Armidale High School
Annual School Report
2012
Our school at a glance

Students
Student enrolment has continued to increase to over 700 including 25 students in the Support Unit. Enrolment includes about 15% Aboriginal and 7% NESB.

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. All teaching staff meet the NSW Institute of Teachers professional requirements for teaching in NSW public schools. We all strive to provide exceptional learning opportunities for all.

Significant programs and initiatives
During the year the Clontarf Academy, a mentoring program for Aboriginal boys, was formed. We welcomed James Russell (Director) and Bruce Dennison from Clontarf Foundation, which runs Academies in 54 schools across Western Australia, Northern Territory, Victoria and New South Wales catering for around 2900 Aboriginal young men.

Student achievement in 2012
NAPLAN tests showed significant growth in all areas from Year 7 to Year 9. Year 9 was well above state average in Reading, a result of a focus on reading and comprehension in stage 4.

Value adding from Year 10 to HSC was particularly pleasing, especially for those in middle and high achiever bands. See more details later in this report.

Messages

Principal’s message
In 2012 we can be very proud of our achievements and successes which certainly demonstrate our commitment to our three core values of Pride, Respect and Responsibility.

We were thrilled to finally have repairs to the auditorium completed halfway through the year and that work on the refurbishment of the junior toilets commenced, ready for 2013.

A dedicated group of ex-students organized by Geoff Walsh repaired the RB White Memorial Gates and the sign/scoreboard on the oval. Most services and items were donated.

Earlier this year we were so proud to win a Nanga Mai Award for the best community partnership in the state, the Backtrack Youth Works Program. We continue to build and strengthen this partnership for the benefit of our students. Our school production of “A Midsummer’s Night Dream” (Spanish style) was very successful as were Armidale Community of Schools music initiatives with Duval High – Combined String Orchestra and Combined Stage Band.

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.

Ms Anne Matley

P & C message
The P&C has had a successful year organising three fundraising events. These included the Antique Fair in February, the Bush Dance in September and finally A Night at the Races in
November. The executive of the P&C would like to thank the organisers and helpers who made these events memorable and also raised money for the school. The P&C also held a working bee in August and organised a paver fundraiser.

The money raised has been spent on prizes for the Valedictory Assembly, Presentation Night, a portable coffee machine, a donation towards the refurbishment of the memorial gates and a load of gravel for the path from the old highway down to the school.

The canteen under Helen Fairleigh’s management is now making a profit and delivering healthy food choices to the students and staff.

I would like to thank the parents and staff who have supported the P&C in various endeavours this year, especially Mark Keogh for his treasury duties and Liz O’Hara for her secretarial skills.

Sue Fisher – President

SRC provided considerable financial support to both Girls Volleyball and Boys Basketball teams to assist with the costs involved and to allow the students to attend NSW Combined High Schools finals.

SRC financially supported athletes Sharnae Widders-Smith in her campaign to compete in Canada for athletics and Navi Tiko who was chosen in the NSW Rugby Union team which toured overseas.

Other fundraising events that took place throughout the year supported the Armidale branch of Legacy, provided immunisation for children in a community in Africa and an out of uniform day and school social was provided to other members of the school to raise money for the Relay for Life.

SRC Coordinator - Shelly Thurgood

School Context

Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>339</td>
<td>316</td>
<td>309</td>
<td>312</td>
<td>368</td>
</tr>
<tr>
<td>Female</td>
<td>288</td>
<td>275</td>
<td>274</td>
<td>293</td>
<td>344</td>
</tr>
</tbody>
</table>

Student representative’s message

Regional meetings attended provided an opportunity for the students to establish networks, work collaboratively on projects for the State SRC and coordinate ideas.
About 15% of students undertook vocational or trade courses at TAFE.

About 20% of school leavers went on to further trade training or other post-secondary education. Year 12 students undertaking vocational or trade training.

Many students continue to take a gap year to travel, earn money or just gain maturity before attending university.

their HSC and four students completed a school based traineeship.

Year 12 students attaining HSC or equivalent vocational educational qualification.

All but two students of the cohort of 85 gained an HSC. Many received Early Entry offers at one or more universities and all students who wanted to pursue tertiary training received an offer of a place at a university.

Management of non-attendance

A Phone Intervention Program operates daily in the school and letters are sent home to those homes which cannot be contacted. The number of unexplained absences continues to remain at a low level after a campaign in 2011 to encourage parents to ring in to explain absences.

Post-school destinations

Many students continue to take a gap year to travel, earn money or just gain maturity before attending university.

Year 12 students undertaking vocational or trade training

About 20% of school leavers went on to further vocational training or trade courses at TAFE. About 15% completed a Certificate II as part of their HSC and four students completed a school based traineeship.

Retention to Year 12

A Phone Intervention Program operates daily in the school and letters are sent home to those homes which cannot be contacted. The number of unexplained absences continues to remain at a low level after a campaign in 2011 to encourage parents to ring in to explain absences.

Student attendance profile

<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>40</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>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
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</tbody>
</table>
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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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>95</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
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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</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>252681.73</td>
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<tr>
<td>Global funds</td>
<td>679827</td>
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<tr>
<td>Tied funds</td>
<td>589695.56</td>
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<tr>
<td>School &amp; community sources</td>
<td>314300.26</td>
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<tr>
<td>Interest</td>
<td>15253.22</td>
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<tr>
<td>Trust receipts</td>
<td>49007.59</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1900765.36</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012

Achievements

Arts
In the HSC Toby Hemmings, Tom Moffitt, Lachlan Harper and Jack Grigg received an OnStage nomination for individual performance and one Group Performance received a nomination as well.

Emily Little received a nomination for Encore for Music 2 and Emily, Ingrid Fittler and Jack Grigg were selected to perform at Bravissimo.

Toby Hemmings gained 1st Place in Drama in the New England Region and Emily Little gained 1st place in Music Extension.

Nadya Kemp won the “Myall Creek Memorial” Art Competition (junior high school category) for her artwork on the theme “We’re All the Same on the Inside”.

Jonathan Brown was selected for the National Aboriginal Islander Skills Development Association (NAISDA) Dance Academy to complete a certificate II in Contemporary Dance.

Sport
Navi Tiko was selected in the NSW Country Rugby Union team which toured New Zealand and Ireland. Both Navi and his brother Jone have been selected to play with Manly in 2013.

Callan McGregor gained 3 gold, 2 silver and 1 bronze at the CHS Gymnastics.

Our U15 boys basketball team progressed to the state finals and the open girls volleyball team to the final 16.

Damon Fuller gained a Bronze medal at CHS athletics
AHS Boccia team came 4th in the State Championships and Zac Ahoy came 5th in the Singles Championship.

**Other**

Gaining 1st Place in the New England region in the HSC were Mitchell Knox in Mathematics and Physics and Manon Drielsma who was 1st in English Extension 1.

**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 these 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)

and/or

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Numeracy – NAPLAN Year 7**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>4 5 6 7 8 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number in Band</td>
<td>12 12 22 30 29 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>10.5 10.5 19.3 26.3 25.4 7.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>7.9 14.4 22.6 23.4 21.4 10.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSG % in Band 2012</td>
<td>4.4 12.3 22.4 28.5 23.7 8.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State DEC % in Band 2012</td>
<td>7.1 16.3 23.6 24.5 18.7 9.8</td>
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<td></td>
</tr>
</tbody>
</table>

**Numeracy – NAPLAN Year 9**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td>Band</td>
<td>5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number in Band</td>
<td>2 28 27 28 17 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>1.8 24.8 23.9 24.8 15.0 9.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>7.1 24.0 28.8 19.2 12.9 8.1</td>
<td></td>
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<tr>
<td>SSG % in Band 2012</td>
<td>2.9 18.7 26.5 23.2 15.5 13.2</td>
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<td></td>
</tr>
<tr>
<td>State DEC % in Band 2012</td>
<td>5.6 25.5 26.1 18.5 11.7 12.7</td>
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</tr>
</tbody>
</table>

**Reading – NAPLAN Year 7**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>4 5 6 7 8 9</td>
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</tbody>
</table>

**Reading – NAPLAN Year 9**

Due to literacy strategies in stage 4, Year 9 students achieved a result significantly better than state average.
Progress in reading

Year 9 students performed extremely well in reading and were well above state average. Aboriginal students’ growth was 10 points above the state average growth for all students.

Progress in numeracy

There was significant growth in Numeracy from year 7 to year 9 especially in the top three bands.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

RoSA

Students completing Year 10 now receive a Record of Student Achievement if they leave school at this point to attend further training or gain employment. Four students from this cohort chose to enrol at TAFE and one student proceeded to full-time employment.

Value adding from the last School Certificate was very significant for this cohort in all achiever bands. The graph below shows the outstanding performance of students in particular in Drama and English (Standard).

Significant programs and initiatives

Armidale Clontarf Academy

The Armidale High Clontarf Academy opened its doors at the start of Term 2 and it has been a blur of activities and action ever since. Clontarf Academies, formed in partnership with a local
school, are focused on encouraging behavioural change, developing positive attitudes and self-esteem, assisting students to engage in and complete school and to secure employment upon graduating. Using the passion that most Aboriginal boys have for sport, particularly Rugby League, allows the program to attract boys to school. Once at school it is through the interaction with the Clontarf staff and involvement in a diverse range of Clontarf activities that these positive changes are fostered and encouraged.

James Russell and Bruce Dennison work full-time at school co-ordinating the Academy. The program offers a number of structures and weekly routines, including two early morning training sessions, which provide the boys with stability and consistency.

The Academy Room is the home base for the program and it is set up with activities such as table tennis to encourage interaction between staff and students and most importantly to ensure that everyone has a lot of fun. The boys can drop in to the Academy room before school, during recess and lunch breaks and after school. It is a place where they can go to in difficult times and know that they will be strongly supported. Bruce and James regularly attend classes with the boys to provide additional encouragement and support. A range of other activities are organised each week focusing on key aspects of the Clontarf Program including leadership, well-being, employment, football and education.

Thirty boys signed up at the commencement of the program and numbers increased to 37 by the end of the year. Average attendance increased slightly across the year rising from 80% to 84% by the end of Term 4. Positive anecdotal evidence came from many staff who reported the improvement in attitude of boys enrolled in the Clontarf Academy and an increased pride in themselves and willingness to engage in learning and other school activities.

Aboriginal education

Our Aboriginal students presented the best ever NAIDOC assembly which included singing, dancing, photo and video reporting of excursions, dance workshops and performances. Both the Boys’ and Girls’ Dance Groups performed items and then combined for a hip-hop extravaganza. Students benefitted from dance workshops throughout the year sponsored by community group Beyond Empathy with local dancers and members of Bangarra Dance Company. Johnathan Brown was selected for Year 12 entry at NAISDA where he will complete a Certificate II in contemporary dance.

Multicultural education

Several students were invited to participate in community Harmony Day celebrations. Our international students were given honorary citizenship by the mayor in a special celebration along with international students from other schools and the university.

The Anti Racism Contact Officer maintains a high profile in the school and explains his role to Year 7 and other new students. A dedicated group of parents and students maintains the Harmony
Garden, demonstrating how AHS celebrates and respects the diversity of our students.

**Students with Disabilities**

Background

Enrolments in our three special education classes totalled 27. Each student followed an Individual Education Plan (IEP) which was developed in collaboration with parents, students, teachers and regional support staff.

The Learning Support team introduced a Case Management system enabling us to support a wider range of students with learning difficulties in mainstream classes using the new funding Every Student Every School.

**Findings and Conclusions**

Integration was emphasised with many students attending a variety of subjects in the mainstream. All students in the support classes participated in whole school activities alongside their peers including assemblies, year group excursions, sporting and cultural events.

As well as our usual Community Work Experience Program for years 9 to 12, younger students were given the opportunity to learn the art of coffee making as students made and delivered coffee and muffins to teachers fortnightly.

Buddy reading was reintroduced to the school where volunteers from mainstream classes read with students in the support unit. This program was successful in improving students reading skills and building peer friendships.

We held a post-school services expo at school to assist parents and students with planning transition to work. Five support unit students completed their Higher School Certificates and received post-school funding packages.

In 2012 for the first time all students in the support unit were given the opportunity to attend a major excursion to Sydney. This excursion was planned around the state Boccia finals held at Homebush. This allowed more students to participate in the finals and meant that our team had many supporters to cheer them on as they came fourth in the state.

**Future Directions**

In 2013 the school is planning to lease a mini bus which will be of great benefit to the support unit work experience and community access programs.

**Progress on 2012 targets**

**Target 1**

To optimise the learning opportunities for all Aboriginal students and reduce the number of teaching days lost.

**Findings and Conclusions**

Increased parent participation in PLP meetings
Creation of outdoor meeting area and mural in Reconciliation Garden
Recognition and media exposure of student achievement in local and regional awards
Clontarf Boys’ Mentoring Program successfully initiated
Aboriginal Girls Dance Group and Hospitality training for girls funded through partnerships with Beyond Empathy and Agricultural Trust.

**Future Directions**

Boys Traditional Dance group and Boys and Girls...
Hip Hop Dance Group continue to be in high demand for community events and events at other schools. Girls who participated in the Hospitality training will launch a café serving light refreshments one day each fortnight.

**Target 2**
To improve reading by 5%.

**Findings & Conclusions**

Strategies to improve reading indicate targets were exceeded in both Year 7 and Year 9 in the 2012 NAPLAN Test; 33% of Year 7 students and 39% of Year 9 students read at proficiency. Year 7 students performed well above the average for all DEC schools; Year 9 students performed significantly higher than DEC and Non-government schools combined.

In Year 9, the school average was 25.3 points above the State average. 19.3% (22 students) scored in top band for reading against 7.5% of students across the State.

In Year 7, the school average was 6.5 points ahead of the DEC average. 7.9% (7 students) scored in the top band for reading against 11.5% of students across the State. However, 29% of the cohort achieved the next band, which is well above State average.

**Future Directions**

In Grammar and punctuation, Year 7 met the DEC average. Year 9 test results were outstanding: the school average was 12.8 points, exceeding the combined average for all DEC and Non-government schools combined.

In Spelling, 26% of Year 7 students demonstrated proficiency, while 34% of Year 9 students achieved proficiency. These are lower percentages than in other NAPLAN domains tested. Year 7 students were 17.2 points below the DEC average but Year 9 was above DEC average by 13.5 points. Spelling should be a target for improvement.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of library usage.

**Background**

Staff requested an evaluation of technology resources in the library with a view to determining the direction of library usage in the twenty-first century.

**Findings and conclusions**

It was resolved that periodicals dated before 2002 would be redirected to faculties. Dedicated senior computers will be relocated to enable closer supervision. A new TV was purchased. The small video conference room is used extensively by TAFE and DE students. Staff are able to connect laptops and ipads to the large plasma screen in the video room. Accessioning of text books for English and science is working well and the loss rate of items is still small and at a very reasonable level for a school of this size.

**Future directions**

Faculties were given the responsibility of sorting reference material and video tape holdings before culling. Suitable material in good condition will be copied to DVD. An ipad/iPhone/laptop friendly easy connect portable digital projector will be purchased so that staff and students can view videos, film clips and powerpoint presentations anywhere in the school. Enhance TV Direct will also be trialled next year.

**Parent, student, and teacher satisfaction**
In 2012 the school sought the opinions of parents, students and teachers about the Healthy Schools Healthy Futures program which is part of Positive Behaviour for Learning.

Their responses are presented below.

All staff, students and parents were asked to comment on the P&C operated canteen and their opinion of the new menu and its ability to deliver a range of healthy options at reasonable cost. All reported that they thought the current menu provided a variety of healthy foods and the quality had greatly improved. About a third of students completing the survey said they considered the prices too high on many items while another third stated they considered only a few items too expensive. Staff commented that they now used the canteen to cater for professional learning and meetings at school. P&C canteen committee has acted on the responses given and was pleased about the progress made in providing a healthy canteen for all.

Professional learning
The allocation of Teacher Professional Learning funds in 2012 allowed teachers to enhance and develop their skills in two main areas. Almost 50% of funds was spent on developing skills in technology including the use of smartboards and the DER laptops. The half went towards development of executive and other staff in leadership and implementing the new Australian Curriculum.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents. The Plan includes the areas of Literacy, Numeracy, Curriculum and Assessment and Organisational Effectiveness. A major focus is on planning, programming and phasing in of the Australian Curriculum into Year 7 and 9 in 2014.

School priority 1
Outcome for 2012–2014
To improve literacy performance across the school.

2013 Targets to achieve this outcome include:
• To reduce the number of Year 7 students in the lowest band in NAPLAN Reading by 3%
• To increase the number of Year 7 students in the highest band in NAPLAN Reading by 3%
• To maintain the performance of Year 9 2012 in NAPLAN Reading

Strategies to achieve these targets include:
• Designing and implementing Learning Adjustments for targeted students within Teaching & Learning Programs
• Selective class participates in Reading Projects with cross-faculty input and assessment/markning
• Promotion of wide reading across the school through DEAR and reading logs

School priority 2
Outcome for 2012–2014
To improve attendance for all students.

2013 Targets to achieve this outcome include:
• Increase the number of staff using electronic roll marking to 100%
• To reduce fractional truanting by 5%
• To increase average school attendance to 89%

Strategies to achieve these targets include:
• Provide on-going professional development in the use of technology for documenting attendance
• Implementation of a process of recording and actioning fractional absences
• Regular meetings of the Attendance Team to monitor and support all aspects of student attendance
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 Kristene Croft – Deputy Principal
Mrs Tamara Cameron – Head Teacher HSIE
Mrs Sue-Ellen Fisher – President P&C
Mrs Elizabeth O’Hara – Secretary P&C

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Web: www.armidale-h.schools.nsw.edu.au
School Code: 8102

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: