

NORTH ALBANY SENIOR HIGH SCHOOL

ANNUAL REPORT

2016



School Vision

North Albany Senior High School provides opportunities for students to achieve personal excellence so they can participate actively in a changing world.





From the Principal

It is my pleasure to present the 2016 Annual Report for North Albany Senior High School.

In 2016 we continued to work diligently towards achieving the targets in our 2015 -2018 Business Plan.

Three priority areas:

- Student Engagement in Learning
- Quality Teaching
- Excellence in School Wide Leadership

This report provides an overview of school performance, highlights some of the achievements of our students and outlines the state of school finances. Further information can also be obtained by referring to the Department of Education Schools online website at www.det.wa.edu.au/schoolsonline or by accessing our school website at www.nashs.wa.edu.au . Our school newsletters (available on our website) provide for good reading. News and information about NASHS can also be accessed via our Facebook page www.facebook.com/Northalbanyshs.

I acknowledge and thank everyone who has contributed to the achievements of our students. Our caring and skilled teachers and school support staff work diligently together to provide a positive and supportive learning environment. We appreciate the support of our parents. Our active School Board and P&C Association complement the work undertaken by our staff as we strive to improve student outcomes. We have also formed strong partnerships with outside organizations to support our students.

At North Albany SHS we are moving, with confidence, into the future with flexible and innovative educational programs. At North Albany SHS students are "First and Foremost"

Sharon Doohan
PRINCIPAL
March 2017



Cover –
Year 12 Cohort 2016

NB – throughout this report North Albany Senior High School is referred to by its local community name of NASHS.

From the School Board

The second year as Independent Public School and School Board has been a time of adaptation and consolidation.

A combination of membership continuity and change has supported and facilitated NASHS School Board process and progress. We have benefited from the stability of continuing board members, and have profited from the inputs and insights of new members. I thank both continuing and new board members for their contributions and support.

The past year has produced very positive outcomes in a number of areas. Student leadership, participation and achievement, staff consultation and collaboration, and parent and community engagement, are among these.

Increased student enrolment has required expansion and balancing of the "mix" of skills among staff. Appreciation and accolades have flowed from community members and parents, and media reporting has been positive.

These outcomes build on the intentions and continue the trends noted last year, and point to a positive trajectory for the future of the school.

The School Board has a significant role in the processes of review, reflection, oversight, and guidance. I believe the school and school board are well positioned for the coming years. All board members have contributed experience, opinion, and energy, tempered with consideration, respect, and a clear view of our school value of "students first and foremost".

Tony Evers
CHAIRPERSON
April 2017



Tony Evers presenting an award winner at our Year 12 Presentation evening

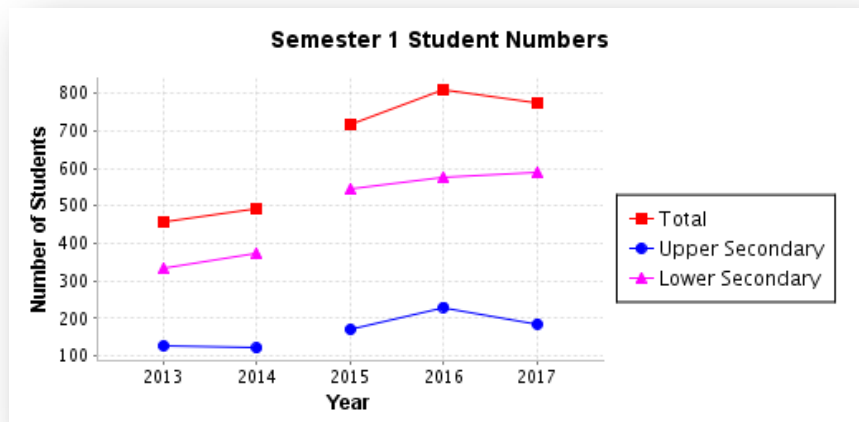


School Business Plan
2015- 2018
A snap shot

Student Enrolments

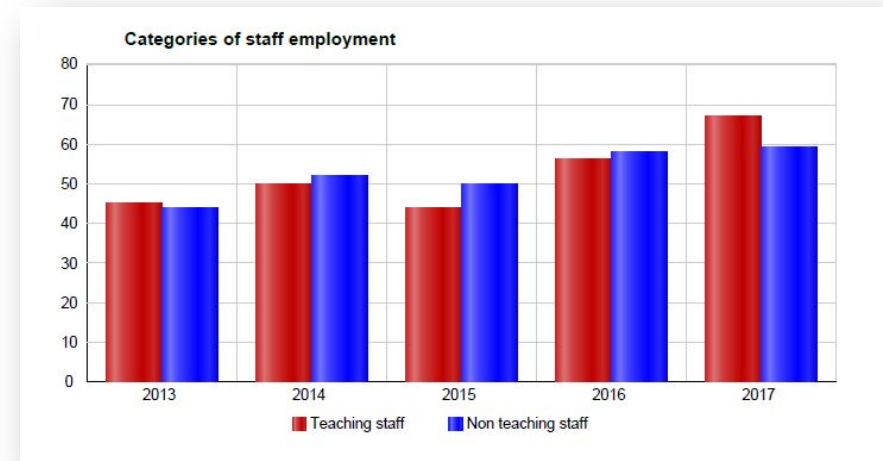
At census in February 2016 our total student enrolment was 808.

2016 was the second year of Year 7 students being at high school. We continued our successful home room concept whereby students remain in their own classroom for English, Mathematics, Science, Humanities and Languages. They access specialist facilities for Technology & Enterprise, Art and Physical Education.



Staff Profile

NASHS employees competent support staff to enable teaching staff to focus on their core business of teaching and learning. In 2016 with the increase in student enrolments additional teaching staff were employed. The number of support staff was also increased in the areas including administration, classroom support (education assistants) and for our ICT computer network.



The 2015 -2018 Business Plan identifies targets set by the school. Strategies and processes have been planned and are being actioned to achieve these targets by 2018. We constantly monitor our progress towards achieving the targets.

Improvement Target – POSITIVE BEHAVIOUR

Target 1 -Agreed behaviours and expectations are clearly articulated across the school

Target 2 -100% of staff know and refer to the Values & Expectations Framework

NASHS continues to implement the School Wide Positive Behaviour Support Framework (PBS). In 2016 an audit confirmed that significant progress has been made towards Target 1. A snapshot of findings from the Term one 2016 School Evaluation Tool (SET) is presented below:

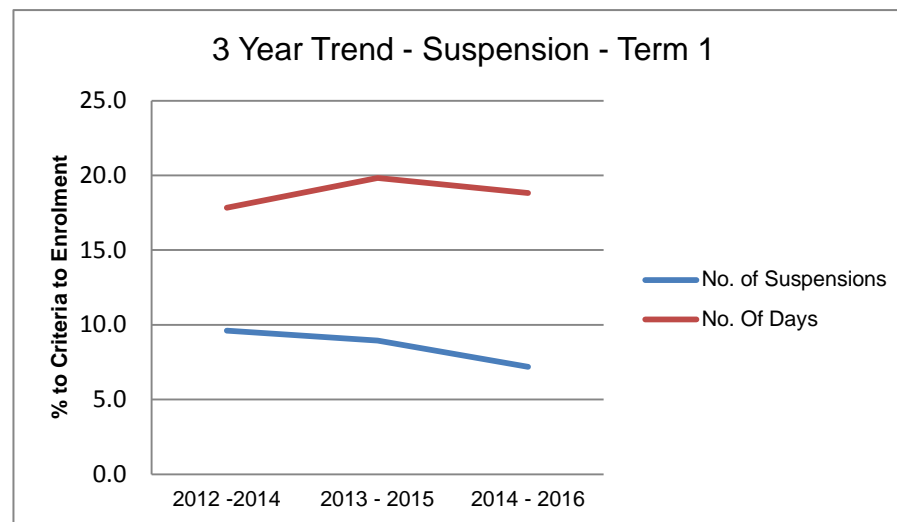
- Positive behaviour is embedded in the School Business Plan.
- NASHS Circle of Values and expectations was displayed in 100% of classrooms
- 70% of staff stated that they explicitly teach the school values. This is an increase of from 10% in 2012.
- 90% of staff indicated they use the school acknowledgement system for positive behaviour - up from 50% in 2012.
- The school Behaviour Management Pathways chart is clearly understood.
- The implementation average of PBS has increased from 56% in 2012 to 92% in 2016.

A further formal evaluation will be undertaken in Term 1 2017.



Target 3 – Reduce each year the percentage of total suspensions relative to enrolment compared to the running average of the previous 3 years

The downward trend in suspensions over the period 2012-2016 confirms the positive impact of the school wide positive behaviour program. In 2016 the total number of suspensions over the year was 28% less than in 2015.



Improvement Target – ATTENDANCE

Target 4 – Reduce the percentage of students achieving less than 90% attendance

Whole School Attendance % - Secondary Year Levels (Source - DoE Schools Online)						
	Y07	Y08	Y09	Y10	Y11	Y12
2014		86%	83%	80%	84%	90%
2015	88%	88%	83%	82%	89%	90%
2016	89%	84%	86%	81%	85%	88%

Regular (at or above 90%)attendance rate (Source - DoE Schools Online)		
Year	School	WA public schools
2014	45.4%	70%
2015	Semester 1 - 55.4%	63%
2016	Semester 1 - 54.3%	62%

Target 5 -Regular, whole school and Aboriginal attendance rates will improve from 2014

Attendance Overall Secondary (Source – DoE Schools online)									
Non-Aboriginal			Aboriginal			Total			
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2014	85.3%	85.3%	87%	88.6%	69%	70.1%	66.3%	83.5%	84.2%
2015	87.4%	87.4%	86.5%	89.7%	77.6%	70.3%	68%	86.2%	84.7%
2016	87%	86.3%	89.5%	76.0%	70.8%	67.4%	85.6%	84.8%	87.7%

In 2016 our average school attendance increased from 68% to 85.6%. This was better than like schools and close to the state average. The attendance of Aboriginal students was above the like schools and state average. This reflects our intense efforts in 2016 to improve student attendance. We continued to focus on trying to close the attendance gap between Aboriginal and non-Aboriginal students.

Strategies implemented in 2016 to support engagement of Aboriginal students included:

- Individualized attendance plans for Aboriginal students at high risk of poor attendance
- Collaborative approach with the Great Southern Academy (Clontarf Foundation) to improve attendance of Aboriginal boys
- Partnership with the Great Southern Employment Development Commission (GSEDC) and Wanslea Family Services to further develop positive relationships between Aboriginal families and the school
- School funding to support engagement strategies through the Rising Albany Yorgas Program (RAY) for Aboriginal females attending NASHS.

Target 6 - Attendance Improvement Plans developed for students at risk

Attendance plans are implemented for those students in the severe attendance category (less than 60% attendance). In 2014 the percentage of NASHS students in this category was 10.6% and this reduced to 7.65% in 2015. However in Semester One 2016 it increased to 8.9%. One of our responses to this was to employ a 0.2FTE Liaison Officer. This person worked with our attendance team for home visits during Semester two.

Improvement Target –LITERACY AND NUMERACY

Target 7 - 100% of teaching staff can demonstrate whole school literacy strategies in teaching and learning programs

NASHS implementation of the Literacy strategies, based on "Seven Defensibles" Literacy program	
2010	Read aloud, Vocabulary Instruction, KWL Charts
2011	Graphic Organizers
2012-2013	Writing to Learn, Structured Note Taking, Reciprocal Teaching
2015	Graphic Organizers and Common Lesson Note Framework
2016	Graphic Organizers, Vocabulary instruction specific to Learning Areas



Word wall in school gym

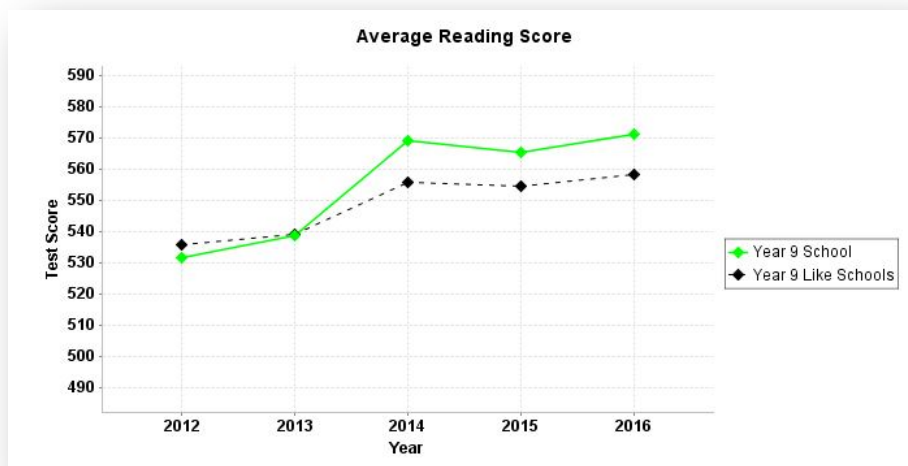
General staff meetings are held after school twice per term for two hours. At these meetings staff participate in professional learning. Strategies for literacy and numeracy improvement is a standing item at every meeting. In 2016 the graphic organisers and vocabulary instructions remained the key strategies to support improvement in reading and writing. Specific learning area Word Walls are evident in classrooms around the school.

Target 8 - Year 9 NAPLAN domains of Reading, Writing and Numeracy will not fall below expected performance level

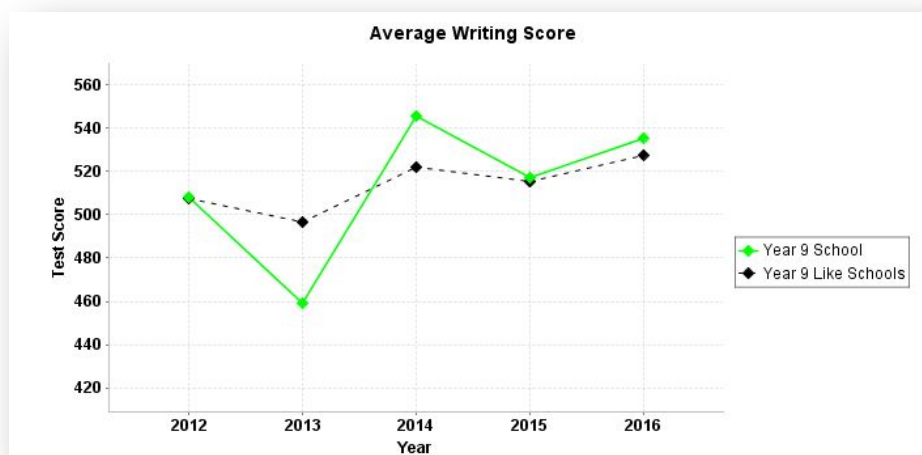
In 2016 we were very pleased that student performance continued in the expected range of performance in all three domains.

Comparative Performance for Year 9				
	2013	2014	2015	2016
Numeracy				
Reading				
Writing				

1	Above Expected - more than one standard deviation above the predicted school mean
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean



Source data – DoE Schools online

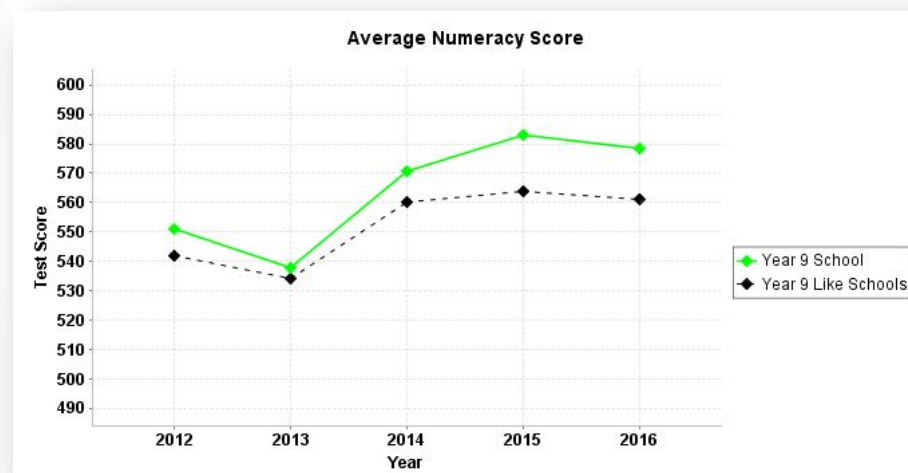


2016 Year 9 NAPLAN

Comparison to Like Schools

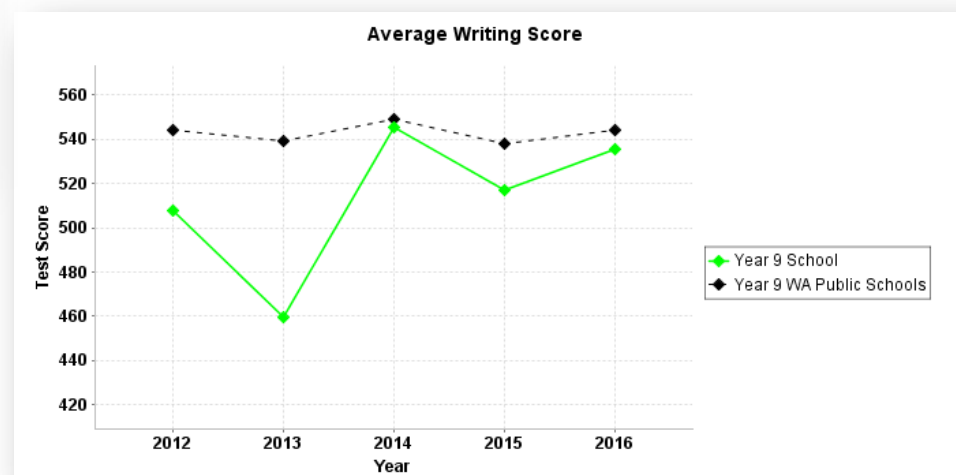
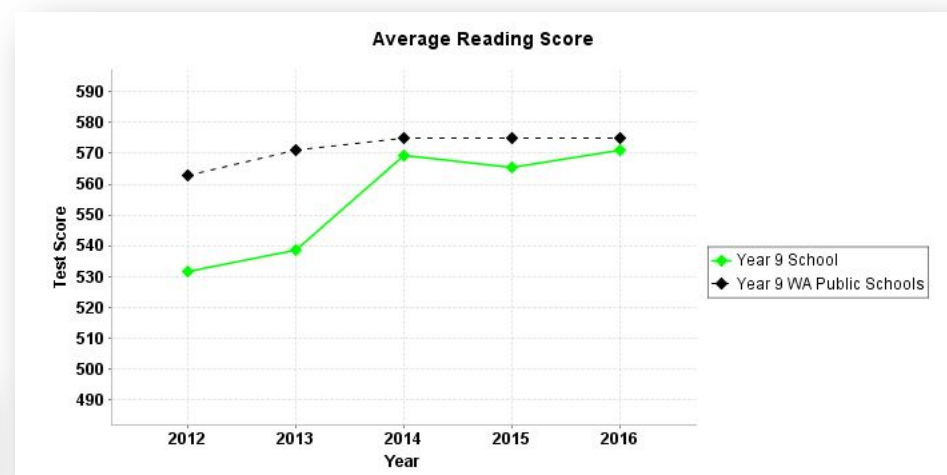
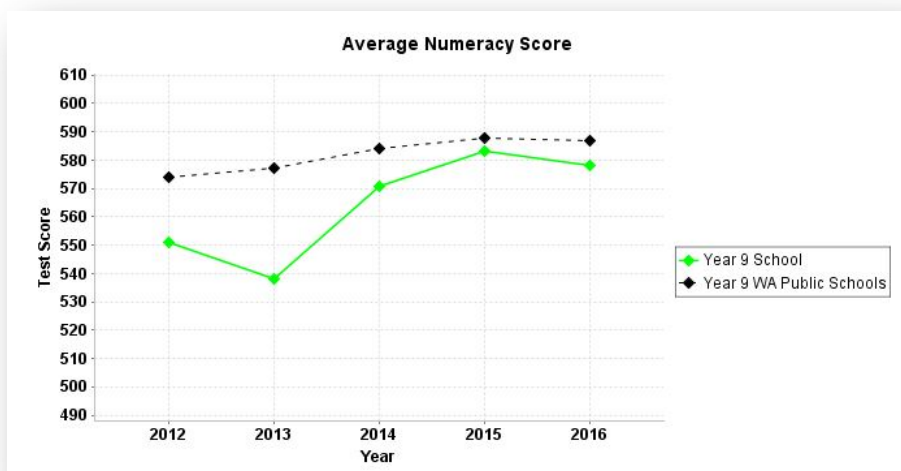
NASHS performance in Numeracy, Reading and Writing continues to be above like schools.

The average test scores for writing show steady improvement since 2012. We anticipate this trend will continue.



Comparison to WA Public Schools

As can be seen from these graphs our students achieved well in NAPLAN. In all three domains of numeracy, reading and writing the average score was close to the WA public school average.



Target 9 - Reduce the gap in Year 9 NAPLAN performance between Aboriginal and non-Aboriginal students compared to 2014

In the domain of Reading the gap has been closed. The percentage of students above the National Minimum Standard (NMS) increased from 50% in 2015 to 69% in 2016. In Numeracy all aboriginal students achieved at or above the NMS. This continues the trend from 2015.

In Writing the percentage of both Aboriginal and non-Aboriginal students below the NMS is still a concern and strategies to improve this include:

- Specific attention to spelling and vocabulary in all learning areas
- Motivation to read
- Providing student with strategies to improve skills in comprehension
- Corrective reading comprehension using direct instructions

Strategies to improve the performance of Aboriginal students included:

- Continued support and encouragement for our students to attend the 'Follow the Dream' tutoring program.
- The creation of a Manager of Aboriginal Programs position to implement and coordinate academic strategies.
- Additional Education Assistant time to provide literacy and numeracy support in Years 7-9.

Percentage of students* above, at or below the National Minimum Standard (NMS)				
		Above	At	Below
Numeracy	Aboriginal	62	38	0
	Non Aboriginal	87	11	2
Reading	Aboriginal	69	23	8
	Non Aboriginal	78	19	3
Writing	Aboriginal	38	23	38
	Non Aboriginal	61	18	21

Target 10 – 75% of Year 10 and 11 students have achieved Online Literacy and Numeracy Assessment (OLNA) in 2 of 3 domains by December 2017

2015 Year 10 Cohort % of Students Achieved OLNA Standard		
	2015 Year 10	2016 Year 11
Numeracy	67%	81%
Reading	75%	90%
Writing	64%	83%

2014 Year 10 Cohort % of Students Achieved OLNA Standard Eligible for WACE			
	2014 Year 10	2015 Year 11	2016 Year 12
Numeracy	64%	73%	92%
Reading	68%	80%	97%
Writing	66%	70%	95%

OLNA is one of the requirements for graduation (WACE) in Year 12. As can be seen from the data over 90% of our Year 12 students eligible for WACE achieved the OLNA standard.

Improvement Target – ACADEMIC PERFORMANCE

Target 11 - All students will know the academic goal/focus of their lesson

Apparent Retention and Progression

Apparent retention and progression rates (%) - secondary					
	Year 8-10	Years 8-12	Years 10-12	Years 10-11	Years 11-12
2015	103%	54%	49%	88%	69%
2016	88%	75%	72%	84%	82%

The improved retention rate from Years 10-12 and Years 11-12 in 2016 is most pleasing. It reflects our determined efforts to engage students and support their career aspirations through the provision of individualised pathways in senior school.

NASHS is committed to providing students with access to pathways that articulate to their personalized career goals. Students are provided with opportunities to engage in courses both on and off campus as well as through video conferencing and on line teaching and learning programs.

In Years 11-12 students are able to choose from a range of programs including ATAR, Vocational, combined school and TAFE, Workplace Learning and a wide range of Certificate II and Certificate III courses

In 2017, midway through our 2015-2018 Business Plan, we will be surveying students on the extent to which this target 11 has been met.

Target 12 - The Year 12 attainment rate (ATAR above 55 or completion of Certificate Level 2) will increase from 74% in 2014 to 85% by 2018

In 2016 the percentage of students achieving attainment increased. We are on track to achieve our target of 85% attainment rate by 2018

	Attainment %	WACE %
2011	45	90
2012	56	78
2013	47	100
2014	74	94
2015	71	85
2016	75	79

Year 12 Participation					
Eligible Year 12 Students		ATAR – number of students & % of cohort		VET – number of students and % of eligible students completing a Cert II or higher	
2012	56	19	34%	14	25%
2013	53	19	36%	12	23%
2014	34	8	24%	20	59%
2015	41	14	34%	20	49%
2016	67	19	28%	40	60%

The percentage of students studying ATAR in 2016 decreased slightly. Over the next two years we are expecting this percentage to increase.

Target 13 – The median ATAR score of students applying to University will be maintained above 70

In 2016 the median ATAR of 77.2 was above expected performance. Of those who applied to go to University 100% were offered one of their preferences and 66% received their first preference. This compares favourably to the state average of 69% achieving their first preference. NASHS students enrolled in medical science, occupational therapy, natural and physical science, nursing, teaching and music courses.

Median ATAR score of Year 12 students who applied to go to University	
2014	65.7
2015	74.9
2016	77.2

The percentage of ATAR students achieving a score of 75+ increased from 2015.

Students acquiring an ATAR achieving one or more scaled scores of 75 or more			
	Acquiring an ATAR	Number achieving one or more scaled scores of 75+	Achieving one or more scaled scores of 75+
2014	8	1	13%
2015	14	1	7%
2016	19	4	21%

As part of our commitment to provide individualised pathways, students were provided with the opportunity to study a number of vocational pathways at Certificate 11 and Certificate 111 level.

Year 12 students completed Level II certificates in a range of industry areas	
Certificate II Agriculture	Certificate II in Automotive servicing technology
Certificate II Building and Construction	Certificate I Business
Certificate II Business	Certificate II Civil Engineering
Certificate II Community Pharmacy	Certificate II Community Services
Certificate III Education Support	Certificate II Equine Industry
Certificate I GATE	Certificate II Floristry
Certificate III Health Services Assistance	Certificate II in Health support services
Certificate II in Kitchen operations	Certificate II Music
Certificate II Plumbing	Certificate II Skills for work and vocational pathways
Certificate II Sport Coaching	Certificate I Visual arts (Photography)
Certificate II Visual arts (Photography)	

Engagement of Aboriginal Students in Vocational Training

The Aboriginal School Based Traineeship Program (ASBT) provides students with the opportunity to undertake paid employment while working towards a Certificate II. In 2016 nine Year 10 students completed the pre course to commencing an ASBT. In 2016 there were 7 students participating in an ASBT – an increase from 5 in 2015.

Improvement in – SCHOOL FACILITIES

Through prudent and careful budgeting over several years, NASHS is now in a position to be able to undertake improvements to our learning environment and buildings and grounds. Planned works include:

- Nature playground and outdoor classroom – completed 2016
- New student entrance to the school
- Creation of a new fitness centre for student use – completed 2016
- Improved facilities in the Performing Arts Theatre for students of music and theatre/drama – completed 2016
- Creation of a new English and Maths offices – completed Term 1 2017
- New Phys Ed storage facilities – completed 2016
- Resurfacing of tennis and basketball courts
- Upgrade to Administration and school entry
- Greater access to computers – completed 2016 with two additional computer labs
- Japanese garden –completed 2016



The nature playground and outdoor classroom is popular with lower school students

Parent, Student and Teacher satisfaction surveys

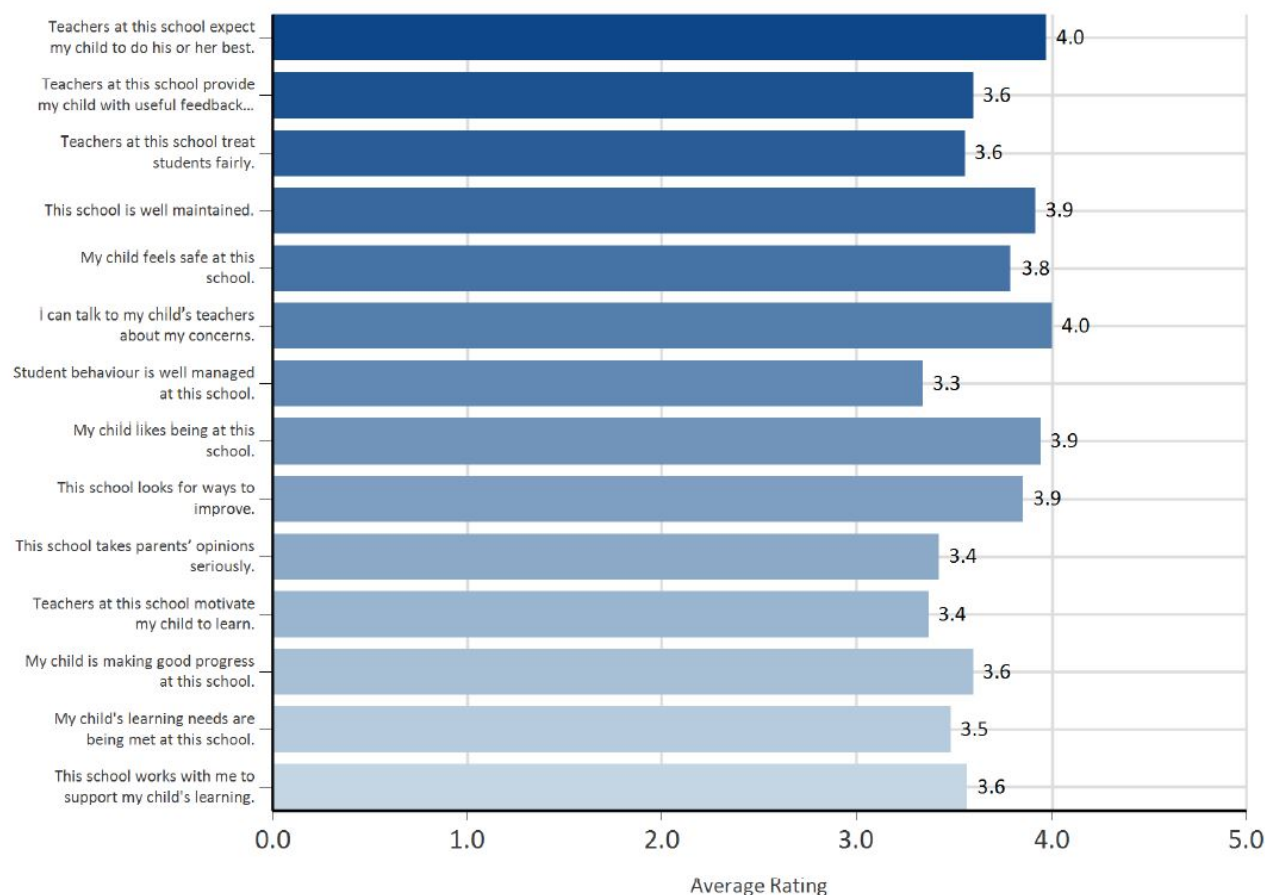
In 2016 parents, staff and students were asked to provide feedback on a range of aspects including school culture, academic focus, school facilities and teaching and learning.

Parent survey 2016

Analysis of parent feedback along with anecdotal feedback from parents throughout the year shows that:

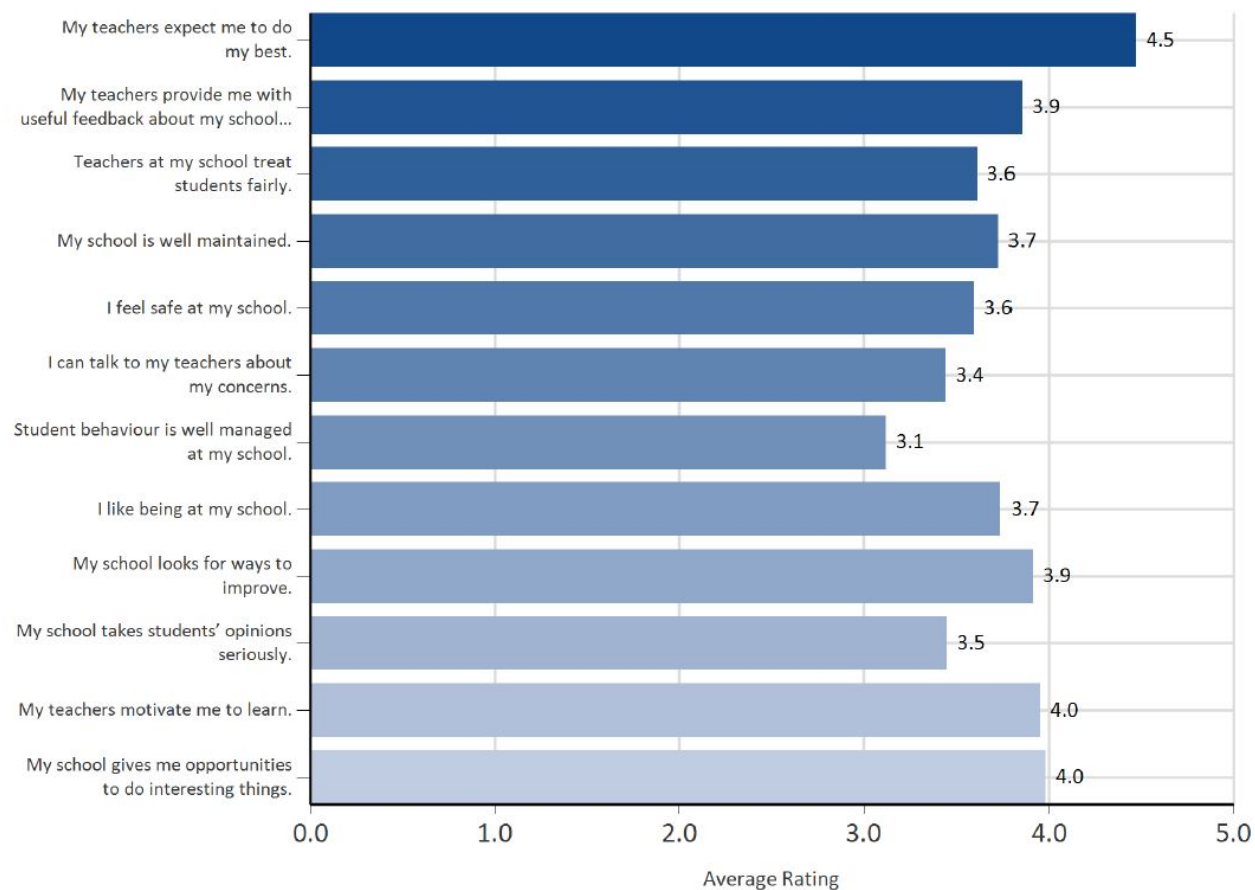
- Parents acknowledge and support our high expectations of students
- Good relationships are being established with parents.
- There is recognition that NASHS has an improvement culture

In 2017 there will be a refocus on academic rigour and achievement.



Student Survey 2016

Students acknowledge we expect them to do their best and that we have an improvement focus. This is similar to the parent views. This affirms our effort to embed the school value of 'Be Your Best' over the last 2 years.



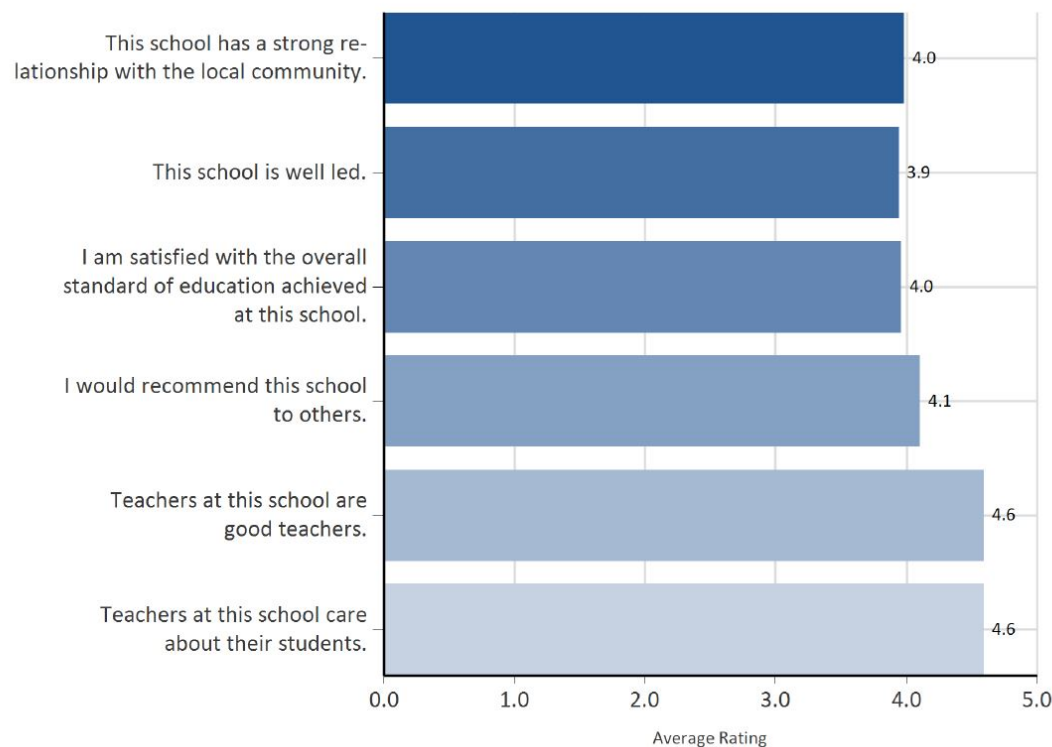
Staff Survey 2016

The 2014 staff survey identified three areas for improvement.

- Improved feedback mechanism about performance;
- Improved feedback to staff on input to decisions;
- Continued development of the school positive behaviour program.

In response to these, the following has been actioned.

- A complete review of performance management processes was undertaken. Teachers performance management is now aligned to the seven AITSL standards and with a higher degree of self-reflection and accountability. Peer observation and Head of Learning Area classroom observation and feedback are embedded in the performance management process for teachers.
- In 2016 following a review of non-teaching staff performance management, a more robust and accountable system is being implemented based on work competencies and job descriptions.
- To ensure better communication to staff, minutes of the weekly leadership team meetings, general staff meetings and ICT team meetings are published and a copy provided to all staff. Copies of Finance Committee meetings and School Board meetings are available in the staffroom.
- The school positive behaviour (PBS) program has continued. In Term one 2016 an audit was conducted by regional PBS staff and it showed that the implementation average of all aspects of PBS has increased to 92%. 70% of staff explicitly teach the school values and the behaviour pathway flow chart is clearly understood.



Highlights – value adding to our students' learning

Throughout 2016 our students participated in various community events and school based social and cultural activities. These are character building, provide opportunities for students to interact with members of the community in a positive way, support the development of student leadership skills, and allow the community to see the talent, care and diligence that characterises NASHS students.

Student Leadership

Priority 3 of our school business plan includes the development of student leadership.

The Student Council represents students across Years 7-12. The two School Captains (selected from the Year 12 Student Councillors) were 'the face of NASHS' at various community functions as well as representing the student body on the School Board. At Board meetings the school captains present student views and actively participated in reviewing school progress towards achieving our targets.

The Student Council is responsible for organising whole school assemblies including the awards assembly, ANZAC ceremonies and NAIDOC celebrations.

School Traditions



Blessing of the Roads Ceremony



NASHS students participate in the Albany ANZAC Day march



2016 School Captains

Student Activities

In 2016, 50 Year 8 students travelled to Sydney and Canberra. This tour will now become an annual event at NASHS. In 2017 students will have the opportunity to participate in 3 additional interstate and overseas tours. 1. Cultural and language tour to Japan. 2. Science tour to Canberra 3. Albany combined schools tour to London and the Western Front.



Canberra
Tour



Sporting events



Year 12 Presentation Evening



NAIDOC week



Outdoor Education

Performing and Visual Arts - Opportunities to Learn

Growth in the music and arts/drama departments continued in 2016.

Using the facilities of our state of the art music recording studio, Year 10,11,and 12 music students produced their own recordings.



Special Programs at NASHS in 2016

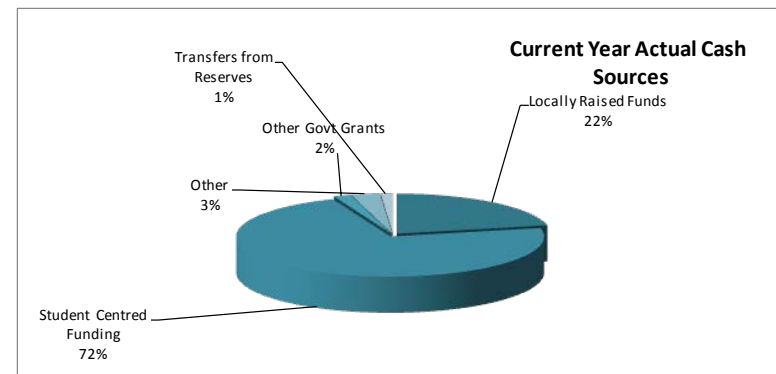
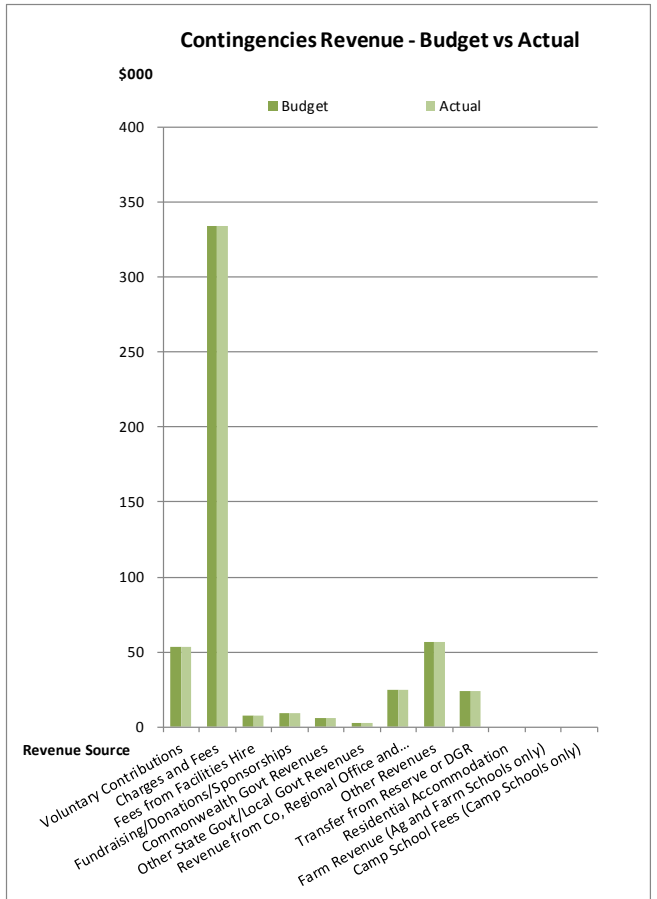
- Aboriginal boys engagement program – Great Southern Academy supported by the Clontarf Foundation.
- Aboriginal girls engagement program – Rising Albany Yorgas.
- ATAR Club – for Year 12 students.
- Academic Support Club – after school each Wednesday.



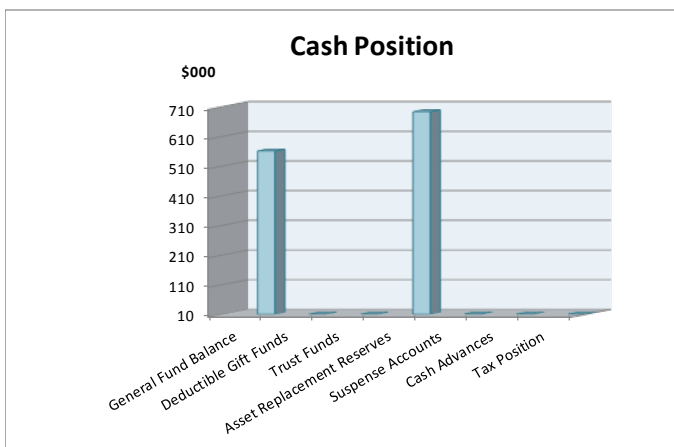
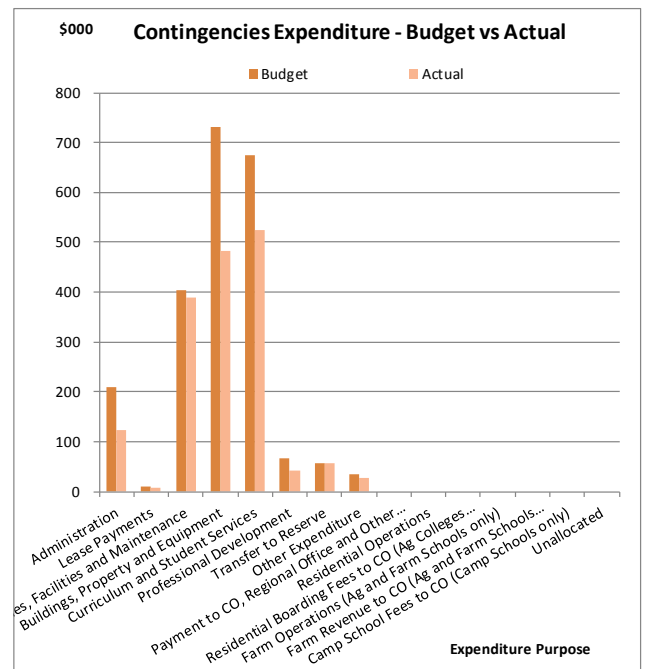
North Albany Senior High School

Financial Summary as at
December 31 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 53,400.00	\$ 53,399.55
2	Charges and Fees	\$ 334,279.86	\$ 334,280.62
3	Fees from Facilities Hire	\$ 7,565.33	\$ 7,565.36
4	Fundraising/Donations/Sponsorships	\$ 9,020.85	\$ 9,021.35
5	Commonwealth Govt Revenues	\$ 6,134.00	\$ 6,134.00
6	Other State Govt/Local Govt Revenues	\$ 3,000.00	\$ 3,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 24,471.54	\$ 24,471.46
8	Other Revenues	\$ 56,685.92	\$ 56,686.60
9	Transfer from Reserve or DGR	\$ 23,704.19	\$ 23,704.19
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 518,261.69	\$ 518,263.13
	Opening Balance	\$ 342,218.41	\$ 342,218.41
	Student Centred Funding	\$ 1,351,436.74	\$ 1,351,436.32
	Total Cash Funds Available	\$ 2,211,916.84	\$ 2,211,917.86
	Total Salary Allocation	\$ 9,501,519.00	\$ 9,501,519.00
	Total Funds Available	\$ 11,713,435.84	\$ 11,713,436.86



	Expenditure	Budget	Actual
1	Administration	\$ 209,240.98	\$ 123,722.30
2	Lease Payments	\$ 10,500.00	\$ 7,907.82
3	Utilities, Facilities and Maintenance	\$ 403,469.24	\$ 389,597.38
4	Buildings, Property and Equipment	\$ 732,122.28	\$ 482,052.08
5	Curriculum and Student Services	\$ 675,596.90	\$ 524,814.04
6	Professional Development	\$ 65,477.36	\$ 41,515.36
7	Transfer to Reserve	\$ 56,000.00	\$ 56,000.00
8	Other Expenditure	\$ 34,659.11	\$ 25,995.56
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15	Unallocated	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 2,187,065.87	\$ 1,651,604.54
	Total Forecast Salary Expenditure	\$ 8,345,829.00	\$ 8,345,829.00
	Total Expenditure	\$ 10,532,894.87	\$ 9,997,433.54



Cash Position as at:	
Bank Balance	\$ 1,233,147.25
Made up of:	\$ -
1 General Fund Balance	\$ 560,313.32
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 692,735.14
5 Suspense Accounts	\$ 10,697.79
6 Cash Advances	\$ 400.00
7 Tax Position	\$ 30,199.00
Total Bank Balance	\$ 1,233,147.25