Albany Creek State High School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Albany Creek State High School is a co-educational secondary school of approximately 1300 students, which is located 16 kilometres north of Brisbane. The school receives most of its students from the Albany Creek, Albany Hills and Eatons Hill Primary schools.

Our vision, *Innovative Thinkers – Successful Learners – Connected Community* provides a focus for curriculum, teaching and learning and commits staff and students to a high quality education that ensures a clever, skilled and creative community of learners. The core values of the school (Respect, Responsibility, Reliability and Resilience) underpin high expectations and standards of student behaviour and performance.

The Junior Secondary curriculum, based on the eight key learning areas, focuses on skills development, guiding our students to accept responsibility and develop independence in their learning as they move into the senior school. The three-year Senior School program, offers an extensive range of academic and vocational subjects, with University and TAFE study, school-based apprenticeships and traineeships, together with structured work placements and work experience.

ACSHS offers an Excellence program in both The Arts and Football and in partnership with universities and coaching organisations will provide unique learning opportunities to develop and enhance creative and artistic production, performance skills and knowledge and skills in the sport. Students are also encouraged to participate in a range of extracurricular programs including the biannual Music/Japan tours, inter-school debating, and national academic competitions. The extensive computer network integrates information communication technologies into all curriculum areas, with a BYO iPad/laptop program for all students ensuring a technology rich learning environment.

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.

Principal's Foreword

Introduction

This annual report details our school's achievements for 2016 and highlights some of the programs and initiatives that have supported student success.

School Progress towards its goals in 2016

In 2016, Albany Creek State High School made significant progress in the following key areas:

Improving students' success in literacy and numeracy:	
▪ Engage students in learning experiences that explicitly develop reading, writing and numeracy expertise across all curriculum areas	**Significant Progress**
▪ Continue to build staff capability in supporting improved literacy and numeracy skills	**Significant Progress**
▪ Use available data to inform the literacy and numeracy improvement agenda	**Significant Progress**
Data driven improvement:	
▪ Leadership team use available data to monitor whole school performance and inform practice	**Significant Progress**
▪ Teachers regularly analyse student data to inform improvement, guide teaching practices and prompt early intervention	**Significant Progress**
Embedding ASoT as Pedagogical Framework:	
▪ Develop and enact a strategic plan to support and monitor ASoT implementation	**Embedded**
▪ Professional development is provided for teachers to develop and enhance their pedagogical skills	**Significant Progress**
▪ Develop structures that build capability and enable teachers to engage in discussion and reflection of effective teaching and learning	**Embedded**

Future Outlook

Priority Areas of Development for 2017:

Implement curriculum aligned to ACARA/QCAA which emphasises academic achievement, responds to student needs and provides pathways for students
▪ Advance Curriculum Knowledge of school leaders, teachers and support staff
▪ Curriculum Writing – review and update whole school curriculum plan to ensure smooth transition to new senior curriculum
Using data to improve student outcomes
▪ Collection and use of data to drive improvement in student performance
▪ Teachers are interpreting, analysing and using data to reflect, review and plan to ensure every student is performing to the best of their ability
▪ Use collaborative data inquiry model to develop capability of staff to interpret data to inform teaching practice
Improve school culture and staff/student engagement
▪ Develop strategies to support staff wellbeing and morale (wellbeing strategy, collegial engagement, professional learning plans)
▪ Fully implement WAVE (Wellbeing and Values Education) with an emphasis on high level of pastoral care and social support for all students
▪ Improve school pride and culture through further development of the school House structure

*2017 Annual Improvement Plan and Targets available on ACSHS website

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1032	499	533	26	94%
2015*	1226	585	641	37	96%
2016	1253	600	653	42	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 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview

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 1042 (Australian average is 1000). Approximately 3% of our students are Aboriginal and Torres Strait Islander, 5% have a verified disability and 2% have a background where English is an additional language or dialect.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	25	25
Year 11 – Year 12	18	19	19

*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.

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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.

Co-curricular 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, RSPCA, Cancer Council)
- QDU debating
- National and Queensland History Challenges
- Queensland Tourism Industry Council Salute to Excellence
- University Open Days and Career Expos
- Rotary Interact Club
- Maryborough Technology Challenge
- Instrumental Music Program and Tours
- Cultural programs (eg La Boite, GOMA,QPAC, Art exhibitions)
- TheatreSports
- 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

Pedagogical Framework

Our school has adopted Dr Robert Marzano's *The Art and Science of Teaching (ASOT)* as our pedagogical framework. This research-based model supports quality teaching which recognizes the need to understand individual students' strengths and weaknesses and supports differentiated teaching and learning. Professional development is provided for teachers to develop and enhance their pedagogical skills. A Collegial Engagement strategy is also in place to support teacher collaboration, reflection, observation and feedback.

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How Information and Communication Technologies are used to Assist Learning

Every student at Albany Creek State High School has access to a personal ICT device with 2017 seeing the culmination of plans associated with the school BYO Device Roadmap. Students in Years 7 to 9 have the opportunity to bring their own iPad to school while students in Years 10 to 12 may bring in their own laptop. Students in Years 10 to 12 that have an existing iPad are able to bring it into the school as a supporting device to their own laptop.

The school enjoys high participation rates in its BYO Device programs. 98% to 99% of students are bringing in their own iPad in Years 7, 8 and 9. The school has high participation rates in the BYO Laptop Program in Years 10, 11 and 12 with most students electing to bring in their own Mac or PC laptop or in a small number of cases make use of one of the school's 1 to 1 Laptops.

Students are using their iPads to support their learning in ways that were not conceived when the BYO iPad program was implemented. One of these is the current implementation of the latest version of an iPad coding App to fly drones programmatically. When the iPad program was envisaged this was unheard of.

Every student in Years 7 to 12 has access to a collection of Digital Textbooks to support their learning in Mathematics, Science, SOSE and to some extent English. Apart from the obvious benefit of reducing the amount of weight our students need to carry around in their backpacks, digital textbooks can be updated at any time and have a range of interactive activities linked to their current learning units.

Student iPads and Laptops are supported by a range of educationally relevant Apps and software. Our School Apps List is linked to the requirements of our subjects and support our schoolwide literacy and numeracy strategies. The school encourages all our students to access the free MS Office initiative and to subscribe to the Adobe Master Suite via the school's site licence if they are studying an IT, Art, Graphics or Business subject in Years 11 and 12.

Our students in year 7 study elementary coding. In Year 8 they take on the challenge of programming Robots with follow up and more difficult units in Year 10 and 11. In Year 9 they take on more difficult programming tasks with follow up units in Years 10, 11 and 12.

Visual Studio 2017 Professional which is the most popular programming environment for developing Windows Programs is now accessible on computers in our Windows based labs and xCode is available in the Mac Lab. Our Junior ICT curriculum is being rewritten to make greater use of these resources in a more systematic and integrated manner.

Across the school our students are using their devices extensively to achieve curriculum related outcomes. These range from recording and editing video to support learning in English, using Notability to assist with notetaking or using Book Creator to reflect upon their learning in ICT.

Social Climate

Overview

Albany Creek State High School provides a supportive environment both within and outside the classroom. Student care and wellbeing is supported by Roll Class Teachers, Year Level Coordinators, Heads of Department and Deputy Principals.

Student support staff (including Guidance Officers, 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. The Student Support Team meets regularly and takes a proactive approach to addressing student needs through developing and facilitating various programs as well as offering individual case management. This team provides an extensive network of Inter-agency support for the young people in our community.

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

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Our Responsible Behaviour Plan for Students sets out the expectations of the school community and the rights of individual students. It outlines a range of supportive strategies and consequences and whole school positive preventive action for facilitating expected standards of behaviour. Clear processes and procedures to address unacceptable behaviour (including bullying and cyberbullying) are included in this document.

Albany Creek State High School caters for students with disabilities through a well-established Special Education Program. Timetables and Individual Curriculum Plans 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. Classes specifically targeting improvement of literacy/numeracy skills are also offered for students as are tutorial sessions.

Student Leadership is highly valued and encouraged at Albany Creek State High School. Students have the opportunity to lead as School Captains (Junior and Senior), Sports and Cultural Captains, Class Captains and House Captains as well as to be Executive or active members of the Student Representative Council.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	88%	93%	93%
this is a good school (S2035)	90%	92%	93%
their child likes being at this school* (S2001)	93%	94%	96%
their child feels safe at this school* (S2002)	92%	96%	96%
their child's learning needs are being met at this school* (S2003)	85%	89%	91%
their child is making good progress at this school* (S2004)	92%	91%	90%
teachers at this school expect their child to do his or her best* (S2005)	95%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	84%	87%
teachers at this school motivate their child to learn* (S2007)	86%	86%	89%
teachers at this school treat students fairly* (S2008)	85%	86%	90%
they can talk to their child's teachers about their concerns* (S2009)	91%	89%	95%
this school works with them to support their child's learning* (S2010)	86%	82%	89%
this school takes parents' opinions seriously* (S2011)	87%	79%	83%
student behaviour is well managed at this school* (S2012)	81%	84%	85%
this school looks for ways to improve* (S2013)	85%	92%	91%
this school is well maintained* (S2014)	88%	92%	95%

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Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	95%	91%
they like being at their school* (S2036)	91%	95%	91%
they feel safe at their school* (S2037)	93%	91%	93%
their teachers motivate them to learn* (S2038)	92%	90%	91%
their teachers expect them to do their best* (S2039)	99%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	89%	86%
teachers treat students fairly at their school* (S2041)	87%	84%	77%
they can talk to their teachers about their concerns* (S2042)	74%	79%	76%
their school takes students' opinions seriously* (S2043)	84%	81%	78%
student behaviour is well managed at their school* (S2044)	77%	73%	80%
their school looks for ways to improve* (S2045)	90%	95%	90%
their school is well maintained* (S2046)	88%	94%	89%
their school gives them opportunities to do interesting things* (S2047)	91%	90%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	97%	96%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	81%	86%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	86%	80%
students are encouraged to do their best at their school (S2072)	97%	100%	99%
students are treated fairly at their school (S2073)	95%	97%	100%
student behaviour is well managed at their school (S2074)	90%	95%	90%
staff are well supported at their school (S2075)	89%	87%	77%
their school takes staff opinions seriously (S2076)	77%	83%	72%
their school looks for ways to improve (S2077)	95%	93%	96%
their school is well maintained (S2078)	95%	92%	89%
their school gives them opportunities to do interesting things (S2079)	87%	85%	77%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

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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 work closely with school staff to ensure successful outcomes for all students.

Our School Council meet four times throughout the year to guide and monitor the strategic direction of the school. The Parents and Citizens' Association 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.

Parent Teacher Interviews are held twice annually. Interim reports are issued early in each semester 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.

Parents are regularly invited into the school for a range of other activities including:

- Open Day for parents wishing to enrol students 2017
- Enrolment interviews are conducted for all new students by a Deputy Principal
- Celebration events including awards presentations, ANZAC Day ceremony, Senior Investiture and Graduation.
- Information evenings
- Parent Workshops
- Sporting events, performances and concerts
- Senior Education and Training Plan interviews

Albany Creek State High School recognises the importance of communication between school and home. Communication is provided through a range of methods including:

- Fortnightly newsletter emailed and available on website
- School website and Facebook page
- Reports and updates at School Council and P&C meetings
- Regular communication with parents by phone, letter and email

Parents are encouraged to contact the school about any issues of concern and to co-design support plans for students. 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The WAVE (Wellbeing and Values Education) program incorporates themes of Healthy Minds, Healthy Bodies, Healthy Relationships and Healthy Life. Each theme covers topics relevant to the social, emotional and physical development of young people and the program progresses over six years of schooling.

All staff complete annual Student Protection Training and follow the mandatory reporting processes. Staff also make referrals to the school's Student Support Team if there are concerns about wellbeing, engagement or safety. The Student Support Team offer support and intervention and make referrals to external agencies where appriopriate.

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School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	141	124	139
Long Suspensions – 6 to 20 days	1	1	0
Exclusions	8	1	2
Cancellations of Enrolment	6	4	8

* 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.

Environmental Footprint

Reducing the school's environmental footprint

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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	423,324	13,285
2014-2015	498,196	11,964
2015-2016	488,736	13,060

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.

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School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

[Find a school form with fields for "School name" with GO button, "Suburb, town or postcode", Sector checkboxes for Government and Non-government (both checked), and a SEARCH button]

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	99	45	0
Full-time Equivalents	95	33	0

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Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	1
Masters	7
Graduate Diploma etc.**	27
Bachelor degree	58
Diploma	6
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $58 972.

The major professional development initiatives are as follows:

- Curriculum development and initiatives facilitated by QCAA and external providers
- Professional development targeting school priorities including ASoT, Data Literacy, Literacy and Numeracy implementation focussing on lesson segments devoted to interacting with new knowledge and establishing and adhering to rules and procedures.
- Professional learning targeting student needs including Reading to Learn, Spelling Matters, Writing, The Reading Brain, Supporting Students with Disability, ASDAN, WISC-V Scoring and Interpretation, Inclusive Practices, Behaviour Management
- Leadership, Innovation and Coaching
- Conferences, workshops and network meetings organised by professional associations
- Mandatory training (Code of Conduct, Student Protection, WHS)
- Regular network meetings for Heads of Department, Guidance Officer, Master Teacher, Teacher-Librarian
- Ongoing coaching with Master Teacher and Numeracy coach
- IT including Apple Workshops, Datalogging, Robotics, STEM Digital Technologies
- Get Active Accreditation for Teachers
- 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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	92%	91%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.
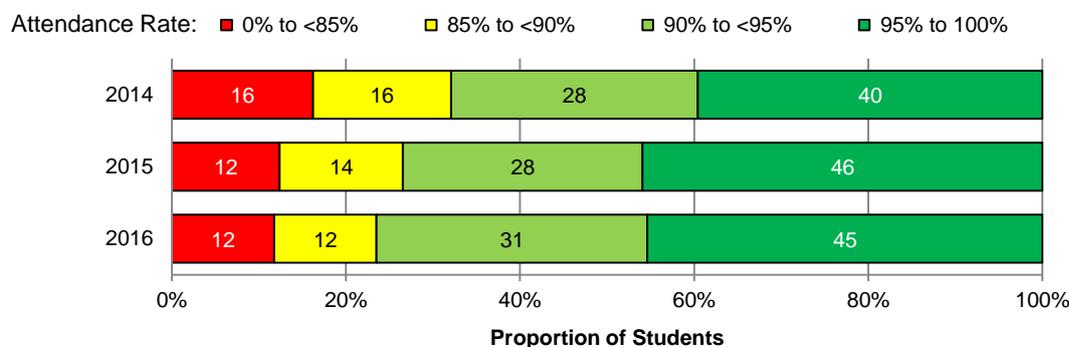
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									94%	92%	90%	92%	93%
2015								94%	94%	93%	91%	91%	93%
2016								94%	93%	92%	92%	93%	92%

*Attendance rates effectively count 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:

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

Year				
2014	16	16	28	40
2015	12	14	28	46
2016	12	12	31	45

Proportion of Students

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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.

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.

Albany Creek State High School promotes the importance of regular attendance. Students who are absent for any reason must provide an explanation for their absence via phone call, email, text or note. Parents are notified of unexplained student absences via an SMS messaging system. The school's Attendance policy, Subject Credit policy and Representation policy also address unexplained absences.

An Attendance Officer supports Deputy Principals in managing, monitoring and reporting student attendance data at Albany Creek State High School. 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 Attendance Officer 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.

NAPLAN

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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Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	**2014**	**2015**	**2016**
Number of students receiving a Senior Statement	174	191	192
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	85	101	111
Percentage of Indigenous students receiving an Overall Position (OP)	25%	67%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	25	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	163	188	188
Number of students awarded an Australian Qualification Framework Certificate II or above.	102	115	100
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	160	189	190
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75%	100%	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.	78%	84%	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.	98%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	99%	96%	98%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	**OP 1-5**	**OP 6-10**	**OP 11-15**	**OP 16-20**	**OP 21-25**
2014	13	19	34	12	7
2015	19	31	35	15	1
2016	17	32	38	23	1

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	**Certificate I**	**Certificate II**	**Certificate III or above**
2014	152	82	33
2015	178	68	71
2016	185	71	51

As at 3rd February 2017. The above values exclude VISA students.

Queensland Government

Albany Creek State High School as Registered Training Organisation:

- Certificate I in Information, Digital Media and Technology (ICA10115)
- Certificate II in Tourism (SIT20116)

External providers:

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	77%	87%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	75%	100%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.albacreeshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early leavers information

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

Albany Creek State High School offers multiple pathways for students to support every student's engagement and success. Students who leave before the end of Year 12 generally do so to transition to another educational institution or for employment.

To assist in the transition from school into one of the above pathways the Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer will liaise with parent and student in all instances to support the transition. Additionally, our Senior Schooling staff offer support and students benefit from the strong relationships we have with a number of local training organisations and workplaces.