Our school at a glance
In 2008 our 630 students included approximately 7% students of Non English Speaking Background (NESB) including 10 Sudanese refugees and 15% 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 provide exceptional learning opportunities for all.

Significant programs and initiatives
Personalised Learning Plans (PLPs) continued to be created for all Aboriginal students. Plans were constructed during an interview with parents and family members. Students then used technology skills to create a summary of their own PLP as a fridge magnet. These were presented at a barbeque at the end of the year.

Plan-It Youth

Student achievement in 2008

Literacy – NAPLAN Year 7
Students performed above state average in many areas of reading and language conventions including grammar and spelling. Vocabulary was identified as an area to target in a transition project with our partner schools.

Numeracy – NAPLAN Year 7
Students performed above state average in several areas of numeracy including fractions, percentages and two and three dimensional figures.

Literacy – NAPLAN Year 9
Students performed above state average in many areas of language conventions including spelling, grammar and punctuation.

Numeracy – NAPLAN Year 9
Students performed above state average in several areas of numeracy which included two dimensional figures and data.

School Certificate
Students performed at around state average in English and slightly below state average in other core subjects.

Higher School Certificate
Thirty one band 6 results were gained by students in English Advanced and English extension courses, mathematics and mathematics extensions music extension, drama, visual arts and French beginners.

Messages

Principal's message
At the end of my first full year at Armidale High I am very proud of the many wonderful achievements of staff and students over a wide variety of areas. Highlights have been The Director-General’s Award for the Creative and Performing Arts and the National Excellence in Teaching Awards (NEITA) for Allan Thomas and Gaylia Bigg.

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

P&C message
The P&C conducted another very successful Antique Fair and raised around $7000 which was then allocated to various faculty areas – science, library, English, maths and special education with the remainder funding two awnings on western entrances to blocks and a smartboard and other equipment for the mathematics area.

The first stage of the major project of an outdoor learning centre was completed using a commonwealth grant for Investing in Our Schools. The outdoor learning area was officially opened and a memorial tree planted during the Armidale community’s Peter Allen Festival.

Glenn Cranfield – P&C President

Student representative's message
The SRC conducted several successful fundraising events including the annual Shave For A Cure, raising over $1000 and Jeans for Genes Day. The combined SRCs from AHS and Duval High met for a workshop on leadership featuring well-known leaders from the local community.

The SRC conducted a survey of the school canteen to present to the P&C and the school community and this provided a catalyst for improvements which have subsequently been made.

A major undertaking of changing the school sports shirt was undertaken and after extensive
consultation with the whole school community a new shirt will be phased in for Year 7 in 2009.

Anne Houlahan – SRC President

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>402</td>
<td>391</td>
<td>342</td>
<td>342</td>
<td>339</td>
</tr>
<tr>
<td>Female</td>
<td>352</td>
<td>355</td>
<td>309</td>
<td>299</td>
<td>288</td>
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</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>89.3</td>
<td>87.8</td>
<td>88.7</td>
<td>87.4</td>
</tr>
<tr>
<td>Region</td>
<td>88.2</td>
<td>87.9</td>
<td>88.0</td>
<td>88.0</td>
</tr>
<tr>
<td>State</td>
<td>90.1</td>
<td>89.9</td>
<td>90.1</td>
<td>90.1</td>
</tr>
</tbody>
</table>

Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SEG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>61.5</td>
<td>59.5</td>
</tr>
<tr>
<td>2005</td>
<td>62.0</td>
<td>61.0</td>
</tr>
<tr>
<td>2006</td>
<td>62.9</td>
<td>61.1</td>
</tr>
<tr>
<td>2007</td>
<td>63.6</td>
<td>60.8</td>
</tr>
<tr>
<td>2008</td>
<td>63.1</td>
<td>60.3</td>
</tr>
</tbody>
</table>

Post-school destinations

In 2008 108 students sat for their HSC. Over 60% were offered places at Australian universities. Under the various Principals Recommendation Schemes 44 students (47%) were offered a place at the University of New England, 12 students (13%) offered a place at Southern Cross and 5 students (5%) at Charles Sturt University. Many of these students have indicated they are going to defer for a year to undertake a gap year before further study. Some students were taking up traineeships with the majority indicating they intended to undertake study in the future. Only about 5% were undecided as to what they were doing.

Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</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>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
</tr>
</tbody>
</table>
Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.6%.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>95</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
</tbody>
</table>

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>Component</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>361 741.92</td>
</tr>
<tr>
<td>Global funds</td>
<td>459 297.69</td>
</tr>
<tr>
<td>Tied funds</td>
<td>303 264.35</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>309 149.08</td>
</tr>
<tr>
<td>Interest</td>
<td>28 219.26</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>87 294.53</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1 548 966.83</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>64 949.67</td>
</tr>
<tr>
<td>Excursions</td>
<td>145 988.62</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>108 522.96</td>
</tr>
<tr>
<td>Library</td>
<td>10 386.51</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 305.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>389 576.43</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>117 622.03</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>164 690.96</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>114 483.59</td>
</tr>
<tr>
<td>Maintenance</td>
<td>48 462.08</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>104 628.69</td>
</tr>
<tr>
<td>Capital programs</td>
<td>20 723.07</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1 294 340.16</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>254 626.67</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts
- Outstanding performance in the creative and performing arts (CAPA) was recognised with The Director-General’s Award for CAPA
- Nia Johnson’s individual HSC drama performance *I am the Maid* was selected for OnStage
- Hannah Rowland and Camilla Tafra were selected for the national orchestra camp
- Hannah Rowland received a scholarship to workshop with the Melbourne Youth Orchestra
- The drama performance *Servant of Two Masters* played to packed audiences

Sport
- Under 16 Boys won the Armidale/Tamworth rugby league competition
- Boys football progressed through to the final 16 in the state
- Four staff were elected as North-west region managers and executive
- Girls’ tennis team made the final 8 in the state
- Through liaison with the SRC at Inverell High the annual sporting visit was re-established

Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Literacy – NAPLAN Year 7
The Learning Support Team has supervised a coordinated approach to the delivery of services to students by the learning assistance team, Indigenous In-Class tutors, teachers’ aides and volunteer peer tutors, with the resultant enhancement of the skills of students requiring support.
An analysis of the results of our NAPLAN testing of students in years 7 and 9 has revealed a discrepancy among a number of students of higher results for reading than writing. To improve the writing skills of our students teachers have been encouraged to concentrate on key writing skills such as sentence structure, vocabulary, punctuation and spelling. We have continued to operate a DEAR (Drop Everything And Read) program, allowing 20 minutes a day for silent reading four times a week. This maintains a high profile for lifelong literacy development among the whole school community. This timeslot also allows our Peer Tutoring program to operate. Twenty six year 10 students successfully completed a TAFE course in tutoring. The tutors assisted thirty junior students to improve their literacy skills. Subjects supported by the program were English, Science, Mathematics, History, Geography and PDHPE. Authentic texts from these key learning areas provide the basis for the texts and worksheet activities used by the tutors. Our support also extended to a number of students within the support unit this year. This was an excellent experience for our tutors who developed a greater understanding of working with students with disabilities. A couple of quotes from our 2008 tutors’ evaluations of their experiences in the program are as follows:

- “I’ve learnt that helping someone else enjoy reading is one of the most valuable things you can do.”

- “Peer Tutoring has been such a new learning experience for me. Not only has it aided my tutees with their learning, but it has helped me develop and notice my own ways of learning. Friendships have definitely developed and it makes the interactions more personal.”

- “Overall, the peer tutoring experience was rewarding for both tutor and tutee. I’m glad that AHS is helping kids to enhance their students’ literacy skills.”

Because the program is held in the Library, many junior students are encouraged to view this facility as a safe and welcoming place where they can develop their skills. Year 10 students develop leadership skills, and also have the opportunity to carry out regular revision for their School Certificate examinations. Because the tutors are enrolled in a TAFE course they have access to the TAFE Library facilities for their own research. The collaboration between TAFE and secondary school teachers has also been of great benefit.

Literacy Week was celebrated this year by a roster of readers in “The Reading Chair”. We gained a valuable insight into what our students are reading by a survey of reading material currently being accessed by students throughout the DEAR groups.
Once again our Literacy programs have been enhanced by a community grant of $500 from the New England Credit Union for the purchase of literacy resources. Sets of contemporary class novels have been purchased for use in year 7 and 8 English classes.

Future Directions

- A focus on the enhancement of the writing skills of all of the students at AHS
- Professional development of staff in areas that will enable them to continue to enhance students’ literacy skills
- Continuing Peer Tutoring
- Learning Assistance staff will continue to work with classroom teachers, students and parents to improve educational outcomes in literacy, as it provides the basis of learning throughout the school.
School Certificate

Students performed well above state average in English-literacy in the top two performance bands.

School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate

Higher School Certificate relative performance comparison to School Certificate (value-adding)
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>82.8%</td>
</tr>
<tr>
<td>Writing</td>
<td>77.8%</td>
</tr>
<tr>
<td>Spelling</td>
<td>81.3%</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>78.0%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>81.3%</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87.3%</td>
</tr>
<tr>
<td>Writing</td>
<td>79.8%</td>
</tr>
<tr>
<td>Spelling</td>
<td>79.8%</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>76.0%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Students with Disabilities

Three discrete classes were offered through the Special Education Support Unit in 2008. This included three classes for students with moderate and severe intellectual disability. The students with mild intellectual disability were supported by a teacher in discrete and regular classes in 2008.

Student enrolment in these three classes at the conclusion of the 2008 year totalled 27. These classes were supported through strategic and global funds. 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 2008 there were 8 students funded through the strategic assistance program 2008 to assist with both their education and integration within the regular school setting. Four students received funding under the HSC VET – disability support program. 22 students funded through Secondary Schools Link Support 2008 to assist with the development of their work readiness skills.

Teacher Aides (Special) 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 Hungry Jacks, K Mart, Coles, Donut King, Walcha Foodworks, Walcha Preschool, Cliff Wright Motors, Sunny Cove, Tiny Town, Minimbah, Sandon, Struddies, IGA and 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.
* Seven students, from Years 7 to 10 have attended regular electives with their mainstream peers in a variety of subjects including agriculture, drama, dance, food and wood technologies.
* Seven students completed their School Certificate this year and four 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.
* Students enjoyed learning an Aboriginal language as part of their educational program.
* The interactive white board was successfully introduced to students learning activities this year.
* Four students sat the NAPLAN assessments and received additional funding to support their development of literacy skills as a result of this.

Aboriginal education
This year all Aboriginal students again were interviewed as part of the personalised learning plans program (PLP) and some of this information was used for work placement for students undertaking the new work education elective or for ideas for work experience. Some of the information was used to make individual learning plans for stage 4 students and for entry into the Quicksmart program. NAIDOC Week gave the opportunity for a variety of guest speakers and activities for junior students. Mr Steve Widders gave the Welcome to Country and the address as a past student of the school at the annual presentation night. Four students attended the Koori leadership camp and Rhys Briggs-Andrews received a scholarship from Two Ways Together and was selected for the Indigenous Engineering Summer School.

Multicultural education
A Harmony Day assembly celebrated Armidale High School’s cultural diversity in 2009. Under the leadership of the Anti Racism Contact Officer, whole school activities were implemented culminating in this important school event. The Arts Captains were encouraged to advertise a School Photography competition on the theme of “Harmony at AHS” and the images of student finalists were projected onto the big screen during the assembly and prizes awarded. The stage was decorated with a colourful Harmony Quilt created by each of the DEAR groups as a symbol of our multicultural school and to foster communication and tolerance. Uniquely, every student in the school had an opportunity to contributed ideas and artwork to this project, demonstrating how AHS celebrates and respects the diversity of our students. Speakers from the school and community addressed an audience of students and parents about their multicultural experiences and the CAPA faculty reinforced the theme with musical items.

Progress on 2008 targets

Targets for 2008
1. Increase participation of the Aboriginal community in school decision making
Outcomes achieved from this target include:
   - One meeting for parents each term
   - Welcome to Country included on Presentation Night
   - Liaison with partner primary schools with PLPs for Year 6 students
   - Reduction of unexplained absences by 10% through regular home contact
   - Daily flying of the Aboriginal flag in the quadrangle has been reintroduced

2. Implement technology plan to ensure all syllabus outcomes are met and to increase student engagement
Outcomes include:
   - Technology committee oversees whole school budget & equitable allocation of resources
   - Staff were upskilled in a variety of areas to integrate technology in the classroom
   - Increased access for students with an increase in machines in one computer laboratory
   - Installation and wide use of video conferencing unit and smartboard

3. Better cater for the needs of all students and improve engagement by developing resources uses the quality teaching framework
Our achievements include:
   - Professional learning for staff in dimension of Intellectual Quality in QT Framework and in adjusting programs for low ability and Life Skills students
   - A Rich Task undertaken by the Year 7 extension class culminated in a presentation at the Sustainable Living Expo
   - Conclusion of Middle Years Project in Environmental Education with partner schools
   - Implementation of study skills workshops for Year 11
   - Increased parent awareness of the Quality Teaching model and how it is used by staff at AHS through newsletter promotion

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 2008 our school carried out evaluations of planning and the mathematics faculty.
**Educational and management practice**

**Planning**

**Background**
In 2008 the school evaluated its practices across all areas of Planning including the use of a SchoolMap survey tool designed by the Department of Education and Training. The survey and other reviews sought to determine the effectiveness of school planning procedures and the communication of directions to the wider school community. The survey was particularly relevant in light of the next three year planning cycle.
The survey asked questions in relation to the school management plan, the responsiveness of school processes to emerging needs, the processes for the allocation of resources as well as the opinions about the school’s statement of purpose.

**Findings and conclusions**
Respondents rated strongly as either ‘Almost Always’ or ‘Usually’ the following areas:

- The school has involved staff, parents and students in decisions about what it is aiming to do.
- The school’s statement of purpose makes sense.
- The annual school report identifies the reasons for school targets and that the main purpose of these is to improve learning outcomes.
- School planning documents are derived from a process of evaluation at faculty level and discussion about directions to address student needs.
- The school makes changes to improve what it does
- Resources are allocated to meet the emerging needs of the school and are targeted at improving learning outcomes.

Respondents indicated that the reduced school planning document was easier to read yet still detailed enough to be readily understood. Strategies that were being continued were not included in the document and only new initiatives were noted.
It was strongly felt that the linking of the targets to all relevant areas on the plan led to stronger engagement by all staff with the achievement of targets.

**Future directions**
As we are about to go into a new three year plan the school will continue to build on its consultative processes with all stakeholders particularly with the resumption of the school council and the initiation of the Junior AECG.

**Curriculum**

**Maths Faculty Review**

**Background**
The Review was undertaken to provide information to enable informed planning and decision making and lead to the implementation of effective and sustained change. It was directed towards improving student learning outcomes, staff development and organisational structures. Areas to be reviewed were teaching programs, organisation and resources.
Questionnaires were developed by a committee within the faculty to be completed by a variety of teachers who have worked with the faculty over the last few years. Interviews were also conducted.

**Teaching Programs**
Aspects of programming to be reviewed were
- ease of use of programming format
- availability of program data when planning lessons
- explicit, systematic and sequential learning experiences adequately described
- adequate variety of teaching and learning activities
- choice of appropriate resources.

**Organisation**
Aspects of organisation reviewed were physical organization of staffroom and resources; roles of staff members; communication within faculty and the rest of the school and organisation of faculty discipline procedures.

**Resources**
Aspects of resources to be reviewed were, 1) Storage, 2) Management ie. Purchasing, maintenance, audit etc, 3) Access
Recommendations were: 1) Storage of resources needs to be reorganised and catalogued, 2) Staffroom to be reorganised to allow for more resources to be stored in staffroom to improve access, 3) Storage of test papers needs to be updated and more effort made to increase digital storage of tests/assignments that have been prepared.

**Findings and conclusions**
Recommendations from results of questionnaires were
- production of a mini program/register book for each class
- continued use of planners which were seen as a most useful resource
refresher early term 1 to overview programs and procedures and use of faculty time to tighten up assessment/assignment/reporting
- review organization of resources
- investigate “Welcome Pack” for casuals

In the area of organization:
- allocate time for clean up and reorganization of staffroom
- responsibility for particular aspects of organization like filing of tests be allocated to specific staff members
- role statements for written for Head Teacher and each staff member
- preparation of a faculty document setting out organisational procedures for new teachers/casuals
- continued encouragement of sharing of ideas and resources within the faculty
- minutes of faculty meetings be kept and accessible
- school and faculty policies be stored in a more accessible position
- explore more efficient systems for flow of information re students enrolling and leaving school and allocation of in lieu times
- implement new behaviour system with assistance of Support Teacher Behaviour

Future directions
It is intended to discuss and implement as many of the recommendations as possible during Semester 1 2009. A review of progress will be undertaken in Semester 2.

Professional learning
The school received $38,640 for professional learning in 2008. This money was used to fund professional learning in the following DET priority areas:

<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Amount Expended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>$4267</td>
</tr>
<tr>
<td>Use of ICT</td>
<td>$10203</td>
</tr>
<tr>
<td>Quality Teaching</td>
<td>$6446</td>
</tr>
<tr>
<td>Literacy and Numeracy</td>
<td>$1796</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>$5069</td>
</tr>
<tr>
<td>Leadership and Career Development</td>
<td>$5062</td>
</tr>
<tr>
<td>Welfare and Equity</td>
<td>$7065</td>
</tr>
<tr>
<td>Other</td>
<td>$2793</td>
</tr>
<tr>
<td>Total</td>
<td>$42701</td>
</tr>
</tbody>
</table>

The area that received the most emphasis for staff development on pupil free days was the use of ICT in the classroom. The areas of programming and student welfare were also covered during pupil free days and staff meetings.

School development 2009 – 2011
The whole school community began working on the next three year plan after evaluation of current targets and extensive consultation.

Targets for 2009

Target 1

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

Strategies to achieve this target 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

Our success will be measured by:

- Supportive environment for students to attend regularly and engage in learning
- Greater representation of students at school and community events and increased visibility in the community
- Increased sense of belonging to school and empowerment for future choices
- Improved effort of students as reflected in student reports
- Clearer understanding of options regarding future pathways

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

Strategies to achieve this target include:

- Initiate transition project with partner schools with professional learning for consistent strategies for teaching vocabulary
- Liaise with partner schools for inclusion in development of Year 6 personalised learning plans
- Strengthen high quality and culturally inclusive transition program
- Incorporate blogs, moodles and use of interactive whiteboard
Our success will be measured by:

- Post NAPLAN test of vocabulary criteria
- Additional transition activities to cater for a diverse range of needs of students
- Improved retention through access to Stage 5 VET and Work Education
- Relationships built with Year 6 Aboriginal students
- Increased use of intranet to deliver and access class work

**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
Mr Bruce Buxton – Deputy Principal
Mrs Anne Parnell – Rel Deputy Principal
Mrs Judy Dooley – School Council President
Mr Glenn Cranfield – P&C President
Anne Houlahan – SRC President
Tessa Thorne – School Captain
Harley Lewington – School Captain

**School contact information**

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:


Planting of memorial tree for Peter Allen (Woolnough)