

Albany Hills State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The School Annual Report is a snapshot of school achievements in 2015. 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 2015, Albany Hills State continued to record strong results in national testing.

School progress towards its goals in 2015

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

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 using Seven Steps to Writing Success, 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.

Collaboration with parents on Homework, Responsible Behaviour and Reporting policies

Integral to the implementation of our school improvement agenda was the continued development of goal setting, with targets set for year levels, classes and individual students. Progress towards these targets was monitored by students and teachers. Teachers implemented processes which allowed

them to provide meaningful feedback to students, assisting them to achieve their goals. This will be further embedded throughout 2016.

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

In 2015, 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 explored the use of Ed Studios (virtual classrooms). The trial BYOL (Bring Your Own Laptop) program for Year 5 students was extended to include Year 6 in 2015. All classrooms have interactive whiteboards, allowing students to engage in dynamic learning experiences.

Albany Hills State School has achieved Independent School status and under the governance of a representative School Council the 2015-19 Strategic Plan was approved. The vision of ‘High performance to achieve personal best’ in a climate of ‘Generosity of Spirit’ will be realised over the coming years as the High Performance Areas of Academia (Literacy, Mathematics and Science), join with Performing Arts and Sport, Health and Well-being to provide students with a well rounded and comprehensive education.

Future outlook

In 2016, the priorities at Albany Hills State School include :

- Further development of the Albany Hills Curriculum Plan and associated Pedagogical Framework, to reflect the futures orientation of the school including STEM (Science, Technology, Engineering and Mathematics).
- Embedding student skills in Writing through adoption of effective teaching and assessment.
- Continued refinement of the collection, analysis and use to data to inform teaching and learning with a focus on accessing classroom assessment as a key driver.
- Implementation of a Professional Learning Environment based on collegiate collaboration and consultation that is focused on school priorities of Writing and Spelling.
- Enhancement of the 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

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	751	369	382	14	98%

2014	757	374	383	16	96%
2015	792	384	408	13	98%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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		
	2013	2014	2015
Prep – Year 3	23	23	23
Year 4 – Year 7 Primary	24	23	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

The Responsible Behaviour Policy, involved adopting a positive and proactive response to student behavior. Based on the work of Glasser, expectations are clearly, stated with consequences applied to assist students to make choices that result in their adopting socially acceptable and safe behavior. In 2016 it is planned to refine the process so that students make explicit connections to expectations through the Student Leadership program. Employment of a Lead Teacher: Student Engagement and support from a Teacher Aide: Student Engagement provided substantial support for students, staff and families.

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	6	10	19
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

The learning program is based on the national curriculum utilizing explicit instruction as the signature pedagogy. Teaching of Science also utilises this framework, using the 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.

Literacy and numeracy is considered the foundations of all learning, these skills increasingly and explicitly applied across curriculum areas such as History, Geography and Science. Quality assuring the overall curriculum program is the responsibility of the head of Curriculum who guides planning, assessment and teaching.

Pedagogical practices were supported by the Master Teacher who collaborated, modelled and provided feedback to teachers on their implementation of Explicit Instruction, especially as it applied to Mathematics.

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.

Student skills in writing will be developed using Seven Steps to Writing Success modified to suit the school circumstance. This was introduced in 2015 and will continue into 2016.

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.

In Science, a partnership with Bunyaville Environmental Centre has been created to further embed study of the local environment into the school program.

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 2015, our school participated in many local, state and international competitions including ICAS academic challenges and Mathematics Competition.

In addition to the high quality Japanese program that operates across Years 4-6, we have Japanese Clubs, which were run during the lunch hour, by our Languages teacher and other teachers. In 2015, an exchange tour with our sister school in Kagoshima, Japan, took place. Sixteen students from Japan visited our school and explored Brisbane and the Gold Coast. A group of our students will travel to Japan in 2016.

Albany Hills State School has a broad representation of students in District, State and National sporting competitions. 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 improve 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.

The Library provides extensive access to books and technology in welcoming and relaxed atmosphere. A courtyard where students may read, play and interact with each other was planned and constructed for use in 2016. Many parents and their children make use of the library before and after school, borrowing and reading books together. Bookweek is celebrated with children enjoying the opportunity to purchase a quality book to share with each other and their family.

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 2015 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	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	95%	96%	97%
this is a good school (S2035)	100%	96%	99%
their child likes being at this school (S2001)	100%	97%	99%
their child feels safe at this school (S2002)	100%	97%	99%
their child's learning needs are being met at this school (S2003)	95%	94%	94%
their child is making good progress at this school (S2004)	95%	95%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	99%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	95%	95%
teachers at this school motivate their child to learn (S2007)	94%	98%	94%
teachers at this school treat students fairly (S2008)	94%	94%	97%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	95%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school works with them to support their child's learning (S2010)	89%	92%	94%
this school takes parents' opinions seriously (S2011)	94%	86%	96%
student behaviour is well managed at this school (S2012)	100%	91%	92%
this school looks for ways to improve (S2013)	100%	98%	99%
this school is well maintained (S2014)	100%	97%	95%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	95%	96%
they like being at their school (S2036)	93%	96%	94%
they feel safe at their school (S2037)	96%	92%	94%
their teachers motivate them to learn (S2038)	98%	96%	96%
their teachers expect them to do their best (S2039)	99%	98%	99%
their teachers provide them with useful feedback about their school work (S2040)	97%	97%	90%
teachers treat students fairly at their school (S2041)	88%	95%	89%
they can talk to their teachers about their concerns (S2042)	92%	95%	86%
their school takes students' opinions seriously (S2043)	95%	97%	89%
student behaviour is well managed at their school (S2044)	85%	92%	84%
their school looks for ways to improve (S2045)	97%	95%	95%
their school is well maintained (S2046)	94%	95%	91%
their school gives them opportunities to do interesting things (S2047)	92%	93%	91%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	97%	100%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
they receive useful feedback about their work at their school (S2071)	92%	79%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	94%	96%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	96%	97%	100%
student behaviour is well managed at their school (S2074)	98%	90%	97%
staff are well supported at their school (S2075)	88%	76%	97%
their school takes staff opinions seriously (S2076)	94%	79%	94%
their school looks for ways to improve (S2077)	94%	85%	100%
their school is well maintained (S2078)	96%	100%	97%
their school gives them opportunities to do interesting things (S2079)	96%	85%	100%

'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. 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 2015, 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
2012-2013	254,843	84,495
2013-2014	266,031	69,420
2014-2015	257,021	28,098

*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.

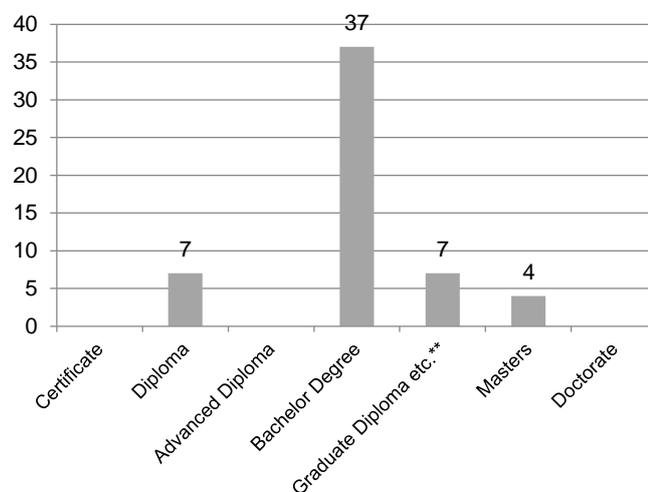
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	55	30	<5
Full-time equivalents	47	20	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	7
Advanced Diploma	
Bachelor Degree	37
Graduate Diploma etc.**	7
Masters	4
Doctorate	
Total	55



*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 2015 were \$21 243

The major professional development initiatives were:

- Australian Curriculum
- Literacy and Numeracy – Mathematics (Problem Solving and Reasoning), Writing
- 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

Initiatives were also conducted through the 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 2015 was 100%

Average staff attendance	2013	2014	2015
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 2015 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

Sector:

Government

Non-government

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
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).	90%	92%	91%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

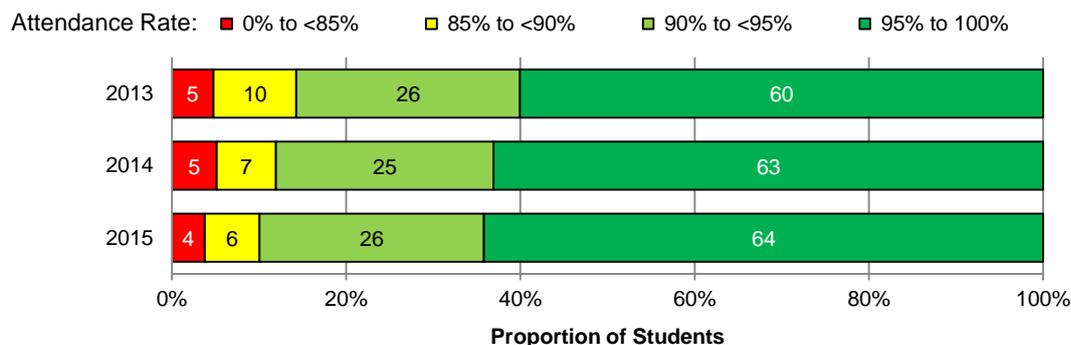
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	95%	96%	94%	95%	94%	94%	94%					
2014	95%	96%	95%	96%	95%	95%	96%	92%					
2015	95%	95%	96%	95%	96%	95%	95%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 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 2015 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.

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

The image shows a search form with the following elements:

- A text input field labeled "School name" with a "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A label "Sector:" followed by two checked checkboxes: "Government" and "Non-government".
- A large, prominent "SEARCH" button at the bottom.

Where it says '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 NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.