


ANNUAL REPORT



 www.nashs.wa.edu.au


 47 Anson Rd, Albany, WA, 6330

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> Principals Report



Peter Hurle
School Principal

As Principal of North Albany Senior High School, I'm proud to reflect on a year of growth, innovation, and renewed focus on student wellbeing and achievement.

In 2024, we strengthened our commitment to supporting the whole child, from our nurturing Year 7 transition program through to the successful academic and vocational outcomes of our Year 12 students. Our diverse programs, supported by facilities such as the commercial kitchen, alongside continued investment in STEM infrastructure, offer students hands-on, real-world learning experiences. These opportunities, coupled with a rich Senior School curriculum, prepare our learners for life beyond school, whether in higher education, training, or employment.

We've continued to build a positive and inclusive school culture, launching the School Improvement Learning Community (SILC) to amplify staff voice, and commenced a new communication and branding strategy to enhance the school's public profile.

Our partnership with Real Schools is helping us embed restorative practices more deeply across the school, with shared language and expectations that benefit students, staff, and families.

Our involvement in the Complex Behaviour Coordinator initiative has strengthened our support for students at educational risk, and early signs indicate improved engagement, attendance, and behaviour.

Finally, with strong support from our School Board, City of Albany and community partners, we advanced our long-term infrastructure vision, commissioning a notional masterplanning study and petitioning the State Government for a building fund.

Thank you to our dedicated staff, supportive families, and wider community for another year of collaboration and progress.

Peter Hurle
Principal

> School Board Report

At North Albany Senior High School, we value the active involvement of parents and carers in shaping the educational experience of our students. One of the key ways this happens is through our School Board, which provides a meaningful avenue for families and community members to contribute to school decision-making and governance.

In 2024, the School Board, ably led by Chair Lindsay Campbell, played a particularly significant role in school development. Working collaboratively with the school community and our Marketing Officer, the Board led the update and standardisation of the NASHS logo, strengthening our school's visual identity and community presence.

The Board also commissioned the Notional Masterplanning Study and Feasibility Estimates, a major step forward in advancing our long-term infrastructure goals. This work included strong engagement with key stakeholders, including the City of Albany, the Local Member for Albany, and the Minister for Education and Aboriginal Affairs, as part of a concerted effort to have the school's infrastructure vision formally endorsed and financed.

Meeting at least once per term, the School Board continues to welcome feedback from families and community members. We are grateful for the dedication and leadership of our Board members, whose efforts ensure that the voices of parents, carers, and the wider community remain central to the direction and success of NASHS.



Lindsay Campbell
Community
Representative/Chairperson



Perdita Beebe
Parent Representative



Rebekah Polette
Parent Representative

Principal: Peter Hurle
Secretary: Julie Fordham
Student Representatives x 2



Karen Petty
Community Representative



Daniel Hoath
Staff Representative



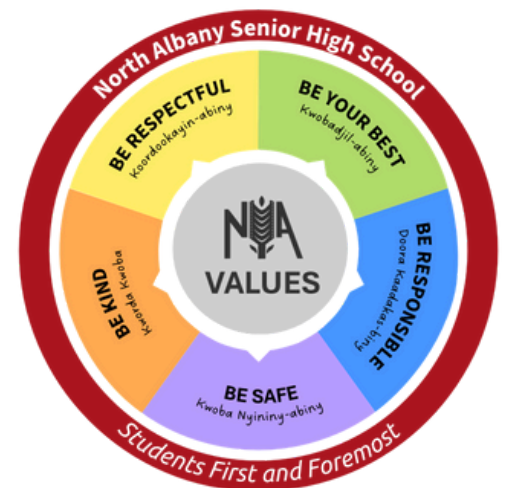
Jo Loton
Staff Representative

> 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.

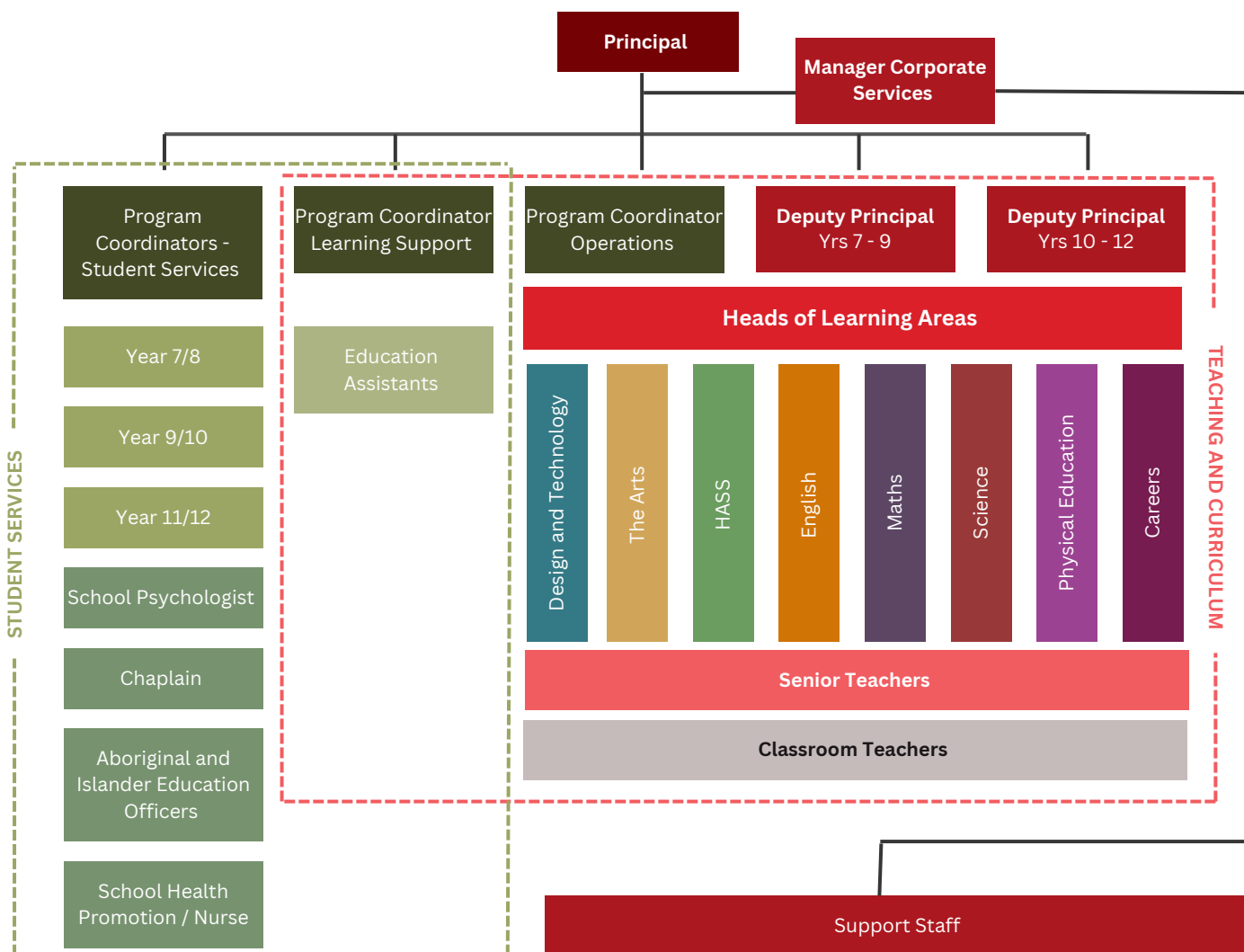
> Our Team

The strength of North Albany Senior High School lies in the dedication and professionalism of our staff. Across Leadership, Teaching, Student Services, and Support roles, our workforce is committed to creating a safe, inclusive, and high-achieving learning environment for all students. This section highlights the individuals and teams who bring our vision to life every day — delivering quality education, supporting student wellbeing, and working together to ensure the best possible outcomes for our school community.

	No.	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Heads of Department and Learning Areas	6	5.8	0
Program Coordinators	4	4.0	0
Total Administration Staff	13	12.8	0
Teaching Staff			
Level 3 Teachers	4	4.0	0
Other Teaching Staff	51	47.9	0
Total Teaching Staff	55	51.9	0
Allied Professionals			
Clerical / Administrative	15	11.5	0
Gardening / Maintenance	4	3.0	1
Instructional	3	1.7	3
Other Allied Professionals	27	20.1	1
Total Allied Professionals	49	36.4	5
Total	117	101.1	5



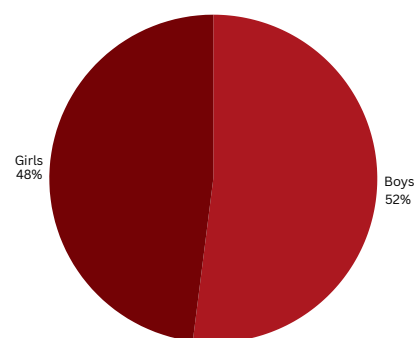
> Our Team (Continued)



> School Snapshot

STUDENT NUMBERS AND CHARACTERISTICS 2024

North Albany Senior High School had a total enrolment of **838** full-time students in 2024, comprising 52% male and 48% female students. The school is proud to support a diverse student population, with 12% identifying as Aboriginal or Torres Strait Islander and 11% from language backgrounds other than English. The school's Index of Community Socio-Educational Advantage (ICSEA) score of 962 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.



ATTENDANCE

	Attendance Rate	
	School	WA Public Schools
2022	79.7%	80.4%
2023	82.3%	82.5%
2024	81.5%	82.2%

	Attendance Rate					
	Y07	Y08	Y09	Y10	Y11	Y12
2022	82%	80%	79%	74%	82%	82%
2023	84%	83%	81%	81%	82%	83%
2024	85%	82%	81%	81%	83%	75%
WA Public Schools 2024	87%	83%	81%	79%	81%	82%

> Accountability and Improvement

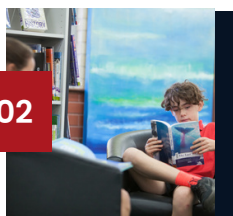
01



Relationships

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

02



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.

03



Leadership

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

04



Use of Resources

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

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.

06



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

This year, North Albany Senior High School has made significant strides in fostering stronger connections within our school community. One of the key initiatives has been the introduction of the School Improvement Learning Community (SILC), which gives staff a clear voice in decision-making and helps strengthen teamwork across the school.

To improve our communication, we welcomed a Marketing Officer and began rolling out the Compass platform, which makes staying informed easier for families. We're also working closely with Real Schools to support respectful and consistent communication across our school.

While the P&C formally wrapped up this year, we're fortunate to have a dedicated and active School Board, which continues to guide and support our school, led by Chair Lindsay Campbell.

We're proud of our commitment to Aboriginal education, particularly through our Menang Noongar Language and Culture program, which is delivered to all Year 7 and 8 students by a local educator. Our partnerships with Clontarf and Deadly Sista Girlz also continue to grow, and we're working with the community to shape even stronger futures for our Aboriginal students.

Planned Actions

1. Gather more feedback from families, students and staff to improve the school experience;
2. Continue to build better communication across our community.
3. Strengthen cultural learning for all students; and
4. Support strong, shared leadership throughout the school.



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.

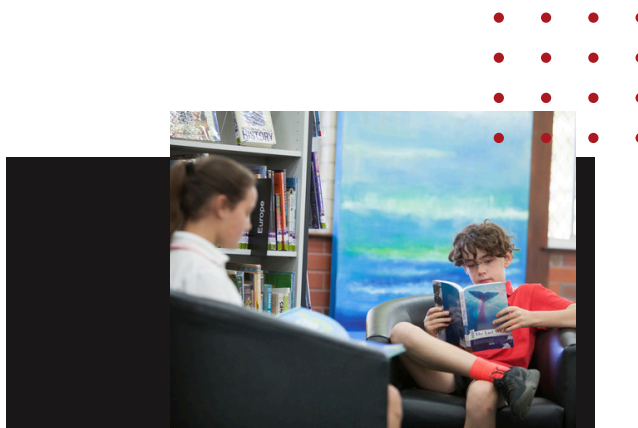
Progress against priority

North Albany Senior High School continues to strengthen its reputation as a safe, caring, and inclusive learning environment. This year, the Student Support team completed a review of how we identify and assist students with complex needs, ensuring that every student receives the right help at the right time. We work closely with a range of support networks, including specialist Department of Education services and community agencies, to provide our students with the best possible chance to succeed.

In 2024, the school also joined the Department's Complex Behaviour Co-ordinator Support initiative, helping us further refine our support systems. This work, guided by a nationally recognised student support model, is already showing positive results in student engagement, achievement, and wellbeing, especially for students who need the most support.

Planned Actions

Looking ahead, we're actively working with key partners—including the School Board, City of Albany, and local and state government representatives—to secure funding for much-needed upgrades to our school's facilities. In April 2024, the school's Masterplanning Study and Feasibility Estimates were completed and submitted to the Department of Education. We're proud to be advocating for modern, inclusive learning spaces that match the aspirations and potential of our students.



Leadership

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

Progress against priority

During 2024, the school leadership continued to align the planning and priorities with the department's expectations. The clear and authentic alignment of the School Improvement and Accountability standards with the NASHS Strategic Focus plan demonstrates the school's strategic direction in a transparent manner. The SILC initiative reflects this alignment and engages staff voices in planning for this direction.

The Department of Education released the Teaching for Impact framework during this planning cycle. We addressed the purpose behind the framework and workshopped the influence of this document on teaching and learning at NASHS. Learning Area planning continues to reflect the Teaching for Impact outline, and these plans are developed through the leadership of the Heads of Learning Area.

Through Deputy Mark Cullen, NASHS has led the Great Southern Education Network Aspirant Leadership initiative. This project supports the professional development needs and mentorship for over 40 aspirant leaders from schools in our local region. As the largest senior high school in the local area, it is our responsibility to support the growth and development of the system's next leaders, and this initiative is one way we are committed to fulfilling this remit. NASHS has had one aspirant promoted to a leadership position through this program.

The Level 3 leadership opportunity, School Operations, was developed and introduced to the NASHS Leadership structure this year. The position has distributed a number of operational tasks from the Deputy Principal and Principal roles to provide more strategic input from the school's Executive team. This role in the school has enabled a strategic and systemic commitment to the Complex Case Coordination initiative and the Network Aspirant project. The strategic alignment of the school's planning and architecture can also be attributed to the creation and operationalisation of this new position.

Since the agreement on the new EBA, the SSTUWA has retracted its directives concerning Performance Management and Review. The leadership team engaged in endorsing the standardised process for Performance Management, and during the second semester (2024), all staff had an opportunity to engage in the process. The formalisation of the PM processes and timelines has initiated the embedding of this as a culture at NASHS.

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

North Albany Senior High School continues to manage its finances responsibly and transparently, with strong leadership and oversight from the school's finance and facilities team. Regular meetings and clear communication ensure that budgeting and resource decisions support the school's goals and planning priorities.

To prepare for future growth, the school has worked with the Department of Education and the City of Albany to complete a masterplanning study that outlines a long-term vision for upgraded facilities. These plans reflect the needs and aspirations of the school community and are based on enrolment projections and evidence-based planning.

We're excited that construction of a new STEM facility is expected to begin before the start of the 2025 school year. Planning is already underway to make the most of this space, with staff collaborating across Maths, Science and ICT to create rich, project-based learning experiences for next year's Year 7 students.

In line with our growth, the school will also be undertaking workforce planning to ensure we continue to have a capable, connected, and future-ready team of staff.

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	144,940	144,940
Carry Forward (Salary):	562,653	562,653
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	12,716,036	12,716,036
Locally Raised Funds:	1,059,581	1,062,412
Total Funds:	14,483,210	14,486,041
EXPENDITURE		
Salaries:	11,746,937	11,746,937
Goods and Services (Cash):	2,278,320	2,113,027
Total Expenditure:	14,025,257	13,859,964
VARIANCE:	457,953	626,076

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

The release and subsequent workshops related to the Teaching for Impact framework have sparked initial conversations about shared beliefs regarding teaching and learning, and have begun to build an agenda for a review of school-wide teaching practices.

Staff collaborate to plan for, act on, and assess student progress through Learning Areas. Heads of Learning monitor learning programs to ensure they align with the Western Australian Curriculum and that differentiated teaching is in place to cater to the diverse learning needs of students. School processes endorse moderation of results both within the school and across the region. Data analysis informs future teaching planning.

During the year, the school reviewed the Reporting to Parents requirements and updated its policy accordingly. The Department of Education and SCSA are collaborating on the review and development of a new Reporting and Assessment Policy, which will be released for consultation early in 2025. NASHS will review the Reporting Policy when the DoE has outlined the new information and expectations.

Union directives have hindered professional learning during the planning cycle; however, a focus on restorative approaches, the new Teaching for Impact framework, and Complex Behaviour Supports has empowered staff who have engaged, increasing their confidence in their profession. Individual staff members have engaged in professional learning (PL) related to curriculum, networking, Health and Safety, risk minimisation, psychosocial injuries in the workplace, and other topical agendas. With the revitalisation of the Performance Management culture across the school, it is anticipated that targeted professional learning will be identified through the staff's reflective processes. The SILCs are also creating PL agendas directly related to the school's improvement agendas and suggested by the staff's voice. An example of this is the agenda for the Staff Development Day on 8th November 2024, with workshops facilitated by staff on an agenda determined by the staff through the SILCs.

> 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

Student achievement and progress exceed expected alignment with contextually similar schools in several literacy and numeracy measures, including four of the five NAPLAN domains, which appeared in Year 9 in the High Achievement and High Progress quadrants at the conclusion of the 2023 school year. The introduction and embedding of MACQlit and Bond Blocks during the last planning cycle has increased the literacy and numeracy provision for students identified as needing extra support. The announcement of the DoE initiative to source 'tutor support' for identified students will further enhance the students' opportunities for success.

Graduate results are comparable to those of similar schools and demonstrate the comprehensive opportunities for success that are offered to students at NASHS. Results for 2023 included a median ATAR of 71.3 and 73 endorsed program unit equivalents achieved (representing a 30% increase from 2022). NASHS provided a significant increase in the number of graduates with access to tertiary education, with 11 students passing the FlexiTrack University Preparation course. The initial data indicates that students will experience similar successful outcomes from their education at NASHS in 2024.

During the next planning cycle, we will explore the new Senior Secondary Metrics, which allow schools to track students' expected aspirations and their achievements of these aspirations.

The table below shows the percentage of students at the school who achieved above average progress, compared to students of a similar background and who had the same starting score on their previous NAPLAN test.

	2015-2017	2016-2018	2017-2019	2019-2021
Reading	51	52	60	61
Writing	47	47	61	60
Numeracy	52	50	61	58

2024 Results

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	487	499	507	494	499
Year 9	558	550	556	546	564

NAPLAN participation for this school is 96%
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

Destination after Year 12



> Real Schools Partnership

In 2025, North Albany Senior High School will launch a formal partnership with Real Schools to strengthen relationships across our school community and foster a restorative culture. This initiative is a strategic step in building a connected, inclusive, and supportive school environment for students, staff, and families.

Restorative practices lie at the heart of this partnership. They focus on developing and sustaining strong, respectful relationships among all stakeholders—staff, students, and parents. These relationships are not only central to students' social and emotional wellbeing, but are also powerful drivers of academic success.

The partnership will include a range of annual initiatives:

- **Professional Learning Days:** Each year, all NASHS staff will participate in targeted professional learning facilitated by Real Schools, designed to embed restorative practices in classrooms and across the wider school environment.
- **In-Class Support:** Following these sessions, Real Schools will provide in-class mentoring through modelling, co-teaching, and constructive feedback to further support staff in applying restorative strategies in their daily practice.
- **Parent Engagement:** Parents and carers are vital partners in this journey. Each year, Real Schools will offer a parent information session, supported by ongoing communication through articles, newsletters, short videos and social media updates. These are designed to keep families informed, celebrate progress, and provide practical tips that can be used at home.

Through this partnership, NASHS is taking proactive steps to nurture a positive school culture—one where students thrive both emotionally and academically, supported by a strong and united community.



Restorative practices are about explicitly focussing on building strong relationships with all our stakeholders (staff, students and parents) across our school

www.realschools.com.au