

# Albany Creek State High School

## Queensland State School Reporting

### 2014 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 were offered.

### School progress towards its goals in 2014

The Albany Creek State High School Performing Arts Centre (XPAC) was completed in August, with a Gala Performance and Opening by MP Mr Tim Mander, celebrating student excellence and talent in Dance, Music and Art.

Improving student outcomes through Data driven improvement agenda; Instructional leadership and Effective teaching and learning were key priorities of ACSHS.

- Student performance data was analyzed to determine differentiation in the classrooms.
- The leadership team undertook training in the Art and Science of Teaching and led staff professional development to implement consistent classroom practices.
- The Programs of Excellence in The Arts and Football were endorsed.
- The school's Discipline Audit resulted in outstanding and highs in the five domains.
- The transition of year 7 students to high school was successfully undertaken by comprehensive community consultation.

### Future outlook

Key priorities of ACSHS for 2015 include

- The rollout of ASOT pedagogy training for all staff
- Implementing Reading to Learn pedagogy in the Junior Secondary school curriculum
- Continued development of the English extension program
- 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

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1158	589	569	95%
2013	1103	543	560	94%
2014	1032	499	533	94%

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

### Characteristics of the student body:

The student body is made up of approximately 60% tertiary bound students and 40% who chose vocational pathways

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	22	23
Year 11 – Year 12	18	18	18

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	163	158	141
Long Suspensions - 6 to 20 days	8	7	1
Exclusions <sup>#</sup>	0	5	8
Cancellations of Enrolment	3	11	6

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

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

## Curriculum offerings

### Our distinctive curriculum offerings include

- The Arts Production and Performance Excellence Program
- Football Excellence Program
- Extension English, Mathematics programs
- Robotics in Junior Secondary
- Year 10 /12 Work Experience program
- Partnerships with external providers- e.g. TAFE, Conroy Dance Academy
- Instrumental Music Program

### Extra curricula activities

- Instrumental Music Tour of Singapore and Malaysia
- Year 8 and 11 Leadership camps
- Student Representative council , fund raising for Operation Christmas Child, World Vision
- QDU debating
- National and Queensland History Challenges
- Queensland Tourism Industry Council Salute to Excellence
- University partnerships- Open Days for extension students
- Cultural programs- eg. La Boite, GOMA, QPAC, Art exhibitions
- InterAct club
- TheatreSports
- Maryborough Technology Challenge
- 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 assist learning

- Planning and preparation of an integrated ICT Learning Strategy for Years 7, 8 and 9 based on a BYO iPad Program, Jacaranda digital textbook initiative, Electronic Diary and an App centric learning environment for implementation in 2015 .
- Ongoing leadership and implementation of 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.
- ICT focused pedagogy has been integrated in our school's learning of the ASOT framework with the HOD team developing Professional Development that explicitly links the effective use of ICTs with ASOT.

## 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, 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

Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	86%	92%	88%
this is a good school (S2035)	87%	83%	90%
their child likes being at this school* (S2001)	87%	88%	93%
their child feels safe at this school* (S2002)	96%	92%	92%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child's learning needs are being met at this school* (S2003)	87%	92%	85%
their child is making good progress at this school* (S2004)	96%	96%	92%
teachers at this school expect their child to do his or her best* (S2005)	83%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	78%	92%	86%
teachers at this school motivate their child to learn* (S2007)	83%	88%	86%
teachers at this school treat students fairly* (S2008)	82%	92%	85%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	91%
this school works with them to support their child's learning* (S2010)	82%	88%	86%
this school takes parents' opinions seriously* (S2011)	85%	91%	87%
student behaviour is well managed at this school* (S2012)	91%	77%	81%
this school looks for ways to improve* (S2013)	85%	91%	85%
this school is well maintained* (S2014)	91%	96%	88%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	93%	98%
they like being at their school* (S2036)	89%	93%	91%
they feel safe at their school* (S2037)	95%	89%	93%
their teachers motivate them to learn* (S2038)	89%	91%	92%
their teachers expect them to do their best* (S2039)	97%	96%	99%
their teachers provide them with useful feedback about their school work* (S2040)	90%	93%	94%
teachers treat students fairly at their school* (S2041)	84%	85%	87%
they can talk to their teachers about their concerns* (S2042)	69%	84%	74%
their school takes students' opinions seriously* (S2043)	77%	82%	84%
student behaviour is well managed at their school* (S2044)	62%	63%	77%
their school looks for ways to improve* (S2045)	89%	92%	90%
their school is well maintained* (S2046)	88%	87%	88%
their school gives them opportunities to do interesting things* (S2047)	87%	92%	91%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	97%
they feel that their school is a safe place in which to work (S2070)		98%	98%
they receive useful feedback about their work at their school (S2071)		81%	81%
students are encouraged to do their best at their school (S2072)		96%	97%
students are treated fairly at their school (S2073)		93%	95%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
student behaviour is well managed at their school (S2074)		85%	90%
staff are well supported at their school (S2075)		91%	89%
their school takes staff opinions seriously (S2076)		84%	77%
their school looks for ways to improve (S2077)		96%	95%
their school is well maintained (S2078)		96%	95%
their school gives them opportunities to do interesting things (S2079)		87%	87%

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

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

### 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 2014 we worked with parents through:

- Parent involvement in the P & C, Finance committee, and Tuckshop delivering quality resources and facilities
- 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 200 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 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.
- The opening of the Performing Arts Centre (XPAC) with a Gala performance in August

### 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	375,823	8,602
2012-2013	385,122	9,419
2013-2014	423,324	13,285

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

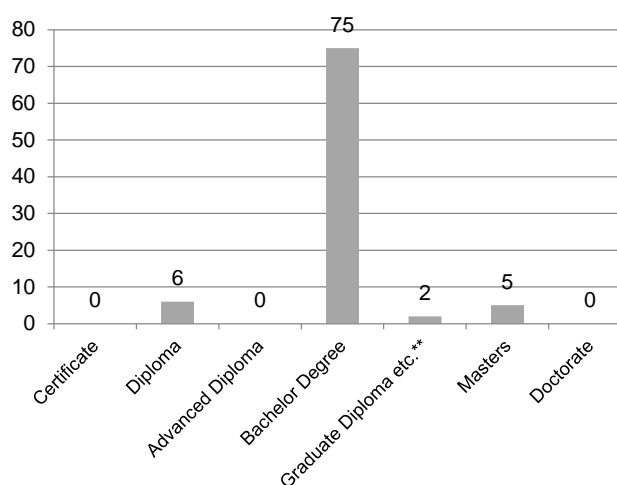
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	88	41	0
Full-time equivalents	83	28	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	75
Graduate Diploma etc.**	2
Masters	5
Doctorate	0
<b>Total</b>	<b>88</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 2014 were \$49,000.

The major professional development initiatives are as follows:

- ASOT implementation around Design questions 1 and 6.
- Reading to Learn (Phase 1: 20 staff) and ongoing through to 2016.
- Curriculum development/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 Literacy coach

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

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

From the end of the previous school year, 99% of staff was retained by the school for the entire 2014 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

## Performance of our students

### Key student outcomes

#### Outstanding Student Achievement

- 15% OP1-5
- 78% OP 1-15
- 98% achieved QCE/VET and/or SAT qualifications
- 98% QTAC applicants accepted
- National History Challenge Award winners every year since 2002

#### Paolina Di Trapani – OP1

- Albany Creek State High School Dux
- Albany Creek State High School Student of the Year
- QUT Corporate Partner in Excellence Scholarship – Bachelor of Business

#### Elizabeth Di Trapani – OP1

- Albany Creek State High School Spirit Award
- QUT Corporate Partner in Excellence Scholarship – Bachelor of Business

#### Nathan Cameron – OP 2

- Bachelor of Arts/Bachelor of Laws – UQ

#### Meka Larsen – OP2

- Bachelor of Laws – UQ
- Albany Creek State High School UQ Humanities Award

#### Robert Lefroy – OP2

- Bachelor of Physiotherapy (Honours) – UQ
- Albany Creek State High School John Wilson Memorial Prize
- Albany Creek State High School John Cameron Memorial Prize

#### Montana Oliver

- Qld Tourism Industry Council Award - Salute to Excellence
- Albany Creek State High School VET Award
- Albany Creek State High School Apex Ideals Award
- Bachelor of International Tourism & Hotel Management/Bachelor of Business – Griffith University

#### Nick Forsyth

- World Skills Australian Competition – Silver Award
- Diploma Travel & Tourism

#### Leah Murray (Yr 11)

- National History Challenge Award Winner
- Published in Queensland History Journal

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	92%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

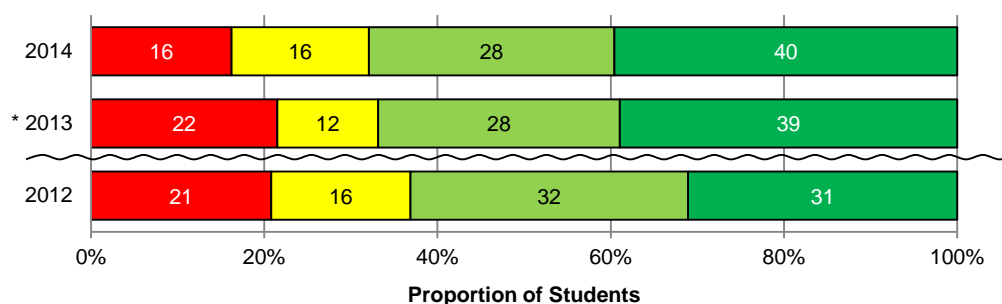
Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								92%	90%	88%	88%	90%
2013								94%	90%	90%	88%	91%
2014								94%	92%	90%	92%	93%

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 after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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 YLCs 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 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/>.

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## Achievement – Closing the Gap

26 indigenous students were supported through the employment of ATSI Teacher-Aide (\$6459) to assist students with pathways programs (University and school-based apprenticeships/ traineeships) as well as the SET planning processes. In addition our school facilitated the delivery of the *My Future. My Plan* program. Attendance and achievement of indigenous students were closely monitored in consultation with ATSI Aide who maintained clear communication with families.

The attendance rate for indigenous students was 92% (higher than 90.2 % for QLD schools).

The apparent retention rate gap - Year10/12 Indigenous/non-indigenous students is 11%.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	87%	86%	77%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	222	194	174
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP)	120	116	85
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	43	29	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	213	187	163
Number of students awarded an Australian Qualification Framework Certificate II or above.	168	119	102

<b>Outcomes for our Year 12 cohorts</b>	2012	2013	2014
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	214	183	160
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.	80%	76%	78%
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%	99%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	95%	99%

As at 19 February 2015. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
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
2012	23	34	39	24	0
2013	17	33	38	28	0
2014	13	19	34	12	7

As at 19 February 2015. The above values exclude VISA students.

<b>Vocational Educational Training qualification (VET)</b>			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	207	147	48
2013	181	101	41
2014	152	82	33

As at 19 February 2015. The above values exclude VISA students.

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

##### ACSHS as RTO:

- 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 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 school leavers information**

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

34 students exited to other State schools, 1 to private school, 11 interstate, 6 overseas, 6 to TAFE/Trade College, 3 to SDE, 15 students to employment prior to completing Year 12.