Principal’s foreword

Introduction

The School Annual Report is a snapshot of school achievements in 2011. The school’s improvement agenda has ensured significant achievements in student outcomes, especially compared with other schools across the state.

School progress towards its goals in 2011

During 2011, our school improvement agenda focused around the areas of MRS: Maths, Reading and Spelling. Implementation of the school Spelling program continued ensuring consistency of expectations and standards across and between year levels. Analysis of the data that has been collected in this area for several years will inform the direction that is taken in 2012. Reading data was also collected and analysed during 2011, with the aim of improving student performance.

In Mathematics, extensive professional development continued in the Numeracy component of the First Steps program. This will continue in 2012.

Science also continued to be a major focus for Albany Hills State School, with students participating in a range of experiences within and outside of the school including a Scientist in Residence program, the QUT Science Van and the Young Scientist of the Year competition.

In 2011, significant emphasis was again given to ICTs – information and communication technologies. Staff members were supported in working towards developing their competencies in this area. An increasing number of teachers have now successfully attained their ICT certificate.

Future outlook

In 2012, the priorities at Albany Hills State School include, to:

- Elaborate on “The Albany Hills Way of Teaching” to include timelines and milestones related to the school improvement agenda, with specific targets for specific cohorts.
- Set annual, term and unit learning targets for whole school and year levels.
- Embed the practice of sector leaders regularly visiting classrooms, including walk throughs, coaching, providing feedback and encouraging peer mentoring.
- Establish an overarching School Curriculum Committee comprising representatives from individual curriculum committees, to drive the implementation of curriculum and the improvement agenda.
- Embed differentiation and the formation of individual student learning goals; develop and implement agreed school wide format; provide professional development and support.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>763</td>
<td>359</td>
<td>404</td>
<td>97%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

In 2011, Albany Hills State School had a student population of 763 students, comprising 47% girls and 53% boys. Approximately 2% of the students identify as being of Aboriginal or Torres Strait Islander background. Significantly, approximately 30% of the school’s Prep Year enrolments came from outside the school’s immediate local area.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24.4</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.1</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.7</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>7</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

**Our distinctive curriculum offerings**

At Albany Hills State School, our Peer Support Program is a very successful leadership initiative in which Year 7 students have the experience and responsibility of leading the development of the skills and values necessary to live and work within our society productively and happily. Each of the Peer Support groups are multi-aged and important issues such as dealing with bullies, making friends and solving problems are discussed and worked through.

Our Environmental Education Program is one of the most successful of its kind in the state. The whole of school program has been developed over the past two decades, and has led to students taking real steps in reducing their carbon footprint on the planet. The program includes litter education, composting and paper recycling. Native vegetation is also planted to support the survival of endangered species such as the glossy red crested cockatoo, whose habitat is slowly being eroded from encroaching housing development.

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 Teaching Handwriting, Reading and Spelling Skills (THRASS) 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.

Extra curricula activities

Students at Albany Hills State School have the opportunity to participate in a whole range of extra curricular activities, across a broad skill set. Such opportunities include: Space Sciences Club, Dance Club, Eco Kids Club, School Musicals, Instrumental Music, School Bands and Choirs, Robotics Club, Chess Club, Skipping Club, Japanese Club, Poetry Club, Writers’ Club and Interschool and Representative Sport.

During 2011, our school participated in many State and International competitions.

Each year, a “Scientist in Residence” works with each class, to develop the investigative skills of our students.

The Space Sciences Club has three telescopes and all year levels, together with their parents and caregivers, enjoy observing the wonders of the night sky. As well, our school is linked (through the internet) to the Las Campanas Telescope in Chile, and we will eventually change over to the telescopes in Arizona.

Further to the high quality Japanese program that operates across Years 4-7, we have a Japanese Club, which is run during the lunch hour, by our Languages Other Than English (LOTE) teacher and other teachers.

Albany Hills State School has a wide representation of students in District, State and National sporting competitions. In 2011, students from Albany Hills State School were members of State teams in Swimming, Cross Country and Track and Field. This number included one student with a disability. We timetable two 45 minute breaks to encourage our students to engage in more play and physical activity.

At Albany Hills State School, our students are given extensive performance opportunities in The Arts. This is strengthened by the partnership with our local high school, cluster primary schools and our shared instrumental music teachers.

How Information and Communication Technologies are used to assist learning

Computer technology is used throughout the school in a variety of ways including: key integrating devices, everyday classroom tools, presentation devices, the Chilean telescopes linkages, robotics and claymation tools. Our school has achieved the recommended ratio of computers to students. Computers are continually updated and replaced, and available in all classrooms as well as a recently refurbished, well equipped computer lab.

In 2010, SmartBoards (interactive whiteboard technology) were progressively installed in classrooms. By the beginning of 2011, all classrooms were using this innovative technology. Teachers have been provided with extensive professional development to support this new approach to pedagogy. It is now an integral part of their everyday program.

Social climate

The social climate of this school is especially positive, with high parent support and high expectations for individual students. There is a small band of volunteers who give generously of their time to the school, and their work is hugely appreciated.

Our school is serviced by a special needs class, students with learning difficulties/disabilities teachers, a speech language pathologist, an English as a second language teacher and a developmental guidance officer/psychologist.

Whenever there is an issue for a child, the matter is referred to the Special Needs Committee for assessment and action. The Rainbow Room caters for students during the lunch hour, as a place for pastoral care and support. The Guidance Officer and some senior students support the operation of this room. Our school also has a Chaplain to support students three days each week.
The 2011 School Opinion Survey indicates that:

- 95% of parents are satisfied that their child is happy to go to our school, with **45% very satisfied**
- 90% of parents are satisfied that their child is safe at our school, with **30% very satisfied**
- 83% of students are happy to go to our school, with **49% very happy**
- 87% of students feel safe at our school, with **45% feeling very safe**

### Parent, student and teacher satisfaction with the school

2011 School Opinion Survey data indicates that parent and student satisfaction has improved on the measures outlined below, with some areas improving by over 10%.

The survey also indicates that:

- 95% of parents and 90% of students believe that Albany Hills State School is a good school
- 88% of students are satisfied with how the school uses technology to meet their personal learning needs, with **47% very satisfied**
- 85% of students are satisfied with what they are learning, with **46% very satisfied**

Staff morale remains relatively high which is evident in the way school staff work together and support each other in their everyday roles.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>95%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>75%</td>
</tr>
</tbody>
</table>

### Involving parents in their child’s education

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. Our auditorium is available to the community for a relatively nominal fee, and the sports ground is free of charge for community activities such as district cricket. Also, our school is able to provide a range of venues for the community for meetings and various community events.

There is an open, friendly partnership between the parents, caregivers and teachers, based on trust. 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. Our active P&C Association, parent attendance at weekly student assemblies, uniform shop operations, tuckshop volunteers and classroom volunteers, all attest to the many parents who play a vital and active role in their children’s education.
Reducing the school’s environmental footprint

During 2011, the Albany Hills State School community continued to work towards reducing its environmental footprint. Although air conditioning units have been installed in the majority of classrooms, the overall electricity usage has reduced compared to the previous year. This is due to staff and student awareness of the importance of energy saving measures. The new classroom block (consisting of eight classrooms and four teacher preparation areas) has been fitted with energy efficient lighting.

Water tanks now provide water supply to all student amenities blocks. Additional tanks were installed with the construction of the new classroom block. The school dam collects water which is now pumped to irrigate the school oval as required. This will mean a reduction in the quantity of water required from the town supply in the future.

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 composting and paper recycling and promotes student education in ways to reduce their environmental footprint.

One classroom block has been fitted with solar panels.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>6,317</td>
<td>50,456</td>
</tr>
<tr>
<td>2010</td>
<td>170,324</td>
<td>14,323</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-96%</td>
<td>252%</td>
</tr>
</tbody>
</table>
Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>54</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>45</td>
<td>15</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all Teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>39</td>
</tr>
<tr>
<td>Diploma</td>
<td>11</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $18,930.

The major professional development initiatives were as follows:

- National Curriculum
- Literacy and Numeracy, including First Steps Mathematics
- Leadership
- First Aid and Workplace Health and Safety, specifically anaphylaxis training and awareness
- Science, LOTE and Environmental Education
- Smart Classrooms (ICTs),
- and initiatives conducted through the Teachers’ Learning Network, Science Teachers’ Association, Early Childhood Teachers’ Association, Principals’, Deputy Principals’ and HOC Networks.
- The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 95%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
</tr>
</tbody>
</table>

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 DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

During 2011, Albany Hills State School received modest funding targeted at improving the performance of our Indigenous students compared to our Non-Indigenous students. Last year Indigenous students made up 2% of the total school population.

The attendance rate for our Indigenous students in 2011 was 93% compared to 95% for our Non-Indigenous students.

In the areas of English, Mathematics and Science, 52% of our Indigenous students achieved an average rating of ‘C’ or higher on the five point scale across Years 1 to 7, compared to 79% of Non-Indigenous students. A rating of ‘C’ means achieving the year level expectations for that subject. A closer analysis of results indicates that our Indigenous students are slightly under-represented in the upper levels of the five point scale. There is a higher percentage of Indigenous students in the lower two levels. These statistics can appear misleading at first glance due to the small numbers of Indigenous students in each year level.