

# 2023 Annual Report

## Albury High School



8101

## Introduction

The Annual Report for 2023 is provided to the community of Albury High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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Albury High School

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## School vision

Together we focus learning in our school community on inclusivity, creativity, excellence and wellbeing, preparing all students and staff for the challenges of the future through engagement and a culture of high expectations.

## School context

Albury High School is a large and proudly comprehensive school which has recently celebrated 100 years of operation. We have a current enrolment of 942 students and 115 staff. Albury High School employs professional persons who have expertise in their areas of specialty including a Business Manager, General Assistant (GA), Agriculture Assistant, Teachers, School Learning Support Officers (SLSO) and School Administration Officers. We are an active member of the Albury Schools Network. Albury High School caters for a diverse range of students who are successful in the academic, technology, sport and arts fields. Our student population includes 72 Aboriginal and Torres Strait Islanders, 6 students from a refugee background and 71 with an EALD background.

The school provides a wide range of opportunities to cater for all students. As well as the consistently strong results in external exams, students are encouraged to enter national competitions. Students are expected to set high goals and develop the skills to achieve them. Students are able to be accelerated in areas of talent. Our students are often selected to participate in HSC showcases for their practical works and many achieve ATARs in the 90's on a regular basis.

Albury High School has a proud sporting heritage and an enviable record in state sporting competitions and beyond. We have supported our students in achieving success at numerous regional, state championships and professional sporting arenas. Likewise in Public Speaking, Debating and the Performing Arts we have strong representation at a state level on a frequent basis. Our students are often involved with local organisations such as the Albury City Youth Council and support events such as the Albury ANZAC Day march.

The school has a very strong wellbeing culture driven to succeed by an established team led by the Head Teacher Wellbeing. The team aims to ensure that all students feel safe and secure. Students are encouraged to develop their personal goals and leadership skills through our Prefect body, our Student Representative Council, and community service participation. Our students have a voice and are encouraged to participate in what social goals they have.

We have excellent community ties with our facilities being used by outside community groups on a regular basis. Our close relationship with TAFE and local universities is leveraged to support our students. A key partner is YES Unlimited who manages the Albury Project which is a Community of Schools and Services model that supports students wellbeing and assists students to navigate their merging into adulthood.

Our staff and school community have a strong commitment to provide individualised supports for students with wide ranging learning abilities. With three multi-catergorical classes supported by staff with specialist teaching qualifications and leveraging community based health and learning expertise, our students are staying at school longer and are being enabled with the skills to merge into the workforce when ready. Albury High School uses the funding available to support our students to achieve independence and confidence. Albury High School prides itself on giving all students equality of opportunity and encouraging them to achieve their full potential. The school receives equity funding to support students from a low SES background, Aboriginal students and students with disabilities.

Parents and the wider community are encouraged to participate in the life of our school through the P&C. The school has strong links with the local Aboriginal and Torres Strait Island community and provides many activities to foster the development of our indigenous students through academic, cultural and sporting achievements.

The 2020 External Validation process highlighted three strategic areas to focus on for the school improvement plan. The first is Student Attainment where we are focused on pedagogy related to improving student growth in Reading and Vocabulary. The second area is Wellbeing, where our focus is on contextual wellbeing and building positive relationships throughout the school, while the last is on Professional Learning to facilitate the first two with a particular emphasis on explicit teaching.

Albury High School has a proud history and continues to maintain the positive traditions of its past, while at the same time embracing the challenges of an exciting future based on high expectations for both students and staff to meet the needs of learners in the 21st Century.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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Our purpose is to ensure all students grow in their learning through explicit, consistent teaching focused on the aspects of reading and numeracy.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Excellence in Reading and Writing through a focus on Vocabulary
- Excellence in Mathematics Practice

### Resources allocated to this strategic direction

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Per capita

Low level adjustment for disability

Professional learning

Socio-economic background

Integration funding support

English language proficiency

Location

New Arrivals Program

### Summary of progress

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#### ***Excellence in Reading and writing through a focus on Vocabulary***

Our focus for 2023 was the consistent use of teaching strategies to improve reading. The focus was on the explicit teaching of vocabulary using tier 2 and 3 words and consideration of text complexity that is appropriate to the learning needs of students.

This involved professional learning for teaching staff and the embedding of reading strategies in teaching programs.

Results from the 'What Works Best' survey undertaken by staff in Term 1 and Term 4, indicated an increase in staff use of metalanguage and scaffolding and the use and explanation of tier 2 and 3 vocabulary.

In 2024 our focus will be on embedding a school wide reading program which will support further improvement towards literacy outcomes for students and the achievement of ambitious learning goals for all students.

#### ***Excellence in mathematics practice***

Our focus for 2023 was on utilising the Mathematics Growth team to work with staff to develop tasks that enable differentiation, promote engagement and bring new staff onboard with collaborative practices.

This involved faculty based professional learning, undertaking and analysing student baseline assessments and the creation of tasks that support differentiation. The Mathematics staff collaboratively created a library of versatile tasks that reflect the aims of the curriculum whilst allowing for adjustments to support individual students.

The 2023 HSC results reflected the effect of using explicit teaching with a focus on previous years HSC analysis. Teachers used internal assessment results to inform teaching practice which then lead to targeted HSC revision in the lead up to the HSC examinations.

In 2024 the focus will be effective implementation of the new curriculum with explicit teaching directed at supporting aspirational expectations of learning progress and achievement for all students.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>HSC achievement - Top 2 bands:</b> 43.5% of HSC course results in the top 2 bands	Percentage of HSC students achieving results in the top 2 bands has increased by 2.5% demonstrating progress towards this target.
<b>HSC achievement - Top 3 bands:</b> 71.5% of HSC course results in the top 3 bands	Percentage of HSC students achieving results in the top 3 bands has increased by 3.7% demonstrating progress towards this target.
Increased mean scaled score of year 8 and 9 students from 2022 to 2023 in reading Check-in assessment.	The Check-in Assessment mean scale score indicates the percentage of year 8 and 9 students achieving growth in reading has increased by 2.1%.
Increased mean scaled score of year 8 and 9 students from 2022 to 2023 in Numeracy Check-in assessment.	The Check-in Assessment mean scale score indicates the percentage of year 8 and 9 students achieving growth in numeracy has increased by 1.6%.

## Strategic Direction 2: Wellbeing

### Purpose

Our purpose is to ensure all members of our school community build positive relationships to support engagement in learning and further develop a positive school culture with high expectations for all.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Building Positive Relationships
- Update and adapt Good Discipline and Wellbeing Procedures at Albury High School

### Resources allocated to this strategic direction

Per capita  
Aboriginal background  
Socio-economic background  
Professional learning  
Refugee Student Support

### Summary of progress

#### ***Building positive relationships:***

Our focus for 2023 was on embedding Pivotal Wellbeing strategies into the school culture.

This involved staff professional learning in applying effective classroom strategies, ongoing building and redevelopment works of recreational and learning spaces to enhance the school space, and actively building and maintaining positive parent relationships. In addition, the creation of a Junior Aboriginal Education Consultative Group (AECG) promoted opportunities for students from an Aboriginal and Torres Strait Islander background to connect and engage, whilst the Mim Project increased students' engagement and focus whilst offering opportunities for development of responsibility and confidence.

Results from the What Works Best survey undertaken by staff in Term 1 and Term 4 indicated an increase in the development of student voice, opportunities to build relationships, and regularity of checking in with students.

In 2024 the focus will be on introducing the thought processes, strategies and theories outlined in the text, *After The Adults Change, Achievable Behaviour Nirvana* by Paul Dix. This will support further improvement towards creating collective responsibility for student learning and success shared by staff, parents and students which will result in optimum conditions for student learning and wellbeing across the whole school.

#### ***Update and adapt good discipline and wellbeing practices at AHS***

Our focus for 2023 was on establishing social norms within the school regarding mobile phone use, behaviour and uniform as well as reviewing the school's policies for behaviour management and student wellbeing to reflect the department's policies and the principles of Pivotal Wellbeing.

Both empirical evidence and anecdotal feedback support the value to the school culture of establishing social norms that encourages and rewards positive behaviours.

In 2024 our focus will be the introduction and implementation of the department's student behaviour policy and early alterations to internal wellbeing processes to support measurable improvements in student wellbeing ensuring optimum conditions for student learning and wellbeing across the school.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Wellbeing:</b> The percentage of students achieving higher scores in TTFM for sense of belonging at school increases from the baseline of 65% to 72%	Positive wellbeing outcomes have remained stable indicating the school has made progress towards the achievement of the system negotiated target.
<b>Positive Relationships:</b> All new teachers are trained and involved in the use of the Five Pillars of Pivotal Practice (Paul Dix).	All new teachers received training as part of the Term 1 staff development days program (Pivotal Wellbeing from the Ground Up). This was reinforced with the regular updates for all staff throughout the year.
<b>Attendance target:</b> 71% of students attending more than 90% of the time.	Attendance data reflects that the school has made progress towards the achievement of the system negotiated target.
<b>Aboriginal Student Attendance:</b> An increase in Aboriginal students attending greater than 90% of the time to 62%.	Attendance data specific to our Aboriginal student population reflects that the school has made progress towards the achievement of the system negotiated target.



### Purpose

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Our purpose is to ensure teachers use explicit teaching practices consistently across the whole school. Teachers explain why students are learning something, how it connects to and builds on what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching
- Collaborative Practice

### Resources allocated to this strategic direction

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#### Per capita Professional learning

### Summary of progress

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#### *Explicit teaching*

Our focus for 2023 was building collective teacher efficacy through professional learning delivered at whole school staff meetings, development days and executive meetings.

This involved in-school experts delivering professional learning tailored to the Strategic Implementation Plan in the areas of literacy, numeracy and wellbeing and the collation of data regarding teaching staff practices, student engagement and teacher efficacy.

Results from the 'What Works Best' survey undertaken by staff in Term 1 and Term 4 indicated an increase in the use of consistent methods when collecting data between classes, teachers reflecting on the progress of every student and using data to evaluate the effectiveness of teaching practice.

To strengthen our teaching staffs ability to effectively use the data they have collated, our focus in 2024 will be on efficient utilisation of this data. This practice will then facilitate the identification and implementation of effective teaching strategies to support a whole school approach to optimise learning progress for all students across the full range of abilities. This will occur by continuing the professional learning sessions as part of the weekly executive meetings with training being based on data-sets obtained from HSC, Check-In and NAPLAN assessments. From here, head teachers will work within their faculty to analyse the data, returning to the executive team to share and create a school wide approach, tailored from faculty perspectives on areas requiring further attention.

#### *Collaborative practice*

Our focus for 2023 was on developing a positive culture within the school in relation to collaborative teaching skills, mentorship and leading professional learning opportunities.

Meetings were effectively delivered, fostering a school-wide approach to curriculum review. This approach involved revising teaching practices and learning programs, to ensure alignment with learner needs, supported by evidence of student progress and achievement.

This involved faculty based collaboration for professional learning, preparedness for incoming curriculum, and embedding of Aboriginal culture within programs.

Results from the 'What Works Best' survey indicated an increase in staff who are dedicating time for collaborating with colleagues, exchanging feedback relating to the effectiveness of teaching strategies, and active partnership of between teaching and non-teaching staff to improve student outcomes.

In 2024 the focus will be strengthening collective teacher efficacy which will support further improvement towards the effective identification of student needs which in turn enables the strengthening of individualised learning plans focusing

on improving student outcomes.

**Progress towards achieving improvement measures**

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Explicit Teaching:</b> All teachers actively apply the principles of explicit teaching with a focus on vocabulary.	The majority of teachers actively applying explicit teaching principles with an overall increase between the What Works Best survey responses from Terms 1 and 4.
Increased proportion of students actively applying the principles of explicit learning with a focus on vocabulary.	There has been an increased proportion of Year 7 students engaged in explicit learning contextualised vocabulary for their faculty areas.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,727.57</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building Positive Relationships</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The engagement of an English as an Additional Language or Dialect (EALD) teacher increased planning contact and family support has resulted in stronger partnerships between the school and parents/carers. Use of targeted learning plans and supported activities have made a positive impact on student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Employing an EALD teacher to sustain engagement of families in the teaching and student learning plans in addition to engaging and supporting relationships between community-based agencies that support and foster integrations of culturally and linguistically diverse families. Implementation of individual learning plans that engage students and develop their confidence in the English language.</p>
<p>New Arrivals Program</p> <p>\$17,668.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Albury High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in Reading and Writing through a focus on Vocabulary</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Progression of all students within the EALD phases.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Implementation of individual learning plans that engage students and develop their confidence in the English language. This will involve professional learning for staff on the understanding and implementation of individual learning plans.</p>
<p>Integration funding support</p> <p>\$525,764.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Albury High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in Reading and Writing through a focus on Vocabulary</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul>

<p>Integration funding support</p> <p>\$525,764.00</p>	<ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Individual Learning Plans (ILPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms. The use of integration funding was adjusted throughout the year to ensure funding was targeted to specifically address each student's support needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student ILPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$148,766.93</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Albury High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in Reading and Writing through a focus on Vocabulary</li> <li>• Building Positive Relationships</li> <li>• Update and adapt Good Discipline and Wellbeing Procedures at Albury High School</li> <li>• Excellence in Mathematics Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• school based assessment subscriptions</li> <li>• student leadership programs</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students in need of additional support in literacy and numeracy were identified with supports now in place. The incoming curriculum has been planned and programmed ready for 2024 implementation. Student Learning Support Officers (SLSOs) were engaged to support students with high level learning and behaviour needs. Identifying students needs to promote inclusion and opportunities to advance their education that would otherwise not be possible.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with the routine testing in order to identify students requiring additional assistance in literacy and numeracy, and to provide valid data sets measuring the growth of students to assess the effectiveness of teaching programs in achieving targets. Teaching staff and Year Advisers to continue to work collaboratively with the student support officer to monitor and adjust the needs of students as they arise enabling a sense of belonging and ability to engage positively in education.</p>
<p>Aboriginal background</p> <p>\$58,359.04</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Albury High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building Positive Relationships</li> </ul>

<p>Aboriginal background</p> <p>\$58,359.04</p>	<ul style="list-style-type: none"> <li>• Update and adapt Good Discipline and Wellbeing Procedures at Albury High School</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• student assistance</li> <li>• leadership programs</li> <li>• administration and catering for weekly meetings which lead to the formation of a Junior AECG</li> <li>• Personalised learning pathways</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal families engaged in the Personalised Learning Plan (PLP) process and, more importantly, conversations became more authentic resulting in tailored learning plans for individual students. Aboriginal students engaged with the formation of a Junior Aboriginal Education Consultative Group (AECG) within the school providing platform for their voice and the opportunity to participate in decision making within the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to engage an Aboriginal Education coordinator, focusing on attendance, engagement and culture, and supporting the continuation of the Junior AECG.</p>
<p>English language proficiency</p> <p>\$67,822.27</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Albury High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in Reading and Writing through a focus on Vocabulary</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• assisting staff in adjustment of tasks for specific students</li> <li>• representing the school in EALD Connect network meetings and Refugee STARTTS cluster meetings</li> <li>• liaising with inter-agency groups to ensure effective support for students and families</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EALD students are more confident and prepared to take risks with their language use and engage positively with education.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing support for students from a EALD background via withdrawal lessons and in class support. Ongoing support for teaching staff with task adjustment.</p>
<p>Low level adjustment for disability</p> <p>\$357,412.54</p>	<p>Low level adjustment for disability equity loading provides support for students at Albury High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in Reading and Writing through a focus on Vocabulary</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• support for students in Life Skills; Individual Learning Plans/Profiles; HSC</li> </ul>

<p>Low level adjustment for disability</p> <p>\$357,412.54</p>	<p>Special Provisions</p> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Staff consistently following individual learning plans with regular staff meetings to discuss implementation and progressions has benefited the students and improved outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further expand the impact of the learning support team in providing additional support for identified students, to optimise learning progress.</p>
<p>Professional learning</p> <p>\$98,946.38</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Albury High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in Reading and Writing through a focus on Vocabulary</li> <li>• Building Positive Relationships</li> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• provision of professional learning resources to all staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning across faculties has enriched the skills of multiple staff members in both curriculum and wellbeing areas. This depth of knowledge will enable internal experts to lead tailored and focused professional learning in 2024.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Utilisation of internal experts within the school to provided professional learning targeting the needs of staff and students, building a culture of collaborative practice within staff to optimise learning progress for all students across the full range of abilities.</p>
<p>COVID ILSP</p> <p>\$132,227.60</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of students in the achieved significant progress towards their personal learning goals. Students were graduated back to class with additional classroom learning support to maintain engagement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

<p>Location</p> <p>\$4,675.69</p>	<p>The location funding allocation is provided to Albury High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in Reading and Writing through a focus on Vocabulary</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• resourcing learning areas specifically designated to support students undertaking distance education courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased subject opportunities and choices for students</p> <p><b>After evaluation, the next steps to support our students will be:</b> Maintain and further develop learning areas to enable collaboration with others schools. Continue subsidising student excursions to enable all students to participate and engage with opportunities.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Albury High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other include:</b></p> <ul style="list-style-type: none"> <li>• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.</li> <li>• Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies.</li> <li>• Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Engaging an SSO has facilitated the building of relationships and engagement of families to identify students at risk and improve outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to build relationships with families and students to better understand, identify and support students at risk. Continue to facilitate and support programs that enable development of student engagement, communication, behaviour and social engagement.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	477	460	476	457
Girls	529	504	489	466

### Student attendance profile

School				
Year	2020	2021	2022	2023
7	89.8	89.0	81.4	87.2
8	84.8	87.5	79.2	81.5
9	85.8	83.8	79.5	79.6
10	79.9	83.0	77.1	77.2
11	82.5	84.6	80.1	82.1
12	87.0	91.6	82.4	86.4
All Years	85.0	86.1	79.8	82.3
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

### Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with



previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- \* Families evacuating and relocating due to NSW floods
- \* Sick students staying at home until a negative COVID-19 test was returned
- \* Household members testing positive to COVID-19
- \* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	3.7	5.1	4.7
Employment	7.4	14.2	41.4
TAFE entry	2.4	1.1	2.4
University Entry	n/a	n/a	47.7
Other	n/a	n/a	1.4
Unknown	n/a	n/a	2.4

Of our 2023 Year 10 cohort 86.5% of students continued to senior study. Of our Year 11 cohort 79.6% of students have continued to the HSC course in 2024.

## Year 12 students undertaking vocational or trade training

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8.33% of Year 12 students at Albury High School undertook vocational education and training in 2023.

## Year 12 students attaining HSC or equivalent vocational education qualification

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98.4% of all Year 12 students at Albury High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	50.1
Learning and Support Teacher(s)	2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.97
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,060,754.35
<b>Revenue</b>	13,807,626.72
Appropriation	13,395,933.74
Sale of Goods and Services	10,040.47
Grants and contributions	350,194.49
Investment income	46,133.71
Other revenue	5,324.31
<b>Expenses</b>	-13,789,883.13
Employee related	-11,572,565.51
Operating expenses	-2,217,317.62
<b>Surplus / deficit for the year</b>	17,743.59
<b>Closing Balance</b>	1,078,497.94

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	451,499
<b>Equity Total</b>	632,361
Equity - Aboriginal	58,359
Equity - Socio-economic	148,767
Equity - Language	67,822
Equity - Disability	357,413
<b>Base Total</b>	10,415,399
Base - Per Capita	255,128
Base - Location	4,676
Base - Other	10,155,596
<b>Other Total</b>	982,076
<b>Grand Total</b>	12,481,334

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

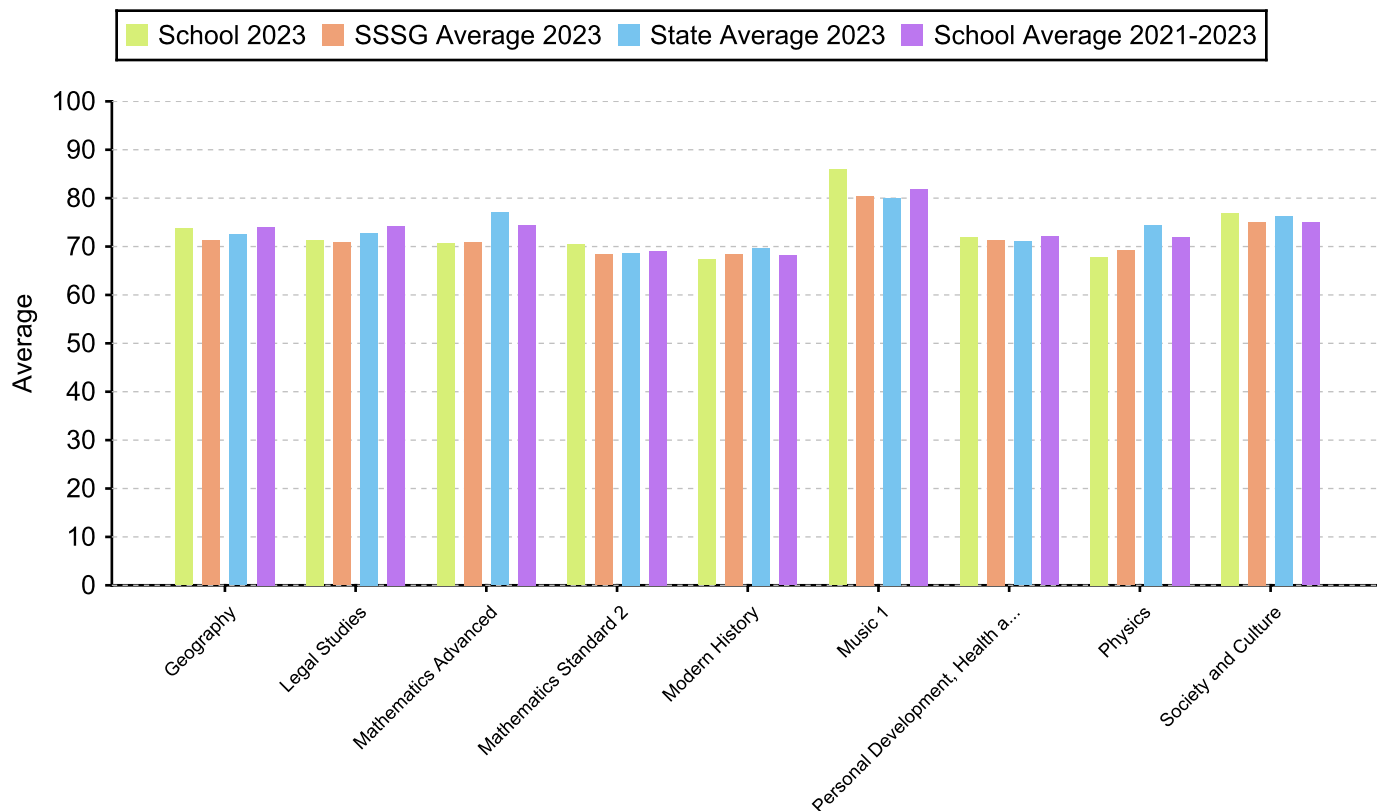
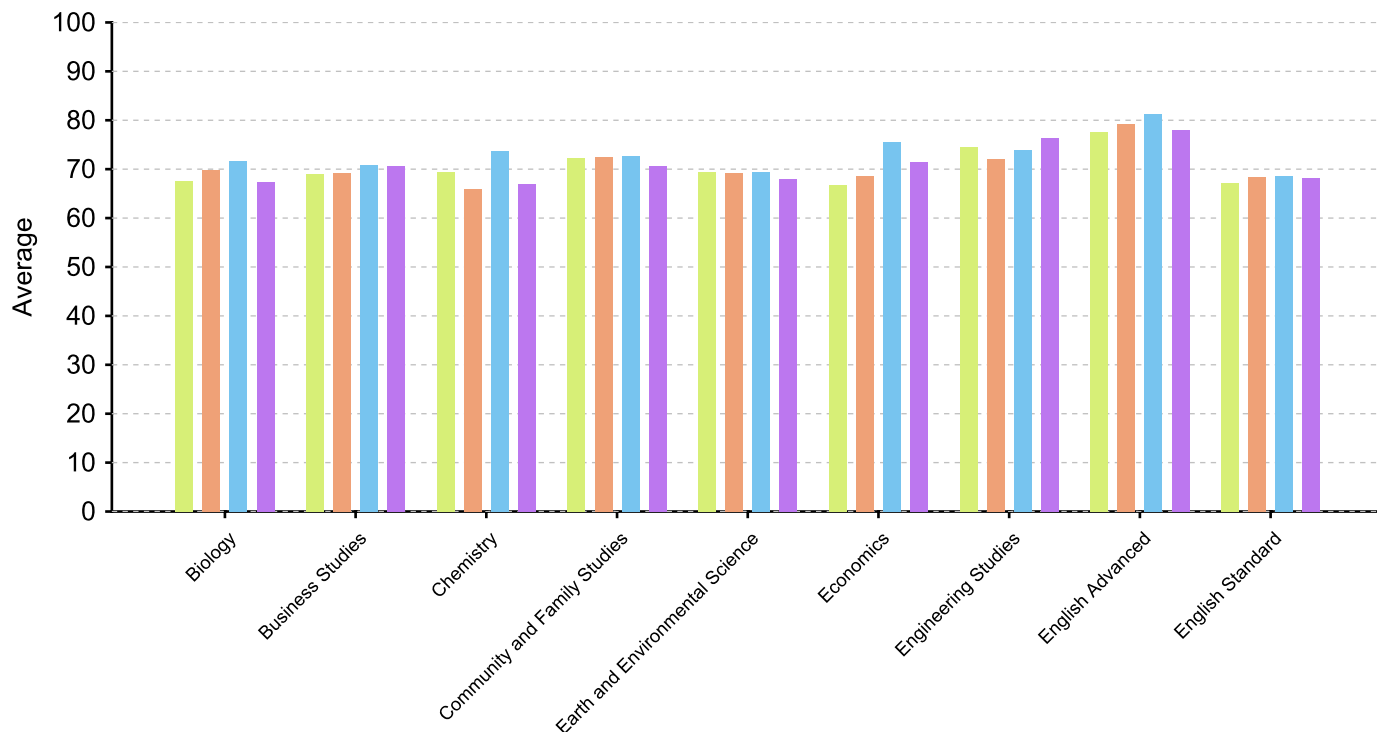
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2023</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2021-2023</b>
Biology	67.6	69.8	71.8	67.3
Business Studies	69.0	69.2	70.9	70.6
Chemistry	69.4	66.0	73.7	67.0
Community and Family Studies	72.3	72.5	72.7	70.6
Earth and Environmental Science	69.4	69.2	69.4	68.0
Economics	66.8	68.7	75.5	71.4
Engineering Studies	74.6	72.0	73.9	76.4
English Advanced	77.6	79.2	81.2	77.9
English Standard	67.2	68.5	68.5	68.1
Geography	73.7	71.2	72.5	74.0
Legal Studies	71.3	70.8	72.9	74.2
Mathematics Advanced	70.7	70.9	77.0	74.5
Mathematics Standard 2	70.4	68.3	68.7	69.1
Modern History	67.3	68.5	69.6	68.2
Music 1	85.9	80.5	80.0	81.9
Personal Development, Health and Physical Education	72.0	71.3	71.0	72.1
Physics	67.8	69.2	74.4	71.9
Society and Culture	76.9	75.0	76.3	75.0

## Parent/caregiver, student, teacher satisfaction

The primary information gathering platform used to gather data regarding parent satisfaction is the annual 'Tell Them From Me' survey. Unfortunately, there has been a significant decrease in the number of parents engaging in this survey from 2021, therefore we elected not to complete the parent survey for 2023. The survey will be reintroduced in 2024.

Albury High School has an active Parents & Citizens Association (P&C), where the senior executive deliver reports at each meeting. The P&C members are encouraged to ask questions about events in the school and to the executive in attendance at meetings. In 2023 we also has two 'Market Night' events for parents, students and prospective families to visit the school. These were extremely well attended, with an estimated 900 visitors in attendance across both evenings, allowing our school to showcase our KLA's. Anecdotal feedback from participants indicated that these nights were well received and the community enjoyed the showcase of student activities and achievements.

In 2023, the 'Tell Them From Me' survey for students was delivered in June. The survey response was at 70% and indicated our students were at or above Statistical Similar Schools for expectation of success and advocacy at school. This was also represented in the 'What Works Best' survey completed by over 50 teachers, where high expectations, explicit teaching, effective feedback and assessment were all highlighted by staff as areas with strong focus. The Pivotal Wellbeing program is having significant effect in classroom management and will allow our students to feel more connected with our school as a future outcome.

These responses reflect the school's Strategic Directions and the ongoing focus on implementing strategies to improve student growth and attainment, and wellbeing.

Our school has embraced social media to celebrate the achievements and opportunities within our school community for students and staff. This is highlighted by the stories presented on our Facebook page (3973 followers) and Instagram (599 followers). Facebook posts once a day, while Instagram can have multiple posts promoting classroom activities and student achievements.



# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Aboriginal Education - School statement

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2023 saw the establishment of a Junior Aboriginal Education Consultative Group (AECG) to further enhance school leadership opportunities, advocacy and student voice within our school.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.