Albany Creek State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

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School overview

Albany Creek strives to provide quality education in an open and caring environment. Quality learning outcomes are achieved by making learning experiences active, child-oriented, guided by expectations and structured to allow full participation by students.

Albany Creek State School (ACSS) is committed to high expectations for student achievements, clearly-defined and well-resourced curriculum plans and genuine partnerships with parents, caregivers and members of the wider school community. We also emphasise open and honest reporting, responsible student behaviour, professional development for staff and accountable educational leadership. This commitment has ensured commendable academic, cultural and sporting achievements, a highly-competent and stable workforce, and outstanding levels of parent, caregiver and community involvement contributing significantly to school effectiveness. Other positive outcomes include the provision of student-welfare programs and the availability of extra-curricular activities.

ACSS has a proud history dating back more tha 145 years. Parents, caregivers, students and staff work together as one to make learning enjoyable, memorable and rewarding.

This School Annual Report outlines the highlights and achievements of Albany Creek State School throughout 2018. It also provides an overview of our priorities and strategic intentions for 2019.

A synopsis of our achievements for 2018 include:

The strategic planning initiatives of 2018 were embraced by the staff and provided the Leadership Team with the support and collegiality to ensure continued success throughout the year.

- Deliver highly effective induction processes to welcome and to align the expertise of the large number of new staff and those members of staff embracing new professional responsibilities;
- Refine the whole of school focus to enhance explicit teaching of writing;
- Commit to preliminary implementation of Age Appropriate Pedagogies;
- Enhance the capacity of our teachers to embrace year level unit planning priorities, collaborative implementation and moderated assessment;
- Interrogate and respond to NAPLAN and Headline Indicator Data so the teachers know what to do to increase the percentage of students in Upper two Bands (U2B), surpass national mean scores and realise like schools scores, and;
- Embrace NAPLAN Online as a corporate and Information Communications Technologies priority.

School progress towards its goals in 2018

After reviewing the core priority areas for 2018, including the strategies within the Annual Operation Plan and Investing for Success strategies it is clear we are on track to achieve our targeted student outcomes. We continue to implement our priorities and strategies so that every student can achieve.

Literacy

- Provision of a wide range of professional learning opportunities to support staff development and enactment of the Reading to Learn pedagogy;

- HOC provide planning support with year level coordinators, professional learning through discussion groups for Reading to Learn (R2L) and differentiation. Focus on core strategies that support R2L such as sentence structure, grammar and functions and spelling strategies. Updating and promoting use of the Ed studios resources;

- Feedback strategies implemented by teachers especially in targeted year levels of Year 4 and 5 have resulted in provision of explicit feedback to students developing their understanding of next steps to improve their writing;

- Staff capacity has been enhanced in the use Guide to making judgements (GTMJ), achievement standards, unit exemplars and teaching sequences and differentiation to support individual learning;

- Leaders of Learning coaching feedback project teachers;

- Year 2/3 support for students in writing;

- Students identified and supported with potential for improvement from C to B , B to A in writing through extension programs;

- Using data to inform teaching and plan the next steps for student learning and school initiatives. This includes Early Start, Reading Fluency Matrix and Writing marking guides;

- Reading Benchmarks are recorded and analysed;

- Identify formative assessment tasks have been implemented to inform teaching and learning, including Running Records – both scheduled and anecdotal, Miscue Analysis, Fluency Matrix and Comprehension activities;

- Build on network collaborating with cluster schools, Kenmore and Grovely State School;

- Alignment of the whole school curriculum and assessment plan to version 8 of Australian Curriculum, Assessment and Reporting Authority (ACARA); and

- Quarterly year level moderation has resulted in enhanced consistency of judgement and collection and annotation of writing samples for future reference.

Numeracy

- Students identified and supported with potential for improvement from C to B , B to A in numeracy through extension programs;

- Whole of school implementation of Mathletics recognize achievement through certificates, data tracking and incorporation of tool to motivate , engage learners and provide differentiation; and

- Additional professional development (PD) required to support staff capacity to personalize learning opportunities.

Future outlook

The Explicit Improvement Agenda for 2019 is based on the theme of Collaboration as we continue to provide opportunities for each child to improve achievement in a safe supportive environment. Through collaborative and consistent practices with a focus on our Explicit Improvement agenda we will improve the achievement of students and further develop the capacity of our staff.

A core focus will be to further develop the student ability to write confidently and competently using feedback strategies provided by the teacher, peers and self.

 Our belief is that all students and teachers can learn and achieve at a higher level so each child achieves to their full potential

Our Targets have been developed following extensive and deep integration of school and systemic data.

Student Attendance: 96%

Upper 2 Bands

U2B	Year 3	Year 5
Reading	54%	55%
Writing	36%	45%

Student Achievement

Increase percentage of students achieving reliable A's and B's in Maths and English in all year levels

- All students in Year P-2 achieving Regional PM targets;
- All staff have an active Professional Development Plan (PDP) which is aligned to the school priorities;
- Maintain a strong 'relative gain' for all domains evidenced in Year Five NAPLAN Data; and
- Ensure all Aboriginal and Torres Strait Islander students achieve better than National Minimum Standards (NMS).

Our school improvement priorities of Collaboration, Consistency of Practice, Data and Feedback and High Expectations for Learning, have been identified collaboratively for 2019. Year level teaching teams have been engaged in activities to enable each team to collaboratively respond to each 'whole of school priority' and to identify explicit actions that the year level team will embrace to focus on the priority and to realise targets detailed in the school's other strategic documents.

The Leaders of Learning for each year level, via weekly year level meetings are responsible for reviewing progress towards the attainment of targets and facilitating combined teacher efficacy to deliver sustainable outcomes. This process demands intelligent accountability for the targeted use of Investing for Success (I4S) resources.

The Investing for Success funding will enable specific targeted programs to be delivered. Each of these programs is aligned to six core School Improvement Priorities as listed above and detailed below.

Progress will be monitored at the weekly meeting of the Leadership Team following the ongoing aggregations of data gleaned through weekly year level meetings attended by Leaders of Learning.

The Leaders of Learning line management responsibilities will also facilitate processes to monitor specific I4S initiatives.

Throughout 2019 Leaders of Learning will demonstrate a shared commitment to:

- Working as a strong instructional leadership team to progress the priorities of the school;

- Provide alignment to our school improvement priorities, Reading to Learn initiatives, Regional priorities and Corporate expectations;

- Update/disseminate overall curriculum documents for the school to ensure the school is positioned to fully implement all Australian Curriculum key learning areas by 2020;

- Embed a common message and common meta-language especially when leading teams;

- Provide targeted feedback to celebrate and record successes;

- Refine and consolidate moderation practices to embrace an understanding of and the importance of the 'Marking Guide' especially as we prepare for the next units of work;

- Consolidate the importance of the Writing Marking Guide, tracking student's baseline, pre and post assessment data;

- Commit to professional development practices for all and sustainable networking opportunities;

- Scaffold discussions to align priorities with Professional Performance Plans;

- Deepen our shared knowledge, commitment and understandings so that 'our team' has the resilience, strength and power of collective efficacy to model the way for Albany Creek State School (ACSS);

- Develop increased alignment by instigating year level collaborative planning meetings each term;

- Guide purposeful applications of digital technologies for staff and students;

- Continue processes to refine our job responsibilities with a focus on Instructional leadership;

- Engage staff by letting them know that they are doing a great job (precision/trust); and

- Strategies to ensure the Leadership team keeps a strong focus on building the connections between all the operational facets of the school and the leading of learning.

Priorities and strategies for 2019	
Collaboration	- Provide opportunities for teachers to collaboratively develop goals in reading for students; - Develop and embed a set of planning protocols and expectations to ensure agreed planning success criteria are met; - Design a planning template that provides a line of sight from data to planning to teaching practise; - Provide coaching and mentoring to new staff – Reading to Learn (R2L), Gradual Release of Responsibility, Pedagogical framework and feedback models; - Provide opportunities for teachers to watch each other work, in our priority areas of literacy, both within and outside the school; - Strengthen Navigation teams to provide R2L professional learning opportunities, modelling reading and writing processes and through co-opting new members; - Provide support and modelling to class teachers to embed Science, Technology, Engineering, The Arts and Mathematics (STEAM) into current units; and

	• Continue and extend the alliance with Kenmore State School so that the professional sharing of pedagogical practices are enhanced through Watching Other's Work (WOW's) and feedback sessions.
Consistency of Practice	• Embed the agreed teaching and learning cycle based on our pedagogical framework (R2L); • Review the Pedagogical Framework to ensure it reflects current practices; • Utilise gradual release of responsibility in lesson design to ensure pedagogical consistency; • Refine moderation practices in writing with a focus on developing confidence and consistency of teacher judgements; • Consistent and effect use of We are learning to (WALT), What I'm looking for (WILF), This is because (TIB) Success Criteria to support student learning; • Model and provide professional learning opportunities on Teaching andLearning Cycle through Hot Shots and Watching Others Work; and • Provide ongoing in school and cluster opportunities for moderation of student work samples, including reading and writing.
Data and feedback	• Develop a consistent whole school approach to goal setting for students in Reading; • Develop effective and meaningful strategies for providing feedback to students in reading using bookmarks; • Develop staff capacity of the Literacy Continua to support identification of reading goals and next steps; • Provide opportunities for feedback to teachers on agreed pedagogical approaches from the school leadership team (Leaders of Learning); • Continue and extend the feedback projects, providing on going coaching and mentoring; • Review use of Reading Bookmark as a tool to provide feedback, develop goals and inform the next steps for teaching and learning; • Utilise collaboratively planning sessions to ensure formative assessment opportunities are integrated into teaching and learning; • Investigate appropriate year 3-6 reading bench marking tool; • Continue to refine the Student Support model and processes and develop and implement case management processes; and • Support the effective use of marking guides in English units.
High Expectations for Learning	• Communicate collaborative refinement of school expectations, embed into daily teaching; • Ensure all staff have a current Professional Development Plan (PDP) which reflects and is underpinned by the school priorities; • Provide opportunities for students to extend achievements into U2B through targeted intervention; • Provide professional learning for Teacher Aide (TA) and support staff that support school wide pedagogical approaches; • Form a Responsible Behaviour plan (RBP) navigation team to guide the review of the Buzza program and provide professional learning opportunities to staff; and • Collaboratively review the positive behaviour processes within the RBP to develop consistent enactment of expectations • Provide professional learning opportunities regarding inclusive practices • Investigate evidence based growth mind set programs

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	825	847	844
Girls	390	399	412
Boys	435	448	432
Indigenous	17	25	22
Enrolment continuity (Feb. – Nov.)	97%	96%	97%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Albany Creek State School is predominately an English speaking school community. Less than 3% of the students come from Aboriginal and Torres Strait Islander background.

Southern and Eastern Europe, Southern and Eastern Europe, South-East Asia and Sub-Saharan Africa. These families make up a relative small percentage of the school community.

A significant percentage of the parents and caregivers and those resident in the area have post school qualifications. The predominant occupations for these persons include Professionals, Clerical and Administrative Workers, Managers, Technicians and Trades Workers, Sales Workers and Community and Personal Service Workers.

Albany Creek has a comparatively stable occupancy with more than 80% of persons living in private dwellings.

There is an emerging trend for larger residential blocks and acreages to be sub-divided for more condensed living and unit accommodation. This trend may have an increased impact on the characteristics student body.

There is a high degree of community participation in school and community activities and the school prides it's on its strong traditions.

A small percentage of children are supported through the English as Additional Language or Dialect (EAL/D) Program. Those members of the school community who have immigrated to Australia have come from Oceania and North-West Europe.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	23
Year 4 – Year 6	27	24	26

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Curriculum delivery at Albany Creek State School is about ensuring each child achieves to the best of their ability with continual improvement. We use the Key Learning Areas of the Australian Curriculum and Information Communication technologies (ICTs) are integrated to support to curriculum delivery and engage learners. A comprehensive school curriculum plan provides whole school and year level programing of units to ensure horizontal and vertical alignment and multiple opportunities for key concept learning

There is a central focus on high levels of literacy and numeracy and the reading to learn pedagogical approach is used in the teaching of literacy.

Albany Creek State School is a school of opportunities. Through the efforts and endeavors of the staff and the parent body the students are provided with access to many exciting activities. The students are encouraged to participate in extracurricular activities including a comprehensive excursion, camping and tour program.

Co-curricular activities

The majority of extracurricular activities occur on campus, however, an increasing number of opportunities are being provided for students to represent their school in various subject disciplines.

- Inclusive Education – Our Learning Support and Special Access programs cater for students from Prep to Year 6;
- Library lessons;
- Health and Physical Education – specialist teacher;
- Inter-School Sports Program for Years Four, Five and Six in the North District Sports. (Gala Sports);
- Languages Other Than English (LOTE) – Japanese for Year 5 and 6 students;
- PAL (Peer Activity Leader) Leadership Program;
- School Leadership Roles and Responsibilities;
- Year level support and extension programs;
- Online extension activities;
- Camping Program for Years 4-5;
- Canberra/Sydney trip Year 6;
- Variety of incursions and excursions for each year level;
- Swimming program in Terms 1 and 4;
- Inter-school mathematics challenges;
- Student Council activities;
- Science Club;
- STEAM Clubs- Tinker time, robotics;
- District/Regional/State representative pathways;
- Community participation activities e.g. School Winter Carnival, Kerribee School Concert, Bush Dances, discos for lower, middle and senior school students, and;
- Music extension program and performing arts activities including:
    - instrumental Program (includes lessons in Strings, Woodwind, Brass and Percussion);
    - concert Band;
    - string ensemble;
    - inter-school music competitions;
    - school choirs – Choir; and
    - inter-school music camps.

How information and communication technologies are used to assist learning

Information Communication technologies (ICTs) are very much a part of everyday situations. In keeping with corporate expectations Albany Creek State School provides learning and assessment opportunities that allow the students to inquire, create and communicate with ICTs, and to use ICTs safely and responsibly to manage, store and locate information.

Teachers are supported to structure learning programs that embrace year level specific ICT competencies that are aligned to the Australian Curriculum

We refer to Information Communication Technologies as those items of hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated.

The students are involved in a variety of learning environments that make use of ICTs. These include class lessons that harness the power of the interactive white boards that are installed in each class room and specialist learning environments. These technologies enable the class to make use of the Internet to engage in online learning. Such technologies also allow the children to become directly involved in the development, delivery and reflection upon lesson content and learning outcomes. Initiatives of teachers to explore the opportunities provided through emerging technologies are expected to significant increase student engagement and the development of powerful opportunities for learning and discovery.

By making use of these technologies the students can develop the knowledge, skills and capacity to select and use ICTs to inquire, develop new understandings, transform information and construct new knowledge for a specific purpose or context.

Access to class room computers and the opportunity to access computer laboratories makes it possible for the teachers to engage the students to communicate with others in an ethical, safe and responsible manner. In this way they are able to develop understandings of the impact of ICTs on society.

Through year level specific unit planning processes, the teachers can apply ICTs as a tool to assists students to become competent, discriminating, creative and productive users of ICTs.

At Albany Creek State School, we have integrated ICTs in a variety of ways within and across all key learning areas to support thinking, learning, collaboration and communication. We believe it is important to explore and use ICTs in the processes of inquiry across key learning areas. The students are provided with opportunities to develop their creativity using ICTs and to communicate and inform using these technologies. This helps them to learn how the use various ICTs are impacting upon their way of life.

It is important for our students to understand the role of some ICTs in society. This includes teaching to help develop and apply ethical, safe and responsible practices when working with ICTs in online and stand-alone environments. In collaboration with local schools Albany Creek State School supports Cyber Safety Education programs to help the students to develop and apply basic protocols and practices for safe, secure and responsible use of ICTs.

The school has a sophisticated ICT platform. The skills and ongoing professional development and training undertaken by the staff are critical for the delivery of effective and meaningful digital pedagogies that prepare our students to live and contribute significantly to a technological world. The iPads and laptop program continues to be enhanced significantly to support classroom learning opportunities and to assist all students including those with specific learning disabilities.

Across year 4-6 students are involved in opportunities that allow them to work digitally and teachers use 'paperless' days and sessions to increase these opportunities.

Year 4 staff were involved in the innovative program called "iPad Learning Experience" (ILE) which was used to help prepare teachers for the iLearn bring your own iPad (BYO iPad) program implementation in 2020. They were

supported to use class sets of iPads as a learning tool for a whole term. This will be extended to Year 3 in 2019 as the school progresses towards Year 4's in 2020 as the first BYO students.

The iLearn Navigation team of committed and interested staff continue to seek community feedback, garner School Council approval and develop parent sessions, infrastructure and documentation to be prepared for the iLearn BYO program in 2020.

The Early Start Program necessitated the acquisition of iPads for Prep teachers. As Year One and Year Two teachers have embraced this corporate opportunity, they too have been provided with iPads to facilitate the immediate and efficient aggregation of data to make strategic evidenced based decisions to inform teaching and student support initiatives. Similarly, Year Three teachers have been provided with iPads for equally important instructional activities.

Social climate

Overview

At Albany Creek State School, we refer to social climate as the emotional and the physical aspects of the classroom. It is the understanding that teachers influence student growth and behaviour. The student's behaviour affects peer interaction—the responsibility of influencing these behaviours is placed with the teachers and staff who interact with the students and those who are responsible for the developing and enriching a very caring and supportive school climate.

The school has a coordinated network or support provisions that encompass pastoral care programs, student support and staff support. The delivery of these programs has been increased significantly with the School's accreditation of Independent Public School status and the provision of Investing for Success Funds made available directly to schools. Much of the success of these programs is attributed to the leadership of the School Support network and the ongoing and immediate responses to requests and concerns tabled at the regular meetings of the School Support Team.

It is our belief that these programs and the genuine partnerships that exit between home and school have much to do with the commendable behaviour of the students and the ability of the teachers to create and sustain pleasant learning environments.

A clearly articulated Responsible Behaviour Program is in place; Our Buzza Program. Be Safe, Be Responsible, Be Respectful, Be a Learner are our cornerstone expectations underpinned by explicit behaviour expectations for the various areas and aspects of learning.

This program has been highly successful as evidenced by the feedback from parents, caregivers, staff and students.

A common 'meta-language' pertaining to desirable behaviours has been embedded across the school. The students actively strive to demonstrate commendable behaviours. It is our belief that 'at Albany Creek State School we no longer tell children how to behave, we teach them to be responsible and to be accountable for their own behaviours'.

99.2% of students feel safe at school and 97.6% of parents feel that their child feels safe at school. 100% of staff survey agree that treated are fairly at school.

At Albany Creek Sate School expectations for respectful, responsible and safe learner behaviours are set at the time of enrolments. Expectations are revised and explicitly reinforced through various forums including Junior School and whole School Assemblies that incorporate social skills sessions.

Whole School Assemblies act as a conduit to celebrate students' achievements and the upholding of school and community values and expectations. Assemblies are whole of school explicit teaching opportunities that engage and empower students, staff, parents and caregivers.

The role of the School Chaplain is considerable. The school community supports the employment of a School Chaplain for an additional day to supplement the Australian Government sponsored employment. The school Chaplain presents on assembly, interacts with the students during recess and assists with the coaching of sporting teams.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	95%	96%
• this is a good school (S2035)	98%	97%	95%
• their child likes being at this school* (S2001)	98%	96%	96%
• their child feels safe at this school* (S2002)	99%	94%	98%
• their child's learning needs are being met at this school* (S2003)	92%	92%	94%
• their child is making good progress at this school* (S2004)	93%	93%	93%
• teachers at this school expect their child to do his or her best* (S2005)	97%	97%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	89%	94%
• teachers at this school motivate their child to learn* (S2007)	94%	88%	94%
• teachers at this school treat students fairly* (S2008)	93%	88%	89%
• they can talk to their child's teachers about their concerns* (S2009)	97%	88%	96%
• this school works with them to support their child's learning* (S2010)	90%	88%	91%
• this school takes parents' opinions seriously* (S2011)	89%	84%	89%
• student behaviour is well managed at this school* (S2012)	93%	89%	93%
• this school looks for ways to improve* (S2013)	98%	95%	98%
• this school is well maintained* (S2014)	99%	98%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	98%	97%
• they like being at their school* (S2036)	98%	97%	96%
• they feel safe at their school* (S2037)	98%	98%	99%
• their teachers motivate them to learn* (S2038)	99%	97%	97%
• their teachers expect them to do their best* (S2039)	99%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	93%	97%
• teachers treat students fairly at their school* (S2041)	91%	97%	96%
• they can talk to their teachers about their concerns* (S2042)	95%	94%	92%
• their school takes students' opinions seriously* (S2043)	97%	90%	93%
• student behaviour is well managed at their school* (S2044)	96%	94%	93%
• their school looks for ways to improve* (S2045)	100%	100%	99%
• their school is well maintained* (S2046)	99%	99%	99%
• their school gives them opportunities to do interesting things* (S2047)	99%	98%	96%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	94%	99%
• they feel that their school is a safe place in which to work (S2070)	98%	100%	99%
• they receive useful feedback about their work at their school (S2071)	94%	91%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	92%	98%
• students are encouraged to do their best at their school (S2072)	99%	100%	100%
• students are treated fairly at their school (S2073)	99%	99%	100%
• student behaviour is well managed at their school (S2074)	97%	94%	95%
• staff are well supported at their school (S2075)	96%	91%	93%
• their school takes staff opinions seriously (S2076)	92%	86%	92%
• their school looks for ways to improve (S2077)	98%	99%	99%
• their school is well maintained (S2078)	100%	99%	100%
• their school gives them opportunities to do interesting things (S2079)	96%	91%	93%

* 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

The Albany Creek State School Parents and Citizens' Association must be applauded for the dedication and commitment of its members.

The Association provides an excellent forum for parents and caregivers to share their views on a wide range of topics. These views are respected and have a genuine and positive impact upon school strategic planning and operations.

The Association provides support and guidance for a number of specific interest groups including two trading entities, the Tuckshop and Uniform Shop, the Preparatory Year Sub Committee and Music Support Group.

The School Council provides highly valued strategic leadership for the school community. It responds to systemic and school priorities and endorses plans, program and initiatives to enhance student learning outcomes. The School Council is responsible for endorsing the Annual Operational Plan (including the School Budget), guiding School Review processes and developing a detailed set of responses to the interrogation of data sets that inform staff, parents and caregivers on student and school performance.

Albany Creek State School has a highly commendable sense of community as reflected in the School Opinion Survey data. Parents and caregivers are invited and encouraged to take an active interest in their children's education. The collaborative actions of the Staff, Parents and Citizens' Association and School Council have made it possible for members of the School Community to participate in school forums, contribute to the school improvement agenda, support classroom learning activities and to celebrate successes.

The School Opinion Survey data suggests that parents and caregivers believe that the school is welcoming and engaging. The data also evidences improvements upon highly commendable survey data recorded in previous years.

The teachers have developed bonds with parents and caregivers that are exemplified by overwhelming support for school activities including open nights, curriculum forums, special days and events and parent teacher interviews.

At Albany Creek State School, we strive to:

- Support the School Council in its role as the strategic body for the school community;

- Promote the importance of and the operations of the Parents and Citizens' Association;

- Encourage parents, caregivers and members of the wider school community to share their expertise, knowledge and skills to enhance the learning environment for all students;

- Enlist the expertise of staff and outside consultants to provide parents and caregivers with opportunities to understand how children learn and to appreciate the significant and lasting impact that partnerships between home and school have upon a child's life-long learning;

- Ensure that school processes inform parents and caregivers of the progress their children are making at school; (These processes include much more than the issuing of semester report cards. Parents and caregivers are encouraged to make contact with school staff to discuss their child's progress. This open and welcoming approach is a corner stone of the school's culture.)

- Have established school management practices that encourage and skill parents and caregivers to support student learning activities across all Key Learning Areas; and

- Supporting parent groups including the Preparatory Group.

At Albany Creek State School, we believe that "*Our School is What We Make It*". We are committed to working together knowing that our commitment and collegiality will deliver the best possible learning environment for all.

Respectful relationships education programs

The safety and well-being of our students is one of our paramount responsibilities. Success is achieved by a shared acceptance that school staff, parents and caregivers must work together to set and to reinforce the expectations and values that enable our students to make sound choices and to know how to reach out for support as they navigate the challenges of growing up in a modern, complex and constantly changing society.

Whole of school programs including cyber safety programs delivered by expert presenters and online Kids Help Line programs for all students help to provide students with an age appropriate knowledge and understanding of challenges and responses to behaviours that may put them in harm's way.

The students are aware of to whom they can turn in difficult times or of they are unsure of what to do. All staff are trained and have competed corporate requirements pertaining to Code of Conduct and Student Protection. All staff are aware of and reminded that members of the leadership team are available at all times should they need to discuss concerns pertaining to any student.

The School's Responsible Behaviour program embraces the fundamental rights of all to be safe and provides the students with skills and a reassurance that they have a right to be safe.

Chaplaincy Support programs include Seasons for Growth, Rock and Water, Chappy Chum, lunch times and individual contact to help support students and families with any social emotional support and provide a conducted for any programs outside the school can provide any additional Support.

 The school utilizes the services of a guidance officers who works closely with the School Support Committee. An extensive and regular referral and review process operates in the school to support students and families. The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	10	4	8
Long suspensions – 11 to 20 days	1	1	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The School has continued to monitor existing and to explore additional strategies to reduce its environmental footprint.

The air-conditioning of all rooms to provides an excellent environment for students and staff conducive to learning. This year we have been able to reduce our consumption of electricity as we continue to implement school based practices to operate air-conditioning units economically.

The management of water consumption has increased and reflects a prolonged dry spell which required the watering of the oval to maintain minimal grass coverage and safe play environments. The extensive water supply held in tanks was exhausted to minimize water consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	259,201	272,348	250,549
Water (kL)	16,279	8,109	16,993

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
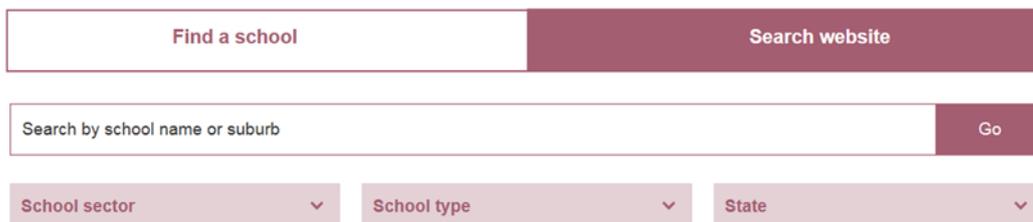
School funding

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	61	35	<5
Full-time equivalents	52	23	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	6
Graduate Diploma etc.*	6
Bachelor degree	44
Diploma	5
Certificate	0

*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 2018 were $96,302.00.

The major professional development initiatives are as follows:

The teaching of Reading and Writing
- 4 Twilight professional development sessions (3:30-5:30pm) for all teaching staff focusing on analysing writing data and student scripts to set teacher and learning goals;
- Full pupil free day focussing on writing moderation to set school wide targets and goals;
- 30 minute weekly Reading to Learn Discussion Group delivered by 5 key staff trainers to between 25 staff members;
- 8 full days of Reading to Learn professional development for 6 staff members delivered by Associate Professor David Rose, Sydney University at Kenmore State School; and
- Information sessions on Reading to Learn pedagogy and Supporting Home Reading for parents and caregivers.

Mandatory Training
- Completion of online Education Queensland Mandatory training by all staff members: *Code of Conduct, Safety and Well Being, Asbestos Awareness Training, Curriculum Activity Risk Assessment, Student Protection.*

Implementing the Australian Curriculum – English, Mathematics, Science, History, Geography
- 10 half day professional development sessions for Feedback Project, led by Dr Cam Brookes, University of Queensland, to embed formative assessment and feedback to students. Attended by year 4 teachers, 2 SEP teachers and key curriculum leaders;
- Fortnightly coaching sessions for the 6 teachers attending Feedback Project;

- 2 2hr PD sessions to effectively implement Mathletics in the classroom;
- 3 2hr Grammar Knowledge workshops; and
- 2 2hr Cultural Awareness workshops.

Pedagogical Framework
- 2 hr professional development session on updating of pedagogical Framework;
- 2 hr presentation for teaching staff on providing feedback to students to enhance learning. Presented by Dr Cam Brookes, University of Queensland; and
- 1 full day training on Age Appropriate Pedagogy for all Prep teachers plus additional three 2 hour workshops.

ICT
- 20 1hr iLearn PD sessions to support the integration of iPads in teaching and learning programs;
- iLearn Experience training for 2 key teachers, including 2 half day planning and professional sessions with Apple Education; and
- NAPLAN Online training for all school leaders and key teaching staff.

Behaviour Management – Whole School Implementation
- 1 x 2hr workshops on implementing new Buzza program, Positive Behaviour Program; and
- Essential Skill training for two staff members.

Induction
- 3 1hr induction sessions for 6 new staff members.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

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Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	95%	94%
Attendance rate for Indigenous** students at this school	95%	93%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

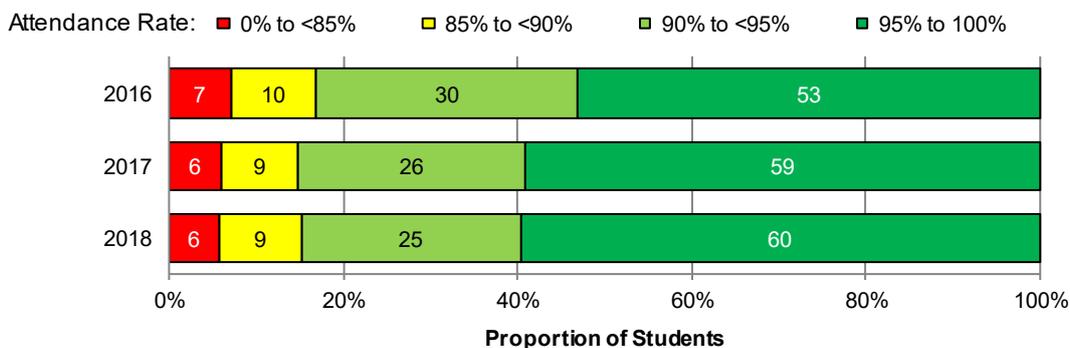Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	95%	95%
Year 1	94%	94%	94%
Year 2	94%	95%	94%
Year 3	94%	95%	95%
Year 4	95%	95%	95%
Year 5	94%	94%	94%
Year 6	94%	94%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	7	10	30	53
2017	6	9	26	59
2018	6	9	25	60

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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

Class rolls are marked electronically twice a day. They are marking in accordance with Education Queensland's Policy and Procedures. Shortly after 9.30 am each day automatic SMS messages generated through OneSchool are sent to the parents and caregivers of students marked absent with a reason. All unexplained absences are followed up with parents and caregivers receiving correspondence personally signed by the Principal.

Students, staff, parents and caregivers are remained constantly of the need for daily attendance at school unless there is an acceptable reason. The school does not support early departure practices at the end of special events such as junior school sports days or at the end of a term. These expectations are shared via the school's electronic communication networks.

When it is identified that a student fails to attend on a regular basis and normal procedures are not helping to improve attendance, a meeting is convened with the parents and caregivers. The Principal and Deputy Principal responsive for the year level in which the student is enrolled meet with the parents and caregivers. If the parent or caregiver fails to improve their child's attendance at school and the school had followed Department procedures the principal will consider the need to implement Student Protection processes.

Students are reminded of the need to attend school and praised for their attendance. They are kept informed of school developments and opportunities to consolidate a culture that school is enjoyable rewarding and a fun place to be. Students are not restricted before school thus allowing them time to play and network with friends. Sporting practices, clubs and other events are considered to have a very positive impact on the school's supportive and collaborative culture that enhances school attendance.
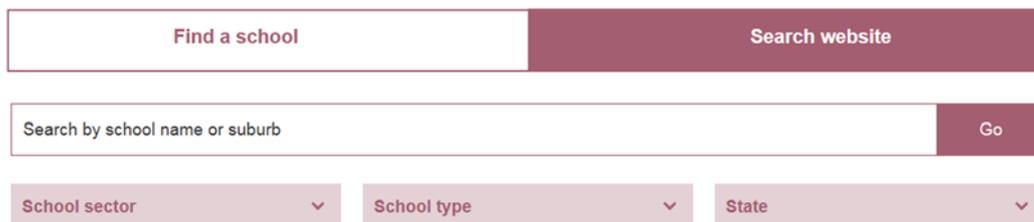
School attendance is very high.

It is acknowledged that the overall attendance of students identified with special considerations is less that the overall school attendance rate. This can be attributed to a few students with significant challenges and the need for students in this cohort to attend specialist appointments during class time. These commitments are monitored and where possible, parents and caregivers endeavor to minimize absences from school.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Notes:

- The values above:
    - are as at 11 February 2019
    - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Conclusion

Albany Creek State School is a vibrant Independent Public School committed to providing a supportive, caring and challenging learning environments that maximises achievements for all students.

Each and every day students, staff, parents and caregivers strive to make Albany Creek State School a great school. This shared commitment is inspirational and one of the many reasons why we take pride in our collective achievements.