2010 Annual School Report
Armidale High School

NSW Public Schools – Leading the way
Our school at a glance

Students

In 2010 the school enrolment totaled 583 students. The school cohort comprised 7% of Non English Speaking Background (NESB) including 10 Sudanese students and 16% enrolment of Aboriginal students.

Staff

All staff are qualified to teach in their subject areas and most staff are very experienced. All teaching staff have high expectations of students and meet the professional requirements for teaching in NSW public schools. We strive to provide exceptional learning opportunities for all. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Armidale High School awarded $50,000 from Schools First National Awards

Armidale High School has been awarded a $50,000 Schools First Local Impact Award for their outstanding partnership with Jobs Australia’s BackTrack Program & TAFE.

This community partnership between Armidale High School and Jobs Australia's BackTrack Program was established to help students from Years 8 to 12 re-engage with school. The partnership encourages students to complete their School Certificate as a minimum qualification and supports them in making a successful transition into the workforce. The project enables students to gain employment related skills in a number of different areas but what really sets it apart is the personal development that takes place for each and every one of the young people involved. The partners provide experienced youth workers to engage with the students in a way that is meaningful to each student.

Principal's message

Again this year there have been many wonderful achievements of which we can be very proud. Highlights have been the selection of an HSC Drama group performance in OnStage, the selection of Melissa Carey’s garment in Texstyle (best HSC major works in Textiles and Design) and Izabella Glover’s award of a Certificate of Commendation from the Order of Australia and a Minister’s Award for Excellence in Student Achievement.

Through the Federal Government’s Trade Training Centre program, work has commenced on the refurbishment of the wood and metals area of the Industrial Arts block and additional facilities in the agriculture area for Primary Industries. This work will be completed during 2011.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Anne Matley, Principal AHS

Message from the P & C

The P & C has continued to support the school in 2010 through its major fundraising event – The New England Antique and Collectables Fair. This event brings together students, staff and parents who work together to run this event over three days. The P & C supplemented the school’s resources through the purchase of an additional interactive whiteboard, a concrete slab for the agricultural farm and prizes to support the wearing of school uniform and good attendance. In addition to this the P & C organized for the school song to be printed onto an enlarged perspex sheet for the auditorium and also funded exhibition display panels.

During Education Week awards were presented to Glenn Cranfield and Brad Crook in recognition of their long and valuable service on the AHS P&C.

The school canteen has continued to implement the ‘Fresh Tastes @ Schools’ strategy with an increase in students purchasing food from the canteen. The P& C continues to look for parental assistance in the canteen. A big ‘thank you’ must go out to the small band of P & C members who have worked so hard to keep the P & C going in 2010. We look forward to your continued support in 2011 so that we can offer the best opportunities for all students at AHS.

Sue Fisher  P & C Representative
Student representative’s message

During 2010 the SRC held a number of events. We ran a number of ‘Out of Uniform’ days and a very successful school social. We operated the canteens at the CHS rugby and CHS Volleyball carnivals and the Inverell visit. In 2010 we raised just over $8000 throughout the year. The major charities we supported were the Fred Hollows’ Foundation and the Children’s Ward at the Armidale hospital. We also set aside money to help with the construction of the school cricket nets. The SRC is an integral part of the Positive Behaviour for Learning Team; members provide constructive leadership to develop and implement the PBL cornerstones of Respect, Responsibility and Pride throughout the school.

Stephen Bartolo  
SRC Co-ordinator

School context: Student enrolment

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<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<td>342</td>
<td>342</td>
<td>339</td>
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<tr>
<td>Female</td>
<td>309</td>
<td>299</td>
<td>288</td>
<td>275</td>
<td>274</td>
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Student attendance profile

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<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
<td></td>
<td>12</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>89.8</td>
<td>83.5</td>
<td>84.5</td>
<td>87.3</td>
</tr>
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<td></td>
<td>90.0</td>
<td>83.4</td>
<td>81.4</td>
<td>86.0</td>
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<tr>
<td></td>
<td>84.1</td>
<td>86.3</td>
<td>84.1</td>
<td>86.1</td>
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Region

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<th>8</th>
<th>9</th>
<th>10</th>
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<tbody>
<tr>
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<td>12</td>
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<td>89.9</td>
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<td></td>
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State

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<th>8</th>
<th>9</th>
<th>10</th>
</tr>
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<tbody>
<tr>
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<td>89.2</td>
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<td>88.3</td>
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<td></td>
<td>89.1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>89.9</td>
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Management of non-attendance

In 2010 Armidale High School instituted a phone intervention program to curb student irregular and non-attendance. The school utilized the AEO and home school liaison officer to manage this process. For the benefit of children, parents or carers should ensure their child attends school regularly. Any absence from school must be explained within seven days of the absence.

Retention to Year 12

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>37</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.8</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
</tr>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce. At Armidale High School, three members of staff identify as Indigenous.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>95</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
</tbody>
</table>

Outstanding HSC results
Eighty students in total completed their HSC in 2010. The following Year 12 Students achieved one or more Band 6 result or its equivalent in an extension subject:

- **Melissa Carey**: General Mathematics, Textiles & Design
- **Aidan Gallagher**: Music 2 (extension)
- **Joshua Kreusler**: Drama
- **Isabel Lonergan**: Textiles and Design
- **Anna McRae**: Drama
- **Yasna Najmi**: Mathematics Extension 2
- **Anthony Saltis**: Music 1
- **Abigail Shepherd**: Drama, Visual Arts
- **Benjamin Sindel**: Mathematics Extension 2
- **Zoe-Leigh Vaughan**: General Mathematics
- **Declan Waters**: General Mathematics, PDHPE, Hospitality
- **Lauren Weston**: General Mathematics
- **Faza Wulandari**: Indonesian Beginners
- **Henry Yeomans**: General Mathematics, Metal & Engineering

**ATAR**
**Benjamin Sindel** achieved the highest ATAR for AHS in 2010 of 92.95

Students undertook TVET course in IT, Aged care, Construction, Fitness, Media, Photography, Outdoor recreation and Hairdressing.

In total 55 students undertook Vocational and/or trade training in 2010. This was 64 percent of the total year 12 enrolment.

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary: 30/11/2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong> $</td>
</tr>
<tr>
<td>Balance brought forward 229617.80</td>
</tr>
<tr>
<td>Global funds 604936.24</td>
</tr>
<tr>
<td>Tied funds 292241.28</td>
</tr>
<tr>
<td>School &amp; community sources 296183.33</td>
</tr>
<tr>
<td>Interest 13772.60</td>
</tr>
<tr>
<td>Trust receipts 66475.61</td>
</tr>
<tr>
<td>Canteen 0.00</td>
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<tr>
<td>Total income 1503226.86</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning Key learning areas 161536.87</td>
</tr>
<tr>
<td>Excursions 157379.14</td>
</tr>
<tr>
<td>Extracurricular dissections 57666.88</td>
</tr>
<tr>
<td>Library 8358.16</td>
</tr>
<tr>
<td>Training &amp; development 0.00</td>
</tr>
<tr>
<td>Tied funds 304744.95</td>
</tr>
<tr>
<td>Casual relief teachers 125308.19</td>
</tr>
<tr>
<td>Administration &amp; office 102097.09</td>
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<tr>
<td>School-operated canteen 0.00</td>
</tr>
<tr>
<td>Utilities 134723.23</td>
</tr>
<tr>
<td>Maintenance 71652.12</td>
</tr>
<tr>
<td>Trust accounts 83116.43</td>
</tr>
<tr>
<td>Capital programs 15626.63</td>
</tr>
<tr>
<td>Total expenditure 1222209.69</td>
</tr>
<tr>
<td>Balance carried forward 281017.17</td>
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</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

**Arts Report for 2010**

- AHS students were proud to see Emma Bennett, who completed her HSC in 2010, featured as one of only three musicology submissions nominated for **Encore**.
• Stephen O’Hern received the very exciting news that he had been invited into the State’s Talent Development Program.

• Supakarn Nakavisut, Rosie Waugh and Jaryd Jenkins performed in the 2010 OnStage which showcases outstanding HSC works from across the state. Armidale High School has been represented at OnStage for an unprecedented five consecutive years.

• In September 2010, 12 Students from AHS and 2 Students from DHS visited Japan travelling to AHS’ sister school in Inami for 5 days. The group then travelled around Japan for a further 12 days. At Hiroshima the group placed the 1,000 cranes made by AHS students in the Peace Park.

• Also in 2010, Year 11 French class journeyed to Noumea where they were immersed in a week of French language and custom.

**Sport Report for 2010**

• The Boys Open Basketball team made it through to the final 16 teams in the state.

• Dylan Prince and Jakob Graham were members of the North West Lawn Bowls Team who won a gold medal at CHS. They also received a school blue for Lawn Bowls.

• Damien Williamson was a member of the North West Boys Hockey team who won a gold medal at CHS. He also received a school blue for Hockey.

• Damon Fuller won a bronze medal in high jump at CHS athletics

• Elise Hay came third in the CHS Cross Country

• 15 students were selected for North West Cross Country

• 9 students were selected for North West Swimming

• 9 students were selected for North West Athletics

• 1 student for North West basketball, gymnastics, hockey and softball

• 4 students were selected for North West Soccer

• 2 students were selected for North West Lawn Bowls

**Premier’s Student Volunteering Awards**

In 2010 Armidale High School joined a growing number of schools and encouraged students from Years 9 and 10 to participate in this special program. Volunteering at school and in the community is recognized by the Premier in the form of Bronze, Silver, Gold and Diamond Awards.

Thirty two students in Year 10 received awards – 25 received their Bronze Awards (20 hours of volunteering) and 7 students received their silver awards (30 hours of volunteering). There were 93 volunteering acts registered with the awards program from Armidale High students.

Many students undertook Peer Tutoring, or assisted with examination help or helped out at swimming, athletics and other sporting carnivals to achieve their awards. A small group of students have been assisting in a community gardening project at the Arboretum. It is envisaged that more students will be involved in both Years 9 and 10 in 2011.

**Plan It Youth Program**

The Plan-it Youth Community Mentoring Program is a school-based mentoring program for students who are potential early school leavers. It is a program linking community members with young people who may need extra support to continue at school or to prepare for the transition from school to work, further education or training.

The students and mentors in the Plan-it Youth program work together to deal with the challenges of school, relationships with peers and teachers, family life, work and training issues. The Plan-it Youth
program provides a structure for a one-to-one mentoring relationship between students and mentors.

Twenty six students from Years 9 and 10 participated in this program and all reported having benefitted from the program. A number of students were able to attend the end of year celebration, receive their certificates and personally thank their mentors.

As a result of the program some students have determined that they will go on to complete year 12 while others have chosen to pursue work, obtain traineeships or seek further training at TAFE in the area they researched and selected during the program.

Academic Report for 2010

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

Yr 7: from Band 4 (lowest) to Band 9 (max for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (max for Year 9)

Literacy NAPLAN Year 7

Progress in literacy Year 7

In 2010 between 12-19 % of Year 7 students achieved in the highest band (Band 9) for the various strands of literacy in the NAPLAN examination with the majority of students achieving above the State average.
Progress in numeracy
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy (known as NAPLAN) is compared to these minimum standards. The percentages of our students achieving at or above these standards in Year 7 are reported below.

| Percentage of Year 7 students achieving at or above minimum standard at AHS |
|-----------------|-----------------|
| Reading         | 91.0            |
| Writing         | 87.6            |
| Spelling        | 87.6            |
| Punctuation and grammar | 77.9            |
| Numeracy        | 91.9            |

Progress in literacy and numeracy Year 9, 2010
The performance of the students in our school in the National Assessment Program – Literacy and Numeracy (known as NAPLAN) is compared to these minimum standards. The percentages of our students achieving at or above these standards in Year 9 are reported below.
Percentage of Year 9 students achieving at or above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading</td>
<td>81.5</td>
</tr>
<tr>
<td>Writing</td>
<td>78.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>79.8</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>81.3</td>
</tr>
</tbody>
</table>

**School Certificate**

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). In 2010, approximately 32% of AHS students achieved a Band 5/6 result for English literacy.

**Higher School Certificate**

Eighty (80) students completed and attained their HSC in 2010.
Outstanding HSC results

In 2010 fourteen Year 12 Students achieved one or more Band 6 result or its equivalent in an extension subject.

Significant programs and initiatives

Aboriginal education

The In-Class Tutor Support, Senior Tutorship and the Homework Centre were all funded by the Norta Norta Program and were very successful in 2010. Students were helped with study, assignments and subject content resulting in an increase in confidence and self-esteem.

Students who had Personalised Learning Plans from 2009, reviewed their goals this year. New students were also interviewed to work on their learning goals. The information was recorded on a central data base for teachers to use when planning teaching and learning for students. This allowed for tailoring of the curriculum to engage students and achievement of outcomes.

NAIDOC Week was celebrated in the school with an assembly and a variety of activities. The Jnr AECG leaders compered the assembly. Guest speakers, Steve Widders and Lesley Widders, gave the Welcome to Country and the address. Students were also entertained by a performance by junior Aboriginal music students and guest musician, Anthony Green.

This year, a new support program entitled Strong, Smart and Deadly at School, developed by Jude Fell and Lynne Clarke, was trialled at Armidale High School. The program aims to foster positive behaviour, work ethic and attendance and retention of junior Aboriginal students through mentoring and cultural activities. The program was trialled with a group of Year 7 and 8 boys. Links were made with the Aboriginal community through the AEO, Jessica Widders, in the form of guest speakers and celebrations with the students’ parents. The program was so successful that funding was secured to continue the program in 2011.

The school also developed a girls’ program called Strong Indigenous Girls in Semester 2. This program supported young Indigenous women and involved cultural activities and support in engagement, attendance and retention.

This year Armidale High School organised a dedicated roll group of Year 9 and 10 Aboriginal students to form a working junior AECG. The students worked together on organising the NAIDOC Week celebrations and attended local AECG meetings. The students elected leaders and gave feedback to their peers on what they were doing in the school community.

Parents, students and staff have enjoyed regular social gatherings to share a meal and get to know one another in an informal setting. These gatherings have strengthened the relationship between Armidale High school and the Aboriginal community. The school has also hosted parent meetings to discuss current programs available to Aboriginal students at school and to listen to ideas and concerns raised by parents.

Respect and responsibility

The school is undertaking a new philosophy in the form of Positive Behaviour for Learning (PBL) and large teams of staff volunteers and student leaders have been trained. After extensive surveying of students, staff, parents and community the three values thought to be the most important to be adopted by the school were Respect, Pride and Responsibility. Lessons have been written for students in these three values and the program will be officially launched in early 2011.

Students with Disabilities

Three discrete classes for students with moderate and severe intellectual disability were offered through the
Special Education Support Unit in 2010. The students with mild intellectual disability were supported by a teacher in regular classes.

Student enrolment in these three classes at the conclusion of the 2010 year totalled 21. Each student followed an individual learning program that was developed in conjunction with parents, students, teachers and Regional Support Staff to best identify the individual educational and social needs of students. Aboriginal students were also supported by Personalised Learning Plans (PLP’s).

In 2010 there were 6 students funded through the strategic assistance program to assist with both their education and integration within the regular school setting. Five students were funded through Secondary Schools Link Support 2010 to assist with the development of their work readiness skills.

School learning support officers were employed to support students with an intellectual disability to assist with individual learning needs.

Findings and Conclusions

* Work experience has continued to be a focus for students, with off-site placements at a variety of venues including Target, K Mart, Hideaway Motel, Sunny Cove, Struddy’s, Drummond Memorial Public School, Armidale City Public School and The Regional Education Office. In school work experience has also been available for students and has included grounds work, the farm, recycling, painting and the school canteen.

* Six students, from Years 7 to 11 have attended regular electives with their mainstream peers in a variety of subjects including agriculture, visual art, computing studies, food technology and music.

* Five students completed their School Certificate this year and six completed a Higher School Certificate.

* Students from the support classes were represented on the SRC, at the sports and swimming carnivals, and in the school award system.

* The interactive white board was successfully used to support students’ learning activities this year.

* Sixteen students participated in the Premier’s Reading Challenge 2010 and each received commendations for their involvement.

* Four students successfully participated in the North West Regional Swimming and Athletics Carnival held at Coonabarabran.

* Staff will undertake professional learning activities related to using the interactive whiteboard and the laptop computers to support students learning in the classroom.

* Transitions from Yr 6 into 7 and from Yr 12 to the work environment will be a focus area for 2011.

Progress on 2010 targets

1. Optimising the learning opportunities for all Aboriginal students and reducing the number of lost teaching days.

Our achievements include:

- Strengthening parent and community involvement through social activities and regular parent meetings
- Recognition of student achievement
- Consolidation of Junior AECG in the decision making process
- Regular events with motivational speakers
- Targeted training for Aboriginal mentors
- The In-Class Tutor Support, Senior Tutorship and the Homework Centre were all funded by the Norta Norta Program and were very successful in 2010.

2. Focus on the Middle Years to improve literacy and retention

Our achievements include:

- transition project with three partner schools with professional learning for consistent strategies for teaching vocabulary
- Inclusion of Year 6 personalised learning plans as part of the transition to high school
- Teachers using blogs, moodles and use of interactive whiteboard. Moodle site established for students to access during illness, leave and/or placement at the tutorial or suspension centres
- Continuation of Work Education and initiation of an accelerated class in Stage 5 VET
- Attendance rate and participation of students in the Junior AECG

Key Evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out an extensive evaluation of the HSIE faculty and a review of Aboriginal Education strategies.
Background

The HSIE Faculty was a new faculty at Armidale High School in 2010 being born from combining Social Science and Cultural Studies. This new arrangement gave the faculty an opportunity to evaluate current practice. Armidale High School’s performance in Bands 5 and 6 in School Certificate History and Geography has been well below state average over the last five years. It was decided to carry out an evaluation to examine the possible reasons for this performance and to explore strategies to address it. As part of this process, the organisation of staff and resources in the faculty would also be reviewed. A variety of approaches were used in this evaluation including:

- Document analysis (teacher programs, student assessment tasks)
- Interviews (informal) with teachers and students of History and Geography
- Surveys of teachers and students
- Lesson observations
- Examination and analysis of School Certificate test data and ELLA (pre 2008)/NAPLAN tests

Findings

While it was found that teaching and learning programs contained a variety of strategies and the content was appropriate to the syllabus requirements, assessment tasks were not linked closely enough to the skills required in the school certificate examination. There has been support for some students with the STLA and In-Class Tutors however teaching and learning programs were not always designed using literacy and numeracy data to identify students with specific needs and therefore ensuring all student needs were being met. It was also found that the two separate locations of HSIE staffrooms and the semester about practice of teaching History and Geography affected teaching and learning in these subjects.

Future directions

The faculty will address the needs of all students by utilising available data (including Personalised Learning Plans for Aboriginal students and students with special needs) and the Quality Teaching Framework to review teaching and learning programs. Professional learning on backward mapping to assessment will be provided. The faculty will be combined into one staffroom. Faculty resources will be audited to ensure material is appropriate and to avoid over-purchasing. The timetable will be adjusted to allow parallel teaching of History and Geography.

Professional learning

Professional learning for teaching staff was focussed on the skills needed to implement the DER Laptops for Learning; strategies for teaching gifted and talented students and for differentiating the curriculum as well as development of some staff in new syllabus implementation.

Professional learning for all staff included training in ERN, Academy attendance and laptop technology.

School development 2010 – 2012

School development for the next three years is focussed on:

- Improved literacy and numeracy
- Increased engagement and retention
- Increased attendance
- Aboriginal Education
- Integration of technology in the classroom

Targets for 2011

Target 1

*Increase the number of explained absences to 100%.*

Strategies to achieve this target include:

- Strengthening Junior AECG and providing skills and training for all members
- Focus on attendance by all members of school community and giving regular progress updates at assemblies and staff meetings
- Initiation of phone intervention program to target families of students who show high absenteeism
- Initiate additional awards and rewards for excellent and improved attendance

Our success will be measured by:

- Meeting goal of 100% explained absences
- Increase in students who receive attendance awards by 10%
- Change in culture where absences are reported by parents before intervention is needed
• Attendance rate and participation of students in the Junior AECG

Target 2
Enhance students’ awareness and appreciation of Indigenous culture in partnership with key Aboriginal stakeholders in Armidale and DET personnel.

Strategies to achieve this target include:
• Training in cultural awareness for staff
• Initiation of Strong, Smart and Deadly
• Strengthen relationships with local community and regional staff
• Build capacity within the Junior AECG to give students a voice in the school and to gain leadership and administration skills

Our success will be measured by:
• All staff trained in cultural awareness
• All Year 7 students participate in Aboriginal Studies program
• Increase in community performances by Boys’ Dance Group
• Improved attendance and behaviour from boys in Strong, Smart and Deadly and girls in Strong Indigenous Girls.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Ms Anne Matley, Principal
Mrs Carolyn Lupton, Deputy Principal
Ms Sue Fisher – P&C Representative
Mr Stephen Bartolo – SRC Representative
Mrs Tamara Cameron – Head Teacher

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