

# ANNUAL REPORT

## 2025



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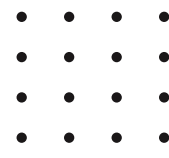
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# > Principal's Report



**Peter Hurle**  
School Principal

It is with immense pride and gratitude that I reflect on the achievements of North Albany Senior High School in 2025. This year, we celebrated the success of 120 graduates, a milestone that speaks volumes about the dedication of our students, staff, and families. Each graduate represents a story of perseverance and ambition, and together they reflect the strength of our school community.

Our deliberate focus on aligning learning pathways with community aspirations and industry trends, supported by the invaluable work of our Career Practitioner, has made a real difference. From Year 9 onward, students have received tailored guidance and coaching, helping them see the value of senior school education and inspiring them to aim high. These efforts have not only increased engagement but also opened doors to exciting futures.

Academically, 2025 was a standout year. Three students earned Certificates of Distinction, four achieved Subject Merits, and five are predicted to score an ATAR above 90. Our median ATAR of 78 is the best in 12 years and the second-best in our history. I am especially proud that 15 students secured university entry through Murdoch University's Flexitrack Enabling Program, the highest number we've ever seen. These results affirm that our students are stepping confidently into the next chapter of their lives.

Our Vocational Education and Training (VET) program also shone brightly, with 10 students achieving three or more Certificate II qualifications and 32 earning two. These outcomes reflect our commitment to providing diverse pathways for success. On a national level, NASHS was recognised by ACARA for exceptional NAPLAN progress, placing us among only 30 schools in WA, and just four regional public high schools, to achieve this distinction. All NAPLAN domains, except spelling, sit in the High Achievement/High Progress quadrant, underscoring the incredible value we add to student learning from Year 7 onward.

Beyond academics, we have worked hard to create a safe, respectful, and inclusive environment. Suspension days dropped by 212 compared to last year, meaning more learning time for our most vulnerable students. For the first time in many years, fewer than 10% of students were suspended, a clear sign of improved engagement and belonging. Incidents involving aggression toward staff also declined significantly, reinforcing our commitment to a positive and respectful culture.

These achievements are the result of a collective effort. Our staff, students, families, and community partners all played a vital role. Together, we have shown what is possible when we combine high expectations with care and support. As we look to 2026 and beyond, our challenge is to build on this momentum: strengthening pathways to tertiary education and employment, fostering community partnerships, and continuing to create a culture where every student feels valued and empowered to achieve their full potential.

Thank you for being part of this journey. I am excited for what lies ahead.

**Peter Hurle**  
**Principal**

# > School Board Report

## Membership Compliance

The Board successfully reached compliance with all membership requirements for the year.

## Board Changes

- New Members:
  - Jared Gardiner and Rishenda Goodwin joined as Community Representatives.
  - Shannon Elphick joined as a Parent Representative.
  - Katherine Mitchell joined as a Staff Representative.
- Departing Members:
  - Lindsay Campbell (Chair)
  - Daniel Hoath (Staff Representative)
  - Karen Petty (Community Representative)
- Continuing Members
  - Jo Loton, Perdita Beebe, Rebekah Polette, and Julie Fordham resumed their roles on the Board.

## Leadership

- The Principal will remain as interim Chair until a Board member nominates and accepts the position.

## Key Focus for 2025

- The Board will prioritize:
  - Training and compliance with all statutory requirements
  - Strengthening governance to support the school's strategic direction



**Perdita Beebe**  
Parent Representative



**Rebekah Polette**  
Parent Representative



**Jared Gardiner**  
Community Representative



**Sharon Elphick**  
Parent Representative



**Jo Loton**  
Staff Representative



**Rishenda Goodwin**  
Community Representative



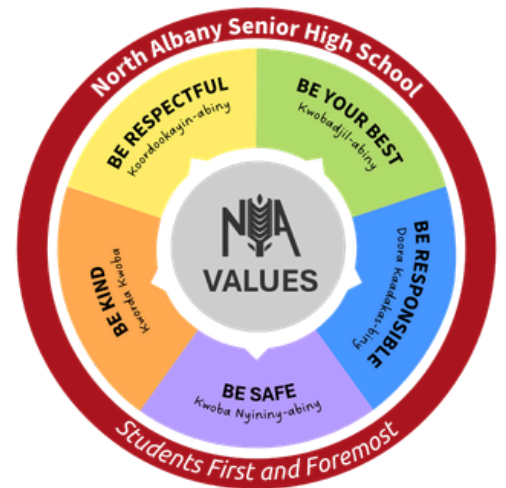
**Katherine Mitchell**  
Staff Representative

**Principal:** Peter Hurle  
**Secretary:** Julie Fordham  
**Student Representatives:**  
Emily Gadean and  
Mattey Duncan

# > School Values

At North Albany Senior High School (NASHS) we aim to provide a wraparound service to support every child academically, socially and emotionally and culturally through their adolescent years. We believe that everyone, staff and students, have the responsibility to contribute to a supportive and engaging learning environment by being positive, courteous and respectful to all. NASHS prides itself on providing a quality inclusive education for all students. NASHS five school values are:

- **Be Respectful**
- **Be Responsible**
- **Be Your Best**
- **Be Kind**
- **Be Safe**



These values, along with our school ethos “Students are First and Foremost” guide our decisions and implementation of educational programs.



## Our Vision

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



## Our Values

North Albany Senior High School values are clear, fostering respect and appreciation for the contribution each of us makes. We seek to work with kindness, respectful practices, and promote sustainable harmony so that we may all have the courage to prosper and thrive.

## > Our Team

The true strength of North Albany Senior High School lies in the dedication and professionalism of our staff. Across Leadership, Teaching, Student Services, and Support roles, every member of our team shares a commitment to creating a safe, inclusive, and high-achieving environment where every student can thrive.

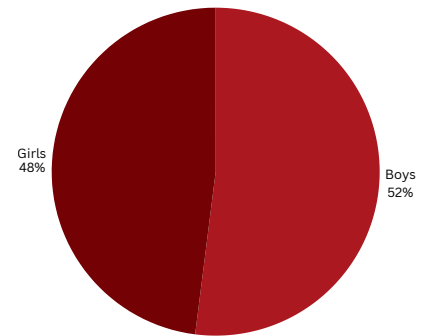
This section celebrates the individuals and teams who bring our vision to life each day, delivering quality teaching, supporting wellbeing, and working collaboratively to ensure the best possible outcomes for our school community. Their passion and expertise are the foundation of our success and the reason NASHS continues to grow and achieve.

	No	FTE	AB'L
<b>Administration Staff</b>			
Principals	1	1	0
Associate / Deputy / Vice Principals	2	2	0
Heads of Departments and Learning Areas	6	6	0
Program Coordinators	3	3	0
<b>Total Administration Staff</b>	<b>12</b>	<b>12</b>	<b>0</b>
<b>Teaching Staff</b>			
Level 3 Teachers	2	2	0
Other Teaching Staff	48	44	0
<b>Total Teaching Staff</b>	<b>50</b>	<b>46</b>	<b>0</b>
<b>Allied Professionals</b>			
Clerical / Administrative	16	13.2	0
Gardening / Maintenance	4	3	1
Instructional	2	1.3	2
Other Allied Professionals	25	19.5	0
<b>Total Allied Professionals</b>	<b>47</b>	<b>37</b>	<b>3</b>
<b>Total</b>	<b>109</b>	<b>95</b>	<b>3</b>

# > School Snapshot

## STUDENT NUMBERS AND CHARACTERISTICS 2025

North Albany Senior High School had a total enrolment of **881** full-time students in 2025, comprising 52% male and 48% female students. The school is proud to support a diverse student population, with 13% identifying as Aboriginal or Torres Strait Islander and 12% from language backgrounds other than English. The school's Index of Community Socio-Educational Advantage (ICSEA) score of 959 reflects the school community's relative access to educational resources and opportunities, which is slightly below the national average of 1000. This indicates that many students may face additional challenges in their learning journeys.

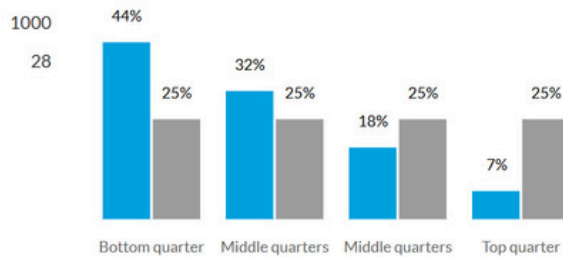


### Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value  
Average ICSEA value  
School ICSEA percentile

959  
1000  
28

### Distribution of Socio-Educational Advantage (SEA)



■ School distribution ■ Australian distribution  
Percentages are rounded and may not add to 100

## ATTENDANCE

Student attendance rate	Percent <sup>1</sup>
All students	81%
Indigenous students	56%
Non-Indigenous students	85%

Student attendance level (proportion of students attending 90% or more of the time) <sup>2</sup>	Percent <sup>1</sup>
All students	43%
Indigenous students	12%
Non-Indigenous students	48%

Australian Curriculum, Assessment and Reporting Authority. (2025). My School: North Albany Senior High School. Retrieved January 9, 2026, from <https://myschool.edu.au/school/48227>

# > Accountability and Improvement



## Relationships

Foster a positive school climate by strengthening relationships with families, staff, and the wider community to support student success and wellbeing.

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## Learning Environment

Create a safe, supportive, and inclusive learning environment that promotes student engagement, attendance, and wellbeing, with targeted support for those at educational risk.

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## Leadership

Demonstrate effective and accountable leadership that drives organisational growth, fosters clarity of vision, and builds trust across the school community.

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## Use of Resources

Ensure effective and transparent use of resources to support targeted programs, teaching adjustments, and improved learning outcomes for all students.

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## Quality Teaching

Promote a culture of shared responsibility and invest in the conditions that support high-quality teaching, recognising it as the most significant factor in student achievement.

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## Student Achievement and Progress:

Use a balanced approach to assessing and reporting student progress by combining standardised data with school-based assessments and teacher insights, to build parent confidence and support student growth.

## 01 Relationships

***Foster a positive school climate by strengthening relationships with families, staff, and the wider community to support student success and wellbeing.***

### **Progress against priority**

During 2025, the Relationships SILC has strengthened staff and student connections through several key initiatives. The Serious Incident Policy was prepared, finalised, and distributed to all NASHS staff, ensuring clarity and consistency in managing the impacts of incidents.

Psychosocial hazards were reviewed, and all staff were encouraged to complete the related professional learning on iKon, reinforcing our commitment to workplace safety and wellbeing. The SILC also organised and supported a range of staff wellbeing and social events, including Christmas in July, the End of Year Function, and weekly yoga sessions. These initiatives were commended during the November Commendation/Recommendation Workshop for promoting authentic support and collaboration among staff, improving collegiality, and fostering more positive, relaxed relationships between staff and students.

Tier 1 supports to strengthen staff-student relationships have been initiated through our ongoing partnership with Real Schools, embedding restorative practices across the school. This partnership continues to build the school's capacity for restorative approaches, which underpin our commitment to positive relationships and a supportive learning environment. Looking ahead, the SILC has identified several areas for improvement. These include creating more opportunities for informal staff gatherings, such as a weekly staff muster, and improving communication processes and protocols to support staff wellbeing. Further development of a consistent whole-school approach to student behaviour, strengthening community engagement in students' learning journeys, and establishing measures to ensure staff accountability for SILC and professional learning participation have also been prioritised

### **Planned Actions**

For 2026, the SILC aims to strengthen community and parent relationships to enhance collaboration and shared responsibility for student wellbeing and engagement. The promotion of restorative practices will continue through increased staff training, including targeted professional development featuring explicit examples, modelling, and practice opportunities.



## 02 Learning Environment

***Create a safe, supportive, and inclusive learning environment that promotes student engagement, attendance, and well-being, with targeted support for those at educational risk.***

### **Progress against priority**

During 2025, the Learning Environment SILC, which includes the PBS Committee, has continued to strengthen the school's capacity to provide a safe and supportive environment. This collaborative structure will be reviewed in the new year to ensure that the domains of this Standard are more authentically addressed. A significant achievement this year was the review and update of the Mobile Phone Policy. The revised policy better reflects the school's restorative culture and has reduced conflicts between staff and students that previously arose from the outdated policy, while also successfully impacting students' use of devices during the "Off and Away" period of the school day.

In conjunction with the Real Schools partnership, the SILC collaborated with staff to develop restorative scripts to be used as stored responses across the school. These scripts promote consistent messaging and approaches from staff when addressing student behaviours. The SILC has also facilitated adjustments to Compass, enabling improved support for teachers and more effective data collection.

The maintenance and support provided by PBS in promoting prosocial and positive behaviours through the NAV point system, Values Certificates, and Assemblies was acknowledged as a school strength in the Learning Environment Standard.

The school's support architecture continued to evolve with the Multi-Tiered Systems of Support (MTSS) forming the foundation for gap analysis and targeted interventions for students. Weekly meetings of the Student Support Team ensured alignment of supports for students in need and enabled early identification and provision of assistance for those with complex vulnerabilities. Continued support from Statewide Services, including SEND, SENBE, and SENS, has reinforced the school's structures and added depth to the provisions available for students.

Through the Principal, the School Board successfully petitioned the Minister for Education and the Local Member to include an infrastructure upgrade as a commitment in the State Government elections in March. The resulting \$22 million funding commitment is currently in the consultation and decision-making phase to determine priority areas for expenditure. This enhancement of facilities will significantly increase the school's capacity to provide opportunities for student success and support their aspirations. It is anticipated that by 2027, a commitment to the architectural projections will be realised.

***Demonstrate effective and accountable leadership that drives organisational growth, fosters clarity of vision, and builds trust across the school community.***

### **Progress against priority**

In 2025, the school leadership team continued to align planning and priorities with the School Improvement and Accountability Framework. The NASHS Strategic Focus Plan provided direction for embedding strategic leadership initiatives, including the SILCs, which give staff a direct voice in the school's continuous improvement journey, and the MTSS framework, which aligns internal support services with targeted community resources to proactively impact student wellbeing.

The Executive Team has developed focused system leadership profiles to strengthen the school's links within the broader education network. These profiles include engagement in PPR and PSR peer reviews, participation in the Great Southern Aspirant Leaders initiative, and involvement in the Complex Case Coordinators Project. Several leaders engaged in Performance Management for Middle Leaders professional learning, which has strengthened the team's understanding and commitment to the rigour of the Performance and Development Planning culture established in 2024. The publication of the Middle Leaders AITSL Standards has added structure and accountability to performance conversations for the school's middle leaders.

### **Planned Actions**

Looking ahead, the leadership team will be enhanced in 2026 with the permanent appointment of a Science and Mathematics HOLA, providing stability and experience to these two critical learning areas. Commendations are extended to Beth Hewson and Joel Ireland for their leadership in these areas during the interim period. Aspirant school leaders have had opportunities to gain experience in both short-term and long-term leadership roles within the school and in some cases, building leadership credentials in other local schools. SILC Chairs, who self-nominate, also continue to grow their leadership capacity and currency through these roles.

The School Board has reached compliance with membership requirements; however, the Principal remains as interim Chair until a board member nominates and accepts the position. A key focus for the 2026 School Board will be training and compliance with all statutory requirements, ensuring governance continues to support the school's strategic direction.

## 04 Resources

***Ensure effective and transparent use of resources to support targeted programs, teaching adjustments, and improved learning outcomes for all students.***

### **Progress Against Priority**

In 2025, NASHS maintained exemplary financial and resource management practices. The school's financial management procedures remain fully compliant with the expectations outlined in the Funding Agreement for Schools. The finance and facilities leadership structure, comprising the Manager Corporate Services, Finance Officer, and Facilities Officer, continues to provide clear communication and transparent governance through the Finance Committee. Regular meetings and active engagement by the Principal ensure that budget and resource management practices align closely with school planning priorities.

A significant milestone for the year was the completion of the STEM Building project, which will be operational from the beginning of 2026. This facility is anticipated to be extensively utilised by Year 7 and Year 8 STEM classes, providing enhanced opportunities for integrated, project-based learning.

Enrolments have remained steady throughout the year, and a preliminary workforce plan has been drafted to accommodate projected enrolment growth over the next five years. This proactive approach ensures that NASHS will continue to maintain a competent and connected workforce capable of meeting the evolving needs of its students.



*New STEM Building completed in December 2025*

## Resources (Continued)

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	230,723	230,723
Carry Forward (Salary):	395,353	395,353
<b>INCOME</b>		
Student-Centred Funding (including Transfers & Adjustments):	13,482,902	13,482,902
Locally Raised Funds:	633,043	676,217
<b>Total Funds:</b>	<b>14,742,021</b>	<b>14,785,194</b>
<b>EXPENDITURE</b>		
Salaries:	12,047,432	12,047,432
Goods and Services (Cash):	2,059,695	1,926,467
<b>Total Expenditure:</b>	<b>14,107,127</b>	<b>13,973,899</b>
<b>VARIANCE:</b>	<b>634,894</b>	<b>811,295</b>

## 05 Quality Teaching

***Promote a culture of shared responsibility and invest in the conditions that support high-quality teaching, recognising it as the most significant factor in student achievement.***

### **Progress Against Priority**

In 2025, the Teaching Quality SILC faced challenges in establishing a clear agenda and achieving significant outcomes. The design and development of a consistent pedagogical approach for NASHS teachers remains the core focus for this SILC in 2026. Through SSENBE, the school embraced the opportunity to engage 15 teachers in Classroom Management Strategies (CMS) training, and plans are in place to extend this opportunity to as many teachers as possible in the coming year. CMS training will support a consistent approach to classroom practice and serve as a foundation for driving the commitment to a whole-school pedagogical approach to teaching and learning.

During 2025, staff continued to collaborate within Learning Areas to plan for, act on, and assess student progress. Heads of Learning Areas monitored programs to ensure alignment with the WA Curriculum and confirmed that differentiated teaching practices were in place to cater for the diverse learning needs of students. School processes endorsed moderation of results both within NASHS and across the region, ensuring consistency and reliability in assessment practices.



## > Student Achievement and Progress

***Use a balanced approach to assessing and reporting student progress by combining standardised data with school-based assessments and teacher insights, to build parent confidence and support student growth.***

### **Progress Against Priority**

In 2025, the Student Achievement and Progress (SAP) SILC focused on developing awareness of the various reporting sources for student progress and achievement and engaged in understanding the insights these data sets provide. During the November Professional Learning Day, staff were introduced to a problem-solving protocol designed to provide a consistent approach to analysing data, defining areas for improvement, and creating action plans to embed in school planning for future improvements in student outcomes.

Commendations from staff in this Standard included the effective use of task mark reports to keep all stakeholders informed about student progress, the alignment of senior school offerings with industry employment trends and community aspirations, and the comprehensive course counselling that supports students in selecting pathways aligned with their goals. Targeted support for identified students through programs such as MacqLit, Bond Blocks, ESL, and Butcher Block was also highlighted, alongside strong achievements in the sporting arena, which have contributed to building a positive school reputation.

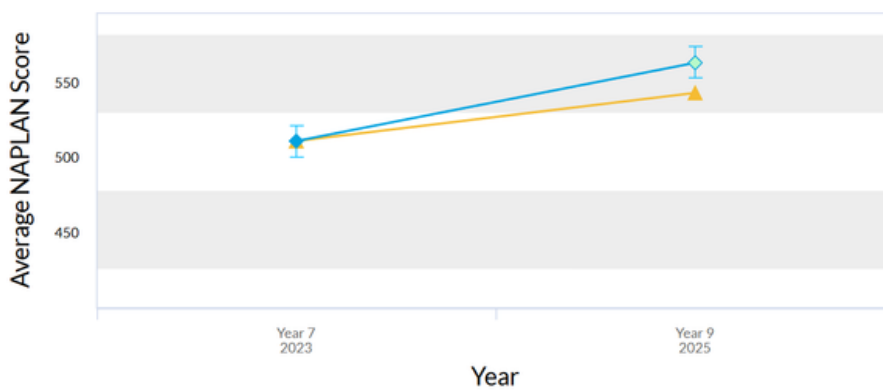
Recommendations for improvement include increasing teacher awareness and planning for improvements in OLN and NAPLAN, building staff capacity in data literacy with a focus on senior school metrics, teacher judgement, and analysis of ATAR, OLN, and NAPLAN results.

Systemically embedding a data review cycle into school planning and operations, potentially incorporating the problem-solving protocol, was also suggested. Additionally, re-establishing conversations at Leadership Team meetings about the value of parent evenings was identified as a priority for strengthening engagement and communication.



## > Student Achievement and Progress (Continued)

### NAPLAN Student Progress 7–9 Reading 2025



**Interpreting the graph**

Selected school's average when compared to students with the same starting score and similar background

- ◆ Well above
- ◇ Above
- ◇ Close to
- ◇ Below
- ◆ Well below
- ◇ No comparison available
- ⊥ 90% level of confidence

Select Categories:

Selected School  Students with the same starting score and similar background ⓘ  All Australian students

Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 82%

### NAPLAN Student Results 7–9 2025

Compare to  Students with similar background  All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	502	522	522	502	513
Year 9	558	555	550	541	553

NAPLAN participation for this school is 95%  
NAPLAN participation for all Australian students is 95%

**Interpreting the table**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

## > **Foci for 2026**

- Strengthen community and parent engagement to enhance collaboration and shared responsibility for student wellbeing and engagement.
- Promote restorative practices through increased staff training, including targeted professional development with explicit examples, modelling, and practice opportunities.
- Improve communication processes and protocols to support staff wellbeing and create more opportunities for informal staff gatherings and celebrations.
- Establish measures to ensure staff accountability for SILC participation and professional learning engagement.
- Review the collaborative structure of the Learning Environment SILC and PBS Committee to ensure authentic alignment with the Standard's domains.
- Continue adjustments to Compass to improve teacher support and data collection and maintain MTSS-based support architecture for targeted interventions.
- Progress consultation and planning for the \$22M infrastructure upgrade to ensure facilities meet future student needs.
- Continue to embed the Performance and Development Planning culture with rigour, using AITSL Middle Leader Standards as a framework for Leadership Team reflection and provide leadership development opportunities for aspirants.
- Ensure School Board training and compliance with statutory requirements.
- Finalise the preliminary workforce plan to explore the staffing opportunities presented with projected enrolment growth.
- Design and implement a consistent whole-school pedagogical approach and expand CMS training to all teachers to support consistent teaching practice.
- Build staff capacity in data literacy and embed a systemic data review cycle into school planning and operations.