



## Albany Hills State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

Albany Hills State School has a reputation for academic excellence, all round high proficiency across a broad range of fields both inside and outside the classroom, and a caring, sharing and striving environment. In maximising the potential of all our students, many have gone on to achieve the highest honours - academically, in leadership and in community service.

The school continues to maintain an extensive range of extra-curricular activities and strongly supports those many students with special talents and abilities. Some of these opportunities include our science program, coding, robotics, chess, musicals, instrumental music, choirs, dance, drama, Japanese studies and representative sport. Our school is particularly known for excellence and outstanding achievements in Science and the Performing Arts.

We are supported by an active Parents and Citizens Association to help us achieve our goals. Albany Hills State School has an outstanding reputation in the local community and beyond and our students wear their school uniform with pride.

## Principal's Foreword

### Introduction

The staff at Albany Hills State School are committed and work tirelessly to encourage every student to reach their potential. Our staff believe that every child can succeed and programs are tailored to provide a differentiated approach to maximise achievement for each child.

While literacy and numeracy remains a strong focus for all learning at Albany Hills, our students take part in a wide range of engaging activities that nurture their academic, as well as social and emotional needs.

This report provides a snapshot of our school and achievements. To find out more about our school, please contact the office to arrange a visit.

### School Progress towards its goals in 2017

#### Mathematics:

- Introduction of student portfolios (ongoing);
- Utilising the Explicit Instruction approach to the teaching of mathematics (ongoing)
- Consistent approach to teaching strategies including (ongoing):
  - Rapid Recalls for key content and number facts;
  - Using a reasoning approach to problem solving;
  - Developing comprehension for problem solving.

*English:*

- Spelling - explicit teaching of skills and strategies (ongoing);
- Writing – use of NAPLAN marking guide to inform student feedback;

*Science:*

- Continuing to embed an inquiry approach to the teaching of science (ongoing);
- Continuation of strong partnerships with Bunyville EEC, Albany Creek SHS and Bray Park SHS.

## **Future Outlook**

*Writing*

- Implement an approach of differentiation aimed at addressing the learning needs of all students;

*Effective Pedagogical Practices*

- Promote and implement consistent and research based teaching approaches throughout the school;

*Engagement*

- Ensure a whole school approach to promote positive behaviour across the school in order to provide a safe and supportive learning environment for students.



# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	792	384	408	13	98%
<b>2016</b>	817	415	402	14	98%
<b>2017</b>	810	424	386	14	98%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Students at Albany Hills State School are renowned for their positive attitude and respect for each other, their school and for adults. Staff and parents have created a learning environment that provides numerous opportunities for students to engage in learning. Classrooms are characterised by a calm, productive atmosphere where high standards are set and students are supported to achieve their best.

The inclusive nature of the school is illustrated by the participation of all students who wish to engage in numerous extracurricular activities, including performing arts, lunch-time clubs, after school sport and community sourced programs. Special Education Provision, Gifted Education and individualised attention are provided to ensure all students have access to a quality education.

A significant number of families are involved in the Defence Forces, making continuity of learning for their children a significant aspect of the school's educational provision. Although there is only a small number of Indigenous families enrolled in the school, 'Closing the Gap' and paying due attention to 'Reconciliation', is considered important as we play our part in building a strong and inclusive society. There are also a small number of students whose English is an additional language or dialect to their family. Providing additional learning in English is part of the inclusive policy of the school.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	22
Year 4 – Year 6	26	28	28

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Teachers implement the Australian Curriculum to teach the majority of learning areas, utilising Explicit Instruction as the signature pedagogy. Teachers implement the Early Years Curriculum Guidelines in Prep and the Queensland Essential Learnings in Years 1 – 6 to teach the remaining areas of the curriculum until the Australian Curriculum has been completely phased in by the end of 2020.

Teaching of Science also utilises an inquiry method to encourage creativity and exploration. Development of the science program was led by the Lead Teacher: Science, providing for sequential, progressive and high quality learning. In science, a partnership with Bunyaville Environmental Education Centre has been created to further embed study of the local environment into the school program.

Literacy and numeracy are considered the foundations of all learning with these skills increasingly and explicitly applied across curriculum areas such as History, Geography and Science.

Throughout the school, there are a range of programs that boost the literacy and numeracy skills of students. In the early years, these include the Early Literacy Fundamentals (ELF) and Jolly Phonics programs. Such programs develop both the phonological awareness necessary for the development of reading, listening and spelling, as well as the motor, sensory and postural skills underlying handwriting, cutting and other essential school skills. Cars and Stars (reading) and Word Journeys (writing) programs are used as resources to support student learning in the middle and upper years at our school.

Student skills in writing are developing as teachers' expertise is enhanced through training in Seven Steps to Writing Success.

### Co-curricular Activities

Students at Albany Hills State School have the opportunity to participate in a whole range of extracurricular activities, across a broad skill set, many offered in clubs and groups:

A number of clubs operate during breaks or after school. These provide a diverse choice for students including: Chess, Poetry Club, Writers' Club, and Chatterbooks. In addition, students may choose to attend clubs dealing with Space Sciences, Robotics, coding, Eco Kids, Junior and Senior Drawing and Construction.

During 2017, our school participated in many local, state and international competitions including ICAS academic challenges and the district Mathematics Tournament. A maths club operates for those students keen to explore the world of mathematics.

Albany Hills State School has a broad representation of students in District, State and National sporting competitions. Participation in interschool and Representative Sport, Skipping Club and tennis coaching (private provider), all provide options for students to explore and develop their sporting abilities.

Our students are given extensive opportunities in Performing Arts, which is strengthened by the partnership with our local high school, cluster primary schools and the shared instrumental music teachers.

School Musicals, Instrumental Music, School Bands and Choirs (four choirs including a Boys' Choir), Dance Club, Talent Quest, are among the many options available.

### How Information and Communication Technologies are used to Assist Learning

Albany Hills State School offers students authentic learning opportunities that incorporate the use of Information and Communication Technologies (ICTs) in real and meaningful ways.

Classrooms are well resourced with desktop workstations, interactive whiteboards, laptops and mobile devices available for student use. Computer technology is used throughout the school in a variety of ways including: key integrating devices (iPads for Prep to Year 3), everyday classroom tools, presentation devices, robotics and Claymation tools. Computers are continually updated and replaced, and available in all classrooms as well as a well-equipped computer lab.

The ICT committee is continually exploring ways of integrating new technologies in classrooms. A BYOL (Bring Your Own Laptop) program operates in Year 5 and Year 6, with Year 4 to be introduced in 2019.

Students are supported in the safe and ethical use of ICTs by specialist staff and classroom teachers with parent and student cyber safety sessions provided annually.

## Social Climate

### Overview

The social climate of this school is especially positive, with high parent support and high expectations for individual students. Albany Hills State School has developed a culture that is very supportive of all groups – students, parents, staff, volunteers and visitors. We are recognised in the broader community for providing safe and supportive classroom and playground environments.

Teachers maintain classroom environments that are child-centred and supportive of the social and emotional development of their students.

Our school is serviced by a Special Education Program, Support Teachers: Literacy and Numeracy, a Speech Language Pathologist, an English as an Additional Language/Dialect teacher and a Guidance Officer.

The Student Support Services Team provides guidance for assessment and action for a wide range of reasons to support individual students.

Our school also has a Chaplain to support students three days each week.

Albany Hills State School has a very effective Responsible Behaviour Plan in place. All students are aware of the plan and it is made available to all new families upon enrolment.

Wellbeing Week was introduced for each semester in 2017 to highlight the need for student and staff wellbeing to overarch all that we do at our school.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	97%	99%	96%
this is a good school (S2035)	99%	98%	99%
their child likes being at this school* (S2001)	99%	97%	100%
their child feels safe at this school* (S2002)	99%	98%	100%
their child's learning needs are being met at this school* (S2003)	94%	97%	95%
their child is making good progress at this school* (S2004)	94%	97%	92%
teachers at this school expect their child to do his or her best* (S2005)	99%	99%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	94%	89%
teachers at this school motivate their child to learn* (S2007)	94%	95%	92%
teachers at this school treat students fairly* (S2008)	97%	98%	91%
they can talk to their child's teachers about their concerns* (S2009)	95%	95%	95%
this school works with them to support their child's learning* (S2010)	94%	96%	92%
this school takes parents' opinions seriously* (S2011)	96%	95%	87%
student behaviour is well managed at this school* (S2012)	92%	92%	89%
this school looks for ways to improve* (S2013)	99%	98%	96%
this school is well maintained* (S2014)	95%	98%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	97%	98%
they like being at their school* (S2036)	94%	93%	94%
they feel safe at their school* (S2037)	94%	95%	93%
their teachers motivate them to learn* (S2038)	96%	96%	93%
their teachers expect them to do their best* (S2039)	99%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	90%	95%	93%
teachers treat students fairly at their school* (S2041)	89%	89%	89%
they can talk to their teachers about their concerns* (S2042)	86%	88%	90%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
their school takes students' opinions seriously* (S2043)	89%	85%	90%
student behaviour is well managed at their school* (S2044)	84%	83%	88%
their school looks for ways to improve* (S2045)	95%	96%	90%
their school is well maintained* (S2046)	91%	93%	95%
their school gives them opportunities to do interesting things* (S2047)	91%	94%	93%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	98%	97%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	92%	88%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	92%	96%
students are encouraged to do their best at their school (S2072)	100%	98%	97%
students are treated fairly at their school (S2073)	100%	96%	97%
student behaviour is well managed at their school (S2074)	97%	85%	94%
staff are well supported at their school (S2075)	97%	87%	85%
their school takes staff opinions seriously (S2076)	94%	84%	85%
their school looks for ways to improve (S2077)	100%	98%	94%
their school is well maintained (S2078)	97%	98%	91%
their school gives them opportunities to do interesting things (S2079)	100%	100%	94%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

Albany Hills State School is an integral part of the Albany Creek community. With its administration, staff and P&C Association working together, we ensure our school is that special, important place in the lives of our students and their families. We welcome all who come to share in our learning and activities, and we encourage community involvement in our school.

There is an open, friendly partnership between parents, caregivers and teachers, based on trust. This begins from the meeting when prospective parents initially make contact with school personnel as they decide on the school for their children. School leaders make personal contact with parents and their children during the enrolment process and this continues into the following year, as the children settle into the Prep year. This assists the learning of our children, their motivation and behaviour.

Parent participation is especially invited, and a broad range of school events and special days and activities exemplify this. Information evenings, parent/teacher interviews and the active encouragement of interaction between staff and parents all contribute to the involvement of parents in their child's education.

The School Council provides the strategic direction of the school, linking annual priorities and parental support together.

Our active P&C Association, parent attendance at weekly student assemblies and numerous school events, uniform shop operations, tuckshop volunteers and classroom volunteers, attest to the many parents who play an important role in the life of Albany Hills State School.

Communication provides a vital link to our community. A weekly electronic newsletter, 'The Herald', along with the school website, Facebook and Twitter provide for the exchange of information. QSchools and QParents are additional tools that allow for online contact and two-way communication. All staff welcome contact with parents as well as providing written and face-to-face reporting of student achievement. The School Promotions' Officer has a key role in keeping all communication up to date.



## Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

The Responsible Behaviour Plan is based upon mutual respect and trust to build partnerships with parents. Class teachers take responsibility for their students, delivering lessons that develop social skills, and making early contact with parents when necessary.

Students base their behaviour on NED (Never give up, Encourage others and Do your best). Students are also made aware of the rules of 'Safe Play' that encourage them to adopt habits and strategies that allow them to explore play whilst maintaining positive relationships and safety.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	19	14	10
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

During 2017, the Albany Hills State School community continued to work towards reducing its environmental footprint.

All classrooms are air conditioned and usage is efficient. Students and teachers have been made aware of the most effective way of, and conditions for, using air conditioning, to ensure that electricity use is reasonable.

Water tanks continue to provide water supply to all student amenities blocks. Additional tanks were installed with the construction of a new classroom block several years ago. The school dam collects water which is pumped to irrigate the school oval as required. This means a reduction in the quantity of water required from the town supply in the long term.

Albany Hills State School has a proud history in the area of waste management which spans the last twenty years. The program includes practices such as recycling, composting and paper recycling and promotes student education in ways to reduce their environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	257,021	28,098
2015-2016	282,145	2,243
2016-2017	257,268	5,283

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.



## Find a school

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Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	58	31	<5
Full-time Equivalent	52	20	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	6
Bachelor degree	44
Diploma	4
Certificate	

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$9 900.

The major professional development initiatives are as follows:

- Literacy and Numeracy – Mathematics (Problem Solving and Reasoning), Writing, Spelling, Rapid Recall Routines and Jolly Phonics.
- Collaborative planning to implement curriculum priorities consistently across and within the grades.
- First Aid and Workplace Health and Safety, specifically training and awareness of anaphylaxis and asthma.
- Initiatives were also conducted through the Independent Public Schools Professional Alliance, Teachers' Learning Network, Science Teachers' Association, Early Childhood Teachers' Association, Principals', Deputy Principals' and HOC Networks.
- Training for Teachers Aides was implemented to support their work in literacy and numeracy. They also participated in training in responsible behaviour strategies.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	92%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

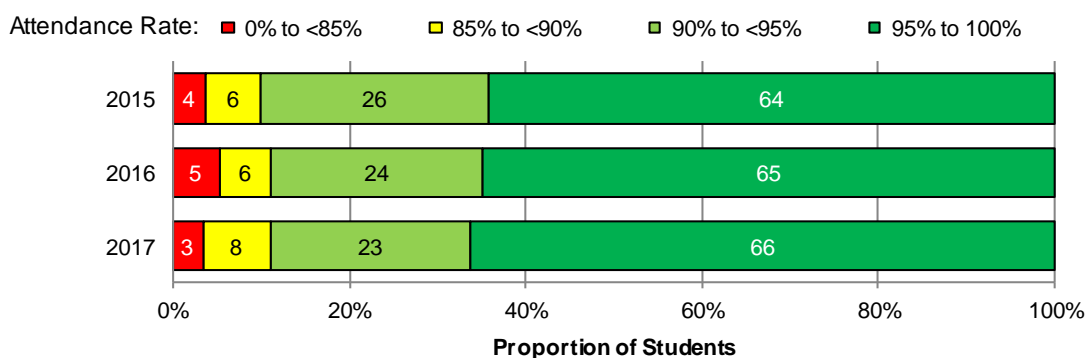
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	95%	96%	95%	96%	95%	95%						
2016	95%	96%	95%	96%	95%	96%	95%	DW					
2017	96%	95%	96%	96%	96%	95%	95%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The procedures at Albany Hills State School are in accordance with those outlined in this policy. Class rolls are marked in the morning and again in the afternoon. Specifically, considerable effort was given throughout 2017 to follow up the very small number of students with unreasonable numbers or patterns of absence. All parents were reminded of the 'Every Day Counts' strategy through avenues such as the school newsletter and where necessary, provided with a copy.

Same day notification of unexplained absences to parents was introduced. Parents now receive a text message if their child is absent without reason.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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