

Albany Creek State School



School annual report

Queensland state school reporting

2020



Every student succeeding

State Schools Improvement Strategy
Department of Education

OFFICIAL – Public

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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 all students in an inclusive supported environment. 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 many extra-curricular activities. Parents, caregivers, students and staff work together as one to make learning enjoyable, memorable and rewarding. ACSS has a proud history dating back 146 years.

This School Annual Report outlines the highlights and achievements of Albany Creek State School throughout 2020.

A synopsis of our achievements for 2020 include:

The strategic planning initiatives of 2019 were embraced by the staff and provided the Leadership Team with the support and collegiality to ensure continued success throughout the year.

- Refine the whole of school focus to enhance explicit teaching of writing and writing;
- Develop the student ability to write confidently and competently using feedback strategies provided by the teacher, peers and self.
- Collaboratively review the positive behaviour processes to prepare for the development of the schools' new Student Code of Conduct policy;
- Enhance the capacity of our teachers by participating in year level English unit planning, collaborative planning implementation and moderated assessment;
- Consistently collect and interrogate A-E achievement, reading and Early Start Data;
- Track improvements in A-E achievement data which shows gains across all year levels with a greater percentage of students achieving A, B and/or C;
- Participated in NAPLAN Online preparation despite the national test being cancelled for 2020;
- Form a STEAM navigation team to guide the engagement of students in Science Technology Engineering, Arts and Mathematics area while supporting staff and providing professional learning opportunities;
- Provide support and modelling to class teachers to embed Science, Technology, Engineering, The Arts and Mathematics (STEAM) into current units;
- Refine and enhance cluster collaboration including local schools and early years centers to enhance transitions, student learning opportunities and staff capacity;
- Whole School Curriculum and Assessment implementation plan aligned o version 8 of Australian Curriculum, Assessment and Reporting Authority (ACARA); and
- Provision of extensive professional learning for all staff aligned to key priorities.

School context

Coeducational or single sex Coeducational

Independent Public School Yes

Year levels offered in 2020 Prep Year – Year 6

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	119	116	116	119	120	115
Year 1	131	123	116	132	124	118
Year 2	118	136	126	119	137	123
Year 3	113	119	139	112	119	138
Year 4	129	112	121	127	112	122
Year 5	112	124	112	111	124	113
Year 6	127	115	122	124	114	124
Total	849	845	852	844	850	853

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2018	2019	2020
Prep – Year 3	23	24	24
Year 4 – Year 6	26	27	26

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Extra-curricular activities

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;
- Health and Physical Education – specialist teacher;
- Inter-School Sports Program for Years Four, Five and Six in the North District Sports (Gala Sports);
- Japanese for Year 4, 5 and 6 students;
- Library lessons;
- 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 (not held due to Covid)
- Variety of incursions and excursions for each year level;
- Swimming program in Terms 1 and 4;
- Inter-school mathematics challenges;
- Student Council activities;
- STEAM Clubs- Lego Club, robotics, drones;
- District/Regional/State representative pathways;
- Community participation activities e.g. Kerrabee School Concert, Bush Dances, fancy dress dance, under 8's day, discos for lower, middle and senior school students, (Normal held but due to Covid these were cancelled for 2020)
- 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 (not held due to Covid)
 - school choirs – Choir; and
 - inter-school music camps (not held due to Covid)

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 classroom 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 significantly 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 classroom 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 assist 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 continue to be enhanced significantly to support classroom learning opportunities and to assist all students including those with specific learning disabilities. All learning spaces have interactive LCD touch boards that are integral to teaching and learning. Professional development is ongoing in the use of the boards. Sandpit sessions are also provided to staff and parents on the use of electronic devices to support learning.

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 3 and 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 was extended to Year 5 in 2020 as the school progressed towards Year 4's as the first BYO students in 2020. This was extremely successful with a 100% participation rate by students and positive feedback from parents, children and staff. In 2021 Year 4's will progress to year 5 with their BYO device and a new group of Year 4's will commence. By 2022 all Year 4-6 students will participate in the BYO program.

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

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

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 of 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 exist 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. Additional reward levels were introduced in 2020, including 30, 70 90 and 120, to support the successful Buzza program.

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'.

At Albany Creek State School expectations for respectful, responsible and safe learner behaviours are set at the time of enrolment. 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.

The School reviewed the Responsible Behaviour Program and developed the new Code of Student Conduct in 2020 for implementation in 2021.



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, and the Preparatory Year Sub Committee.

The School Council provides highly valued strategic leadership for the school community. It responds to systemic and school priorities and endorses plans, programs 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 contact 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 if they are unsure of what to do. All staff are trained and have completed 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 utilises 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.



Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	96.4%	92.9%	
This is a good school.	95.2%	94.6%	
My child likes being at this school. ²	96.4%	92.9%	
My child feels safe at this school. ²	97.6%	98.2%	
My child's learning needs are being met at this school. ²	94.0%	96.4%	
My child is making good progress at this school. ²	92.8%	87.5%	
Teachers at this school expect my child to do his or her best. ²	98.8%	98.2%	
Teachers at this school provide my child with useful feedback about his or her schoolwork. ²	93.8%	86.0%	
Teachers at this school motivate my child to learn. ²	94.0%	94.5%	
Teachers at this school treat students fairly. ²	89.2%	89.1%	
I can talk to my child's teachers about my concerns. ²	96.4%	91.1%	
This school works with me to support my child's learning. ²	91.4%	88.7%	
This school takes parents' opinions seriously. ²	88.6%	81.3%	
Student behaviour is well managed at this school. ²	92.7%	85.5%	
This school looks for ways to improve. ²	97.5%	96.3%	
This school is well maintained. ²	100.0%	96.4%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	96.7%	97.5%	
I like being at my school. ²	95.7%	91.6%	
I feel safe at my school. ²	99.2%	95.7%	
My teachers motivate me to learn. ²	96.6%	94.9%	
My teachers expect me to do my best. ²	99.2%	98.3%	
My teachers provide me with useful feedback about my school work. ²	96.6%	96.7%	
Teachers at my school treat students fairly. ²	95.8%	87.7%	
I can talk to my teachers about my concerns. ²	91.7%	90.7%	
My school takes students' opinions seriously. ²	93.0%	87.4%	
Student behaviour is well managed at my school. ²	93.3%	88.2%	
My school looks for ways to improve. ²	99.2%	97.5%	
My school is well maintained. ²	99.1%	95.7%	
My school gives me opportunities to do interesting things. ²	95.8%	95.0%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
I enjoy working at this school.	98.6%	98.5%	
I feel this school is a safe place in which to work.	98.6%	98.5%	
I receive useful feedback about my work at this school.	90.5%	85.1%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	97.8%	97.7%	
Students are treated fairly at this school.	100.0%	98.5%	
Student behaviour is well managed at this school.	94.6%	92.5%	
Staff are well supported at this school.	93.2%	91.0%	
This school takes staff opinions seriously.	91.8%	85.1%	
This school looks for ways to improve.	98.6%	94.0%	
This school is well maintained.	100.0%	97.0%	
This school gives me opportunities to do interesting things.	93.1%	92.3%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	8	9	11
Long Suspension	0	0	0
Exclusion	0	0	0
Total	8	9	11

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

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.



The screenshot shows a search interface with a text input field labeled "Search by school name or suburb". To the right are three dropdown menus labeled "School sector", "School type", and "State", followed by a magnifying glass search icon.

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

[View School Profile](#)

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



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances" (which is highlighted in a darker color), "VET in schools", "Senior secondary", and "Schools map".

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	61	63	60	35	36	39	<5	<5	<5
FTE	52	53	52	23	24	24	<5	<5	<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2020 were \$79 241.00

The major professional development initiatives are as follows:

The teaching of Reading and Writing

- 4 Twilight professional development sessions (3:30-4:30pm) 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 Literacy Discussion Group delivered by 5 key staff trainers to between 25 staff members;
- 4 full days of Reading to Learn professional development for 4 staff members delivered by Associate Professor David Rose, Sydney University at Kenmore State School;
- Information sessions on Reading to Learn pedagogy and Supporting Home Reading for parents and caregivers; and
- 3 x 2hr workshops on supporting individual readers using a Repeated Reading process for teacher aides.

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.*

Induction

- 3 x 1hr induction sessions for 4 new staff members.

Implementing the Australian Curriculum – English, Mathematics, Science, History, Geography

- 4 x ½ day collaborative planning sessions in the areas of English and Mathematics, including professional development of effective feedback and understanding the Australian Curriculum;
- Coaching sessions opportunities from the Literacy coach in semester;
- Making connections to Health; and
- Mathematics in the Australian Curriculum.

Pedagogical Practices

- 2 hr presentation for teaching staff on elements of teaching language in context. Presented by Dr Beverley, Derewianka University of New England; and
- 2 hr professional development session effective feedback tools in the classroom.

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;
- NAPLAN Online training for all school leaders and key teaching staff;
- 2 hr session to refresh and review accessing One School to know your students;
- 3 x 2hr sessions on maximising the use of LCD boards;
- Using One Note to support student learning;
- Microsoft Teams in the school environment;
- Using Book Creator; and
- Using the Seesaw application to support student learning and parent engagement.

Behaviour Management – Whole School Implementation

- 2 x 2hr workshops on implementing Positive Behaviour Program and Essential Skills.

Workplace Health, Safety and Wellbeing

- Two 2hr first aide refresher sessions; and
- Inclusive Practices - maintaining & developing safe & inclusive environments for all students.
-

Leadership Development

- Leadership Project with the Creek2Hills Cluster of schools. 6 teaching staff members participated in the following activities
 - 3 1.5 hr Professional Development sessions;
 - 1 coaching session opportunities; and
 - CV and interview workshops for aspiring leaders.

The proportion of the teaching staff involved in professional development activities during 2020 was 100% .

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	94%	94%	93%

- Notes
1. The student attendance rate is based on Semester 1 each year and 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.
 2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Prep Year	95%	94%	94%
Year 1	94%	95%	92%
Year 2	94%	94%	94%
Year 3	95%	94%	93%
Year 4	95%	94%	93%
Year 5	94%	94%	93%
Year 6	93%	93%	93%
Ungraded		DW	

- Notes
1. The student attendance rate is based on Semester 1 each year and 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.
 2. Full-time students only.
 3. DW = Data withheld to ensure confidentiality

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.



A screenshot of the My School search interface. It features a search bar on the left with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

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



4. Click on *NAPLAN* and select a year to view school NAPLAN information.



A screenshot of a navigation menu with a dark red background and white text. The menu items are: "School profile", "NAPLAN" (which is highlighted with a white background and a small downward arrow), "Attendance", "Finances", "VET in schools", "Senior secondary", and "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.