ALBION PARK HIGH SCHOOL
Annual School Report
Our school at a glance

Students

Albion Park High School had an enrolment of 963 in 2011. The school has a small number of LBOTE (7.0%) students and 47 indigenous students. The school is both co-educational and comprehensive and has strong partnerships with its three local primary schools which provide the majority of Year 7 enrolments. Albion Park High has excellent programs in the creative arts, able and interested education, special education, sport and vocational education and attracts an annual out-of-area enrolment of approximately 12% of all enrolments.

Staff

Albion Park High School has a strong mix of experienced and younger teachers who strive to provide quality in both academic and extra-curricular programs. Albion Park High has sixty eight teaching staff and fifteen full-time support staff. As outlined in this report the school staff, like our students, have earned many prestigious awards for both their individual and collective excellence in supporting children.

Significant programs and initiatives

During 2011 the school focused strongly on:

- Updating our computing network.
- The digital education revolution and the year 9/10 laptop roll out.
- Environmental education and improving the school water saving and solar energy capacity and Bush Food Fusion garden.
- Brave Hearts and programs promoting healthy lifestyles.
- The Positive Behaviour Program aimed at promoting core school values and citizenship.
- REVS (Retention Engagement and Vocational Skills) for Stage 6.
- Consolidation of languages education Stage 5 and 6, including our first HSC Japanese class.
- Asia literacy programs across the school.
- Japanese exchange visit form Omiya-Kita High School and proposed return visit to Japan 2012.
- Broadening student leadership capacity and opportunities.
- VET programs – Director Generals Achievement award.
- VET options for senior students.
- 12 Year 10 and 11 students participated in a young entrepreneurs program run in conjunction with youth services and Access employment.
- Shine Program for Year 7 and 8 girls in deportment, presentation and etiquette conducted by the local Council of Churches volunteers.
- Year 8 C.A.R.E Journalism class produced a 2 page feature article in the Illawarra Mercury “Class Action” project.
- Students participated in the “Cows Create Careers” Program in conjunction with the local Dairy Industry and were responsible for the care of young calves.
- Able and interested classes with Year 6 placement testing.
- Careers Education across all years.
- External support personnel for student transition to work.
- Student volunteering award scheme.
- Students supported by youth worker in school, from Shellharbour Council.
- Year 7 and 11 Peer Support Program.
- AIME program with Wollongong University student mentors assisting Indigenous students.
- Practicuum placements for teachers in training from Wollongong University and other institutions.
- Year 8 Consolidation, Acceleration, Remediation and Enrichment (C.A.R.E) electives per semester.
- 10% on top HSC mentoring with students and staff.
- Study skills Programs for Years 10-12.
- Community of Schools programs with partner Primaries in Sport, Maths, Science and a focus on Literacy and Attendance.
- The CAPA committee, Student Representative Council and the Sport Committee joined forces and attended a leadership camp at Jamberoo Lodge. The camp was designed to nurture and develop our students’ skills as well as strengthen the bond that exists between our three committees.

Creative and Performing Arts (CAPA Committee)

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

The CAPA committee successfully hosted the Work in Progress Day, a drama workshop that involved several schools from our region gathering to showcase their performances in preparation for the Regional Drama Festival.
Students represented our school in the Regional Storytelling Competition, were the key organisers, hosts and entertainers for our annual Bridge to Asia Day and successfully organised and showcased their talents in our Gala CAPA Evening. Of course, all the ticket designs, articles and flyers created to advertise these events were created by the CAPA students.

Although the students’ passions are centred on the Arts, the roles and duties throughout 2011 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 schools, as well as running a refreshment stand at the School Dance.

Committee members have accepted leadership roles and organised, supported and/or participated in several fundraisers, including Australia’s Biggest Morning Tea, Relay for Life and Socks for Japan.

**Student achievement in 2011**

Overall, the school has made excellent progress in most academic areas. Our targets and focus on Literacy and Numeracy through the Year 7 and 9 NAPLAN tests have made significant improvement and we will continue to seek higher standards in all areas.

Numeracy results in Year 9 were excellent with improvements in student growth of 46.3 above all other groups including state at 39.5 and similar school averages. These results reflect the positive work staff are undertaking to address previous areas of concern.

Literacy results were also strong and the school has grammar and punctuation, reading and spelling at or above similar school groups with Year 7 NAPLAN results and Year 9 significantly above the similar groups.

The School Certificate was also an excellent result for Albion Park High School students with 12 Band 6 (90% and above) results across all areas and all averages above or equivalent to similar groups. Students scored 115 grade A results, 88.1% of students achieved a band 4 (70%) or higher in English which is due to significant programs in place to support students by the English faculty. Also of note, no students were in the lowest Band 1 in English (below 50%).

Once again the highlight for the School Certificate was the Computing Skills results, 3 students scored 99% where 78 achieved competent and 80 students were Highly Competent in the computer skills test. This produced an average score of 78.1% for the school significantly above the state average of 76.8%.

HSC – In the 2011 HSC exams Albion Park High School students completed 27 subjects and a further 3 non-examinable areas.

Our students also studied 13 TAFE certified courses at campuses from Shellharbour, Dapto, Yallah and Wollongong including News Journalism and Air Brushing.

HSC results showed students achieved 5 band 6, 51 band 5, 111 band 4 across all areas. With averages in 11 subjects greater than the Similar Schools Data group, and 10 subjects above state averages. Highlights were Standard English, Music and Metal and Engineering with larger groups (more than 10) and over state average.

**Principal’s message**

Albion Park High School is a comprehensive co-educational high school situated in a developing residential area. Founded in 1991 the school has established a strong reputation for outstanding programs supporting the academic, sporting, cultural and interpersonal development of students.

Ken Griffiths, Principal of Albion Park High School for 18 years, has taken a well-earned leave break prior to his retirement from the Education system. 35 years of service to students and families throughout NSW is a fantastic contribution. The whole school community wishes Ken well on his “redeployment” and thanks him for his outstanding service.

The mission statement of Albion Park High School states that Albion Park High School endeavours to develop students who will be inquiring, confident and participating members of society. These traits are developed through the provision of a safe environment, a relevant curriculum, broad community involvement in school life and an emphasis on collaborative school planning and quality assurance.

The school fosters the values of inclusion and tolerance and encourages students to take on new challenges and strive for their personal best in all aspects of their school and community programs.

Significantly Albion Park High School has achieved seven Ministers awards and five Director General’s awards (the highest acknowledgement for individual students and programs). In 2011 Luke Musto achieved a Minister’s award, while the Director General’s award was for Vocational Education and Training and Workplace Learning.
A member of the Positive Behaviour for Success Program, the school constantly acknowledges our core values of Respect, Responsibility and Commitment.

The school caters for students pursuing a range of curriculum patterns including traineeships, apprenticeships and other flexible part time schooling options. Some students accumulate their HSC over more than the usual two year period.

Albion Park High School’s Special Education Program caters for a wide range of students with intellectual disabilities. The school also has a return to school centre which allows for students to be actively supported in changing behaviours which previously led to under-achievement and poor academic and social outcomes. Additionally, Albion Park High School is widely recognised as a lighthouse school in the area of vocational education and training.

As the school celebrated its twenty years in 2011 the school has had a great opportunity to reflect on the manner in which the school has fulfilled its aims, objectives and aspirations as formulated by the school community in 1991.

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.

J Hollingsworth Relieving Principal

School Council message

Albion Park High School has a very active School Council which has enthusiastic input from parents, students and staff representatives. The Council reviews all aspects of school policy including critical areas such as curriculum Years 7-12, budgeting, student well-being programs, and buildings and grounds maintenance. The Council is well supported by strong input from both the P&C Association and Student Representative Council.

The acceptance of all students and provision of education at our comprehensive high school remain exceptional. Students have achieved in a variety of areas and for a variety of reasons. Individuals have gained prestigious awards while academic, sporting and creative groups have also been very successful. These successes need to be a central theme as we look at the ways the school image is received at both a local and wider regional level. We are in a period of schools becoming increasingly specialist and the success of a great comprehensive school needs to be widely acknowledged.

The P&C Association continued to support the programs and students of our school through financing school initiatives during 2011. These included:

- The provision of data projectors in every classroom.
- Library resources $6,000.
- Provision of Student diaries.
- Contribution to Year 12 presentation night.
- Support for Shine program.
- Financial support for the REVS program.
- Replacement of computers and a new interactive whiteboard in the library.

During 2011, the P&C decided to wind down the operation of the clothing pool, so that by 2012 new school uniforms will only be available from a local retailer. This decision reflects the very successful partnership the school has had with Hazeltons over the last few years and the improved availability of uniform purchase this arrangement provides.

The P&C has also been active in liaising with Shellharbour Council in respect to school use of council grounds and facilities to keep the costs to schools and students as low as possible.

Although this report cannot cover all the work of the year, it can reflect the school’s constant effort and successes, as well as its preparedness to face any of the challenges that may come. I hope that as we look to the new year we will be open to possibilities, prepared to take the challenge and continue to provide a consistently high level of care and responsibility for the students, staff and community of Albion Park High School.

As I am stepping down from my responsibilities after many years (I’ve lost count) I would like to say thank you to the people who collectively make up Albion Park High School, staff, families, students and citizens of this education community. It has been an exceptional time and a privilege to have been part of the life and education of the next generation. I wish those who now take up the responsibility a fruitful journey.

Tracy McLaughlin –President APHS Council

Student representatives’ message

The Student Representative Council (SRC) is a body of students elected by all students. The
school captains and senior SRC positions are subject to a comprehensive selection process which involves providing references, interviews, formal election speeches and a voting process including Years 10, 11, 12 and teaching staff.

The SRC has three particular roles to perform:

- Representing the aspirations of the student body to inform school policy.
- Modeling a positive school ethos and leading assemblies, forums and school functions.
- Coordinating fundraising activities to assist community charities and projects.

During 2011 the SRC was engaged in a myriad of activities including:

- Harmony day celebrations.
- Stand-up - is an anti-bullying campaign.
- Collection for Legacy.
- Jeans for Genes Day - $300.
- Isaac Fund, 2 raffles – raising $800.
- Easter raffle – autism awareness $35.
- KidsWish $200.
- Debbie Thake Memorial Day - $200 to Canteen.
- Melbourne Cup day activities in which $200 was raised for Beyond Blue and Prostate Cancer research.

### Sports Committee

Albion Park High School also has a Sports Committee which is student-driven and whose charter is to support school sports people and sports events across the Albion Park Community of Schools. This multi-award winning group continues to win acclaim for the quality and scope of its activities.

Among activities conducted by students during the year were:

- Lunchtime sporting competitions.
- Breakfast club.
- Support for the Brave Hearts fitness program.
- Sponsorship of representative athletes.
- Organisation of sports presentation day.
- Organisation of the primary schools gala day.
- Officiating at school, feeder school and zone sporting events.
- Various fundraising activities involving themed days eg. Jersey day.
- Involvement in the school leadership camp.
- Fundraising to support the Fred Hollows’ Foundation charity.

### Student information

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

### Student enrolment profile

School enrolments have remained steady in 2010/11 after significant growth in 2008/9. The school is operating at full enrolment and classroom accommodation is fully utilised.

### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
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<tbody>
<tr>
<td>7</td>
<td>91.4</td>
<td>91.6</td>
<td>91.9</td>
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<tr>
<td>8</td>
<td>89.2</td>
<td>89.6</td>
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<tr>
<td>9</td>
<td>89.1</td>
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<td>10</td>
<td>88.0</td>
<td>88.5</td>
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<td></td>
</tr>
<tr>
<td>11</td>
<td>89.2</td>
<td>85.8</td>
<td>86.5</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>87.9</td>
<td>89.2</td>
<td>87.3</td>
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<tr>
<td>Total</td>
<td>89.2</td>
<td>88.8</td>
<td>88.2</td>
<td></td>
</tr>
</tbody>
</table>

While attendance improved for several year groups during 2010/11, a continued downward trend in school and state figures has followed the
impact of some disengaged students remaining on our rolls due to the increased leaving age. These students have part time work with insufficient total hours to be permitted to leave school. Attempts to engage the students have included the REVS program and this has contributed to improvements in Year 11, 2011.

Management of non-attendance

Albion Park High School values high attendance rates. Our school attendance policy reflects the DET Attendance Policy. The School Plan also reflects the importance of regular attendance leading towards success.

Attendance is monitored by the Head Teacher Administration supported by the Year Advisers, Deputy Principals and the Regional Home School Liaison Officer.

Classroom attendance is monitored by all teachers and discrepancies reported on a daily basis for follow-up by the deputies.

Lateness is also a concern for some students and this is monitored by the Head Teacher Administration.

Each day a phone home is conducted for students with whole day absences. Each week a general review of absences is undertaken by the Head Teacher Administration and the Principal.

The school has a range of welfare strategies in place to support non-attenders and these are generally instigated by the learning support team.

In 2012 further changes to roll marking will occur in line with school target 3 on page 19.

Improvements in retention for 2010 have not been carried through to 2011, as those students who were retained due to the increased leaving age, found successful work opportunities.

This continues to highlight the success of our Vocational Education programs in preparing students for the work place.

The school is a leader in the provision of vocational education for students in Years 9 – 12 employing programs such as: Vocational Frameworks (metals and engineering, building and construction, business administration, retail, information technology and hospitality), joint schools TAFE programs, school-based traineeships, work studies and a variety of other ‘school to work’ strategies. Many of our students are offered full-time employment through their involvement in these programs. Additionally, the school demographic involves many small family businesses which employ Albion Park High School students. Exit surveys of leavers in Year 11 indicate that students are moving on to employment or further study.

It is likely that the school retention rate will again remain stable now that the initial impact of the increased leaving age has passed.

Post-school destinations

85 students sat the Higher School Certificate in 2011. A survey of these students in March 2012 found the following post-school destinations.

Full-time study 47%
Full-time employment 25%
Casual employment 14%
Programs with disability support agencies 1%
Seeking work training 6%
Of the 47% studying full-time, 26% are at university, 16% at TAFE and 5% studying with outside providers.

**University courses being studied include:**
- Arts
- Arts/International Studies
- Business
- Commerce
- Communication & Media
- Engineering
- Engineering (Electrical)
- Engineering (Mechatronic)
- Environmental Science
- Exercise Science
- Indigenous Health
- Law/Science
- Nursing

**TAFE courses being studied include:**
- Aged Care
- Business Services
- Children’s Services
- Disability Services
- Horticulture
- Information Technology
- Nursing remedial massage
- Sports Development
- Vet Nursing

**Courses studied at private colleges include:**
- Beauty Therapy
- Business Administration
- Travel and Tourism

**Traineeships and Apprenticeships were attained in the following areas:**
- Aircraft Maintenance Engineer
- Business Administration
- Carpentry
- Childcare
- Electrical
- Mechanic
- Mechanic Heavy vehicle
- Metals and Engineering
- Retail

**School Leavers**

153 students sat the School Certificate in 2011. 80% of these students returned to begin the HSC in 2012. 20% of students left school.

Of the 30 students who left school, six obtained apprenticeships, six in other full-time employment and three are studying at TAFE.

Apprenticeships were gained in:
- Business Administration
- Carpentry

Dental nursing
- Hairdressing
- Metal fabrication
- Plastering

**Year 12 students undertaking vocational or trade training**

69% of Year 12 students studied a vocational education subject either at school, TAFE or with an outside provider during 2011, 100% of these students completed their course and were accredited. These 59 students studied 84 different courses with some students studying three different VET subjects.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

98% of students achieved a HSC or other equivalent vocational qualification.

**Staff information**

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

**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 Principal(s)</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>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83.7</strong></td>
</tr>
</tbody>
</table>

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

APHS has 2 members of the teaching staff who identify as indigenous and we do have several indigenous tutors and volunteers.

**Staff retention**

In 2011 we had a significant change to staffing with Principal of 18 years Mr Ken Griffiths taking leave and relinquishing his position before eventual retirement.

Ms Vickie Turner also finished her teaching career and retired at the end of 2011 after 30+ years of exceptional teaching.

We also had one transfer at the end of 2011 with Mr Morton moving to Illawarra Sports High. Other
changes due to long-term long service leave and maternity leave have seen an influx of young quality teachers who have taken on significant roles. Ms Deidre O’Shea left the school to take up a position as Regional Arts Co-ordinator and Mr Evan Davies was promoted as the new Head Teacher Technical and Applied studies (TAS).

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>
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<tr>
<td>Postgraduate</td>
<td>14%</td>
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</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.

<table>
<thead>
<tr>
<th>Date of financial summary: 30/11/2011</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts
- Crystal Jones of Year 12 was among a select group of HSC students invited to present her HSC musical performance at Encore in the Sydney Opera House.
- Six students and staff in key roles as part of the ISER Junior Music Camp 2011
- CAPA committee and Roll Call group established.
- School performance group established.
- CAPA committee part of leadership camp.
- Southern Stars involvement included dance troupe and staff in key organisation and performance roles. Three individual vocalists with Mrs Rebecca Keen, conductor of the 600 student choir and four students selected for a tap routine to open the show.
- CAPA Variety Performance Night “Gala Evening”
- Rachelle Cole participated in the National Art Show Visual Arts HSC extension course.
- Megan Cracknell, Rachelle Cole and Blake Gill attended the Dobell School Easter Holiday course.
- Year 11 students completed the Art in the Park project
- 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 11 Visual Arts students enjoyed printmaking and Life drawing classes at West Wollongong TAFE as part of TAFE for a day.
- Year 7 and 8 art students attended the Wollongong Gallery enrichment day.
- Drama students involved in community productions at the Arcadians.
- APHS hosted the Preliminary 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.
- Drama students attended live theatre and performances.
- CAPA students presented a Gala event evening.
Drama students developed strategies to implement a costume hire business.
CAPA students performed as a Flash Mob in the school lunch break.
Music students attended a performance of Mary Poppins.
Bradley Goodlet was a tutor at the Southern Illawarra music camp.
CAPA students attended the School Spectacular.
Crystal Jones achieved a Band 6 in Music.
HSC music included 1 Band 6 and 5 Band 5 results.
The Visual Art faculty began planning for an Art excursion to Paris.

Sport
Albion Park High School completed another outstanding year in all aspects of sport from school to zone, Region, State and National level. Among the achievements were:
Jessica Hull was the CHS U/15 Age Champion and was 2nd in the NSW All Schools.
Mr Paul Ridgway was selected as the CHS Convenor for Rugby Union and Mr Adam Blake was selected as the coach of the CHS Presidents U/18s.
The following students all represented NSW CHS at National completions or were State Champion medalists. Tehlia Lucas – Gymnastics, Rachelle Grozde, Jessica Hull, Brodie Leeson, Nicky Logan and Skye Ryan – Athletics, Drew Hutchison – Touch, Alexandra Cole – Squash.
Brodie Leeson was crowned Sportsperson of the Year after winning several National Athletics medals in 100m and 200m.
Megan Burke was chosen for the prestigious Pierre de Couberton Award.
The under 16 Boys Rugby League side won their section of the South Coast All Schools Carnival and then competed at the State Carnival.
The open girls softball team won through to the state finals which were unfortunately washed out on two occasions before being cancelled.
Alice Clarke of Year 10 was named champion in the Arabian Horse Nationals for the Youth 12 – 18yrs category.
Keiran Masters had a very successful year winning the zone U/15 championship for swimming and cross country and progressed to state level in cross country.
Jessica Hull also won the Zone and Regional Championships in cross country.
Cody Hutchison (15yr) Skye Ryan (16yr) and Nicky Logan (17yr) all were Zone athletics champions.
APHs were the zone Premiers in grade sport for Junior “A” girls netball, Senior “A” mixed touch and Senior Boys Touch.

35 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.
50 students represented Albion Park High School at the Regional Athletics Carnival in Canberra after dominating the zone carnival, and 19 students travelled to Nowra for the regional cross country. APHS students were highly commended for their role as officials at the Primary District Athletics Carnival.

Other Achievements
Luke Musto won the Minister’s Award for Excellence and was among 40 recipients from the 70,000 HSC students in the NSW State High School system.

APHS was presented with a Director-General’s School Achievement award for Outstanding Achievement in Vocational Education and Training and Workplace Learning.
Andrew Morris, Stewart Shaw and Adam Butterfield won Defence Force Technical Scholarships.
Blake Shuttleworth was placed at the National Old English game Bird Show and also was placed at the Easter Show competition including presenting, handling and judging skills as well as presenting a speech about the bird. He has had continuous success at the local show circuit and has collected many first place awards.
Albion Park participated in the Asia Literacy Ambassador Program and combined with SurfAid International to support people in isolated parts of Indonesia.
Students participated in the International Competition and assessment for computers. This competition is conducted by the University of NSW. Jayden Olsen received a Distinction and Damon Stevens and Jacqueline Jervis received credits, among the highlights.
Students also competed in the 34th annual Australian Mathematics competition for Primary and Secondary students. This is one of the largest single events on the Australian
Education Calendar as hundreds of thousands of students participate. 26 APHS students entered this year.

- APHS entered a team in the South Coast Tournament of Minds and proved to be highly competitive in strong competition.
- HSIE students participated in two major excursions. In the first, HSC students from Geography, Business Studies and Legal Studies for a two day excursion based around Sydney CBD to enhance their studies including visits to Parliament House and the Central Local Court, as well as Barangaroo and Customs House.
- The Geography students were again busy when they travelled to Kosciusko National Park for a three day field trip. 18 students and three staff completed a number of activities including a hike to the highest point of our country.
- Brodie Leeson was awarded a Victor Chang Cardiac Research Institute Science award for his academic success across three science subjects where he was the leading student.

- five students were placed in the NSW 2011, HSC merit list. They were:
  - Amanda Boskovski English (Advanced)
  - Adam Butterfield General Mathematics
  - Holly Cohen Hospitality
  - Crystal Jones Music 1
  - Gabrielle Lester Ancient History
- Students participated in wreath laying ceremonies marking Anzac Day and Remembrance Day in conjunction with the local R.S.L Sub Branch.
- Five Students and one staff member won major awards at the Workplace Learning Illawarra, Excellence in Vocational Education and Training awards 2011, including Rebecca Lloyd who won Student of the Year for Business Services.

Volunteering

Albion Park High School has been a participant in the NSW Premier’s Student Volunteering Awards program which encourages students to undertake a minimum of 20 hours of volunteering during the time they are enrolled in Years 9 and 10. In appreciation of this contribution to the community, students have received Premier’s Certificates (Bronze, Silver, Gold, Diamond and Black opal respectively) for completing 20, 40, 60, 80 and 150 hours of volunteering.

In 2011, 36 students received certificates including 12 Bronzes, 11 Silvers, 11 Gold, 6 Diamonds and 1 Black Opal. In total those receiving certificates were involved in 937 hours of volunteering. This is comparable to the 1003 hours of volunteering undertaken in 2010, which represented the efforts of 42 students. In 2010, 20 certificates were presented.

In addition the school has sought to recognize students for their service to the school and the community in other ways. Students in Years 7, 8, 11 and 12 have been able to log their hours on a school-based system and will receive certificated of recognition for their efforts. Our school reports now include a box that can be ticked for those students who are involved in volunteering and this will be viewed favorably by prospective employers.

Volunteering is a value promoted at Albion Park High School and is demonstrated not only in the above schemes but also in many other aspects of school life. The leadership groups (SRC, Sports committee and CAPA committee) are constantly involved in giving of their time to bringing improvements to the school and the community and students are also involved in assisting in the primary schools, with Breakfast Club and with environmental issues.

In 2012 it is hoped to increase the number of students registered in both the school system and in the NSW Premier’s Student Volunteering Award program.

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.

In as much as Albion Park High School is a comprehensive high school with an enrolment policy which is totally inclusive, we do not accept that comparisons with other less inclusive schools, and/or those only servicing academically
elite students, have validity or value. In particular it should be noted that Albion Park High School has a support unit for students with intellectual disability drawn from across the district. On the whole these students sit the NAPLAN tests along with their respective year groups. Significantly, the fact that these students sit these exams is not acknowledged in the school’s statistics or like school comparisons.

The achievement scale in graphs represents increasing levels of skills and understandings demonstrated in the assessments. Year 7: from band 4 (lowest) to band 9 (highest). Year 9: from band 5 (lowest) to band 10 (highest).

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

Albion Park High Schools results are compared to the State all school average and like schools averages with a similar socioeconomic mix of students.

**Literacy – NAPLAN Year 7**
Year 9 NAPLAN Spelling

Average score, 2011

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>574.6</td>
<td>561.3</td>
<td>581.2</td>
</tr>
</tbody>
</table>

Year 9 NAPLAN Grammar & Punctuation

Average score, 2011

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>555.5</td>
<td>545.1</td>
<td>564.4</td>
</tr>
</tbody>
</table>

Year 9 NAPLAN Numeracy

Average score, 2011

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>564.0</td>
<td>555.9</td>
<td>581.5</td>
</tr>
</tbody>
</table>

School Certificate

Students in Year 10 are examined by the NSW Board of Studies in the following external examinations – English, Mathematics, Science, Australian Geography, Civics and Citizenship, Australia History, and Computing Skills.

English

Average score, 2011

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>75.1</td>
<td>73.6</td>
<td>75.6</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 9

Year 9 NAPLAN Numeracy

Average score, 2011

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>564.0</td>
<td>555.9</td>
<td>581.5</td>
</tr>
</tbody>
</table>

School Certificate

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English

Average score, 2011

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>75.1</td>
<td>73.6</td>
<td>75.6</td>
</tr>
</tbody>
</table>
Percentage of students in performance bands: School Certificate Mathematics

<table>
<thead>
<tr>
<th>Percentage in Bands</th>
<th>School Average 2007-2011</th>
<th>SSG % in Band 2011</th>
<th>State DEC % in Band 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average score, 2011</td>
<td>School</td>
<td>SSG</td>
<td>State DEC</td>
</tr>
<tr>
<td></td>
<td>66.7</td>
<td>64.9</td>
<td>68.9</td>
</tr>
</tbody>
</table>

Percentage of students in performance bands: Australian History, Civics and Citizenship

<table>
<thead>
<tr>
<th>Percentage in Bands</th>
<th>School Average 2007-2011</th>
<th>SSG % in Band 2011</th>
<th>State DEC % in Band 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average score, 2011</td>
<td>School</td>
<td>SSG</td>
<td>State DEC</td>
</tr>
<tr>
<td></td>
<td>67.4</td>
<td>67.4</td>
<td>70.1</td>
</tr>
</tbody>
</table>

Percentage of students in performance bands: School Certificate Science

<table>
<thead>
<tr>
<th>Percentage in Bands</th>
<th>School Average 2007-2011</th>
<th>SSG % in Band 2011</th>
<th>State DEC % in Band 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average score, 2011</td>
<td>School</td>
<td>SSG</td>
<td>State DEC</td>
</tr>
<tr>
<td></td>
<td>71.2</td>
<td>71.3</td>
<td>73.6</td>
</tr>
</tbody>
</table>

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

<table>
<thead>
<tr>
<th>Percentage in Bands</th>
<th>School Average 2007-2011</th>
<th>SSG % in Band 2011</th>
<th>State DEC % in Band 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Geography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average score, 2011</td>
<td>School</td>
<td>SSG</td>
<td>State DEC</td>
</tr>
<tr>
<td></td>
<td>66.0</td>
<td>66.9</td>
<td>69.7</td>
</tr>
</tbody>
</table>
The School Certificate results for 2011 mixed both strong performance (computing skills) and disappointing underperformance in Australian History and Science. English and Mathematics each performed on or near state average and outperformed like schools value added results, however, are slightly weaker than has been the case for the school’s five year averages.

**Higher School Certificate Results**

The 2011 Higher School Certificate was a sound result for Albion Park High School. Five individual students achieved at least one result in the NSW distinguished achievers list. The following graphs indicate performances for classes with 10 or more students against like schools and the state averages.
Average Higher School Certificate 2011 relative performance for Year 10 (2009)

**Minimum Standards data**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.9</td>
</tr>
<tr>
<td>Writing</td>
<td>90.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>91.1</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>89.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.6</td>
</tr>
<tr>
<td>Writing</td>
<td>81.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>94.6</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>88.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.6</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Approximately five percent of students identify as Aboriginal or Torres Strait Islanders. All Aboriginal students have a personalised learning plan which is evaluated through formal meetings with parents, teachers and Aboriginal learning support officers of the Department of Education and Training. The school’s Aboriginal Education Program is overseen by a learning support adviser appointed by the school.

We welcomed Mrs Kerina Smallhorn to Albion Park High School as an indigenous teacher in PD/H/PE. Mrs Smallhorn was a tutor at APHS for our Aboriginal students in 2008 while training at university.

Aboriginal students performed very well in Year 7 NAPLAN tests with an improvement of 29 scale scores from the 2010 data in the test aspect of Numeracy. While, the same group are 13 scale scores above the state average growth in Numeracy.

The results were a culmination of the work on Personal Learning Plans and the following activities.

- In July a Partnership signing ceremony was held with the Wollongong Local Aboriginal Education Consultative Group (WLAECG) and representatives of Albion Park High School. It was to formalise the commitment
between the two parties to action a vision to enhance outcomes for Aboriginal students.

- Brittany Marsden (Year 10) was successful in gaining a scholarship under the “Two Ways Together” program after submitting a written application.
- Several students received awards as part of the Illawarra South East Region’s 2011 Aboriginal Education Achievement Awards.
- Literacy tutorials continued for Koori students through the Norta Norta Program.
- Weekly attendance of Koori students at the local men’s group. (optional)
- School participation in Sorry Day activities.
- Aboriginal perspectives being embedded in the curriculum.
- Communication with the CDEP to provide work skills training for Koori students.
- Celebrations of World Harmony Day.
- Aboriginal speakers and performers being invited to the school, including Boori Monty Prior.
- Morning tea for all Aboriginal families.
- Work experience for Year 7 and 8 girls at a child care centre.
- Participation in Aboriginal sports programs.

Eight Aboriginal students earned their School Certificate in 2011.

**Multicultural Education**

Approximately 7% of Albion Park High School students have been identified in enrolment procedures as having a background other than English. These students have predominantly strong links with Croatia, Germany, Macedonia, Portugal and Spain.

Like Aboriginal education, multicultural perspectives are embedded into the curriculum, especially in areas such as English, LOTE, TAS and Health. The school curriculum is structured to ensure an inclusive school community. The school has appointed an anti-racism conflict officer (ARCO) and the school student discipline and welfare policy reinforces respect, tolerance and the abhorrence of racism, vilification or bullying and harassment of any kind.

Currently the school has a Commonwealth grant to foster the study of Asian languages and culture. As part of this program the school has introduced Japanese to the Stage 5 and 6 curriculum. The school offered Italian and Indonesian in Year 7. The cultural awareness of our students was also enhanced by the school hosting students from our sister school Omiya Kita High School for a one week exchange visit. They spent their time in Australia involved in a number of activities with APHS students and host families including attending classes with APHS students and a Dolphin watch cruise on Jervis Bay. During 2012 students and staff will return the visit and travel to Saitama City.

Once again the highlight of the Multicultural Program was the Bridge to Asia day in Term 4. This “tour” of Asia was hosted by faculties where each area of the school represented a different country and celebrated the nation’s culture in lessons for the week along with students from our local primary school. This program built on the Harmony Day celebrations and NAIDOC week celebrations which were held earlier in the year.

**Respect and responsibility**

The core values of the Department of Education’s policy values in NSW Public Schools (integrity, excellence, respect, responsibility, co-operation, participation, fairness and democracy) are embedded within the school’s fair discipline and student well-being programs. These values are recognised at every school assembly, year group meetings and formal assemblies and are encouraged in every classroom and extracurricular activity.

Many of our school programs explicitly develop respect and responsibility. Among these are the Student Representative Council, the Sports Committee, the Junior Leadership Program, the Peer Support Program, the Peer Mediation Program, Speak out Against Bullying Program, the Albion Park Beautification Program (coordinated by Shellharbour Council), the Shine Program (directed at the self-esteem of Year 7/8 girls) and academic programs such as the Mock Trial, Youth Parliament and debating, which stress team work and ethical practice.

As is always the case at Albion Park High School, students have been actively involved in supporting organisations such as the Red Cross, World Vision, Care Flight, Legacy, Salvation Army, Daffodil Day, MS Readathon and the St. Vincent de Paul Society. Students were also active participants in a range of ANZAC Day and Remembrance Day activities in conjunction with Albion Park RSL Club.

Senior students were involved in a series of road safety initiatives to enhance better driving skills while junior students were engaged in police talks with respect to cyber bullying.

As reported on page 9 APHS students have also been active in a myriad of volunteering programs both at school and within the broader community.

A pleasing aspect of the student survey reported on page 22 is that students saw the school’s core values of Respect, Responsibility and Commitment as being key strategies of the school.
Other programs

Next Step Program

2011 saw the consolidation of the Next Step Program which was introduced for the Year 10 students in 2009. This program takes place after Year 10 have completed their School Certificate examinations. Among activities conducted were:

- Goal setting and career management planning and mentoring.
- Parenting workshops for students interested in Child Studies.
- University links workshops (UOW).
- Introduction to Vocational Education frameworks.
- HSC All My Own Work activities.
- Using the Careers website.
- Job exploration workshops conducted by representatives of photography, printing, banking, film, music, sign writing, jewellery making, graphic art, building maintenance and nursing employers.
- OH & S (white card) training.
- Speed careering using business representatives.
- E-organisation for laptop use in the senior school.
- Safe partying conducted by the NSW police service.
- First aid training conducted by St John’s Ambulance Service.

This program built on activities conducted earlier in the year for Year 10 such as:

- Attendance at the Careers market.
- Year 10 interview day and resume writing programs conducted by the English faculty.
- The Year 10 TAFE and vocation education evening.
- Defence Force lectures.
- Parent information night for the Retention, Engagement and Vocational Skills program (REVS).
- The Year 10 to 11 night for all students and parents.

Vocational Education and Training Program (VET)

Vocational Education and Training (VET) is a keystone program within the Albion Park High School senior curriculum and our students continue to set a very high standard. Highlights of the 2011 program included:

Rebecca Lloyd was Student of the Year for Business Services. Holly Cohen (Hospitality), Jessica Blayney, Amy Wagstaff and Tayla King (all Business Services) all won merit awards. Mr Adam Blake received an award for Excellence in VET Teaching in Sports (Coaching).

The REVS program has proven to be an outstanding success in providing an engaging and beneficial range of subjects for the students identified to be part of this program. So much so, that our program was one of 14 to be selected from across the state to act as exemplar samples of the innovative way schools were dealing with the changes that have come about from the New School Leaving Age (NSLA).

The students set up a maintenance and landscape business called REV-It-up Maintenance and completed some minor and major projects around the school, including a complete re-vamp of the senior area and retaining wall and railings near the art block.

Mrs Fisher and Mr Mayo have worked very hard with the group to pass on their skills and knowledge of key components of the program. As a result from the 14 students who enrolled into the group at the start of year 11 – three students have enrolled in Pre-apprenticeship courses at TAFE, one commenced a Links-to-Learning Hospitality course, two secured full time employment, two moved out of the area, one left school for full time TAFE with five remaining who are acting as mentors and supervising the 2012 group.

- The other key area for 2011 was the school-based apprenticeship or traineeship, of which we had three in 2011

These students have been able to commence their apprenticeship or traineeship while remaining at school. They receive both on-the-job and off-the-job training which contribute to their HSC.

In 2011 the following students studied these courses – Faith Atkins is completing a traineeship in Sports Coaching (certificate). Caitlin Rodgers
is completing Business Services (certificate) and works at Thomas and Coffey. Joshua McMillan is a trainee at North Kiama Out-of-School Hours (OOSH) and will attain Certificate IV in out-of-school hours care when he completes his HSC. Bonnie Davison has also completed her Certificate III in Aged Care at the Illawarra Retirement Trust.

APHS has been successful in receiving a grant under the “ Innovative New School Leaving Age Engagement Project”. Our submission centred on Enterprise Learning and a holistic approach to engagement. Funding received will enhance student learning and engagement through implementation of sustainable strategies across stages 4, 5 and 6. Part 1 has seen the establishment of the REVS program. Part 2 will see strategies established in Years 8, 9 and 10 to try to re-engage junior students, instead of continued disconnection from school.

In Year 8 a mentor scheme will be established to support students at risk and guide them to better subject choice and career goals.

At the HSC examinations the school’s vocational students continued to perform well with the following results:

- Hospitality had a class average of 83.5% which was 9% above the state average.
- Metal and Engineering had a class average of 69.9% which was 7.3% above state average.
- Retail Services had a class average of 78.0% which was 8.2% above state average.
- Building and Construction had a class average of 65.5% which was 1.1% above the state average.

Holly Cohen had a Band 6 result in Hospitality which placed her in the top 6% of the state, along with two students who were one mark off Band 6. 66% of the class scored a Band 5 as compared to 25% of the state.

Programs for students with additional educational needs.

The Support Unit at Albion Park High School follows the whole school Positive Behaviour System (PBS); of Respect, Responsibility and Commitment. Our aim is to use positive classroom management strategies with clear rules and consistent consequences to support student learning.

Apart from the basic curriculum areas such as maths and science, as well as electives the unit runs a number of programs designed to enhance student's life and work readiness. In Years 7 and 8 a Social/Life Skills program is run where students access the community to enjoy various activities which promote self-esteem and skill building.

In Year 9 a new program is being introduced in 2012. It is a pre-work experience program run in conjunction with Flagstaff. It will run in term 2 and help students to transition into the work experience program during term 3 and 4. This work experience program continues into Years 10-12.

In 2011 the Unit ran a very successful camp at Myuna Bay in which 23 students participated. It was so successful that it will continue in 2012.

Progress on 2011 targets

During 2009 the school and its community formulated the 2009-11 strategic plan. This is a comprehensive document and a copy is available from the school. Among aspirations outlined are the following five goals. The school's progress in addressing teaching targets follows:

**Target 1**

To establish the REVS program (retention, engagement and vocational skills) to meet the needs of students who might otherwise be early school leavers.

During 2011 considerable progress has been made with the implementation of the REVS program (all outlined at length in the section – Vocational Education and Training).

This program has seen the initial 14 students reduce to 5 due to the options covered by the course and the skill developed. The work studies – “work Thursdays” has been an opportunity to develop practical skills covered in the vocational subjects and has seen many excellent projects completed under the supervision of Mr Mayo and Mrs Fisher. Students have also gained valuable knowledge from work placement with a number of workplace partners.

Numbers in this group have increased to 17 for 2012, a further sign of the success of the project. Parent and student satisfaction is high and there are plans to extend the program in future.

**Target 2**

To improve Year 9 NAPLAN results by 3% by 2012.

To improve Year 9 NAPLAN writing results by 3% by 2012. - This was partially achieved in 2011 and further, progress is expected in 2012. The percentage of students at proficiency in 2011
NAPLAN writing was 81.2%. As the writing task is now of the persuasive text type it is not possible to compare scores with previous tests. However, data shows that APHS had an average of 544 compared to 548 for all the students across the state and above the statistically similar schools on 520.

The FoCussed Support School program will continue in 2012 after establishing marking and editing protocols across all the schools in this group, including the primary school partners from the Community of Schools – Albion Park Public, Mt Terry Public and Tullimbar Public. The marking and editing protocols have been agreed upon by all staff and issued across all schools for consistency for K-12.

This was achieved after time allocated at the Term 1 staff development day and several workshops involving the school Literacy Team and Regional Support personnel. The draft guidelines were presented to staff at the Term 2 staff development day before final versions were issued in term 3.

Target 3

Improve daily attendance by one percent.

Background

While the data on page 4 shows a decrease in attendance percentage for APHS in 2011 this has been less than the decline across the state due to the retention of disengaged students with the new school leaving age. Part of the positive impact from the REVS program has contributed to this ‘improvement’ in reducing the gap between the school and state. After a considerable increase in this gap in 2012 we have seen a slight change.

The improvement has resulted from regular follow up of all absences over two days with a phone call home, improved follow-up from all staff in checking attendance patterns and absence notes and increased follow-up to the home school liaison program for all long-term absences.

A small group of chronic non-attendees have been targeted and as a result several have moved to alternate education strategies more suited to their personal preference of study.

Regular articles in the school newsletter and announcements are part of the positive message on assemblies to follow up absences and promote the value of good attendance.

The HSLO has met with key staff in the school to work on strategies to assist students in the chronic non-attendees group.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of literacy and numeracy and persuasive writing tasks, across all faculty assessments and the arrangements in place during wet weather sport afternoons.

Educational and management practice

Background

For many years APHS has had a policy in place that when council grounds are closed due to wet weather or rain is forecast which may affect sports on outdoor facilities all sport was cancelled and lessons one to three were repeated in the sport time afternoon. Many students, staff and parents were expressing dissatisfaction with this arrangement and a particularly wet 2010 and 2011 contributed further to this frustration. During late 2011, 80% of sport afternoons were cancelled.

Findings and conclusions

The review committee investigated partial absences, truancy issues and discipline reports from the repeated periods and found an increase in all areas. This indicated a poor result from the intended learning outcomes during these lessons.

An investigation showed that under various scenarios of wet weather a minimum of 60% of students could still continue with their regular sport due to indoor venues, a further 30% could continue modified sports if council ovals were closed yet weather was ok. The remainder could be accommodated along with those at the outdoor/council grounds by alternate sports options which could be put in place.

Future directions

For 2012 students will select two sports options each term, one for fine weather and one for wet alternatives. Additional equipment to be used in classrooms and the school library will be purchased.

This will increase the range of indoor sports possible, to cater for all students. Funding has been secured with the assistance from the P&C.

The sport organiser will make a decision by period two each Thursday regarding the weather and how sport will be affected and various degrees of change will occur depending on the available venues.

Buses will be re-tasked to shuttle students to venues and remove the inconvenience of walking to nearby destinations in the rain.
Changes will be reviewed after a trial period and further alterations may be made.

Curriculum

Background

Analysis of NAPLAN data and planned changes to the NAPLAN writing task to introduce a persuasive writing activity contributed to a need to undertake a situations analysis across the curriculum of the impact these changes and results would have.

Findings and conclusions

NAPLAN analysis showed that if every student gained one more correct answer in their Literacy and Numeracy tasks, school averages would equal or surpass state levels.

Further with the introduction of persuasive writing into the NAPLAN test a review of the extent of use of this text type across the school was needed.

It was found that most assessment activities across the school predominantly utilised other types including narrative. So each KLA has now embedded a persuasive text type in their assessment programs.

Future directions

The Literacy and Numeracy group set about addressing the two areas of concern by producing marking guidelines which would be used across the local primary schools from K – 12.

This would allow consistency for all students and by using analysis of results in previous NAPLAN writing tasks specific weaknesses could be targeted.

These writing guidelines will be utilised across all schools in this community from 2012.

Other evaluations

Community of Schools student destination survey.

It had been observed that competition within the local region had been impacting on the number of students being retained in the local High School (APHS) from the 3 feeder primaries. As part of transition funding Mr Steve Galbraith (former Director of Schools in this area) was employed to survey parents and families of those students who did not take a place at APHS after attending year 6 in the primary schools.

Each primary school identified students and families were contacted by the Principal to notify them of the intended survey. They were provided the opportunity to withdraw from the research if they wished.

Mr Galbraith then contacted each family and asked a series of questions related to the choice of school for their child in year 7.

The destination results are summarized in the table below:

<table>
<thead>
<tr>
<th>Alternate schools parents chose in order of number</th>
<th>i. Corpus Christi Catholic High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ii. St Josephs Catholic High</td>
</tr>
<tr>
<td></td>
<td>iii. Shellharbour Anglican College</td>
</tr>
<tr>
<td></td>
<td>iv. Wollongong High School of the Performing Arts</td>
</tr>
<tr>
<td></td>
<td>v. Smiths Hill High</td>
</tr>
<tr>
<td></td>
<td>vi. Edmund Rice College</td>
</tr>
<tr>
<td></td>
<td>vii. Illawarra sports High</td>
</tr>
<tr>
<td></td>
<td>viii. Oak Flats High</td>
</tr>
</tbody>
</table>

Further the parents were asked if they could outline their reasons for this choice and also how much they knew about the curriculum and other opportunities available at APHS.

When asked what was the main determiner in their choice of high school nearly every parent immediately responded regarding their desire for a school to present as having high levels of discipline – their judgments seemed based on wearing of uniform; absence of bullying; respect shown by teachers to parents and students and that respect being reciprocated; student behaviour in public places that was not offensive; homework being given and followed up; and parents being informed of any concerns.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinion of parents, students and teachers about the school. Their responses are presented below.

A parent satisfaction survey was provided to parents in Years 7-11, the survey findings are available below in descending order of parent agreement. The percentage listed (excluding don’t know responses) is the number of parents who either strongly agreed or agreed with the statement provided. This survey was also
conducted in 2005, 2006, 2009 and 2010 average for these four years combined has been provided.

Parent Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>2011 %</th>
<th>Over 4 Years %</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel welcomed in the school</td>
<td>99</td>
<td>97</td>
</tr>
<tr>
<td>The school values my help and interest</td>
<td>98</td>
<td>90</td>
</tr>
<tr>
<td>I feel as though I can talk to my child’s teacher about his/her progress</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>The school encourages extra curricular activities e.g. sport, drama, music etc</td>
<td>98</td>
<td>97</td>
</tr>
<tr>
<td>Parents are encouraged to participate in the important decision making committees of the school</td>
<td>97</td>
<td>86</td>
</tr>
<tr>
<td>Students are the school’s main focus</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>The school regularly praises and rewards students when successful</td>
<td>96</td>
<td>92</td>
</tr>
<tr>
<td>I share in the education of my child</td>
<td>96</td>
<td>99</td>
</tr>
<tr>
<td>The school has high expectations of its students</td>
<td>96</td>
<td>95</td>
</tr>
<tr>
<td>The school has a safe and secure environment</td>
<td>96</td>
<td>93</td>
</tr>
<tr>
<td>The school promotes opportunities for students to develop leadership skills</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>The school provides for vocational education and career planning</td>
<td>95</td>
<td>97</td>
</tr>
</tbody>
</table>

The school is always looking for ways to improve what it does 95 97
The annual school report, newsletters and other information tell me how the school is performing 94 98
The school takes my concerns seriously 94 89
The school provides helpful information about my child’s progress 93 95
I receive adequate notice of school events 92 89
Teachers at this school provide a stimulating, challenging environment for my child 92 93
I am pleased that my child attends this school 90 98
Teachers care if my child is not doing as well as he/she can 90 91

Overall the survey results were very positive and show a general improvement in the level of satisfaction with the areas covered in the survey. Strengths mentioned in free responses included – its high achievers, caring staff and great disciplinary procedures. Bullying and a need for lockers were listed in multiple responses as an area to improve.

A similar survey was provided to a small sample of students from outside the local area in Years 7-12. They were asked about why they chose to come to APHS and any areas of concern that they had before they came here. The greatest reasons for attending this school included – the school was well spoken of, its attractive uniform, large subject choices, sibling/s here, closer than other schools, able and interested class and vocational education options.
Concerns raised included – The amount of homework, not meeting new friends and the risk of bullying.

The strongest endorsement of the school from students was in the reward system through the Positive Behaviour System (PBS) and the key values of Respect, Responsibility and Commitment, where improved relationships were developed.

All issues raised in these surveys will be considered by the school council and used to inform the school’s strategic and management planning.

Professional learning

The school encourages the professional growth of all staff and each staff member has a professional learning plan. All staff members have participated in five school development days as well as professional learning meetings conducted regularly each term. The breakdown of the $44949.39 funds expended on professional learning during 2011 is as follows

<table>
<thead>
<tr>
<th>Teacher Professional Learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher</td>
<td>1754.53</td>
</tr>
<tr>
<td>ICT</td>
<td>5058.74</td>
</tr>
<tr>
<td>Literacy &amp; Numeracy</td>
<td>633.32</td>
</tr>
<tr>
<td>Quality Teaching</td>
<td>9310.14</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>10030.48</td>
</tr>
<tr>
<td>Career Development</td>
<td>4855.07</td>
</tr>
<tr>
<td>Welfare and Equity</td>
<td>7663.53</td>
</tr>
<tr>
<td>School Identified</td>
<td>5643.58</td>
</tr>
</tbody>
</table>

The main themes of School Development Day activities have been:

- Meeting mandatory training requirements for first aid, anaphylaxis training, child welfare procedures.
- Focus on writing and persuasive text types. Investigating marking protocols.
- Introducing laptops to Year 9/10/11 classrooms and related software training.
- Feedback and its effective role in improving student learning.

- Planning and preparation for the School Plan 2012 - 2014

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. The school priorities for 2012-2014 have been identified after extensive consultation with staff, students and parents. They include:

- Aboriginal education
- Curriculum and assessment
- Leadership, Management and Succession
- Literacy and Numeracy
- Engagement and attainment
- Community of Schools

All of these areas will be targeted as part of the strategic school plan 2012 – 2014. Specific targets to be focused on in 2012 are listed below.

School priority 1 – Literacy and Numeracy

Outcome for 2012–2014

Improve the results in all external exams, for all students.

2012 Targets to achieve this outcome include:

- Move Year 9 NAPLAN results closer to and above NSW state mean in both Numeracy and Literacy

Strategies to achieve these targets include:

- NAPLAN results are analysed and intervention strategies are designed and implemented to assist individuals and year groups in areas of need.
- Increased communication across faculties regarding literacy and numeracy.
- Analysis of students’ results after assessment tasks informs feedback to students, giving goals for improvement and continual monitoring of the achievements of these goals.
School priority 2 – Engagement and Attainment

Outcome for 2012–2014
Better engagement and attainment in stages 4 and 5

2012 Targets to achieve this outcome include:
- Broaden the curriculum choices.
- Individual learning plans across the school.
- Investigate and implement restructured school year and faculties.

Strategies to achieve these targets include:
- Vertical streaming in stages 4 and 5 allowing acceleration and remediation.
- Increased elective opportunities and 100 hour courses.
- Stage 5 VET and SBAT (School based Apprenticeships and Traineeships).
- SAS (Skills at school).

School priority 3 – Aboriginal Education

Outcome for 2012–2014
Culturally appropriate learning materials

2012 Targets to achieve this outcome include:
- Bridge the gap between Aboriginal students (in Numeracy and Literacy) to that of the non-aboriginal students in the school.

Strategies to achieve these targets include:
- Continue to implement NORTA NORTA.
- Staff training in cultural awareness – No gaps – No excuses.
- Networking with other schools to access Aboriginal tutors.

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
RESPECT, RESPONSIBILITY and COMMITMENT