

ANZAC Hill High School

Annual Performance Report to the School Community

2009



Apurte Akaltye-irretyeke / Learning Together

ANZAC Hill High School exists to educate and develop the individual in a culturally diverse, healthy, safe environment

Our future is to work with families and to create harmony in our community.

We value holistic learning that empowers individuals to take responsibility for their future.

We see ourselves as a caring and innovative school initiating and responding to change.

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Our School

Situated at the northern end of the CBD, ANZAC Hill High School has existed since 1986, occupying the site and buildings which had previously been Alice Springs Higher Primary School (1953), Alice Springs High School (1966 to 1972) and Darwin Community College before ASCOT. The Refurbishment (1986) which included an Art space and a Tech space was designed to accommodate 250 students. In 2008 with 201 students our school is at 80% of capacity.

Our Community

Our school has sound policies developed by School Councils over 22 years, always in conjunction with parents, students and staff. Our school policies are underpinned philosophically by Choice Theory, Reality Therapy and Lead Management and attention to Cultural Awareness training and practices. More than 85% of parents attended with students to meet with teachers in 2008 at our Portfolio Chat nights. Staff support, and are well-supported by, our parents.

Our Students

We provide a safe learning environment for students who present with all the challenges associated with students in the Middle Years. Our list of successful student events and results confirms that staff members succeed across the board in value-adding for the great majority of our students. Indigenous enrolment as a portion of the total continues to increase, now 70%.

Enrol	Jan	Indig	Non Indig	Total	Dec	Indig	Non Indig	Total
All student		110	78			99	80	179

Attendance – average 78.2% Indigenous (70% of our students), and total 82.3%

The total is a slight increase on 2007, but not the increase we were working towards. There are now six providers of middle schooling in Alice Springs.

Our Staff

In 2008 we employed four new staff members. This had an impact on our small staff team as staff new to teaching and to NT began working in our place. By the end of the year two people had transferred to schools of their choice.

The Leadership Team is the Principal, Assistant Principal, two Executive Teachers and one Teacher of Exemplary Practice (Level 2). In Addition to formula staff we have, Learning Support and Indigenous Educators, plus one Accelerated Literacy Senior Teacher, and one Careers Teacher shared between Alice Springs High School and us (2 + 2 X 50%).

The welfare team; Health Promoting School Nurse, Counsellor, Home Liaison Officer, AIEW and a visiting School Based Police Officer.

The Administration team; AO6 Manager Administration, AO4 Resource Centre Manager, AO3 Special Assistant, AO3 Front Office Secretary and AO2 School Assistant.

Tutors are employed according to student needs. Usually there are four or five on staff.

School Council employees include the Canteen Manager, Driver / gardener / photocopier person (devolved), resident caretaker and cleaning staff (5).

Major goals for 2009 – improve attendance, student and staff well-being and lift NAPLAN results per every student.

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Principal's Report

ANZAC Hill High School continues to embrace as its Vision statement the dual language message, "**Apurte Akalyte-irretyeke / Learning Together**". The Football Academy in its second year adds depth to that thought as our young Indigenous students attend school more regularly, with a spring in their step and a gleam in their eye. The two Indigenous coaches at the Football Academy are responsible for many students continuing to remain focussed throughout their middle years.

The staff team worked exceptionally well throughout 2008 providing many sound educational programs for our students and many opportunities for students to succeed and to grow. Such exceptional work can only be attributed to individuals desiring to do the very best they can to engage our students in the academic and total life of our school. In the spirit of Apurte Akalyte-irretyeke, our families and students joined with staff for activities, celebrations and our significant assessment and reporting process, "Three Way Portfolio Chats". At "Anzac on Parade" students showcased their performing arts and visual arts work as we celebrated academic successes of 2008.

The Operational Plan for 2008 included proposals from the Wilson report (see Annual report 2007) and addressed Literacy, Numeracy, Choice Theory and Cultural Awareness integral to our comprehensive well-being plan. These goals will be further developed in 2009.

We are pleased to report just two student suspensions for the whole of 2008. This is an outcome of continuous application of the principles of Dr William Glasser's Choice Theory. All staff members are trained to understand why people behave and they solve problems with solutions in mind, not punishments or rewards. There may still be a wide range of disruptive behaviours, but Choice Theory allows people to make "mis" takes and to learn.

Eleven students represented NT in sports, including eight at the Pacific School Games. That's over 6% of our school!

Our "Shadow Puppets" (male dancers) were great Eisteddfod winners and a hit whenever they performed.

We were also pleased to recognise staff successes; Mandy Hargreaves, Volunteer of the Year, Mandy and Anna Montgomery graduating from CDU, Jo Dutton winning a Writer's award to travel to a writers' master class in Albany, New York.

However, perhaps the greatest event for the year was organised by one of our staff now on leave, Raewyn Poumako. Rae, assisted by two other teachers, a tutor and our counsellor organised initially four, then later three netball teams from our school to play in the Saturday competition. This engaged 40% of all of our girls. This event developed relationships outside the classroom as many student players spent their Saturdays with their teachers.

"There is a positive and optimistic feeling to the school. Despite the very significant demographic challenges it faces, and the complexities of dealing with the current school population, there is a commonly held view that the school is doing a good job, and that it is achieving significant benefits for the students. The staff feel great loyalty to the school and its leadership team. The limited number of students contacted spoke with affection of staff, and showed enthusiasm for the school. Parents interviewed were also very supportive of the school and of its direction, and extremely positive about the quality of the staff and their access to staff and the school." Wilson report, November, 2007

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Teaching and Learning

ANZAC on Parade celebrated academic success as our Year Nine students graduated and our Year Eight and Year Seven students received academic recognition. Students were congratulated too, for their community involvement and being ANZAC all rounders. The Ruth Allen Scholarship was presented for the second time to Aralia Bigmore. It was very pleasing to have a large audience at The Araluen Theatre and many local dignitaries in attendance.

All testing programs capture data for the day of that test. Data is subject to many variables, e.g. when attendance is poor. We urge parents to continue to attend portfolio chats to dialogue with teachers and each student about the full range of learning outcomes and tests.

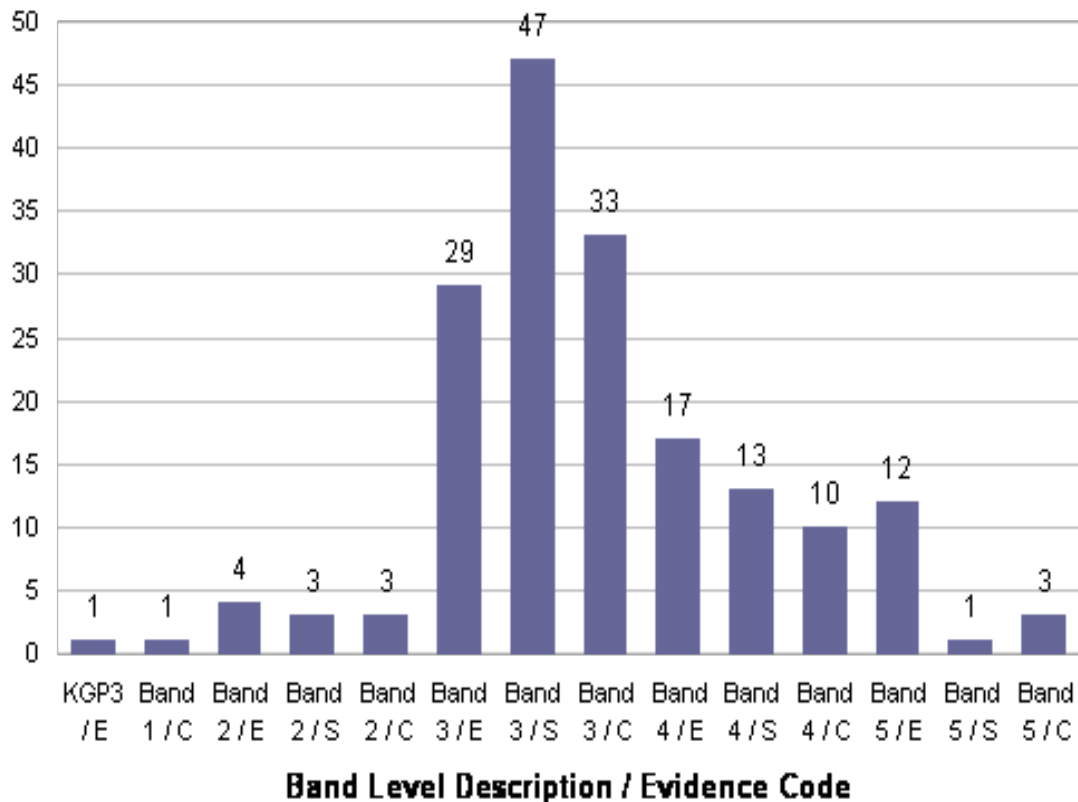
Data showing academic levels from school CeTool Records

Examples of the range of NTCF data recorded 2008 on CeTool shows that most of our students are operating from Band 3, although half of the 64 students monitored in maths were assessed at Band 4 emerging or above.

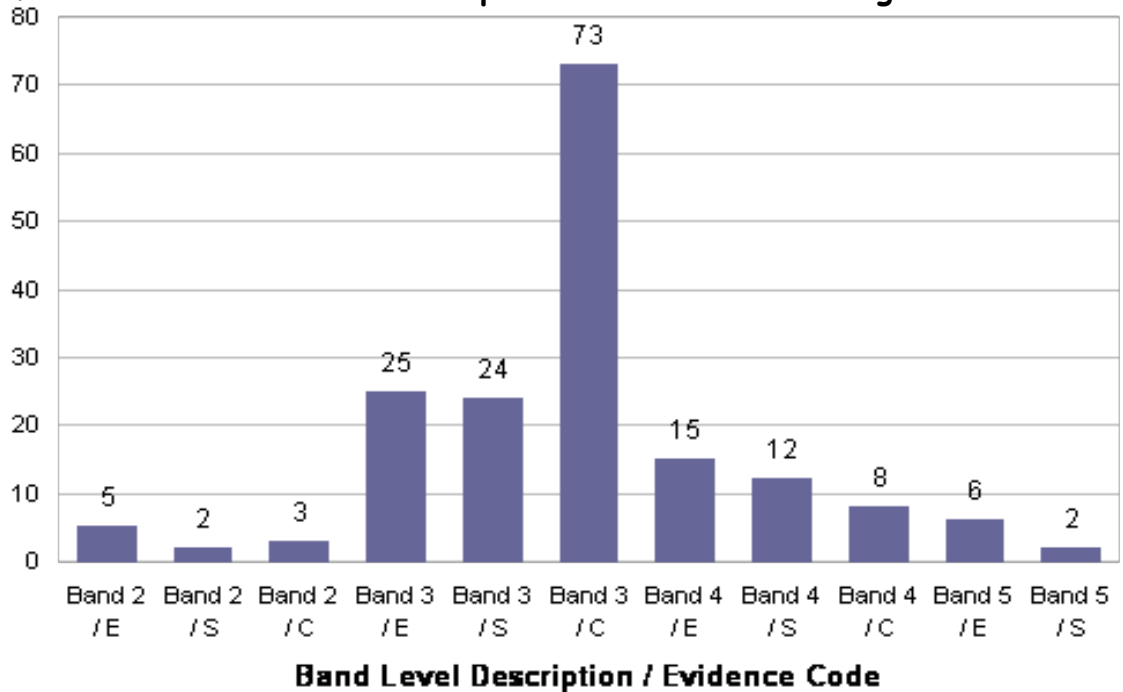
Examples of the range of NTCF data recorded during 2008 on CeTool.

English - Reading and Viewing

ENG.RV.2 - Language Structures and Features

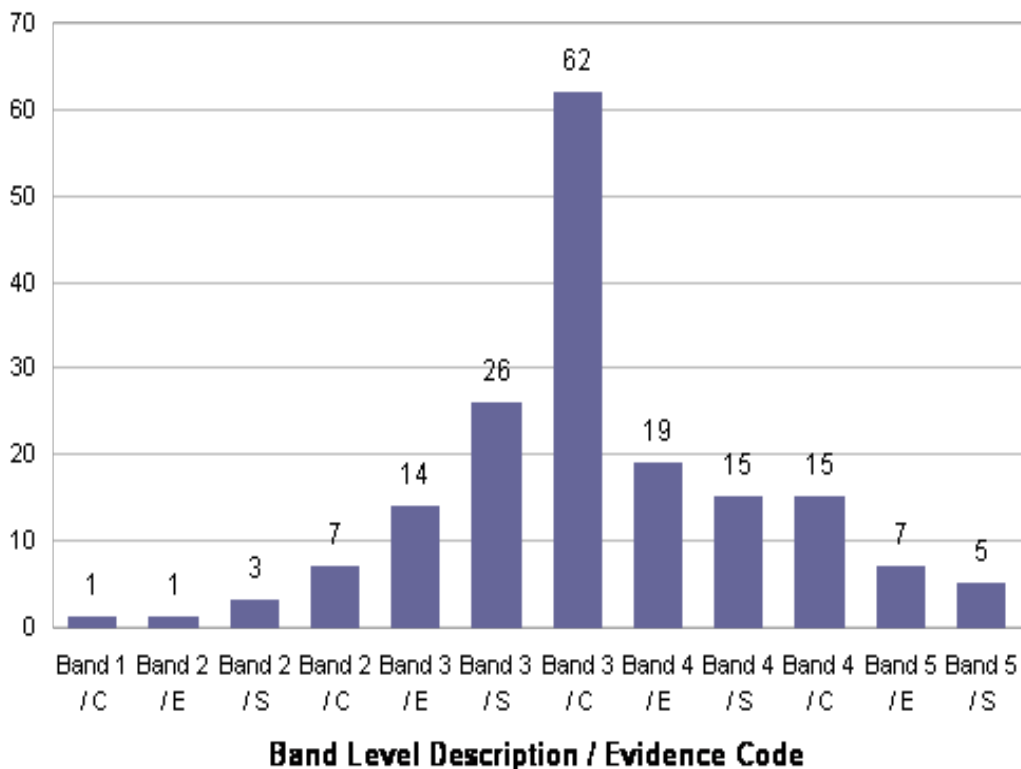


EL.IN.2 - Identifies and actively develops their natural talents, self-worth and learned skills to pursue and achieve their goals.



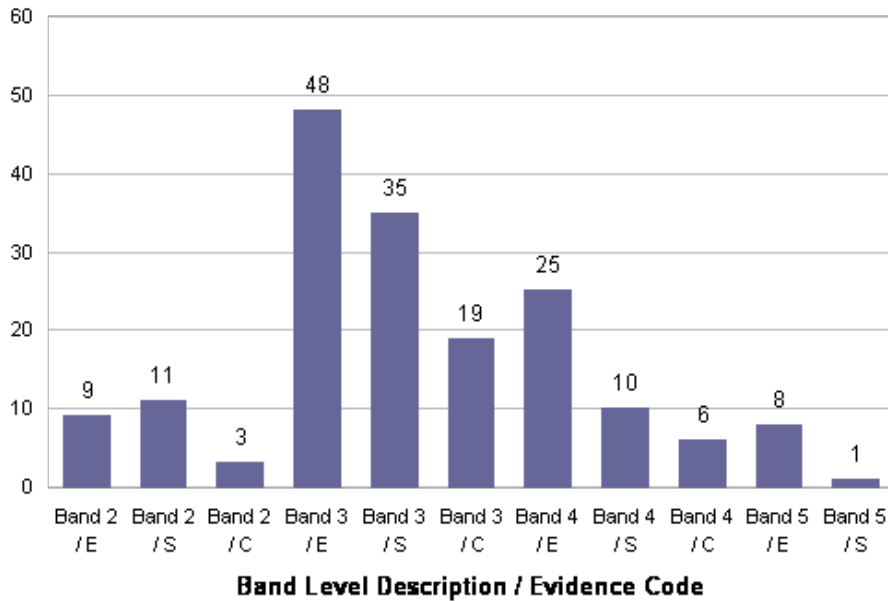
Learning Technology -
Communicating through Presentation, Publication or Performance

LT.LT-P.1 -

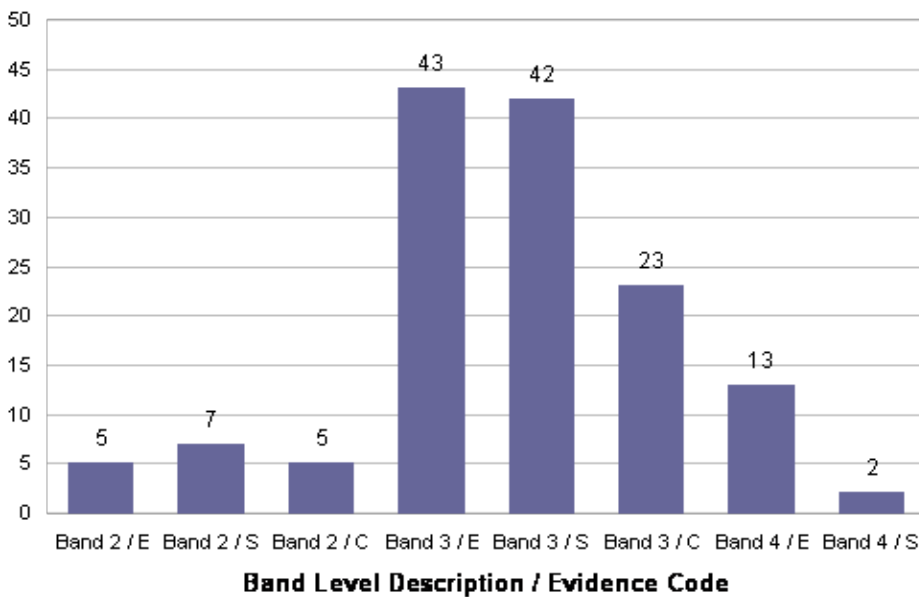


Science - Concepts and Contexts

SCI.CC.1 - Natural and Processed Materials



SOSE.SOC.1 - Time, Continuity and Change



National Accelerated Literacy Program (NALP) For all "AL" students

During 2008, 57 students participated in the National Accelerated Literacy Program. They received intensive literacy education and their reading levels were monitored closely throughout the year. These students received an individual literacy progress report and took part in the TORCH comprehension test and a video reading test which demonstrated their progress in this program. We are very pleased at the way this program engages our students to work hard at their literacy.

National Assessment program Literacy and Numeracy (NAPLAN) For all Year Seven and Year Nine students (see Attachment B)

This was the first year of NAPLAN. It replaces the Multi Level Achievement Program (MAP) tests and is undertaken by all Australian students in year levels three, five, seven and nine. Spelling, grammar and punctuation were not tested in the previous MAP program.

The major positive outcomes for ANZAC students are

- Our school mean results were near or above the NT Mean in all tests at year 7 and 9
- Students tested who were above the National mean ranged from 15 to 35 percent
- Many of our school (70% Indigenous / 30% Non-Indigenous) reached national standards
 1. Year Seven Numeracy, 83% of students above National Minimum Standard
 2. Year Seven Reading, 79% of students above NMS
 3. Year Nine Reading, 66% of students above NMS

The areas which need the greatest improvement are

- Grammar, Spelling and Writing for all students generally
- Students tested who were below the National mean ranged from 6 to 26 percent
- Our poorest results were
 1. Year Seven Grammar 26% below NMS
 2. Year Nine Writing 25% below NMS

The major challenges for ANZAC staff and students are:

- Our results will improve when students have more work with the type and style of question being asked
 - Teachers will run practice tests to acquaint students with test situations
 - Students will practise writing the way the test does with pictures to motivate
 - 100% attendance on tests days will improve our overall rating
- Year 7 students have to quickly settle into a middle school routine and be prepared for tests which will mainly test primary school teaching and learning
- It is our experience that each year of students is different and teachers work hard to ensure all students are working at their capacity

We believe the targets set in our NAPLAN Plan 2009 are achievable, being in general to have all students improve so all students not on special learning programs achieve above the NMS.

Student Wellbeing and Engagement

Initiatives and programs that assist to improve retention rates.

Attendance data is made available to Home Group teachers, Year level Leaders, Home Liaison and AIEW workers daily and to School Council monthly.

- Data showing gradual overall increase in enrolments and attendance 2007 -2008
- Note from 2007 to 2008 the average number of indigenous students increased by 9
- Markedly higher student mobility in 2008 with a student turnover rate of approximately 53%

Balancing this level of student turnover throughout the year while maintaining the level of student engagement across the school was a good result from attendance being a regular agenda item and phone calls home, making home visits, counselling students and families of the need for regular attendance and closely working with the Football Academy staff and Home Group Teachers. (see School Performance Profile below)

Special programs that assist with attendance include; Breakfast, homework-afterschool club, Football Academy, Anzac Student leaders running Socials, Movie Nights, individual programs for challenging students on and off the campus.

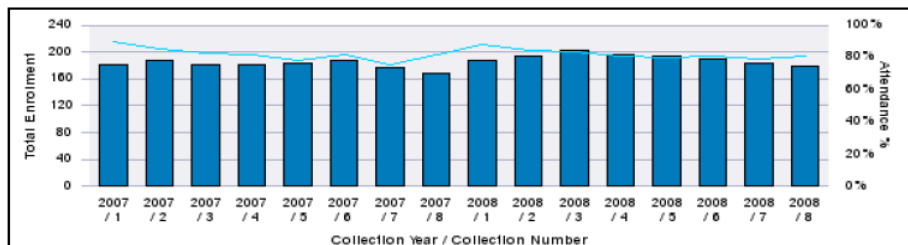
School Performance Profile

Accountability and Performance Improvement Framework

Student Wellbeing and Engagement

Anzac Hill High School

Enrolment and Attendance



Average Enrolments for collections 1 to 8 varied by 10 from 2007 to 2008

Average Attendance for collections 1 to 8 varied by 0.4% from 2007 to 2008

All Students

	2007		2008	
	Enr	Att	Enr	Att
Feb (1)	182	90.1%	188	87.8%
Mar (2)	187	85.0%	194	84.5%
May (3)	182	82.4%	202	83.7%
Jun (4)	182	81.3%	197	81.2%
Aug (5)	183	78.1%	193	80.3%
Sep (6)	187	81.3%	190	81.1%
Nov (7)	177	75.7%	183	79.2%
Dec (8)	169	81.7%	179	81.0%
Average:	181	82.0%	191	82.3%

Indigenous Students

	2007		2008	
	Enr	Att	Enr	Att
Feb (1)	93	88.2%	110	85.5%
Mar (2)	99	81.8%	116	82.8%
May (3)	94	77.7%	119	79.8%
Jun (4)	94	75.5%	116	75.9%
Aug (5)	94	71.3%	111	76.6%
Sep (6)	93	76.3%	109	76.1%
Nov (7)	89	68.5%	104	74.0%
Dec (8)	82	76.8%	99	74.7%
Average:	92	77.0%	111	78.2%

Student Mobility

	2007				2008			
	Start	In	Out	End	Start	In	Out	End
1	170	16	14	175	174	32	16	190
2	171	9	12	169	194	18	26	198
3	170	11	12	170	183	16	14	187
4	168	3	15	156	182	5	65	179
		39	53			71	121	

During 2008, Student Turnover was approximately 53%

Un-notified absences 2007/2008

Improvement (ie drop) in un-notified student absence shown below

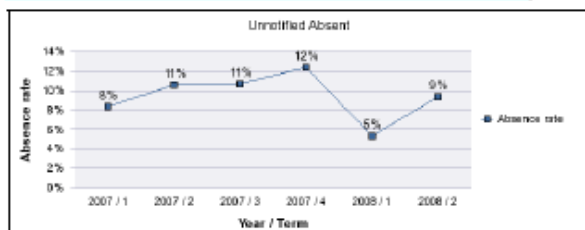
Also below shows

- Some increase in Work experience within School
- Decreased suspension rate (statistically the same, ie zero)

All staff and students undergo Choice Theory Training. This is possibly unique in Australia. All staff and students learn to understand the Choice Theory approach to motivation, learning and how and why humans behave. We also run courses for parents. With a common approach to working together we reduce anger and suspensions.

Anzac Hill High School - Weekly Enrolment and Attendance 30/07/08

Unnotified Absences for Students 2007/2008 - Average by Term - (Periods Absent / Total Periods)



	2007	2008 YTD	Up/Down
Unnotified	47.0%	33.5%	down
Sanctioned by Caregiver/guardian	25.0%	30.2%	up
Excursion	10.2%	5.0%	down
Notified as sick	8.6%	5.0%	down
Attendance not required	3.5%	21.0%	up
School Sport	3.4%	2.1%	down
Funeral/Sorry Business	1.5%	0.3%	down
Work Experience	1.1%	1.9%	up
Suspended	0.4%	0.1%	down
Non-School Cultural Activity	0.2%	0.0%	down
Non-school Sport	0.2%	0.1%	down
Late	0.0%	0.0%	down
	100%	100%	

Celebrations that maintain student, staff and community interest include; Great Footy Day, NAIDOC week, Harmony Day, Shave for Cancer Cure, Art class received recognition for Calendar success and one student went to Darwin to be recognised for the multi-cultural work.

Activities that are a source of fun and entertainment include;

visiting music and dance artists, Movie Night, Guinness Book Walk, Ultimate Triathlon – staff and student teams, Arunta Ships company visit.

Camps that grow relationships between the students and between students and adults include; Ormiston, Ross River, Adelaide, Leadership camp at Hamilton Downs, Football Academy trips.

In 2009 we will take the prize – a carriage on the Ghan to Darwin and return for approximately 50 year 8 students.

Student Pathways and Transitions

A newly created program, Transition, Leadership and Careers commenced in term one. Each week in the double session, all students engage in coursework which may be presented by home group teachers, team leaders, guest speakers and the Careers and Enterprise teacher, Liza Bowers. This session provides an opportunity for Centralian Senior Secondary College (CSSC) staff to visit and work with the year nine students throughout the year and more frequently as students choose their year ten courses and pathways.

As a sequel to classroom work with the CSSC staff students take part in familiarization visits to CSSC and the Charles Darwin University campus, attend counselling activities and engage in classes with the teachers at CSSC. We believe that all of our students are familiar with their new campus, but to ensure maximum success an Anzac staff member will spend the mornings every day in 2009, on the CSSC campus to greet and assist our students find their way.

Events like Try a Trade Day and Steps to the Future are aimed at preparing students for career and continuing education thinking.

Year six to year seven transition program, whilst very demanding of staff, has up until now secured a cohort of approximately sixty-five students. As the 2009 year commences it is a concern that only forty-four students have enrolled in year seven. Our Year sevens come mainly from Braitling, Sadadeen and Ross Park Primary Schools.

In an attempt to address this anticipated small intake, School Council;

- Ran advertisements in the Centralian Advocate
- Letterboxed all residential areas
- Created and ran a new ad for Imparja TV over two weeks of the vacation period
- Renewed the Messages on Hold promotion
- Hung the enrolment sign facing CBD every day for the vacation
- Ran a series of ads on radio stations
- Provided editorial information for all of Alice Springs media
- Ran a stall for the two days of the Alice Springs Show – staffed by volunteer parents and staff

Our feeder school principals endorsed a program of visits to our campus and welcomed our students and staff to a variety of activities in the primary schools.

Anzac teachers prepared a range of lessons for the visiting students who rotated through the lessons, attending our campus on three familiarization visits.

Teachers became familiar with the new cohort, shared information with the losing schools teachers, ran “entry” tests and gathered an array of data to assist with program design and class allocation for 2009.

Anzac hosted the workshop day when primary teachers share data about students with learning difficulties. This proved to be a very successful occasion.

In 2009 we will be working hard to set up the structures of the new middle school and working hard too to attract many more students from private schools.

Organisational Health and Learning

Annual Performance included probation procedures (four teachers), one Teacher of Exemplary Practice Level Two agreement and working through the procedures in the document "Teaching and Working at Anzac Hill High School". Staff considered their strengths and needs, determined goals and discussed their work during formal meetings. In 2009 staff will add another facet to this work – collection of evidence and data of their professional learning.

At the end of 2008 two staff members transferred, one went on Long Service Leave, one retired and one went on Leave Without Pay.

All staff participated in workshops on values, how we work together, developing the APIF one year plan and two levels of the Choice Theory program.

All teaching staff hold qualifications as required by the Teacher Registration Board. Other staff hold qualifications as required for their positions (School Nurse, School Counsellor, Resource Centre Manager, Manager Administration).

Staff retention 2007 – 2008 was 74%. At this time 2 year levels departed and our staff entitlement reduced considerably.

Staff attendance was 89% with 10.2% being for unexpected absences through illness.

Staff took part in 67 professional development activities during the year.

Goals for 2009 include;

- Recruit mathematics staff and develop a vibrant cohesive mathematical sciences team.
- Employ assistants to work in the Science Labs and office areas.
- Attract more students from the primary schools
- Run Choice Theory and Cultural Awareness workshops

Community Engagement

Governance of the school has been supported by a strong School Council elected from a large group of parents who attended the AGM in March. The mix continued to be fifty / fifty Indigenous / Non-Indigenous being very close to the student proportions of 60 / 40. Our School Council has been representative of the school population from the time ASSAP committees concluded.

During the year School Council members assisted with surveys (Mobile phones and Technology preferences), ran workshops for parents (Choice Theory and Effect Size) and worked with the Manager Administration to ensure purchases and costings were within budget. Special thanks to Faith White as Chair.

As a consequence of the Mobile Phone survey, staff was empowered to develop a mobile phone policy with full support from Council.

Reports elsewhere list the promotional work done by Council to attract enrolments. Council also worked with staff to set up a stall and to work at the Alice Springs Show.

The school celebrated a number of days, local dignitaries attending and parents assisting on those days: Naidoc Week, Harmony Day, Ultimate Team Triathlon Challenge, Steps to the Future, Shave George Day, ANZAC Day service, Anzac March, a Dinner Dance to raise funds for our 8 PSG athletes, Updated Website Launch.

Events were programmed and staged to engage our students with support from the general community too; Aquatics Carnival, Track and Field Day, ASTC Youth Forum, Homework Centre, Eisteddfod Dance group – The Shadow Puppets, Starlight movies, School Socials, held a picnic day and cross-country event at the Telegraph Station.

Eighty-five percent of our parents were engaged in our reporting and assessment programs in June and November. Teachers engaged students and parents in portfolio chats over three sessions.

The school ran projects to engage the wider community;
Clean-up Anzac Hill High School, Clean-up the Anzac Precinct, "Our Place" environmental garden.

In developing and maintaining policies Anzac HHS included, Asthma Australia presenter, Nutritionists to advise on Canteen diet, experts to assist Drug Framework development.

Choice Theory workshops engaged participants from across government agencies – mental health, police, other schools and from business.

As the new middle school develops ANZAC HILL HIGH SCHOOL COUNCIL will be at the forefront offering support and ideas to ensure all students receive a great middle schooling education.

Financial Health

Anzac Hill High School has managed the annual grant very well, especially in consideration that as student numbers dropped so did the quantum.

The change of Manager Administration was smooth and it is appropriate to thank Gloria Skelton for her work at Anzac Hill High School. The current Manager Administration, Liz Collins, has picked up from where Gloria finished. As a result of their conscientious effort the school facilities are kept in good repair and grounds are attractive and clean. Similarly the budget was spent as planned, ensuring our needs were met.

Some large unplanned works were forced upon us – fume cupboards and air conditioning and sewerage, plumbing and storm damage emergencies.

Planned works are unfinished due to funding not being provided (complete exterior painting, front gate). With good planning and as a result of some timely grants the school has been able to purchase and install 4 additional Smartboards.

Grants have contributed to learning programs and in providing additional resources.

Expended Grants include small specific grants, eg Harmony Day \$750, to the Federal Government grant for tutors of \$90,305. In all grants expended in 2008 totalled \$573 048.

In managing the devolved position the budget includes gardening and caretaking enabling the following to be completed. School lawns and gardening, bus driving, photocopying, mail runs, security checks, bus maintenance, handyperson tasks, storing of goods and cleaning.

The School Canteen (healthy menu) continues to operate within budget.

ATTACHMENT A

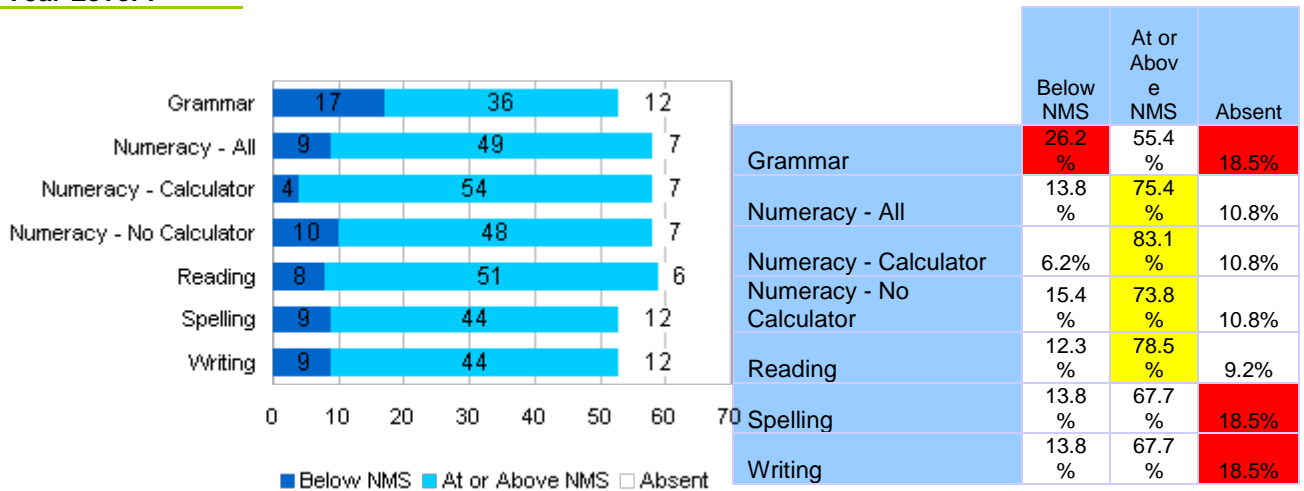
Audited Financial Statements

See separate handout.

ATTACHMENT B

NAPLAN data

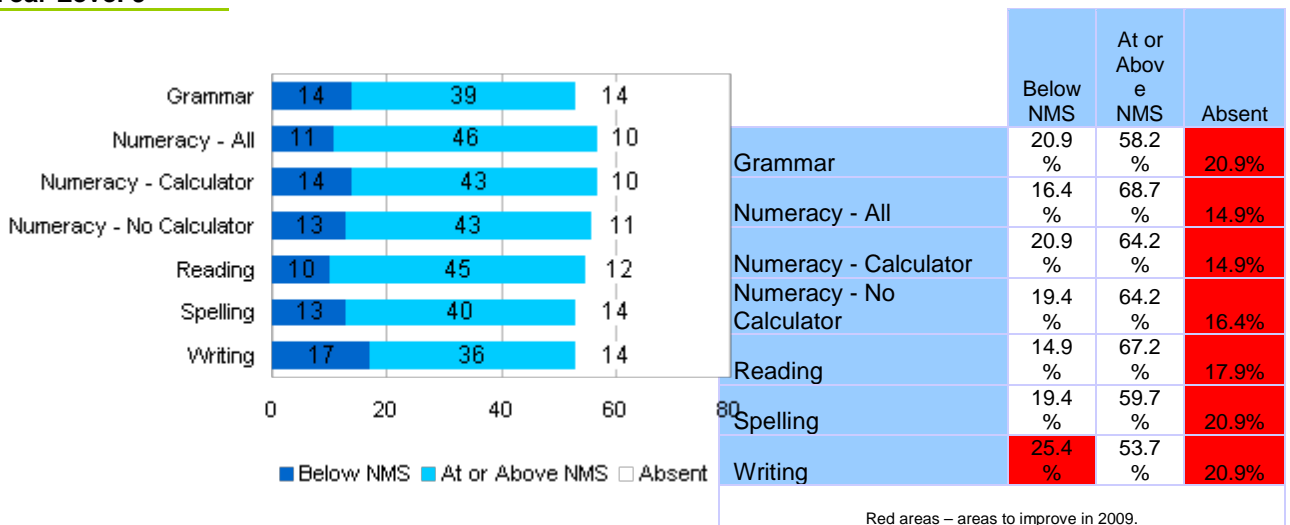
Year Level 7



Yellow areas indicate where more than 75% of year seven Anzac students achieved above the National Minimum Standard.

Red areas – areas to improve in 2009.

Year Level 9



Red areas – areas to improve in 2009.