

# Albany Creek State High School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Albany Creek State High School's vision of "building a world class learning organisation" commits all staff and students to learning that engages students and provides access to a high quality education that ensures a clever, skilled and creative community of learners. The Junior Secondary curriculum, based on the eight key learning areas, focuses on skills development, guiding our students to accept responsibility and develop autonomy in their learning as they move into the senior school. In the three-year Senior School program, an extensive range of academic and vocational subjects, University and TAFE study, school-based apprenticeships and traineeships, together with structured work placements and work experience were offered.

We aim for excellence and set high standards for all members of the school community in work ethic, behaviour and pride in appearance. Outstanding achievements across academic, cultural, citizenship and sporting arenas can be directly attributed to a highly professional, experienced and dedicated staff. Our staff make a significant contribution to the lives of our students. We believe high quality teaching is vital for high quality learning.

This annual report details our school's achievements for 2015 and highlights some of the programs and initiatives that have supported student success.

### School progress towards its goals in 2015

**In 2015, Albany Creek State High School made significant progress in the following key areas:**

- The rollout of ASoT (Art and Science of Teaching) pedagogy training for all staff
- Implementing Reading to Learn pedagogy in the Junior Secondary school curriculum
- Continued development of the Accelerated English program with links to the University of Queensland
- Implementation of Excellence programs in The Arts and Football
- Introduction of BYO iPad program for Years 7, 8, 9
- Review and evaluation of the VET curriculum
- A culture of coaching and feedback aim to improve both NAPLAN results and Year 12 student pathways and outcomes

### Future outlook

**Priority Areas of Development for 2016:**

#### Improving students' success in literacy and numeracy:

- Engage students in learning experiences that explicitly develop reading, writing and numeracy expertise across all curriculum areas
- Continue to build staff capability in supporting improved literacy and numeracy skills
- Use available data to inform the literacy and numeracy improvement agenda

#### Data driven improvement:

- Leadership team use available data to monitor whole school performance and inform practice
- Teachers regularly analyse student data to inform improvement, guide teaching practices and prompt early intervention

**Embedding ASoT as Pedagogical Framework:**

- Develop and enact a strategic plan to support and monitor ASoT implementation
- Professional development is provided for teachers to develop and enhance their pedagogical skills
- Develop structures that build capability and enable teachers to engage in discussion and reflection of effective teaching and learning

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Year 7 - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1103	543	560	25	94%
2014	1032	499	533	26	94%
2015	1226	585	641	37	96%

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/early-childhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Albany Creek State High School is located in the Moreton Bay Region. Our students are engaged in a range of academic, sporting and cultural pursuits. *My School* places our Index of Community Socio-educational Advantage (ICSEA) value at 1039 (Australian average is 1000). Our students are from a range of cultural backgrounds with approximately 3.4% who are Aboriginal and Torres Strait Islander.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	23	25
Year 11 – Year 12	18	18	18

\*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

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	158	141	124
Long Suspensions - 6 to 20 days	7	1	1
Exclusions	5	8	1
Cancellations of Enrolment	11	6	4

\* 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

In the Junior School (Years 7-9), students study a curriculum based on the Key Learning Areas and aligned to the Australian Curriculum. In Year 10, students consolidate Junior School studies and prepare for the Senior Phase. Students plan appropriate individual pathways for the future by developing a Senior Education and Training Plan (SETP). Senior Schooling programs offer pathways for both academic and vocational qualifications.

Our school has developed programs to nurture all students and cater for their diverse needs. Distinctive curriculum offerings include:

- The Arts Production and Performance Program of Excellence
- Football Program of Excellence
- Accelerated English Program with links to the University of Queensland
- Robotics in Junior Secondary
- Year 10/12 Work Experience program
- Instrumental Music Program
- Vocational Certificate qualifications range from Certificate I to Certificate III level both within the school setting and/or through partnerships with external providers such as TAFE and Binnacle.
- Students in the Senior School also have the opportunity to participate in external studies through TAFE, University of Queensland, Queensland University of Technology and the Brisbane School of Distance Education.

### Extra curricula activities

Our school has a strong commitment to the overall development of students and provides an extensive co-curricular range of activities. This occurs through our sporting, cultural and social programs. All students are encouraged to find an area of interest and foster this through formal curriculum and co-curricular activities that are offered. Activities include:

- Year 7 Teambuilding Camp and 11 Leadership Camp
- Peer support program
- Student Representative Council (fund raising for Operation Christmas Child, World Vision, Cancer Council)
- QDU debating
- National and Queensland History Challenges
- Queensland Tourism Industry Council Salute to Excellence
- University Open Days and Career Expos
- InterAct club
- Maryborough Technology Challenge
- Instrumental Music Program and Tours
- Cultural programs (eg La Boite, GOMA, QPAC, Art exhibitions)
- Theatre Sports
- Dance: Brisbane, Gold Coast and Sydney Eisteddfods and various dance competitions
- Metropolitan North and North West District Sport competitions
- Vicki Wilson Cup Netball; Bill Turner Cup Football; Brisbane Outer Schools Basketball League
- Greater Brisbane Sport (GBS) Program

## How Information and Communication Technologies are used to improve learning

Information and Communication Technologies are embedded in all curriculum programs across faculties at Albany Creek State High School. Teachers use a variety of technologies to engage students in the classroom and to create an information-rich environment. In 2015, we launched our integrated ICT Learning Strategy based on a BYO iPad Program, Jacaranda digital textbook initiative and an App centric learning environment.

We continue to implement a successful take home 1 to 1 Laptop Program for Years 10, 11 and 12 that maintains a participation rate of greater than 95% of students and focuses on achieving ICT enabled learning outcomes in all curriculum areas.

Students have access to a broad range of software solutions and are engaged in curriculum based activities that develop students' creative and critical thinking and problem solving skills. A brief overview of curriculum activities includes Robotics and the Design and Development of Websites, Learning Objects and Video projects with curriculum integration foci.

In addition to these uses of Information and Communication Technologies, there are some specific courses of study such as Information Technology Systems, Business Communication and Technologies and a range of introductory subjects that are offered through the Junior School.

## Social Climate

Our **Student Centred** approach to education at Albany Creek State High School is critical to the way we operate as a learning organisation. The smooth transition from primary to secondary education is made possible through our focus on establishing quality relationships with our students. A Peer support program assists students in transitioning into Albany Creek State High School.

Student support staff (including Guidance Counsellor, Chaplain, Defence Transition Officer, Aboriginal and Torres Strait Islander Support Officer and School Nurse) monitor student wellbeing and engagement, providing counselling and support to all students.

Junior and senior school structures enable us to hold regular assemblies and year level parades. Roll Class teachers maintain a pastoral care role with students and Year Level Coordinators support and coordinate the well-being of each cohort. WAVE (Well-being and Values Education) is our Pastoral Care Program. This program is delivered to all year levels and addresses the needs of our students and our school community.

Albany Creek State High School caters for students with disabilities through a well-established Special Education Program. Timetables are developed for students involved in the program based on individual needs and may incorporate some classes within the centre and others within the structure of the main timetable.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	92%	88%	93%
this is a good school (S2035)	83%	90%	92%
their child likes being at this school (S2001)	88%	93%	94%
their child feels safe at this school (S2002)	92%	92%	96%
their child's learning needs are being met at this school (S2003)	92%	85%	89%
their child is making good progress at this school (S2004)	96%	92%	91%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	86%	84%
teachers at this school motivate their child to learn (S2007)	88%	86%	86%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
teachers at this school treat students fairly (S2008)	92%	85%	86%
they can talk to their child's teachers about their concerns (S2009)	96%	91%	89%
this school works with them to support their child's learning (S2010)	88%	86%	82%
this school takes parents' opinions seriously (S2011)	91%	87%	79%
student behaviour is well managed at this school (S2012)	77%	81%	84%
this school looks for ways to improve (S2013)	91%	85%	92%
this school is well maintained (S2014)	96%	88%	92%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	98%	95%
they like being at their school (S2036)	93%	91%	95%
they feel safe at their school (S2037)	89%	93%	91%
their teachers motivate them to learn (S2038)	91%	92%	90%
their teachers expect them to do their best (S2039)	96%	99%	97%
their teachers provide them with useful feedback about their school work (S2040)	93%	94%	89%
teachers treat students fairly at their school (S2041)	85%	87%	84%
they can talk to their teachers about their concerns (S2042)	84%	74%	79%
their school takes students' opinions seriously (S2043)	82%	84%	81%
student behaviour is well managed at their school (S2044)	63%	77%	73%
their school looks for ways to improve (S2045)	92%	90%	95%
their school is well maintained (S2046)	87%	88%	94%
their school gives them opportunities to do interesting things (S2047)	92%	91%	90%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	97%	97%
they feel that their school is a safe place in which to work (S2070)	98%	98%	100%
they receive useful feedback about their work at their school (S2071)	81%	81%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	87%	86%
students are encouraged to do their best at their school (S2072)	96%	97%	100%
students are treated fairly at their school (S2073)	93%	95%	97%
student behaviour is well managed at their school (S2074)	85%	90%	95%
staff are well supported at their school (S2075)	91%	89%	87%
their school takes staff opinions seriously (S2076)	84%	77%	83%
their school looks for ways to improve (S2077)	96%	95%	93%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
their school is well maintained (S2078)	96%	95%	92%
their school gives them opportunities to do interesting things (S2079)	87%	87%	85%

# '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

At Albany Creek State High School we are committed to developing and sustaining valued partnerships with students, staff, parents/caregivers and the broader community. Parents are encouraged to be members of the Parents and Citizens' Association. The P&C meet monthly and are actively involved in the decision making processes of the school; they also provide a range of services to the school that include the operation of the Tuckshop and Uniform Shop and coordination of Crossing Supervisors. Instrumental Music and Dance Parent Supporter Groups operate as sub-committees of the P&C and continue to support students by volunteering their time and through organising fundraising activities.

An Open Day was held for parents wishing to enrol students in Year 7 in 2016 and a series of Primary School visits were held to support a smooth transition to High School. Enrolment interviews are conducted for all new students by a Deputy Principal to ensure that both parents and students are fully informed of school expectations and to gain insight into the needs of each student.

Parents are regularly invited to the school to participate in celebration events such as student performances and awards presentations and formal events such as ANZAC Day ceremonies, Senior Investiture and Graduation. The school also hosts a range of information evenings which parents attend.

Parent Teacher Interviews are held twice annually. Interim reports are issued early in Semester One and formal reports are issued at the end of each semester. Parents are contacted by teachers concerning their student's progress and are also invited into the school to discuss academic progress. A Year 7 Reporting Day is held where families are invited in for discussions and presentations of their student's school work and achievements during Semester One.

Year 10 students and their parents are involved in Senior Education and Training Plan interviews each year. Parents are encouraged to be involved in all of these opportunities to discuss their student/s progress and plan both short and long term student and career goals.

Albany Creek State High School recognises the importance of communication between school and home. A school newsletter is produced fortnightly and is distributed via email as well as being available in hard copy. The school also has a Facebook page which is used to communicate with parents and students. The school administration and teachers communicate regularly with parents by phone, letter and email. Parents are encouraged to contact the school about any issues of concern. We value our parents as partners and key stakeholders in our education community and they are encouraged to play an active and supporting role in the life of the school.

## Reducing the school's environmental footprint

We consciously endeavour to be energy efficient and have implemented proactive strategies to address environmental issues and sustainability.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	385,122	9,419
2013-2014	423,324	13,285
2014-2015	498,196	11,964

\*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.

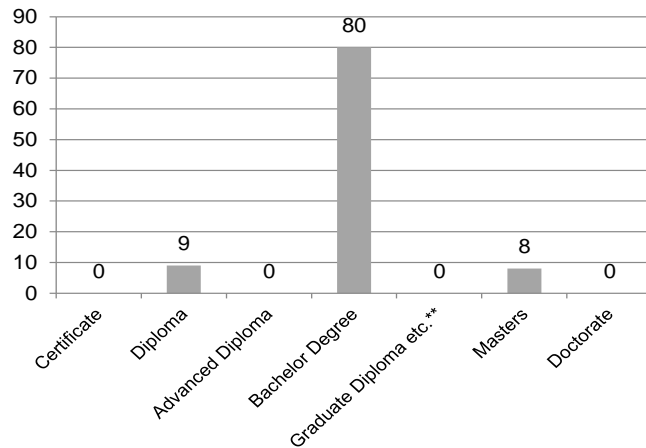
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	97	46	0
Full-time equivalents	93	32	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	9
Advanced Diploma	0
Bachelor Degree	80
Graduate Diploma etc.**	0
Masters	8
Doctorate	0
<b>Total</b>	<b>97</b>



\*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 \$68 400.

The major professional development initiatives are as follows:

- ASoT implementation focussing on lesson segments devoted to interacting with new knowledge and establishing and adhering to rules and procedures.
- Reading to Learn (ongoing through to 2016).
- Curriculum development and initiatives facilitated by QCAA and external providers.
- Mandatory training (Code of Conduct, Student Protection, WHS)
- Regular network meetings for Guidance Officer, Teacher- Librarian
- Ongoing coaching with Master Teacher and Numeracy coach
- IT including Apple's Towards Transformation Program
- Mentoring Beginning Teacher program
- Workplace Health and Safety
- First Aid Qualifications
- Individual teacher and support staff requirements

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%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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

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).	91%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

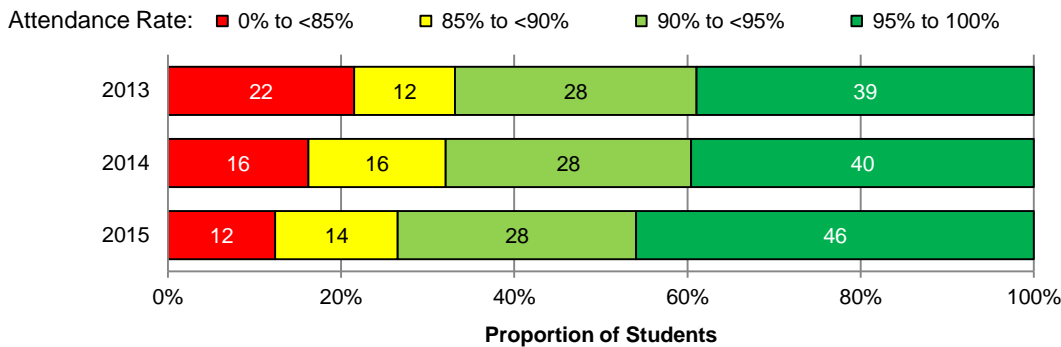
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									94%	90%	90%	88%	91%
2014									94%	92%	90%	92%	93%
2015								94%	94%	93%	91%	91%	93%

\*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 DET 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.

Rolls are marked at the beginning of each day and student attendance is constantly monitored throughout each lesson of the day using an attendance monitoring system (ID Attend) and OneSchool. Student movement to specialists, office staff, counsellors, Deputy Principals and sick bay, as well as late arrivals and early departures are monitored through an electronic system that prints leave passes for all outside of class movements. Parents are notified of unexplained student absences via an SMS messaging system. The school's Attendance policy, Subject Credit policy and Representation policies address unexplained absences.

In the case of truancy, unexplained absence, a series of absences or a pattern of absence (including late arrivals), contact is made with the parents by the Year Level Coordinator or the Deputy Principal. Where a student demonstrates that their learning is being placed at risk due to accumulated absences of any kind, Deputy Principals follow up with students and parents in early intervention review meetings to formulate proactive strategies to support the student to resolve issues of concern and remove any barriers. Where no improvement is evident after intervention, letters are sent outlining legal responsibilities and penalties for students in the compulsory phase of schooling. Non-compliance letters are sent and interviews scheduled for students in the Compulsory Participation Phase of schooling who are not regularly attending school.

Exemptions and flexible arrangements for modified programs are developed in consultation with the students, parents and student support services and are monitored by the Guidance Officer and Deputy Principal.

## 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.

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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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	86%	77%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	67%	75%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	194	174	191
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP)	116	85	101
Percentage of Indigenous students receiving an Overall Position (OP)	33%	25%	67%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	29	18	25
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	187	163	188
Number of students awarded an Australian Qualification Framework Certificate II or above.	120	102	115

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	183	160	189
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	75%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	76%	78%	84%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%	98%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	99%	96%

As at 16 February 2016. The above values exclude VISA students.

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	17	33	38	28	0
2014	13	19	34	12	7
2015	19	31	35	15	1

As at 16 February 2016. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	181	102	42
2014	152	82	33
2015	178	68	71

As at 16 February 2016. The above values exclude VISA students.

### The following qualifications are available as part of our school's curriculum

#### Albany Creek State High School as Registered Training Organisation:

- Certificate I in Furnishing (MSF10113)
- Certificate I in Construction (CPC10111)
- Certificate I in Information, Digital Media and Technology (ICA10111)
- Certificate II in Information, Digital Media and Technology (ICA20111)
- Certificate II in Tourism (SIT20112)
- Certificate I in Work Preparation (Community Services (CHC10108)
- Certificate II in Workplace Practices (30891QLD)

#### External providers:

In addition Cert III in Sport and Recreation is facilitated via an external provider and students can access a number of courses through TAFE Queensland on a one day per week basis.

### **Post-school destination information**

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### **Early school leavers information**

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Students who leave Albany Creek State High School before the end of Year 12 generally do so to transition to another educational institution or for employment. The Principal, Deputy Principal or Guidance Officer will liaise with parent and student in all instances to support the transition.