

Albany Creek State High School (2155)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Albany Creek State High School's values of respect, responsibility, reliability and resilience underpin our vision of "building a world class learning organisation". 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 are offered. Excellence programs in the Arts and Football, provide extension across the curriculum areas. Students participate in the Greater Brisbane Schools sport program, School Musical, inter-school debating, national academic competitions, Art exhibitions and Eisteddfods. A laptop program for years 9, 10 and 11 students provided enhanced learning in the classroom and beyond.

School progress towards its goals in 2012

The school undertook a Quadrennial School review in 2012, producing a 4 year Strategic Plan with the following priorities; ACARA implementation; embedding dimensions of Learning as a pedagogical framework; establishing targets for improved student performance; modelling instructional leadership; improved communication and partnerships with students, staff, parents and the community; monitoring and evaluation student achievement; smooth transition to year 7

The following elements were reviewed;

Engagement - Rigorous school processes have resulted in sustained higher student attendance, at ACSHS, than the State average rates. Our commitment to the four R's values, underpinning the school's vision has been reflected in the number of short term suspensions and a low level number of long term suspensions. 95% of Year 12 applicants entered university. There has been a dramatic increase in VET Certificate outcomes.

Achievement - The percentage of students achieving OP1-15 has been at or above State mean. ACSHS has exceeded State means with the steadily increasing percentage of Year 12 students achieving a SAT, QCE, VET qualifications. The increased number of students in VET Courses is a significant feature of the curriculum offering. 99% students gained a QCE, VET or SAT in 2012. 95% applicants were successful in gaining a tertiary offer in 2012. Within the annual NAPLAN test, students have achieved at NMS in writing and spelling, and have improved to above NMS in reading, grammar & punctuation and numeracy.

Confidence

Over 95% of the take up rate of the 1-1 laptop program in Years 9-11 has positively impacted significantly on student learning and engagement in the classroom. School Opinion Survey data indicated a level of student ICT satisfaction that was consistently higher than both like schools and the state average. The rollout of the 1-1 laptop program for year 9 -12 students from 2011 has become a major foci of staff PD.

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Future outlook

With the implementation of the Australian curriculum in History in 2013, preparation for the implementation of Geography 2014 is occurring.

Teachers continue to establish targets and differentiate for academic improvement with students with support from Administration and Heads of Department.

A consultative group of staff, primary school teachers and parents is planning to facilitate the smooth transition of year 7 to the high school in 2015

The implementation of a 1-1 Laptop program across years 9 – 12 continues to positively impact on the delivery of curriculum and student engagement in learning.

Additional improvements to facilities include a Performing Arts complex to house the Excellence in Arts programs, two Senior Science laboratories, a new Special Education unit and classroom refurbishments in readiness for year 7 students in 2015.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1158	566	592	94%
2011	1145	568	577	96%
2012	1158	589	569	95%

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

Characteristics of the student body:

The student body is made up of approximately 51% tertiary bound students and 49% who chose vocational pathways

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	24	24	24
Year 11 – Year 12	18	19	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	158	190	163
Long Suspensions - 6 to 20 days	8	4	8
Exclusions	3	2	0
Cancellations of Enrolment	4	2	3

Curriculum offerings

Our distinctive curriculum offerings

- Core teachers teach the same class in English/ SOSE or Maths/ Science in the Junior Secondary Years of Schooling.
- The Australian Curriculum documents and C2C Education Resources were implemented in the introduction of English, Mathematics and Science to all Year 8, 9 and 10 students in 2012.
- All Students in Year 10 are required to complete a Certificate 1 Vocational Education course.
- Year 11 and 12 students must study English and Mathematics. All students select 4 electives that are based on the student's interests, OP eligibility, QCE eligibility and future study career and study aspirations.
- Year 11 and 12 students may study at TAFE, University options or complete a School based Apprenticeship/ Traineeship in lieu of one elective.
- The Arts program provided extension opportunities in contemporary dance, digital technology in the visual and creative arts, and winning performances of the instrumental music ensembles.
- The Football Development Program promotes excellence in football/soccer- Southeast Queensland Schools Futsal Champions; Australasian School Futsal Semi- finalist in Open Girls

- All students in years 9-12 have the opportunity to apply digital technologies in their learning via the 24/7 laptop program, becoming self-initiated, autonomous and engaged learners.
- Additional student options include Life skills, University study, Debating, Opti Minds.
- The Special Education Program provides students with a verified disability with access and participation in age –cohort curriculum with the support of a special education case manager.
- Individual support for Aboriginal and Torres Strait Islander students to close gaps in literacy, numeracy and career pathways.

Extra curricula activities

- University pathways are explored through a range of university visits, unique programs and mentoring for each year level.
- Dancers achieved two 1st places, a second and third place in the 'Brisbane Arts in Focus' Dance Eisteddfod and highly commended at the Sunshine Coast Eisteddfod in 2012
- State Champions - Queensland Theatre Sports Competition 2012
- Winners for two consecutive years: Collaborative Youth Art Prize for the Moreton Bay Regional Art Awards
- Two Year 12 Visual Art students work shortlisted for Creative Generations Visual Art Award
- Musicians won a Gold Award for Concert Band at the Fanfare Competition
- The Instrumental Music students triumphed in the "Jazzin Up The Mall" competition
- A biennial Instrumental Music tour of Sydney and Bathurst occurred.
- Outstanding student talent exhibited at Arts night, Dance Night, Year 12 Drama Night, Combined Bands Night and Strings Extravaganza and Combined Bands night and Strings Extravaganza performing with partner primary schools.
- Participating in Somerset Writers Festival, and Optiminds
- Greater Brisbane Sport Program (GBS) Champion school -Saturday competition against 6 Brisbane State High Schools in volleyball, basketball, touch, netball and soccer.
- Australian representatives –squash, Australian Hockey Team- Ice Hockey, Skating, in line hockey
- Qld representatives – gymnastics, ice hockey, athletics, indoor netball, women's cricket, women's AFL, equestrian, artistic roller skating, swimming
- 34 Metropolitan north Sport representatives – ACSHS metropolitan Champions in Basketball and Soccer
- Interschool sport opportunities include participation in both the North West Metropolitan Region and Greater Brisbane Sports.
- National History Challenge Award winners
- Annual ICAS Mathematics competition
- Three teams competed in the RACQ 24 hour Technology Challenge in Maryborough.

How Information and Communication Technologies are used to assist learning

During 2012 year 9, 10, and 11 students continued their e-learning journey with a laptop program with a laudable take up rate of **92%**. Each student has the capacity to present classwork and assessment in a variety of digital modes, at school and home. Teachers facilitate e-learning in their curriculum delivery and communications with a wide range of digital tools including "Mathletics", virtual classrooms and "The Learning Place". Our digital revolution has enabled student to become mobile learners with access anywhere, anytime, with highly individualised targeted learning paths.

ACSHS became a pilot school for Microsoft academy, with the introduction of the course for all year 8 and 9 students. A Lego robotics program was introduced for year 8 and 9 ICT students, with extensive multimedia promoted in junior and senior ICT classes. Teaching staff undertook continued professional development in Microsoft Academy, and student management software such as AB Tutor to monitor laptop learning, "Turnitin" for student assessment submission, and "eDiary" for effective student and parent communications .

Our school at a glance

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. Middle School structures are centred on core teachers who work in partnership with students over a two year period to assist students to achieve their potential.

Student support staff including, Guidance Counsellor, Chaplain, Youth Support Coordinator, Youth Pathways Officer, Defence Transition Officer, Aboriginal and Torres Strait Islander Support Officer and School Nurse, work in a pastoral care role, providing counselling and support to all students.

Middle and Senior school structures enable us to hold weekly assemblies and year level parades. Roll Class teachers maintain a pastoral care role with students in the Middle School and the Senior School. Year Level Coordinators support and coordinate the pastoral care of each year

The Special Education Program provides support structures including, recess programs, tutorial and in class support with a strong focus on developing the 4 core values.

A co-curricular Lifeskills program runs in the school through years 8 to 12. Topics for the program range from anti-bullying through to the building of resilience as well as topics relating to adolescent health and well-being. The school's Responsible Behaviour Plan also clearly articulates the school's approach to dealing with bullying as a disciplinary matter.

Parent, student and staff satisfaction with the school

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	86.4%
this is a good school	87.0%
their child likes being at this school*	87.0%
their child feels safe at this school*	95.7%
their child's learning needs are being met at this school*	87.0%
their child is making good progress at this school*	95.7%
teachers at this school expect their child to do his or her best*	82.6%
teachers at this school provide their child with useful feedback about his or her school work*	78.3%
teachers at this school motivate their child to learn*	82.6%
teachers at this school treat students fairly*	81.8%
they can talk to their child's teachers about their concerns*	95.5%
this school works with them to support their child's learning*	81.8%
this school takes parents' opinions seriously*	85.0%
student behaviour is well managed at this school*	91.3%
this school looks for ways to improve*	85.0%
this school is well maintained*	90.9%

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	94.8%
they like being at their school*	88.8%
they feel safe at their school*	94.8%
their teachers motivate them to learn*	88.8%
their teachers expect them to do their best*	97.4%
their teachers provide them with useful feedback about their school work*	90.4%
teachers treat students fairly at their school*	84.5%
they can talk to their teachers about their concerns*	69.0%
their school takes students' opinions seriously*	76.5%
student behaviour is well managed at their school*	62.1%
their school looks for ways to improve*	89.5%
their school is well maintained*	87.8%
their school gives them opportunities to do interesting things*	87.1%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	65.4%
with the individual staff morale items	90.1%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Albany Creek State High School works in partnership with all stakeholders in the school community to ensure that we are responsive to the needs of our students. In 2012 we worked with parents through:

- Parent involvement in P & C, delivering quality resources and facilities including the installation of Big fans in the MPC and the refurbishment of the MPC floor.
- P & C representatives on the Quadrennial School Review carried out a parent telephone survey with recommendations for improved communications between school and parents.
- Year 8 Reporting Day with over 200 families involved in discussions and viewing the presentation of their student's school work and achievements during Semester 1
- Over 230 parents and caregivers participated in the Student Training and Education Plan (SET P) meetings with grade 10 students, helping students to plan both short and long term study and career goals.
- Parent Teacher interviews at each reporting period - to identify and build on the strengths of students whilst being supportive and rigorous in areas needing more assistance
- Instrumental Music Parents Supporters Group has continued to fundraise for musical instruments.
- Senior School Parent information evenings; Understanding the Queensland Certificate of Education, the Queensland Core Skills Test and Calculating OP Scores were all well attended
- Performance evenings where students presented, for assessment, their talents and abilities in Drama, Dance and Instrumental Music.
- Open Day- assisting new families to the school

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Increases in the number of computers and air-conditioners in the school has led to an increase in the use of electricity throughout the school. Improving the management of power usage in the school will continue to be a challenge, especially with the addition of Year 7 students to the school in 2015. Educating both staff and students to be more thoughtful around the use of water and electricity will be an important part of regulating the school's environmental impact going forward.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	280,940	5,254
2010-2011	348,100	6,034
2011-2012	375,823	8,602

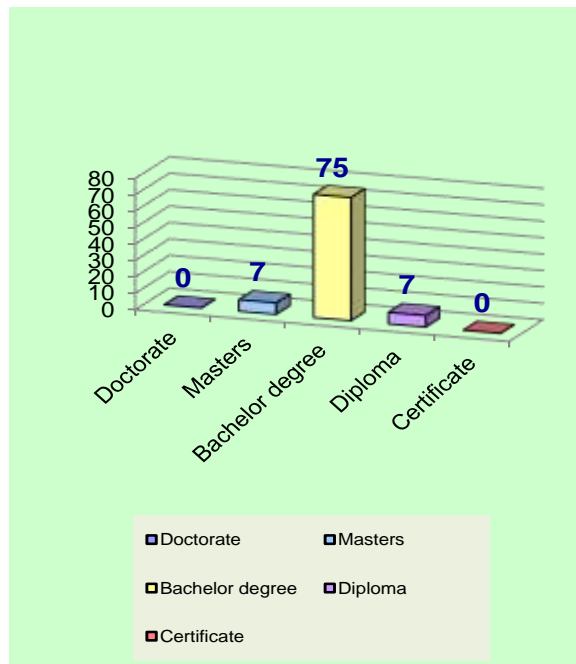
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	89	40	0
Full-time equivalents	83.1	27.2	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Bachelor degree	75
Diploma	7
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$49673. This was comprised of Faculty professional development and Whole School PD.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows: ACARA and C2C implementation, E learning , QSA curriculum workshops, VET currency.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance

2010	2011	2012
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Our staff profile

Staff attendance for permanent and temporary staff and school leaders.

95.3%

95.5%

95.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.1% of staff were retained by the school for the entire 2012 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 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

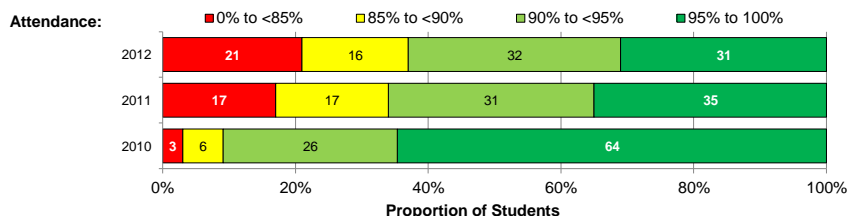
Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	91%	90%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

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
2010								96%	95%	95%	95%	96%
2011								92%	91%	89%	91%	92%
2012								92%	90%	88%	88%	90%

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 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.

Rolls are marked at the beginning of each day and recorded on an electronic system. Class rolls are marked in each subject class. Unexplained absences are reported to parents using text messaging and letters to parents. Follow up occurs with unexplained class absences and students absent for 3 or more days. Truancy is addressed via class rolls, notification to HODs and follow up with students and parents. The school's Attendance policy, Subject Credit policy and Representation policy also address unexplained absences. A new attendance software package which will provide detailed lesson attendance is to be implemented in 2013

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**.

Performance of our students

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 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

In 2012, Aboriginal and Torres Strait Islander students demonstrated overall mean achievement measures that were equal to or in excess of school, state and national means in Year 9 Reading, Writing and Numeracy. Apparent retention for this group also exceeded that of non-Indigenous students by thirteen percent. Attendance continues to pose a challenge with an average attendance rate of 85.9% for Aboriginal and Torres Strait Islander students as opposed to 89.7% for non-Indigenous students.

.Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	87%	89%	87%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	196	198	222
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	111	102	120
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	30	28	43
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	156	173	213
Number of students awarded an Australian Qualification Framework Certificate II or above.	127	145	168
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	167	179	214
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

Performance of our students

Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	65%	70%	80%
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.	96%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	97%	95%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	22	19	31	32	7
2011	16	27	28	29	2
2012	23	34	39	24	0

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	119	100	44
2011	161	141	22
2012	207	147	48

As at 2 May 2013. The above values exclude VISA students.

All year 10 students participated in Certificate I in Work Preparation.

Students in Year 11/12 were able to choose from the following Certificate courses in the following fields:

Business, Construction, Community Recreation, Engineering, Manufacturing (Pathways), Work Education, Hospitality, Information Technology.

The range of opportunities provides extensive VET pathways and outcomes for students at ACSHS.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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

33 students in year 10 (11% exited to other schools, 2% to VET,2% interstate) 35 students in year 11 (6% to other schools, 4% to employment), 13 year 12 students (2% to Vet pathways, 15 to employment) exited the school prior to completing Year 12.