

Albany Hills State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The School Annual Report is a snapshot of school achievements in 2014. The school's improvement agenda has once again ensured significant achievements in student outcomes, especially compared with other schools across the state and the nation. In 2014, Albany Hills State continued to record strong results in national testing.

School progress towards its goals in 2014

During 2014, our school improvement agenda focused around the areas of RUN: Reading, Upper 2 Bands and Numeracy with an emphasis on students performing, or with the potential to perform, in the upper two bands of assessment results. The school's improvement agenda for 2015 is MSW: Mathematics, Science, Writing, continuing with the emphasis on providing all students with the opportunity to achieve to their potential. These reflect the school's priorities as identified from analysis of data across the recent past.

Integral to the implementation of our school improvement agenda is the development of goal setting, with targets being set for year levels, classes and individual students. Progress towards these targets is monitored by students and teachers. Teachers implemented processes which allowed them to provide meaningful feedback to students to assist them in achieving their goals. This will be further embedded throughout 2015.

In 2014, the Australian Curriculum was successfully implemented in the area of Geography across the school from the Preparatory Year to Year Seven.

Science continued to be a major focus for Albany Hills State School, with students participating in a range of experiences including a Scientist in Residence program, the Young Scientist of the Year competition and various science based clubs.

In 2014, ICTs (Information and Communication Technologies), continued to be a focus of professional learning, with teachers exploring and developing new teaching strategies to enhance teaching and learning. Many teachers are exploring the use of Ed Studios (virtual classrooms). During 2014, a trial BYOL (Bring Your Own Laptop) program for Year 5 students was implemented. This has been

extended to include Year 6 in 2015. All classrooms have interactive whiteboards, allowing students to engage in dynamic learning experiences.

Future outlook

Albany Hills State School has achieved Independent School status and will conduct itself under the governance of a representative School Council.

In 2015, the priorities at Albany Hills State School include :

Continued implementation of the Albany Hills Curriculum Plan and associated Pedagogical Framework, focusing on Mathematics and Science.

Enhancement of student achievement in Writing through analysis of student scripts using the NAPLAN Marking Guide and exploration of effective teaching practices, including feedback loops.

Enhanced collection, analysis and use to data to inform teaching and learning with a focus on accessing classroom assessment as a key driver.

Development of a Professional Learning Environment based on collegiate collaboration and consultation.

Enhancement of productive partnerships with parents based on their knowing what and how well their children are learning.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	755	369	386	97%
2013	751	369	382	98%
2014	757	374	383	96%

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

Characteristics of the student body:

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 characterized 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 in numerous extra-curricular activities, including performing arts, lunch-time clubs, after school sport and community sourced programs. Special Education Provision, Gifted Education and individualized attention are provided to ensure all students have access to a quality education.

Parents from a number of areas at a distance to the school choose to enroll their children based upon the school's reputation. Most of the 2015 Prep students reside out of catchment. Strong support for the school is evident as parents engage in classrooms, work on projects and are active in the Parents and Citizens Association.

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 democratic society. There is 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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	23	23
Year 4 – Year 7 Primary	26	24	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	6	6	10
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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 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.

During 2013, staff received professional development in Mathletics ahead of its expansion as an online learning tool across all year levels. In 2014, Reading Eggs was implemented across the school.

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, many offered in clubs and groups:

Science and Technology:

Space Sciences, Robotics, Eco Kids, Junior Construction and Drawing.

Performing Arts Opportunities:

School Musicals, Instrumental Music, School Bands and Choirs (four choirs including a Boys Choir), Dance Club, Talent Quest, Shake and Stir (private provider).

Academic Enhancement:

Chess, Japanese Club, Junior Japanese Club, Poetry Club, Writers' Club, Chatterbooks.

Sport and recreation:

Interschool and Representative Sport, Skipping Club, tennis coaching (private provider), Gymnastics (private provider).

During 2014, our school participated in many state and international competitions including ICAS academic challenges. Each year, a "Scientist in Residence" works with each class, to develop the investigative skills of our students.

In addition to the high quality Japanese program that operates across Years 4-6, we have Japanese Club, which are run during the lunch hour, by our Languages teacher and other teachers. In 2014, an exchange tour with our sister school in Kagoshima, Japan, took place. Sixteen students from Years 5, 6 and 7 experienced this exciting opportunity.

Albany Hills State School has a broad representation of students in District, State and National sporting competitions. In 2014, two students from Albany Hills State School represented Queensland in the State Schools Team at the Australian Championships in the multi-event (track and field). Another student represented Queensland school sport at national level in tennis.

At Albany Hills State School, our students are given extensive performance opportunities in The Arts. Annual events include junior and senior musicals, our Night of Excellence (talent quest), Grandparents Day and Christmas concerts. 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 (iPads for Prep to Year 3), everyday classroom tools, presentation devices, 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. The ICT committee is continually exploring ways of integrating new technologies in classrooms. A BYOL (Bring Your Own Laptop) program was being trialed in Year 5 in 2014, and extended to Year 6 in 2015.

Social Climate

The social climate of this school is especially positive, with high parent support and high expectations for individual students. There is a dedicated 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 Education Program, students with learning difficulties/disabilities teachers, a speech language pathologist, an English as a second language teacher and a developmental guidance officer.

Whenever there is an issue for a child, the matter is referred to the School Support Services Team for assessment and action.

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.

The 2014 School Opinion Survey provides an accurate reflection of the positive social climate that exists in the school.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	95%	96%
this is a good school (S2035)	100%	100%	96%
their child likes being at this school* (S2001)	100%	100%	97%
their child feels safe at this school* (S2002)	100%	100%	97%
their child's learning needs are being met at this school* (S2003)	84%	95%	94%
their child is making good progress at this school* (S2004)	95%	95%	95%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	89%	95%
teachers at this school motivate their child to learn* (S2007)	100%	94%	98%
teachers at this school treat students fairly* (S2008)	94%	94%	94%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%	97%
this school works with them to support their child's learning* (S2010)	89%	89%	92%
this school takes parents' opinions seriously* (S2011)	88%	94%	86%
student behaviour is well managed at this school* (S2012)	89%	100%	91%
this school looks for ways to improve* (S2013)	93%	100%	98%
this school is well maintained* (S2014)	100%	100%	97%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	95%	95%
they like being at their school* (S2036)	94%	93%	96%
they feel safe at their school* (S2037)	94%	96%	92%
their teachers motivate them to learn* (S2038)	95%	98%	96%
their teachers expect them to do their best* (S2039)	97%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	97%
teachers treat students fairly at their school* (S2041)	89%	88%	95%
they can talk to their teachers about their concerns* (S2042)	93%	92%	95%
their school takes students' opinions seriously* (S2043)	85%	95%	97%
student behaviour is well managed at their school* (S2044)	83%	85%	92%
their school looks for ways to improve* (S2045)	96%	97%	95%
their school is well maintained* (S2046)	91%	94%	95%
their school gives them opportunities to do interesting things* (S2047)	91%	92%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	97%
they feel that their school is a safe place in which to work (S2070)		100%	97%
they receive useful feedback about their work at their school (S2071)		92%	79%
students are encouraged to do their best at their school (S2072)		100%	97%
students are treated fairly at their school (S2073)		96%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
student behaviour is well managed at their school (S2074)		98%	90%
staff are well supported at their school (S2075)		88%	76%
their school takes staff opinions seriously (S2076)		94%	79%
their school looks for ways to improve (S2077)		94%	85%
their school is well maintained (S2078)		96%	100%
their school gives them opportunities to do interesting things (S2079)		96%	85%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 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 their 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.

Our active P&C Association, parent attendance at weekly student assemblies, uniform shop operations, tuckshop volunteers and classroom volunteers, attest to the many parents who play a vital and active role in their children's education.

Reducing the school's environmental footprint

During 2014, the Albany Hills State School community continued to work towards reducing its environmental footprint.

All classrooms are air conditioned. 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. Our most recently built classroom block (consisting of eight classrooms

and four teacher preparation areas) has been fitted with energy efficient lighting. Solar panels to defray some energy costs have been installed.

Water tanks continue to provide water supply to all student amenities blocks. Additional tanks were installed with the construction of the 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. Mechanical issues with devices such as pumps, can from time to time, result in an increase in the use of town water. This is carefully monitored by our grounds staff.

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.

Our Eco Kids club planted a series of native trees to improve the ration of native to exotic vegetation throughout the site. These plants also provide habitats and a food source for our local bird life.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	242,789	68,806
2012-2013	254,843	84,495
2013-2014	266,031	69,420

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.

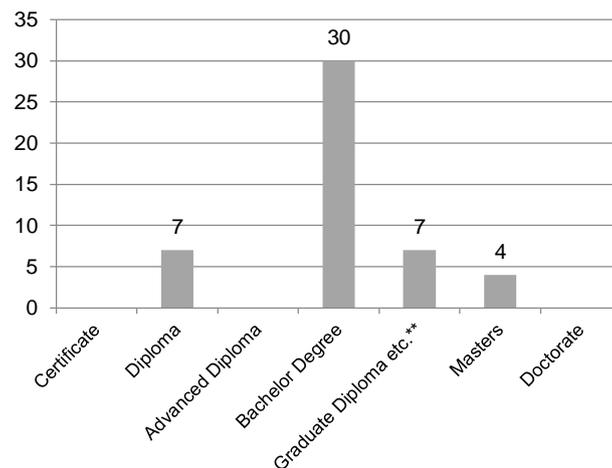
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	48	27	<5
Full-time equivalents	42	18	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	7
Advanced Diploma	
Bachelor Degree	30
Graduate Diploma etc.**	7
Masters	4
Doctorate	
Total	48



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$9435.

The major professional development initiatives were:

- Australian Curriculum, notably History and Geography
- Literacy and Numeracy, including First Steps Mathematics
- P – 12 Curriculum, Assessment and Reporting Framework
- Gifted Education
- Leadership programs for administration team and teacher leaders
- First Aid and Workplace Health and Safety, specifically training and awareness of anaphylaxis and asthma
- Science, Languages and Environmental Education
- Smart Classrooms (ICTs)

Initiatives were also 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 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 93% of staff was retained by the school for the entire 2014 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%

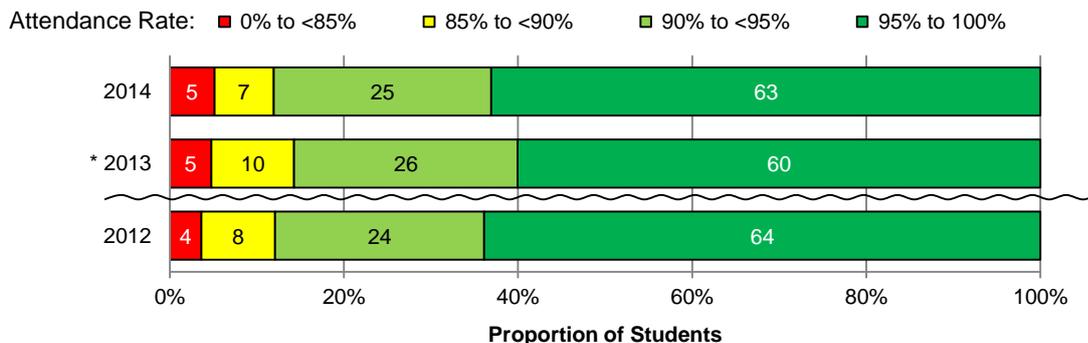
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	95%	96%	95%	96%	95%	95%	95%					
2013	95%	96%	94%	95%	94%	94%	94%					
2014	96%	95%	96%	95%	95%	96%	92%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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. Specifically, considerable effort was given throughout 2014 to following up 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.

During 2015, this focus will continue with the emphasis on reducing the number of unexplained absences in our school.

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.

Find a school

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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 2014, 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 4.5% of the total school population, 17 students in total.

Because of the small number of Indigenous students enrolled achievement is analyzed on an individual basis. Overall Indigenous students achievement levels are 12% lower than non-indigenous students. In effort the gap is reduced to 5%, whilst the behavior of Indigenous students is rated 3% higher than Non-Indigenous students. The attendance rate for our Indigenous students in 2014 was 91.2% compared to 94.3% for our Non-Indigenous students.