of the new school uniform; a massive task that was a huge success due to our enthusiastic and devoted SRC members. The SRC was also involved in the organisation of special school assemblies and graduations. Our contribution to school events over the course of the year illustrates the profound level of commitment and dedication that the SRC members display towards our school. The SRC have worked hard this year to help make Albion Park High a truly fantastic and inspirational environment to visit each and every day.

Nathan Linsley, Year 11

School Captains and Vice Captains 2013 - Rachelle, Grozde, Brendan Paniagua, Jesse Hancock and Amy Lee
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

![Enrolments Graph]

Student attendance Profile

![Student attendance rates Graph]

Management of non-attendance

Non-attendance is overseen by the Head Teacher Administration, Mrs Frances Cole. Improvement of attendance remains an important focus for 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 and RISE, the Attendance Roll Call.

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

90 students sat the Higher School Certificate in 2013. A survey of these students in March 2014 found the following post-school destinations.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time study</td>
<td>51%</td>
</tr>
<tr>
<td>Full-time employment</td>
<td>22%</td>
</tr>
<tr>
<td>Casual employment</td>
<td>11%</td>
</tr>
<tr>
<td>Seeking work/training</td>
<td>7%</td>
</tr>
<tr>
<td>Gap Year</td>
<td>2%</td>
</tr>
<tr>
<td>Of the 51% studying full-time:</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>25%</td>
</tr>
<tr>
<td>TAFE</td>
<td>13%</td>
</tr>
<tr>
<td>studying with outside providers.</td>
<td>12%</td>
</tr>
</tbody>
</table>

University courses being studied include:

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td></td>
</tr>
<tr>
<td>Creative Arts</td>
<td></td>
</tr>
<tr>
<td>Communication &amp; Media Studies</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
</tr>
<tr>
<td>Mechanical</td>
<td></td>
</tr>
<tr>
<td>Education (Secondary Technology)</td>
<td></td>
</tr>
<tr>
<td>Education (Primary)</td>
<td></td>
</tr>
<tr>
<td>Human Nutrition</td>
<td></td>
</tr>
<tr>
<td>International Studies</td>
<td></td>
</tr>
<tr>
<td>Health Sciences in Indigenous Health</td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
</tr>
<tr>
<td>Policing</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
</tbody>
</table>
TAFE courses being studied include:

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Hospitality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Studies</td>
<td>Metal Fabrication</td>
</tr>
<tr>
<td>Business</td>
<td>Retail</td>
</tr>
<tr>
<td>Management</td>
<td>Transition to Work</td>
</tr>
<tr>
<td>Children’s</td>
<td>Travel</td>
</tr>
<tr>
<td>Services</td>
<td>and Tourism</td>
</tr>
<tr>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>Fitness</td>
<td></td>
</tr>
<tr>
<td>Hospitality</td>
<td></td>
</tr>
</tbody>
</table>

Courses studied at private colleges include:

<table>
<thead>
<tr>
<th>Business Administration</th>
<th>Interactive Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film Production</td>
<td>IT</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Personal Training</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Traineeships and Apprenticeships were attained in the following areas:

<table>
<thead>
<tr>
<th>Aged Care</th>
<th>Landscaping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beauty</td>
<td>Automotive Mechanic</td>
</tr>
<tr>
<td>Chef</td>
<td>Pastry Chef</td>
</tr>
<tr>
<td>Childcare</td>
<td>Travel</td>
</tr>
<tr>
<td>Electrical</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Leavers
One hundred and twenty three students completed Year 10 in 2013. 89% of these students returned to begin the HSC in 2013. Two students left school to attend TAFE, another secured an apprenticeship and one gained full time employment. The remaining students moved out of area or transferred to other schools.

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 2013. 100% of these students completed their courses and were accredited.

Year 12 students attaining HSC or equivalent Vocational educational qualification
100% of students achieved a HSC or other equivalent. 90 students sat the HSC examinations. Workforce information retention at Albion Park High is usually extremely high as it is a much sought after high school. Due to the demographics we have an unusually high number of retiring staff therefore turn-over of staff is and will continue to be high for a number of years.

We had three staff retirements in 2013.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers (main stream)</td>
<td>8</td>
</tr>
<tr>
<td>Head Teachers (special)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>63</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>General Assistant/Farm Assistant</td>
<td>1.5</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.5</td>
</tr>
<tr>
<td>Special education /ED teachers</td>
<td>4</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101.5</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.
Albion Park High Principal, Ms Suzi Clapham is an Aboriginal woman, as is Ms Kerina Smallhorn PDH PE teacher and SASS staff Mrs Brooke Watson.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
<tr>
<td>NSW Institute of Teachers</td>
<td>6</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2013

Income

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>599736.25</td>
</tr>
<tr>
<td>Global funds</td>
<td>540420.75</td>
</tr>
<tr>
<td>Tied funds</td>
<td>364889.47</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>277560.57</td>
</tr>
<tr>
<td>Interest</td>
<td>20248.01</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>57918.71</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td>Total income</td>
<td>1860773.76</td>
</tr>
</tbody>
</table>

Expenditure

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>146436.61</td>
</tr>
<tr>
<td>Excursions</td>
<td>52162.30</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>169524.54</td>
</tr>
<tr>
<td>Library</td>
<td>17864.21</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1550.21</td>
</tr>
<tr>
<td>Tied funds</td>
<td>364920.16</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>130666.02</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>178434.23</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>110885.11</td>
</tr>
<tr>
<td>Maintenance</td>
<td>48949.48</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>35179.48</td>
</tr>
<tr>
<td>Capital programs</td>
<td>86270.66</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1342843.01</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>517930.75</td>
</tr>
</tbody>
</table>

School performance 2013
We were very proud that Albion Park High was in the Top 500 schools for HSC success.

Academic achievements

NAPLAN
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.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.6</td>
</tr>
<tr>
<td>Writing</td>
<td>88.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>82.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.4</td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92.7</td>
</tr>
<tr>
<td>Writing</td>
<td>77.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>90.2</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>85.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86.8</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.
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 and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

**Notes:** The 'Percentage in Bands' and 'School Average' columns are not shown where overall results are for less than 10 students. State average band distributions do not include students who were exempted from the tests.

**NAPLAN Year 7 – Numeracy**
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Notes: The 'Percentage in Bands' and 'School Average' columns are not shown where overall results are for less than 10 students. State average band distributions do not include students who were exempted from the tests.
Higher School Certificate (HSC)

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).

Course Summary Graphs


A whole school approach with specially designed programs and specific targets for 2014 are designed to improve these HSC outcomes (see targets).

Record of School Achievement (RoSA)

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

Any time a student or school wants an up-to-date snapshot of a student’s academic progress, a transcript called a Student eRecord can be accessed via Schools Online or Students Online on the BOS website and printed or emailed. Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

Other achievements

Albion Park High School has a long history of successful student awards. In 2013 the following students were awarded regional or state level awards:

- Jessica Hull – Runner up in the Youth Achievement awards run by Wests Illawarra and Wave FM
- Damon Stevens, Brendan Paniagua, Ashleigh Carter, Amy Lee and Rachelle Grozde were all nominated for the Wests Illawarra and Wave FM awards
- Rachelle Grozde gained the Victor Chang award for Science
Amanda Blazevska gained the VET Student of the Year award in Hospitality
Jessica Hector gained the VET Student of the Year award in Business Services
Joel Aitkin, Shania Coe, Megan Jackson and Tehlia Lucas gained positions in the Djingga program where they are to undertake a Certificate 111 in Education.
Kyla Ellul and Tehlia Lucas received awards at the Illawarra and South East Aboriginal Education Awards held in Batemans Bay a wonderful celebration of Indigenous community achievements.

Sport
Albion Park High School had an outstanding year on the sporting field in 2013. 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:

- Jake Hollingsworth, Ethan Dorrian and Keiran Masters- Zone swimming age champions
- Ethan Dorrian- Regional swimming age champion
- Emily Carbone, Sinead Austwick and Jessica Hull- Zone cross country age champions
- Jessica Hull- Regional cross country age champion
- Melanie Pfenning, Brock Harrison, Rideika Wright, Alysia Gardner- Zone athletics age champions
- Nicholas Horton- Regional athletics age champion
- Zone Competition Sport Premiers- Junior girls ‘A’ touch team, Senior boys ‘A’ touch team and the Senior boys basketball team
- Under 13’s Boys Rugby League team- South Coast All Schools and Country Cup Champions
- Georgia Moore and Tye Wilton- selected in the NSW CHS Squash Team
- Brady Anderson- selected in the NSW All Schools Under 16’s Hockey team- undefeated Australian champions
- Kyle Williams- selected in the South Coast Touch team who were State champions
- Alysia Gardner- 3rd at NSW CHS Athletics in 16 years discus
- Celeste Sulerzyski- 2nd at NSW CHS Athletics in 14 years high jump
- Rachelle Grozde- 1st at NSW CHS Athletics in 17 years javelin, 2nd in 17 years shot put, 3rd in 17 years discus. 2nd at NSW All Schools Athletics in 17 years javelin, 3rd in 17 years shot put
- William Worthy- 2nd at NSW CHS Athletics in 15 years 100m. 3rd at NSW All Schools Athletics in 15 years 100m
- Connar Grozde- 2nd at NSW CHS Athletics in 14 years discus, 3rd in 14 years shot put. 3rd at NSW All Schools in 14 years javelin
- Nicholas Horton- 2nd at NSW CHS Athletics in 13 years high jump. 1st at NSW All Schools Athletics in 13 years high jump. 5th at National Athletics in 13 years high jump
- Jessica Hull- 1st at NSW All Schools Athletics in 17 years 1500m, 1st in 17 years 3000m. 1st at National Athletics in 17 years 1500m, 1st in 17 years 3000m.
Significant programs and initiatives

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 is an environment built on smaller class sizes, specialised teachers, every class supported by an SLSO (Student Learning Support Officer), strong routine and structure, and an emphasis on practical based learning focused on teaching vital, meaningful vocation and life skills.

Our students enjoyed innovative, relevant and engaging programs and learning experiences driven by passionate practitioners, designed to enrich their lives both academically and socially. In 2013 students participated in travel training programs and community access trips that concentrated 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. The students thoroughly enjoyed excursions to Darling Harbour, Kiama, Audley in the National Park, Shellharbour Square and many trips to shops and services in the local area.

One of our major focuses in the area of Special Education is to prepare our students for the ‘post school’ world by increasing their independence and work ready skills. In 2013 all students in Year 10, 11 and 12 participated in a comprehensive work experience program that saw them experience a selection of work places across a broad range of areas. Thank you to all those businesses that supported and continue to support this program. Our senior students also attended The Illawarra Disability Expo held annually at The Master Builders Club. All our senior students also enrolled and completed TVET courses in the area of their choice.

We had some brilliant successes in a variety of settings by both students and staff in the area of Special Education in 2013. A student received a Regional Excellence in Education Award and another received TVET Student of the Year in Retail Services. These two awards acknowledge the high level of dedication displayed by these students in all that they do. We had students secure an apprenticeship in the area of Hairdressing, and begin a school based...
traineeship in the area of Retail. Three students completed their studies and have moved into employment. Another student graduated and has recently started a TAFE Sign Writing course. We also had fantastic success in the local Futsal competition with our two teams winning first place in both divisions. Also big congratulations to our Southern Stars performers who contributed to the success of this spectacular event.

I would like to extend my congratulations to Mrs Jesse Pinney for her permanent appointment here within our Support Unit.

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.

Since my arrival to this position as Head Teacher I have watched the Support Unit grow from strength to strength and I am very proud of all that we achieved in 2013.

Head teacher Special Education
Mrs Hiscocks

Aboriginal Education
2013 saw the Aboriginal Leadership team grow in strength and provide support for a broader range of experiences by working together to enhance the opportunities for indigenous students at Albion Park High School.

The school facilitated intensive NAPLAN specific literacy and numeracy tuition groups under the guidance of Matthew Hawkins, a young Aboriginal tutor, with students from Years 7 to 9 and the outstanding results in relation to the state averages are tabled below.

The Senior Norta Norta program was successfully overseen by Merrin Goodwin, Michelle Atkinson, Patrice Joynson and Kerrina Smallhorn, with students receiving tuition in English, Mathematics, Science and Hospitality. The tuition has grown with students developing realistic study habits, developing a connection with learning, achieving success, managing school, work experience and industry based learning outcomes.

Shania Coe, Megan Jackson, Tehlia Lucas and Joel Aitkin were accepted into the Djinggi program where they are to undertake a school-based traineeship as part of their HSC, and will be undertaking a Certificate III in Education Support through Nowra TAFE. Djinggi is an exciting pathway that assists Aboriginal students to start training to become fully qualified teachers while attending school.

School Staff and personnel completed the third module of NO GAP-NO EXCUSE facilitated by Kerrina Smallhorn and Jessica Williams – Our Kids, Our Classroom, Our Community.

Students received recognition for their achievements through various school and community awards. Students were nominated for Naga Mai, Regional Aboriginal Student Achievement awards, Merit Assemblies, presentation nights and AIME (Australian Indigenous Mentoring Experience).
In 2012 we were invited to participate in the University of Wollongong AIME initiative by Program Manager Nadia Neal. This proved to be a valuable experience for Zarina Ross-Kelloway, Tehlia Lucas, Shania Coe, Joel Aitken and Brittany Luland, with students receiving valuable mentoring and educational services from a dynamic team of tutors.

Aboriginal students from Albion Park High School have continued to engage in various community projects and extra-curricular programs to complement their learning and development during the year and include:

- Illawarra Koori Men’s Support Group – Men’s Shed
- Art program undertaken by Mrs Sharlene Marsden an indigenous parent who shared her knowledge and experience in local Aboriginal Art
- Involvement with the national ‘Walk for Recognition’ team
- Reconciliation Week activities
- Year 8 Aboriginal Fitzroy Falls excursion to look at bush tucker and local traditions

Albion Park High remains 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. Thank you to a dynamic and committed Aboriginal Leadership team who continue to promote and drive professional development and school support for our Indigenous students.

**Multicultural Education Languages and Studies in School Program**

Albion Park High School continues to strengthen the bonds with our sister school, Omiya Kita High School in Japan, for cultural and language exchange. After our first visit to Japan in 2012, the teachers and students from Omiya Kita High School came here again in 2013. We excitedly prepare for hosting them again for one week in 2014 and for our second visit to Japan in September and October, 2014.

Each year since 2010, Albion Park High School has hosed “Bridge to Asia” Day”- a day which is organised to celebrate and education about what it means to be a part of Asia. Year 5 students from the partner schools took part in activities and Albion Park High students were pivotal to running each of these activities.

The Languages program in 2013 at Albion Park High has seen an elective Year 9, Year 10 class and Year 11 Japanese class alongside the Mandatory courses in Year 7, where Japanese, Italian and Indonesian are also taught.

In 2013, Merrin Goodwin, was fortunate enough to spend three weeks in Posit Bahia at Mataro University in Lombok, Indonesia. Ms Goodwin received a sought-after scholarship for specialised language study from the National Asian (NALSSP) During this three week study, completed in her annual holidays, she had intensive language sessions and cultural exchange activities which will positively impact on the students.

At the end of the year, our specialist language teacher, Mr Edward Kent, received a promotion to Head Teacher Languages, at a large Sydney High School. This highly specialised field of being
expert in Japanese saw the appointment late in the year of Ms Michelle Hutchins by merit appointment.

Jill Bryant (HT English/LOTE)

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013, Albion Park High evaluated a number of areas across the school including Student Wellbeing, the library space as well as evaluating both the Mathematics and PDHPE faculties. The recommendations from these evaluations are below.

As part of our philosophy the ability to ensure high quality evaluation is spread across the school and is overseen by the Leadership Team overseen by Deputy Principal Paul Ryan. The processes used include:

- Interviews of staff members
- Interviews and written evaluations of students across a range of years and abilities
- Interviews via phone of parents
- Surveys

Evaluation – Student Wellbeing

In 2013, Albion Park High School was given the opportunity to be involved in the pilot survey program ‘Tell Them From Me’ (TTFM). TTFM was developed in Canada by a leading Educational Research Centre, The Learning Bar, and adapted to meet the needs of DEC schools. It involves students completing a 25 minute survey and provides valuable feedback on what students think about school life, how engaged they are with school and the different ways that teachers interact with them.

In 2013, over 75% of Albion Park High School students from years 7 -12 were surveyed. The collated results were presented to both the P&C and whole staff to inform them of student wellbeing and to devise working strategies to further improve our student’s experiences.

A summary of results include:

- 61% of students have a high participation in sports. This is higher than statistically similar schools.
- 23% of students participate in clubs; more girls than boys participate in clubs
- 60% of students have a high sense of belonging; boys have a higher sense of belonging than girls
- 82% of students feel that have positive relationships (friends at school they can trust and who encourage them to make positive relationships). This is higher than statistically similar schools.
- The truancy rate at Albion Park High School is 18%; the norm for other surveyed schools is 27%
- 81% of students self-identified as displaying positive behaviour at school and do not get in trouble for disruptive or inappropriate behaviour
- Intellectual engagement is lower than other statistically similar schools
- 25% of students experience moderate to high levels of anxiety. This is higher than statistically similar schools.
- 27% of students identified as being previous victims of bullying.
- 56% of students had aspirations for finishing high school. This is lower than statistically similar schools.
- 25% of students planned to pursue a trade or apprenticeships, 38% of students plan to pursue university entrance.

These results generated significant staff discussion, planning and implementation. As a direct result of these survey results, initiatives undertaken have included:

- Developing a whole schools approach to bullying, including the establishment of the Resolutions Officer role filled by
Mrs McKinnirey and a revised referral system. A focus of this role involves developing a peer mediation program in 2014.

- Inaugural HSC Success Night run in Term 1, 2014 that focused on developing strong working relationships between students, parents and teachers, and developing strategies to achieve Band 5 and 6 results in HSC subjects.
- Establishment of a successful homework centre staffed by teachers. This homework centre runs each Wednesday afternoon in the library to assist students individually and in small groups with assessments and studying.
- Expansion of the Positive Behaviour for Success (PBS) program in 2014 through the development of strategies and programs that target individual student needs.
- Offering a wider variety of extracurricular activities. In 2014, a dance club and choral group have already been established and are proving to be successful for student engagement beyond the classroom.

This survey processed was highly valued by staff and P&C members. It will again be undertaken in Term 1 2014 to provide real time data and further improve student engagement and retention at Albion Park High School.

**Evaluation – Library**
The library space at Albion Park High School was underutilised. The space was ill-used and unattractive. An evaluation was undertaken to gain advice as to how to convert the space into a 21st Century place of learning. Recommendations included:

- Information Technology staff to relocate to secure area in south east corner of library to improve student access to staff
- To create a 21st Century learning space conducive to quality learning
- Office in south west corner be re-allocated for executive staff

- Display proposed floor plan for general library area for feedback
- Finalise floor plan for general library area based on staff/student feedback plus access professional advice to complement this plan
- Enhance aesthetic appeal and layout of library
- Investigate ‘feasibility’ of redesigned computer area
- Improve security for students’ bags at library entrance
- Develop library-based programs that incorporate library and technology skills e.g. MOODLE, student portal, homework centre
- Incorporate video conferencing facilities

**School planning 2012—2014: progress in 2013**
Albion Park High has entered a phase of renewal with a new Principal and many new staff, consequently a higher than normal number of targets was created (15). For this report the targets have been grouped into key areas and the most essential targets have been examined.

**School priority 1 – Aboriginal Education**

**Target 1 – 100% Aboriginal students have a quality Personal Learning Plan (PLP) with parent input.**

**Evidence of progress towards outcomes in 2013:**
In 2013, the Aboriginal Leadership Team focused on completing and publishing quality PLPs for all students. This target was met early in the year and much of the work and valuable ties with parents has been through the tireless work of Patrice Joynson. Further, staff have been updated and immersed in the value pertained in these PLPs via staff meetings and staff development days. PLPs have been collected from the Primary Schools. This target has been fully achieved.
Target 2 – Improve junior Aboriginal attendance growth by 5% to 80%

Evidence of progress towards outcomes in 2013:
Attendance data showed a significant improvement in 2013. Aboriginal attendance rate increased from 75% to 83.7%.

School priority 2 – Leadership for staff and students

Target 1 – Develop future staff and student leaders

Evidence of progress towards outcomes in 2013:
The formation of staff Leadership teams was completed in 2013. This leadership team mapped and offered a range of in-built opportunities for leadership.

Leadership teams meet three times per term and function at a high and professional level. Leadership teams are data-driven and target-focused.

A large number of staff have benefitted from leadership opportunities and professional development funds have supported this target. Deputy Principal, Mr Hollingsworth, gained a Principal’s position in Melville, classroom teacher Mr Kent gained a Head Teacher Language position and 5 temporary staff gained full-time permanent positions in the school. Many new staff including new scheme teachers have volunteered for vital leadership positions including co-ordinators for: Year 6 transition, anti-bullying and ABC co-ordinator.

Both TARS (Teacher Assessment and Review) and EARS (Executive Assessment and Review) now run on a structured program and timetable with appropriate feedback. This is a considerable improvement to the program. TARS is now based on the Australian standards of teaching.

A new teacher-buddy program is currently being designed by this leadership team which is based on sharing classroom practice and reflection on QT&L (Quality Teaching and Learning).

Strategies to further achieve these outcomes in 2014:
• Continue to emphasise and grow the excellent work done in this leadership team, especially supporting the buddy-teacher program.
• Continue to offer leadership options for all staff
• Continue to improve the TARS and EARS processes through feedback from staff

School priority 3 – Literacy and Numeracy

Target 1 - Improve external results in literacy and numeracy

Outcomes from 2012–2014
Develop a stronger more structured transition plan from Primary Stage 2 and 3 to High School Stage 4 in English and Mathematics.

Increase Year 9 NAPLAN proficiency by 3% towards NSW score in both N&L

Increase HSC Average Value Added to be positive for all N&L based courses.

Develop a strategic Literacy Strategy to up-skill all staff in extended writing (based on the Focus School Support model)

Evidence of progress towards outcomes in 2013
• Through the CoS (Community of Schools) network, a number of joint professional development days were held with the partner primary schools in both Literacy and Numeracy. These days were facilitated by the Head Teachers Maths and English. These meetings produced a consistent and sequenced approach to the KLAs and both the primary and secondary responses to the National Curriculum as it affects Stage 2 and 3.
• There has been some Value Added increases across a range of KLAs. On Z-score analyses, Standard English and General Maths moved +0.1 towards state average. Ext 1 English improved 0.6. The most significant
improvement in data was for Textiles and Design which was 1.2 above state average.

- Throughout 2013, all teachers of Stage 6 students have been trained in the use of ALARM (A Learning and Responding Matrix) that specifically focuses on extended writing. This has been implemented in both the logical and connotative subjects. Workshops were also run for all Stage 6 students.

**Strategies to achieve these outcomes in 2014:**

- After the initial implementation of the National Curriculum in Stage 2 and 3, English and Maths in 2014, areas of weakness will become the next focus using curriculum expertise and sharing. Sharing will occur between the high schools and primary partner schools, noting trends in strengths and weaknesses after data analysis by each school.

- Formation of leadership team for Literacy and Numeracy, cross-KLA, with the express purpose of making its aims increasing Year 9 NAPLAN (2015) by 3% towards NSW score.

- The implementation of ALARM will have impact on Value Added increases. The explicit presentation of expectations of Band 5 and 6 students, via HSC Success Night, should assist in achieving this outcome. The continuation of 10% on Top, whereby incremental improvements and goal-setting are a focus is another strategy for improvement.

- The ALARM model is being filtered into Stage 5 learning with the ultimate aim of all students having the opportunity to use the matrix for extended responses.

**School priority 4 – Engagement and attainment**

**Target 1 – Attendance to state average**

**Evidence of progress towards outcomes in 2013:**

- Albion Park High School’s attendance 7-12 is 88.5. This is 0.8 improvement overall on 2012 attendance.

- Whilst the gap between APHS and the state remains static at -1.4, the gap between the school and the region has improved (from -0.3 to -0.2 difference).

- Attendance of Aboriginal students has improved considerably 8.7%.

**Strategies to achieve these outcomes in 2014:**

- Creating an attendance roll call overseen by librarian in the library
- Having Year Advisers more often and more actively call home to monitor concerns
- Attendance procedures published as flow charts for staff
- Increased recognition of excellent and improved attendance
- Ongoing communication to parents about the essential nature of good attendance.

**Target 2 – Improve school structures and processes related to gifted and talented**

**Evidence of progress towards outcomes in 2013:**

The application process for ABC (Above, Beyond, Committed) classes has now changed. There are now three main steps; one, feedback from primary teachers and students in the Year 6 class are reviewed. Two, once application forms from interested students and parents have been submitted by the due date, interviews are conducted with the student and their parents together; and third, students’ NAPLAN results are taken into consideration.

PLPs have been created for every Aboriginal students and continue to be shared with staff. ILPs are currently being prepared for G&T students (the top 10 students in each year).
Strategies to achieve these outcomes in 2014:

- The improved processes associated with ABC, and in particular the parent/student interviews, has enabled the collection of vital information on our ABC students. This information will be used to develop ILPs. Teachers of ABC students will use the ILPs to target specific goals, weaknesses and strengths of individual students.
- To further improve the structures and processes related to Gifted and Talented students (ABC classes and Park Performers), stronger relationships between Albion Park High School and our partner schools are required. Consistent communication with staff at our partner schools and the introduction of an information brochure on ABC will be our aim for 2014.

Target 3 - Create a whole school eLearning strategy/plan

Evidence of progress towards – eLearning

- A whole school ICT plan has not yet been implemented but this remains a key focus for 2014
- The BYOD (Bring Your Own Device) program was implemented at the end of 2013 for all of Year 9 and Year 7. Parent forums which included the expertise of Mr Jayson Pencil (TSO) were very effective. Information was disseminated via email, website, Facebook, post and directly to students. This will remain a key focus for 2014.

School priority 5 – Curriculum and Assessment

Target 1 – Staff appropriately prepared for National Curriculum

Evidence of progress towards outcomes in 2013:

All staff are participants of the local CNI (Curriculum Network Illawarra) team which work in faculties to prepare for National Curriculum. This includes a full staff development day in 2013 and another planned for 2014.

Phase 1 Key Learning areas (English, Mathematics, Science and HSIE) have had both internal and external professional development targeted to their preparation.

The English and Mathematics faculties have worked with the Community of Schools in a concerted effort to align their scope and sequences. Science has implemented a program around the ‘Fair Test’ to support Primary teachers.

Strategies to achieve these outcomes in 2014:

- Continue CNI
- Continue expending professional development funds to support National Curriculum development
- Continue to work with the partner primary schools via the CoS partnership.

Target 2 – Improved HSC results

Evidence of progress towards outcomes in 2013:

All HSC teachers are participants of the ALARM (FLAME) program. HSC data for Albion Park High reflected strength in Community and Family Studies, PD/H/PE, General Mathematics and the TVET subjects Hospitality, Construction and Industrial Technology.

Albion Park High School underwent an assessment review and all staff have been in-serviced in how to produce quality assessment tasks.

All staff are members of the local CNI groups.

The High Level HSC Success night for students and parents of those capable of Bands 5 or 6 was initiated and evaluated. This was so successful that we will now run a similar session for Year 11.

A Head Teacher, Teacher and Learning was created in 2013.

Strategies to achieve these outcomes in 2014:

- Continue all of the above actions.
- Create a structured student evaluation process for all staff to participate in.
• Evaluate the recommendations from the 2012 Assessment review.

Professional learning

In 2013 Albion Park High expended $41236.43 on professional development. $6472.67 was spent on new scheme or beginning teachers.

The areas of greatest support were in National Curriculum and Quality Teaching and Learning as per our school plan.

Curriculum evaluation – PD/H/PE

The scope of the evaluation included the following aspects of the PD/H/PE Faculty:

• Professional Learning
• The use of data
• Planning Practices and Faculty Management
• Leadership within the PDHPE Faculty
• General Considerations

5.2 The Use of Data - Findings

• Staff feel they make excellent use of the available data to inform Faculty procedures, especially for Year 11. The RAP data specifically identifies problem areas.
• Previous Year 12 students’ data can be analysed to identify successful strategies and all staff felt that this was being handled very well in PD/H/PE.

Recommendations

• Continue to use RAP data to analyse HSC results and allow for identification of strengths and weaknesses.
• Use NAPLAN data to identify students falling below state averages in regards to Literacy and Numeracy and make any necessary referrals to the Learning Support Team to provided extra support in lessons.
• Encourage all staff to use RISC data especially when there are issues with particular students.

5.3 Planning Practices and Faculty Management

Findings

• All staff felt that they were involved in the process of program development and that this was highly successful in the PDHPE Faculty. Staff also felt that adequate time was allocated for program development.
• Staff commented on the fact that programs meet the students’ needs and are relevant to age and identified issues. The class activities are student orientated.
• Some staff made the comment that there was a high level of student engagement in classes and that the process of shared programming and shared planning enhanced the sense of ownership within the Faculty.

Recommendations

• Existing Planning and Programming processes are highly effective and provided a strong platform for adaptation when the National Curriculum is introduced.
• The student sample in Years 7 and 8 were from the high Literacy class, but they did comment on the level of repetition and the overuse of worksheets in Health. Review procedures used in Health and examine the variety of tasks used in class activities.

5.4 Leadership within the PDHPE Faculty

Findings

• The majority of PDHPE staff felt that there exists a shared process within the faculty and that there are clear guidelines in regards to responsibilities within the Faculty.
• All staff felt that they were willing to share resources and that it is common practice for teachers to work collegially.
• Staff indicated that there was excellent leadership within the Faculty and that there was a strong sense of work ethic.
Recommendations

- Continue to develop clear role statements at the beginning of each year. This would be particularly beneficial if staff were absent for prolonged periods of time.
- For teachers to continue to provide clear expectations for students at the beginning of lessons and units of work.

5.5 General Considerations

Findings

- Many students commented on the fact that they have a strong interest in Sport, PE and PASS. Students also felt that every PDHPE subject has something “good” in it and they value the subject.
- Year 7 and 8 students rated PDHPE 7/10 in school and 10/10 out of school.
- Students felt that there was little ICT content in Years 7, 8 and 11.

Recommendations

- Examine the possibility of more varied approached to the delivery of content in Year 7 and 8.
- The need to review the Stage 4 and 5 Assessment Policy not just in PDHPE but across the whole school.

Curriculum evaluation – MATHEMATICS

The scope of the evaluation included the following aspects of the Mathematics Faculty:

- Teaching and Learning
- Leadership within the Maths Faculty

Mathematics Internal Review on Teaching and Learning

The review team included Suzi Clapham Principal, Tegan Hatfield HT Teaching and Learning, Alan Duffy HT Mathematics – Dapto High School and Frank Gonzalez HT Mathematics – Albion Park High School.

The review was conducted over three days. During this time, the process included:

- Interviews with each of the faculty members
- Interviews with other Head Teachers at Albion Park High School
- Interviews with student groups (approximately 15 students per year group) and
- Classroom observations.

The information was collated by the team and the following recommendations were made.

Mathematics: Teaching and Learning

Recommendations:

1.1 Staff are offered professional development, which could include:

- View Bill Rogers DVD ‘Cracking the Hard Class’
- Team teaching (as part of leadership team initiatives)
- External professional development options

1.2 Whilst programming for National Curriculums, embed engaging and stimulating lesson ideas.

1.3 Ensure revision and consolidation is undertaken

1.4 Every faculty member to undertake appropriate leadership roles within the faculty

Mathematics: Behaviour Management and Engagement Recommendations:

2.1 Observe other lessons and allowing lessons to be observed to strengthen behaviour management and engagement skills

2.2 Utilise Rob Nelson (ED teacher) as a resource

2.3 Attend PBS meetings to foster good ideas

2.4 Create a working party to develop strategies to effectively deal with classroom management as a team
Mathematics: Assessment and Feedback
Recommendations:

3.1 Investigate a variety of alternative assessment strategies

3.2 Create a whole faculty approach to provide student feedback

3.3 Create a policy that clearly defines a system for assigning ROSA grades that is equitable to all students, and adheres to BOS guidelines and requirements

Mathematics: Usage of Technology
Recommendations:

4.1 Incorporate technology into the daily classroom environment as an additional teaching tool

4.2 Use Mathematics (or alternative ICT program) in a productive manner to improve student outcomes, especially for remedial and extension classes

Mathematics: Interpersonal Skills
Recommendations:

5.1 Continue to develop quality teacher/student relationships, as this is an essential component to effective engagement in the classroom

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.

Suzanne Clapham – Principal Albion Park High
Jill Bryan – Head Teacher English
Paul Ryan – Deputy Principal
Sam Wheatley – P&C representative
Maree Bryan – P&C representative

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