Albany Creek State High School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Contact Information

2

Postal address:	PO Box 40 Albany Creek 4035
Phone:	(07) 3325 6333
Fax:	(07) 3325 6300
Email:	principal@albacreeshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Ms Janelle Amos Principal

School Overview

Albany Creek State High School is a co-educational secondary school of approximately 1330 students, located 16 kilometres north of Brisbane. The school receives most of its students from Albany Creek, Albany Hills and Eatons Hill State 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. Our core values (Respect, Responsibility and Resilience) underpin high expectations and standards of student behaviour and performance.

The Junior Secondary curriculum (based on the eight key learning areas of the Australian Curriculum) 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.

Albany Creek State High School offers Programs of Excellence in both The Arts and Football and in partnership with universities and coaching organisations provides 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 international and domestic tours for Music students, Japan study tour, a range of national academic competitions, inter-school debating, and a range of cultural and sporting competitions. The extensive computer network integrates information communication technologies into all curriculum areas. The school operates a BYO Laptop/iPad program for 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 2017 and highlights some of the programs and initiatives that have supported student success.

School Progress towards its goals in 2017

In 2017, Albany Creek State High School made significant progress in the following key areas:

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, review AC subjects to ensure alignment to general capabilities and cross curricular priorities
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
▪ Further 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

Future Outlook

Priority Areas of Development for 2018:

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 – emphasis on new Senior Assessment and Tertiary Entry system, transition from Year 10 to senior.
▪ Curriculum Writing – review and update whole school curriculum plan to ensure smooth transition to new senior curriculum, use of whole school planning templates, assessment, moderation
Embedding ASoT as pedagogical framework and build a collegial expert teaching team that embrace consistent pedagogical practices
▪ Professional development is provided for teachers to develop and enhance their pedagogical skills – Collegial Engagement Plan
▪ Develop a consistent feedback culture that clearly and regularly answers the questions: Where am I going? How am I going? Where to next?
▪ Develop staff capability around helping students to practice and deepen their knowledge as well as to generate and test hypotheses
Foster high engagement and performance through a culture of inclusiveness and a focus on wellbeing
▪ Prioritise and support staff and student wellbeing
▪ Review and continue to implement WAVE (Wellbeing and Values Education), WAM/TAM (Wednesday/Thursday Afternoon Modules) and ESP (Essential Skills Program)
▪ Improve parent and community engagement with the school

*2018 Annual Improvement Plan and Targets available on ACSHS website

Queensland Government

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2017: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1226	585	641	37	96%
2016	1253	600	653	42	96%
2017	1260	597	663	38	95%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

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 1045 (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	**2015**	**2016**	**2017**
Year 7 – Year 10	25	25	24
Year 11 – Year 12	19	19	20

Queensland
Government

Curriculum Delivery

Our Approach to Curriculum Delivery

In the Junior School (Years 7-9), students study a curriculum based on the Key Learning Areas (KLAs) and aligned to the Australian Curriculum. In Year 10, students consolidate Junior School studies and prepare for the Senior Phase.

Throughout 2017 all Junior curriculum subjects were mapped to ensure alignment to the Australian Curriculum. Content of all units of work were mapped within year levels (horizontally) and across KLAs (vertically). KLAs from other areas have also carried out the same mapping for commencement in 2018.

Heads of Department led teaching teams to develop a deep and thorough knowledge and understanding of the standards-based Australian Curriculum and to scan and assess current school practices relating to systematic curriculum delivery supporting identification and development of processes to address the challenges of practice. Staff also undertook extensive professional development in Australian Curriculum focusing on standard descriptors, achievement standards, elaborations and assessment of junior curriculum.

Preparations commenced for the introduction of new QCE/ATAR from 2019. Subjects for 2019 have been confirmed and staff commenced QCAA syllabus training around the move to external assessment. 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
- Drones in the Year 7 and 10 ICT curriculum
- Greater emphasis on Coding in the Junior ICT curriculum
- 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.

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.   This ensures teacher leadership capacity is built as well as directly developing pedagogy, curriculum knowledge and understanding of fellow staff members

In 2017, we introduced Quick Comprehension, our Iceberg Strategy (targeting cognitive verbs), the Thinkboard (focus on problem-solving) and Proportional Reasoning to our suite of signature pedagogical strategies and we rolled our whole school framework for Reading, Questioning and Thinking.

In terms of unit design, our consistent routines include students tracking their progress in relation to the achievement of learning goals and success criteria (using a Learning Goal Tracking Sheet) and identifying the standard of a demonstrated skill using a Proficiency Scale. These strategies are built into the unit design on every unit from Years 7-10. Consistent practices also include Learning Goals and Success Criteria displayed each lesson, a structured entry into lesson upon teacher instruction and the undertaking of an exit activity to measure attainment of success criteria at the end of each lesson.

Queensland
Government

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
- Defence Transition Mentor program
- Student Representative Council (fund raising for Operation Christmas Child, RSPCA, Women's Shelter)
- QDU debating
- National and Queensland History Challenges
- Queensland Tourism Industry Council Salute to Excellence
- Japan Study Tour
- 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
- Bill Turner Cup Football; Brisbane Outer Schools Basketball League
- Greater Brisbane Sport (GBS) Program
- Year 7 Reader Mentoring Program
- Albany Creek Drone Club (ACDC)
- Robotics Club with participation in Robotics competitions (First Lego League)
- English Writing Competitions, Writers' Festivals, Author Workshops

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 very limited 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 students take on the challenge of programming Robots with follow up and more difficult units in Year 10 and 11. In Year 9 students take on more difficult programming tasks with follow up units in Years 10, 11 and 12.

Visual Studio 2017 Professional is the coding/software development platform used by the school to develop Windows Programs and it is now accessible on all computers in our Windows based labs. xCode is installed in

our Mac Lab and it is available to teach iOS App development. Moving forward our ICT students will be studying coding via Python. Our Junior ICT curriculum has been rewritten to make greater use of these resources in a more systematic and integrated manner.

Across the school our students are using their devices 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.

In 2017 the school secured an eLearning Coach for 2018 resulting in planning to reenergise and refocus the Towards Transformation eLearning mentoring/coaching initiative for implementation in 2018. This initiative is based on a small group of teachers working with the eLearning Coach on a regular basis to develop and implement strategies to improve how digital devices positively impact student learning outcomes.

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, Head of Department Learning Engagement, 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 weekly to discuss students referred by staff, parents and self-referrals to ensure appropriate individual case management and support is provided. This team also takes a proactive approach to addressing student needs through developing and facilitating various group programs; addressing entire year level cohorts on various wellbeing topics and participation in extracurricular activities with students . 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 wellbeing of each cohort. WAVE (Wellbeing 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.

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), School Council Members, Sports and Cultural Captains, Class Captains and House Captains as well as to be Executive or active members of the Student Representative Council.

Parents are invited to attend Parent and Community Workshops that outline our signature strategies and provide practical ideas and advice for how to assist students in their learning and engagement.

Each year we also deliver a parent and community workshop around the topic of Growth Mindset, providing parents with ideas for how to reframe student thinking and seated in the latest research around the brain, neuroplasticity and emotional psychology.

Work around the concepts of GRIT and the growth mindset are also being developed into practical resources to be made available to students in the school diary as well as built more strongly into our WAVE and ESP programs to support the existing resources designed around our '3 Rs' – Resilience, Respect and Responsibility.

Queensland
Government

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	93%	93%	94%
this is a good school (S2035)	92%	93%	93%
their child likes being at this school* (S2001)	94%	96%	96%
their child feels safe at this school* (S2002)	96%	96%	98%
their child's learning needs are being met at this school* (S2003)	89%	91%	91%
their child is making good progress at this school* (S2004)	91%	90%	92%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	87%	89%
teachers at this school motivate their child to learn* (S2007)	86%	89%	90%
teachers at this school treat students fairly* (S2008)	86%	90%	84%
they can talk to their child's teachers about their concerns* (S2009)	89%	95%	91%
this school works with them to support their child's learning* (S2010)	82%	89%	89%
this school takes parents' opinions seriously* (S2011)	79%	83%	85%
student behaviour is well managed at this school* (S2012)	84%	85%	79%
this school looks for ways to improve* (S2013)	92%	91%	91%
this school is well maintained* (S2014)	92%	95%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	91%	93%
they like being at their school* (S2036)	95%	91%	90%
they feel safe at their school* (S2037)	91%	93%	97%
their teachers motivate them to learn* (S2038)	90%	91%	80%
their teachers expect them to do their best* (S2039)	97%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	89%	86%	85%
teachers treat students fairly at their school* (S2041)	84%	77%	73%
they can talk to their teachers about their concerns* (S2042)	79%	76%	66%
their school takes students' opinions seriously* (S2043)	81%	78%	70%
student behaviour is well managed at their school* (S2044)	73%	80%	67%
their school looks for ways to improve* (S2045)	95%	90%	87%
their school is well maintained* (S2046)	94%	89%	85%
their school gives them opportunities to do interesting things* (S2047)	90%	87%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	96%	93%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	86%	75%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	80%	84%
students are encouraged to do their best at their school (S2072)	100%	99%	97%
students are treated fairly at their school (S2073)	97%	100%	92%
student behaviour is well managed at their school (S2074)	95%	90%	91%
staff are well supported at their school (S2075)	87%	77%	80%
their school takes staff opinions seriously (S2076)	83%	72%	85%
their school looks for ways to improve (S2077)	93%	96%	95%
their school is well maintained (S2078)	92%	89%	93%
their school gives them opportunities to do interesting things (S2079)	85%	77%	85%

* 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.

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/caregivers are encouraged to work closely with school staff to ensure successful outcomes for all students.

As framed by our school vision *Innovative Thinkers, Successful Learners, Connect Community* Junior Secondary recognises and fosters parental involvement as crucial to optimising positive student learning outcomes. In Year 7 teachers are timetabled in teams working with two class groups of students, consequently building positive relationships and supportive structures with both students and parents evident in the deep understanding of each learner while subject expertise supports quality feedback and communication between the student, teachers and parents. In both Year 8 and Year 9 students and families receive the same comprehensive wider support systems however subject selection dictates their daily timetables and students work with subject specialist staff who are available to parents to discuss academic progress and student wellbeing. Beyond this direct engagement with teachers, parents are invited to engage with our community before/at the beginning of the enrolment process with a community invitation to attend our annual Open Day where upon our enrolment materials are shared, an interview follows and Year 7 Orientation Day beings the students transition to high school.

Students requiring additional learning support are identified on enrolment based on information and data received from their primary school and the information gathered by our Literacy and Numeracy Support Teachers who visit the primary schools to discuss and gather further information. Students also undertake Pat R and Pat M testing and along with teacher observations are then tested for Literacy using the PROBE and Corrective Reading Program. Literacy Support classes are offered for students in Years 7 and 8 where the identified students undertake the class. Additional students are offered further support via in class support where a teacher aide is timetabled to one or more classes a week. For those students not achieving National Minimum Standards a Learning Improvement Plan has been created to support teachers to differentiate the learning for the student.

Queensland
Government

The School Council meet four times throughout the year to guide and monitor the strategic direction of the school. The Parents and Citizens' Association (P&C) meet monthly and are actively involved in the decision making processes of the school; they also provide a range of services to the school that include the operation of the Tuckshop and Uniform Shop and coordination of Crossing Supervisors. Instrumental Music and Dance Parent Supporter Groups operate as sub-committees of the P&C and continue to support students by volunteering their time and organising fundraising activities.

The school has staff and parent representation on the Local Chaplaincy Committee which oversees the delivery of Chaplaincy services to the cluster of local schools.

Each year, parent and community workshops are designed and delivered by our teaching and learning team to bring parents up to speed with the key strategies their students will be required to know in order to be successful at Albany Creek State High School. These workshops vary in focus from our literacy and numeracy signature strategies to the feedback processes used by teachers across the school, to our eLearning philosophy and practical assistance parents might provide students around their devices. All topics relate to students across the school. Parents are invited to attend six 90 minute workshops each year.

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 or Head of Department Junior Secondary
- 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, Positive Recognition Postcards and email

Parents are encouraged to contact the school about any issues of concern and to provide input for 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 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.

The intent of the WAVE (Wellbeing and Values Education) program is to equip students with the organisational, social and personal skills to successfully navigate the 21st Century. This program aims to provide students with an education focussing on their own wellbeing for learning and for life.

Specifically this program aims to provide students with 'real' strategies/life skills for everyday life. Students will explore their thoughts and emotions and discuss and develop strategies to deal with these effectively in life situations. Students will be given the opportunities to think about what really matters to them personally (values) and look ahead to where they want to be and plan effectively for these goals.

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.

There are additional targeted support programs offered to junior students in addition to the WAVE program. These are coordinated by the Guidance Officers and run by external providers. These Young Women's and Men's groups aim to give students opportunities to explore topics such as values, communication, friendships and cyber safety; encouraging personal growth.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	124	139	150
Long Suspensions – 11 to 20 days	1	0	1
Exclusions	1	2	3
Cancellations of Enrolment	4	8	1

.

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
2014-2015	498,196	11,964
2015-2016	488,736	13,060
2016-2017	468,893	15,482

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.

Queensland Government

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

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	104	46	0
Full-time Equivalents	98	32	0

Queensland
Government

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	2
Masters	6
Graduate Diploma etc.**	19
Bachelor degree	71
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 2017 were $36 564.

The major professional development initiatives are as follows:

- Curriculum development and initiatives facilitated by QCAA and external providers
- Australian Curriculum in Junior Secondary Metro Region Initiative
- Professional development targeting school priorities including ASoT, Data Literacy, Putting FACES on the Data, Literacy and Numeracy, TrackEd
- Professional learning targeting student needs including Age Appropriate Pedagogy, Equity and Diversity, WISC-V Scoring and Interpretation, ASDAN, Reading to Learn, Writing Matters, Inclusive Practices and Student Wellbeing
- Leadership development, capability building and coaching
- Conferences, workshops and network meetings organised by professional associations, regional and central office
- Mandatory training (Code of Conduct, Student Protection, WHS)
- One School Training
- 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 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
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, 94% of staff was retained by the school for the entire 2017.

Queensland
Government

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	91%	89%

*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 2017 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**
2015								94%	94%	93%	91%	91%	93%
2016								94%	93%	92%	92%	93%	92%
2017								95%	93%	92%	92%	92%	93%

*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:
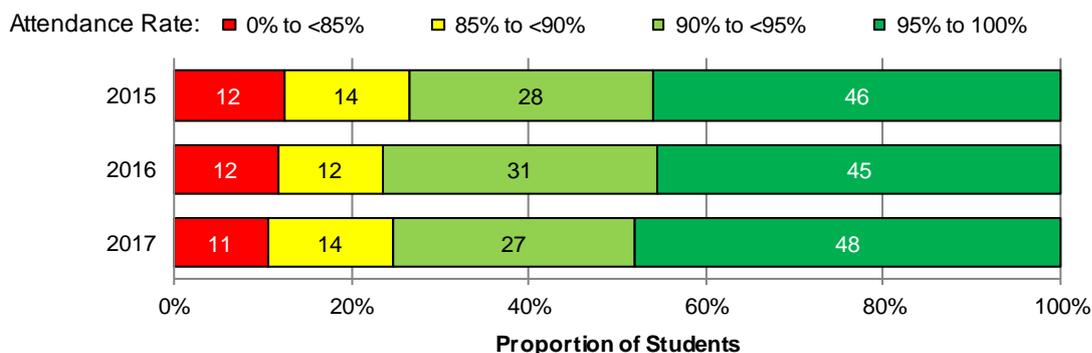
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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.

Albany Creek State High School has implemented positive measures to encourage students to attend school as much as they can. These include:

1. Roll/WAVE Class Teachers, Year Level Coordinators and Deputy Principals remain with their cohorts throughout their schooling which supports wellbeing and engagement by building positive relationships with students and families.
2. Awarding Roll Classes that have an average attendance of 95% or more with 10 House Cup points each week.
3. Rewarding the Roll Class for each year level with the highest percentage attendance each week.

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.**

Queensland
Government

Find a school

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	2015	2016	2017
Number of students receiving a Senior Statement	191	192	196
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	2
Number of students receiving an Overall Position (OP)	101	111	117
Percentage of Indigenous students receiving an Overall Position (OP)	67%	0%	75%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	25	10	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	188	188	188
Number of students awarded an Australian Qualification Framework Certificate II or above.	115	100	51
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	189	190	194
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	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.	84%	78%	82%
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.	96%	98%	97%

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
2015	19	31	35	15	1
2016	17	32	38	23	1
2017	22	32	42	19	2

As at 14th February 2018. 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
2015	178	68	71
2016	185	71	51
2017	188	33	31

As at 14th February 2018. The above values exclude VISA students.

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 delivered at school via an external provider and students access a number of courses on a one day per week basis. In 2017, students accessed the following external providers:

TAFE Queensland	**Cert II**: Design Fund, Furnishing, Hospitality, IDMT (Network, Robotics and Web), Retail Cosmetics, Rural / Landscape, Cert II in Rural / Animal Care, Sport and Recreation, Sport and Recreation, Salon Assistant and Telecommunications
	Cert III: Beauty, Business, Design Fundamentals, Events (Tourism), Fitness, Hospitality (HR), Information, Digital Media and Technology (Network, Robotics and Web), Music and Justice
Skilltech	**Cert I**: Construction
	Cert II: Automotive (Heavy), Automotive (Light), Electrotechnology and Plumbing
All Trades	**Cert II**: Electrotechnology
ASBT	**Cert II:** Retail
Australian Dance Institute	**Cert III:** Dance
Apprenticeship	**Cert II:** Hairdressing and Motorcycle Mechanics
	Cert III: Hairdressing, Carpentry, Electrotechnology and Tiling
Traineeship	Cert II: Animal Studies, Childcare and Retail
	Cert III: Aquatics, Business, Childcare, Electrotechnology, Information, Digital Media and Technology, Individual Support, Retail and Sport and Recreation

Queensland Government

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	87%	90%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	100%	70%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

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.

Queensland
Government