

Albany Creek State High School

Queensland State School Reporting

2013 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 to 12 students provides enhanced learning in the classroom and beyond.

School progress towards its goals in 2013

The Australian Curriculum in English, Maths, Science and History was implemented with classroom teachers using a Differentiation Framework to establish improvement targets for individual students, and classes.. Teaching staff continued their professional learnings in the application of ACARA and the Differentiation Framework. Targeted intervention with a focus on literacy and numeracy occurred in years 8 and 9; a whole school approach to Spelling and extension classes in English and Mathematics were introduced. The School's Responsible Behaviour Plan was reviewed with the introduction of clear behavior parameters across the school .

Future outlook

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

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

Extension programs in English and Mathematics will offer talented students the opportunity to commence university studies whilst still at high school.

A smooth transition of year 7 students to the high school in 2015 has been planned with the feeder primary schools of Albany Creek SS, Albany Hills SS and Eaton's Hills SS.

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

The new Performing Arts complex will house the Excellence in Arts program. Two new Senior Science laboratories and a new Special Education unit and further classroom refurbishments for year 7 students in 2015, will facilitate a quality curriculum. .

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1145	568	577	96%
2012	1158	589	569	95%
2013	1103	543	560	94%

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

Characteristics of the student body:

The student body is made up of approximately 59% tertiary bound students and 41% who chose vocational pathways

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	24	22
Year 11 – Year 12	19	18	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	190	163	158
Long Suspensions - 6 to 20 days	4	8	7
Exclusions	2	0	5
Cancellations of Enrolment	2	3	11

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.
- 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 Work experience, or a School based Apprenticeship/ Traineeship in lieu of one elective.
- An Excellence Program in The Arts; Performance and Production was accredited in 2013 providing extension opportunities in contemporary dance, digital technology in the visual and creative arts, and winning performances of the instrumental music ensembles.
- An Excellence Program in Football was accredited in 2013 promoting excellence in football/soccer.
- 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.
- 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 aims to close gaps in literacy, numeracy and career pathways

Extra curricula activities

- Dance student achieve 1st place, two 3rd places, 4th and Highly Commended at the 'Arts in Focus' Brisbane Eisteddfod and 3rd place out of 36 items at the Sunshine Coast Eisteddfod in 2013
- ACSHS students were Finalists in the Queensland Theatre Sports Competition 2013
- AC students winners for two consecutive years of the Collaborative Youth Art Prize for the Moreton Bay Regional Art Awards
- Three Year 12 Visual Art students work awarded commendation for Creative Generations Visual Art Award
- 2013 Gold Award for AC Concert Band at the Fanfare Competition
- 2013 Bronze, Silver and Gold Award at the Queensland Youth Music Awards, Silver Award Gold Coast Eisteddfod
- The Instrumental Music students triumphed again in the "Jazzin Up The Mall" competition
- Year 12 student performs in the Musically Outstanding Student Program and Creative Generations Showcase Orchestra and Qld Youth Orchestra and Brisbane Brass
- Annual school visits to ACSHS occurred by Japanese students from Fukuyama High, Yokose Machi High and Isawa High
- 2013 the Biennial Japan Tour of ACHS students visited our sister school Isawa High, Tokyo and Hiroshima
- The Annual Operation Christmas Child appeal - our students worked with AVEO retirement village residents, to pack over 150 gift boxes for children in developing countries
- ACSHS continued as the Overall GBS School Champion; Champion school in Futsal, Badminton and Netball
- Cougars Cup School Netball U15 Statewide Champions
- 24 Metropolitan North Representatives across 10 sports/ NWD School Champions across 7 different sports
- Futsal – Oceania qualifiers, Australasian, State and Premier League Champions
- 11 SEQ Futsal Representatives
- Football – Bill Turner Cup District Champions and Area Finalists (Boys and Girls 15yrs)

Our school at a glance

How Information and Communication Technologies are used to assist learning

During 2013 year 9, 10, 11 and 12 students continued their e-learning journey with a laptop program with a laudable take up rate of 95% 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", and virtual classrooms, "The Learning Place" and Microsoft Academy. Our digital revolution has enabled student to become mobile learners with access anywhere, anytime, with highly individualised targeted learning paths.

A Lego robotics program was continued in year 8 and 9 ICT, 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

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 assist students in transitioning into ACSHS.

Student support staff including, Guidance Counsellor, Chaplain, Youth Support Coordinator, 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

Parent, student and staff satisfaction with the school

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	86%	92%
this is a good school (S2035)	87%	83%
their child likes being at this school* (S2001)	87%	88%
their child feels safe at this school* (S2002)	96%	92%
their child's learning needs are being met at this school* (S2003)	87%	92%
their child is making good progress at this school* (S2004)	96%	96%
teachers at this school expect their child to do his or her best* (S2005)	83%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	78%	92%
teachers at this school motivate their child to learn* (S2007)	83%	88%
teachers at this school treat students fairly* (S2008)	82%	92%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%
this school works with them to support their child's learning* (S2010)	82%	88%
this school takes parents' opinions seriously* (S2011)	85%	91%
student behaviour is well managed at this school* (S2012)	91%	77%
this school looks for ways to improve* (S2013)	85%	91%
this school is well maintained* (S2014)	91%	96%

Performance measure (Nationally agreed items shown*)

Our school at a glance

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	93%
they like being at their school* (S2036)	89%	93%
they feel safe at their school* (S2037)	95%	89%
their teachers motivate them to learn* (S2038)	89%	91%
their teachers expect them to do their best* (S2039)	97%	96%
their teachers provide them with useful feedback about their school work* (S2040)	90%	93%
teachers treat students fairly at their school* (S2041)	84%	85%
they can talk to their teachers about their concerns* (S2042)	69%	84%
their school takes students' opinions seriously* (S2043)	77%	82%
student behaviour is well managed at their school* (S2044)	62%	63%
their school looks for ways to improve* (S2045)	89%	92%
their school is well maintained* (S2046)	88%	87%
their school gives them opportunities to do interesting things* (S2047)	87%	92%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	98%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	81%
students are encouraged to do their best at their school (S2072)	96%
students are treated fairly at their school (S2073)	93%
student behaviour is well managed at their school (S2074)	85%
staff are well supported at their school (S2075)	91%
their school takes staff opinions seriously (S2076)	84%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	96%
their school gives them opportunities to do interesting things (S2079)	87%

* 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 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.

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 2013 we worked with parents through:

- Parent involvement in P & C, delivering quality resources and facilities and welcoming new families to Open Day
- 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 occur 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 and the next school tour.
- 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 were a highlight of the year.

Reducing the school's environmental footprint

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
2010-2011	348,100	6,034
2011-2012	375,823	8,602
2012-2013	385,122	9,419

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

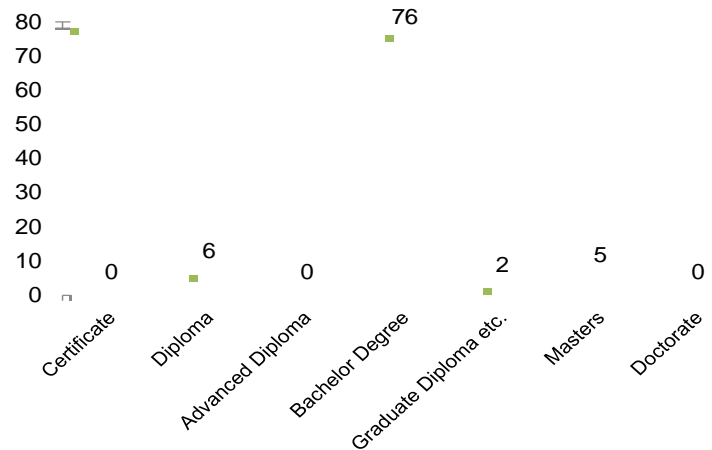
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	89	40	0
Full-time equivalents	84	27	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	76
Graduate Diploma etc.	2
Masters	5
Doctorate	0
Total	89



* 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 2013 were \$ 46,615 . . .

The major professional development initiatives are as follows:

- QELI leadership program for 3 HODS and 2 DPS
- Differentiation Framework
- The Art and Science of Teaching
- ACARA & C2C implementation
- QSA curriculum delivery

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 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.

Performance of our students

- 2013 School Captain Emily Rogers awarded the TJ Ryan Memorial Scholarship.
- 2013 School Captain Mitchell Petersen awarded 2014 Corporate Partners In Excellence Scholarship at QUT
- 76% OP students awarded OP 1 -15; 98% Year 12 students with a QCE, VET, SAT or IBD; 92% Year 12 students received a QTAC offer in 2013
- Year 9 students statistically above national Mean Standard in Year 9 NAPLAN Literacy and Numeracy
- Extension Opportunities offered in Mathematics, English, Debating, Science, Student Leadership
- Principal's Academic Awards presented to 64 students with 4 or more A's – semester 1 2013
- National History Challenge Award Winners every year, since 2002
- Year 10 student awarded Australian Young Historian of the Year in 2013
- Queensland Debating Union - Year 8 and 9 Team undefeated in preliminary rounds in 2013
- 2013 Brisbane North Middle School Numeracy winners

Mr Junn Kato Deputy Principal, Emily Rogers TJ Ryan Scholar, Minister for Education, Training and Employment Mr John-Paul Langbroek



Performance of our students

Student attendance

	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	91%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

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

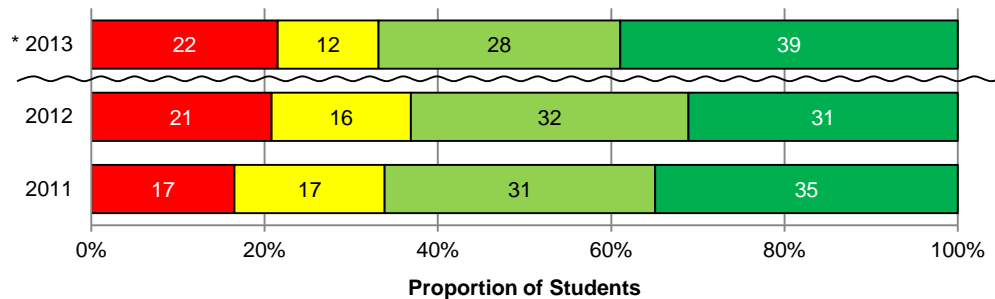
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								92%	91%	89%	91%	92%
2012								92%	90%	88%	88%	90%
2013								94%	90%	90%	88%	91%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



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

Performance of our students

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 every lesson and recorded on an electronic system. Unexplained absences are reported to parents using SMS text messaging, phone contact and letters to parents. Follow up occurs with unexplained class absences and students absent for 3 or more days. Truancy is addressed via ID Attend, with 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.

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

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

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 2013 Aboriginal and Torres Strait Islander students demonstrated overall mean achievement measures that were equal to or above region, and state means in Year 9 Reading, Writing and Numeracy. Apparent retention for this group also exceeded that of non-Indigenous students by fourteen percent. Attendance rates were at 88.3% for Aboriginal and Torres Strait Islander students as opposed to 90.7% for non-Indigenous students, with student attendance in years 8.9 and 10 in the upper quartile compared to the state group.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	89%	87%	86%

Performance of our students

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	198	222	194
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP).	102	120	116
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	28	43	29
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	173	213	187
Number of students awarded an Australian Qualification Framework Certificate II or above.	145	168	119
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	179	214	183
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.	70%	80%	76%
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.	100%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	95%	95%

As at 5 May 2014. 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
2011	16	27	28	29	2
2012	23	34	39	24	0
2013	17	33	38	28	0

As at 5 May 2014. 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
2011	161	141	22
2012	207	147	48
2013	181	101	41

As

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

Performance of our students

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

Business, Industrial Technology, Children's Services, Computer Studies, Health, Sport and Recreation, Tourism, Hospitality, and Work Education.

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 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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 leavers information

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

37 students in year 10 (78% to education, training and employment; 22% seeking work or not in the labour force or education) 40 students in year 11 (60% to education, training and employment; 40% seeking work or not in the labour force or education), 22 year 12 students (50% to education, training and employment; 50% seeking work or not in the labour force or education) exited the school prior to completing Year 12.