



Albany Creek State School

# ANNUAL REPORT

# 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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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.

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 all 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 than 140 years. Parents, caregivers, students and staff work together as one to make learning enjoyable, memorable and rewarding.

# Principal's Forward

## Introduction

This School Annual Report outlines the highlights and achievements of Albany Creek State School throughout 2016. It also provides an overview of our priorities and strategic intentions for 2017.

A synopsis of our achievements for 2016 include:

- Embedding a strong and robust platform for the review, refinement, implementation and moderation of curriculum programs to embrace the Australian Curriculum programs;
- Consolidating sustainable professional curriculum networks;
- Refining strategies to improve student's literacy and numeracy skills following intensive whole of school professional development programs;
- Delivering year level specific professional development and supporting planning initiatives for teachers and teacher aides to focus on Reading to Learn;
- Delivering considerable enhancements to the programs on offer to students in the Preparatory Year;
- Refining and consolidating ownership of inclusive practices across the campus to support the diverse range of students with disabilities who are supported through the Special Education Program;
- Consolidation of effective intervention strategies to accommodate the needs of all students;
- Planning for a significant expansion of information communication technology infrastructure to ultimately provide students with greater access to digital pedagogies;
- Targeted use of funding provided through the Investing for Success initiative to implement programs that are refined through evidenced based decision making processes following comprehensive analysis of students' achievements, and;
- Capitalising on the considerable opportunities that have been extended to the school since becoming an Independent Public School.

The strategic planning initiatives of 2016 were embraced by the staff and provided the Leadership Team with the support and collegiality to ensure continued success throughout the year.



Paul Kingston - Principal



## Priorities for 2016

Core Priority: Reading	
Actions	Progress towards Implementation
	Partially completed / Implemented in 2016 / Expected to be completed in 2017 / Ongoing
<ul style="list-style-type: none"> <li>Refine the alignment of the effective teaching of English to the school's Curriculum Blueprint and Pedagogical Framework.</li> <li>Refine the consolidation of Reading to Learn (R2L) and Learning to Read initiatives through the targeted use of Investing for Success and IPS funding as documented.</li> <li>Support high levels of staff professional development and coaching including scaffolding to facilitate the inclusion of Reading to Learn lessons in scheduled C2C units of work aligned to the Australian Curriculum and associated standards.</li> <li>Embed Reading to Learn pre-tests into each of the scheduled C2C English units.</li> <li>Consolidate Reading to Learn professional development in collaboration with Eatons Hill State School and Albany Creek State High School. Maintain Metropolitan Regional R2L networks and support teacher inclusion in Regional unit development activities.</li> <li>Ensure that each member of the Leadership Team and all teachers and teacher aides have an opportunity to complete the R2L training in 2016 if they were unable to do so in 2015. This training to include a second training program for at least one representative per year level. This training to be supported by Leadership Team attendance.</li> <li>Promote and refine ongoing discussions of school targets generated from systemic and school generated data especially 'headline Indicator' data and NAPLAN SQSS 2015 data.</li> <li>Refine teachers' "Professional Development Goals" to ensure purposeful professional development and training initiatives are delivered and are congruent with reading and writing initiatives ... Reading to Learn, Student Reading Goals Fluency Matrix and comprehension initiatives.</li> <li>Refine process to monitor the attainment of targets and goals. Refine models for the setting of individual student reading goals.</li> <li>Align the setting of goals to the individualised "bookmark" reading goals.</li> </ul>	<p>Expected to be completed in 2017</p> <p>Expected to be completed in 2017 due the appointment of so many new teachers</p> <p>Implemented in 2016 ... continuing indefinitely</p> <p>Expected to be completed in 2017</p> <p>Expected to be completed in 2017</p> <p>...and to be ongoing</p> <p>Expected to be completed in 2017</p> <p>...and to be ongoing</p> <p>Expected to be completed in 2017</p> <p>...and to be ongoing</p> <p>Partially completed</p> <p>Partially completed</p>

<ul style="list-style-type: none"> <li>• Provide extensive professional development supported by regular coaching and mentoring activities to embed whole of school focus on reading including how to complete running records and how to effectively save and retrieve data using the OneSchool platform.</li> <li>• Maximise the use of flexible staffing and IPS staffing credits to contract experienced R2L trained teachers to provide additional targeted intervention.</li> <li>• Align the actions and initiatives of the STLans to focus on reading demonstrating a resilience to embed the school's changed paradigm for support provisions and completing running records.</li> <li>• Facilitate high levels of teacher input and curriculum leadership into the development of each C2C Unit Resource Book.</li> <li>• Refine the implementations of School Wide Reading Fluency assessment in accordance with School's Reading Fluency Matrix with data recorded on OneSchool.</li> <li>• Embed PM Reading Records for students in P – 3 and Probe Running Records for students in Years 4 – 6. Support the implementation of running records through professional development activities and instructional leadership.</li> <li>• Refine and schedule Pat R and Pat M initiatives and data interrogation making use of the two 'executive curriculum support staff'.</li> <li>• Scaffold Early Years inventory for Prep, Year One and Year Two with an increased focus in 2016 on data interrogation to inform decision making.</li> <li>• Engage parents and caregivers via parent teacher evenings and school communications and forums. Communicate to them the availability of data on their children's reading achievements.</li> <li>• Seek additional information pertaining to the QParents trial</li> <li>• Continue the develop of school specific OneSchool applications to record data and to facilitate interrogation of cohort and school achievements and include fields to ensure these can be viewed on the Dashboard.</li> <li>• Ensure the allocation of funds to support the acquisition of desirable reading materials and to facilitate strategic initiatives including Home Literacy Program.</li> <li>• Provide the ICT infrastructure and professional assistance to support online learning and the easy entry of data on student achievements.</li> <li>• Continue networking with reference groups and sharing of practice.</li> </ul>	<p>Expected to be completed in 2017 ...and to be ongoing</p> <p>Expected to be completed in 2017 ...and to be ongoing</p> <p>Expected to be completed in 2017 ...and to be ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Implemented in 2016 ... continuing indefinitely</p> <p>Expected to be completed in 2017 ...and to be ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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## Core Priority: Writing

Actions	Progress towards Implementation
	Partially completed / Implemented in 2016 / Expected to be completed in 2017 / Ongoing
<ul style="list-style-type: none"> <li>• Align the school's Curriculum Blueprint and Pedagogical Framework to the effective teaching of writing.</li> <li>• Employ strategies detailed in the Albany Creek State School Literacy Action Plan; especially those associated with Reading to Learn (R2L) and Learning to writing initiatives.</li> <li>• Support high levels of staff professional development including ongoing school based support to facilitate the inclusion of R2L lessons in scheduled C2C units of work that detail specific writing expectations each day, week and month.</li> <li>• Deliver the eight-day Reading to Learn professional development program for new and returning staff. This is key school wide explicit teaching initiative to refine pedagogical practice to deliver enhance student achievements in writing.</li> <li>• Ensure that each member of the Leadership Team and all teachers and teacher aides have an opportunity to continue their learning with Professor David Rose as noted in the 2015 R2L survey responses</li> <li>• Promote and refine ongoing discussions of school targets generated from systemic and school generated data. Align these discussions to individual discussions with teachers when developing their performance plans.</li> <li>• Encourage the use of the writing marking guide and the monitoring of six students in accordance with the recommendations set as part of the R2L program.</li> <li>• Provide extensive professional development supported by regular coaching and mentoring activities to embed whole of school focus on writing.</li> <li>• Align the actions and initiatives of the STLans to focus on writing, demonstrating a resilience to embed the changed paradigm for support provisions.</li> <li>• Develop school specific OneSchool applications to record data and to facilitate interrogation of cohort and school achievements.</li> <li>• Celebrate student and school achievements.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Expected to be completed in 2017</p> <p>Ongoing</p> <p>Ongoing</p> <p>Implemented in 2016</p> <p>Implemented in 2016</p> <p>Implemented in 2016</p> <p>Implemented in 2016</p> <p>Ongoing</p>

## Core Priority: Spelling

Actions	Progress towards Implementation
	Partially completed / Implemented in 2016 / Expected to be completed in 2017 / Ongoing
<ul style="list-style-type: none"> <li>Support the initiatives of various year level teams to develop and implement a year level specific spelling program based upon Reading to Learn programs</li> <li>Align the school's Curriculum Blueprint and Pedagogical Framework to the effective teaching of spelling and related language activities.</li> <li>Incorporate the learnings from the whole of staff inclusion on the R2L program to embrace the explicit teaching of spelling as embodied in the R2L process.</li> <li>Respond to areas of concern identified following analysis of NAPLAN data and individual item analysis.</li> <li>Implement processes to respond to the refinement of the C2C spelling programs to generate increased staff acceptance across all year levels.</li> <li>Facilitate the inclusion of spelling words that promote mathematical and scientific literacies.</li> <li>Link strategies to "warm-ups".</li> <li>Align Year level support programs to focus on improved spelling performance.</li> </ul>	Partially completed  Ongoing  Ongoing  Ongoing Ongoing  Ongoing  Partially completed Ongoing

## Core Priority: Numeracy

Actions	Progress towards Implementation
	Partially completed / Implemented in 2016 / Expected to be completed in 2017 / Ongoing
<ul style="list-style-type: none"> <li>Provide additional targeted resources and teacher / Leadership Team support</li> <li>Relate Curriculum Blueprint and school developed pedagogical framework to the effective teaching of mathematics.</li> <li>Embed Australian Curriculum Program Mathematics via Curriculum into the Classroom units of work and specific school elaborations including unit activity books for each unit of work P – 6.</li> <li>Ensure the scheduling of all units of work.</li> <li>Incorporate 20 Questions for Years 3, and 5 via OneSchool</li> </ul>	Expected to be completed in 2017  Ongoing  Ongoing  Partially completed

<ul style="list-style-type: none"> <li>• Custom Unit embedded in mathematics KLA OneSchool Timetable</li> <li>• Link strategies to “warm-ups”</li> <li>• Facilitate high levels of teacher input and curriculum leadership into the refinement of C2C Unit Resource Books that have replaced text books.</li> <li>• Promote mathematical literacy and the inclusion of mathematical vocabulary into the weekly C2C Spelling program.</li> <li>• Analyse NAPLAN data in collaboration with classroom teachers and STLaNs so that they can link findings from the analysis to their teaching strategies.</li> <li>• Provide professional development to improve teacher knowledge of mathematics, investigating how students learn and how they transfer mathematical knowledge and skills.</li> <li>• Provide opportunities to improve teacher understanding of numeracy across the curriculum so as to enhance student knowledge and critical thinking.</li> <li>• Improve assessment practices for mathematics and support teachers to build OneSchool class mark books</li> <li>• Mandate the scheduling of selected and contextualised C2C summative assessment tasks and the subsequent recording of students levels of achievement in OneSchool to facilitate moderation practices.</li> <li>• Provide high levels of support for school coordinated moderation activities at the end of each unit of work.</li> <li>• Increase significantly the availability of practical learning resources and the subsequent enhancement of management practices to locate teaching learning aids.</li> <li>• Continue support for the development of year level specific flip chart resources to be used in conjunction with C2C and ensure these become part of scheduled custom units where applicable.</li> <li>• Provide the ICT infrastructure and professional assistance to ICT related learning opportunities.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Implemented in 2016</p> <p>Ongoing</p> <p>Implemented in 2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Implemented in 2016</p> <p>Partially completed</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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## Core Priority: Science

Actions	Progress towards Implementation
	Partially completed / Implemented in 2016 / Expected to be completed in 2017 / Ongoing
<ul style="list-style-type: none"> <li>• Relate Curriculum Blueprint and school developed pedagogical framework to the effective teaching of science.</li> <li>• Consolidate the implement the school science program while responding to C2C developments and need for school specific modifications.</li> <li>• Review the new program following the release of the Australian Science Curriculum Program and the updated C2C units.</li> <li>• Ensure refinement of year level specific C2C units of work with scheduled assessment tasks to facilitate year level moderation practices.</li> <li>• Promote scientific literacy and the inclusion of scientific vocabulary into the weekly C2C Spelling program.</li> <li>• Link the initiatives of the school Differentiation Committee to science G&amp;T activities including robotics.</li> <li>• Raise the base level of science education by increasing opportunities for all students to be engaged with science to increase their understanding of the natural world.</li> <li>• Describe the range of understandings and skills teachers require to implement best practice in science teaching including increasing the use of interactive science activities that are relevant in a technologically sophisticated world.</li> <li>• Provide examples of learning activities which integrate ICTs into science.</li> <li>• Support established practices to bring scientists into the school.</li> <li>• Develop year level specific flip chart resources to be used in conjunction with IWBs and the release of the Australian Science program.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Implemented in 2016</p> <p>Implemented in 2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>



**Core Priority: Focus on Improvement**

Actions	Progress towards Implementation Partially completed / Implemented in 2016 / Expected to be completed in 2017 / Ongoing
<ul style="list-style-type: none"> <li>• Develop a great understanding of the tools and data used to inform the headline indicators.</li> <li>• Interrogate what has led to the school being recognised as a high achieving school.</li> <li>• Relate Curriculum Blueprint and school developed Pedagogical Framework to the effective teaching; especially those strategies detailed in class charts promoting the Gradual Release of Responsibility.</li> <li>• The school is focussing on core learning priorities and strategies.</li> <li>• The Leadership Team is making use of systemic and school data to identify specific areas for improvement.</li> <li>• Revisit and reinforce these targets regularly especially through year level forums and moderation activities.</li> <li>• Ensure school planning processes and documents reflect system priorities, performance data and school priorities.</li> <li>• Ensure that the four priorities identified in the Curriculum Blueprint remain the focus as these are the key strategies of the “Main Game”.</li> <li>• The school is focussing on the core learning priorities and strategies.</li> <li>• The leadership and structure of the school is making use of systemic data.</li> <li>• Ensure school planning documents identify targets for school and student improvement and address system and local priorities. Revisit and reinforce these targets regularly and share with the wider school community.</li> <li>• Ensure school planning processes and documents reflect system priorities, performance data and school priorities.</li> <li>• Continue discussions pertaining to the components of and interrelatedness of the nine domains in the school review framework.</li> <li>• Focus on those domains where a deeper understanding of quality teaching and learning practices is required.</li> <li>• Promote OneSchool as a conduit for bringing together the key underpinnings embodied in the audit tool.</li> </ul>	<p>Ongoing</p> <p>Implemented in 2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>



## Core Priority: Focus on High Quality Teaching Practices

Actions	Progress towards Implementation Partially completed / Implemented in 2016 / Expected to be completed in 2017 / Ongoing
<ul style="list-style-type: none"> <li>• The Leadership Team and all members of the teaching staff are informed and committed to demonstrate high quality teaching characterised by:                             <ul style="list-style-type: none"> <li>– high expectations of all students;</li> <li>– deep knowledge of learning areas and pedagogical practices;</li> <li>– targeted teaching in response to students' specific needs and context, and;</li> <li>– Continuous monitoring of student achievement and the need for a safe, supportive, inclusive and disciplined learning environment.</li> </ul> </li> <li>• The continued development of School Support Committee practices to                             <ul style="list-style-type: none"> <li>– plan for strategic support for areas of need across the school</li> <li>– record actions taken to differentiate for individual students (Use of One School – Specific Educational Requirements tab)</li> <li>– record recommended provisions/adjustments for individual students (Use of One School – Specific Educational Requirements tab)</li> </ul> </li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

## Core Priority: Focus on Collaborative Practices

Actions	Progress towards Implementation
	Partially completed / Implemented in 2016 / Expected to be completed in 2017 / Ongoing
<ul style="list-style-type: none"> <li>Albany Creek State School is enlisting the collaborative capacity of colleagues. The leadership teams from likeminded schools are facilitating professional development activities to support the delivery of the Australian Curriculum programs and the implementation of Curriculum into the Classroom. These activities, including Master Classes are supporting instructional leadership practices.</li> <li>The Deputy Principals from local schools meet to operationalize shared curriculum priorities.</li> <li>Support staffs, including STLaNs are also meeting.</li> <li>Albany Creek State School has networks with other schools and corporate entities to enlist collaborative capacity.</li> <li>The Principal is supportive of other networks including those endorsed by the Assistant Regional Director.</li> </ul>	<p>Implemented in 2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

## Core Priority: Focus on consistent Pedagogical Practices

Actions	Progress towards Implementation
	Partially completed / Implemented in 2016 / Expected to be completed in 2017 / Ongoing
<ul style="list-style-type: none"> <li>The school is making use of examples of high quality pedagogical practice in core learning priorities through professional development, resources (including video vignettes), teacher networks, class visitations and observations and through the support provided by key personnel.</li> <li>Coaching and mentoring in our core learning priorities is being provided by members of the Leadership Team and key personnel including external consultants especially in targeted learning areas.</li> </ul>	<p>Implemented in 2016</p> <p>Implemented in 2016</p>

## Core Priority: Focus on Evidenced Based Decision Making

Actions	Progress towards Implementation
	Partially completed / Implemented in 2016 / Expected to be completed in 2017 / Ongoing
<ul style="list-style-type: none"> <li>The School is making use of performance data.</li> </ul>	Implemented in 2016
<ul style="list-style-type: none"> <li>This data is analysed to inform whole-school and individual student improvement strategies.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Our teachers routinely use data to inform, monitor and review their classroom teaching practices and contribute to whole-school strategies to assist in identifying and addressing student learning needs.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Embed established improvement strategies and targets to monitor student and school improvement.</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Promotion of OneSchool as the single point of entry and the single point of truth.</li> </ul>	Ongoing

## Core Priority: Focus on Instructional Leadership

Actions	Progress towards Implementation
	Partially completed / Implemented in 2016 / Expected to be completed in 2017 / Ongoing
<p>The leadership Team is committed to instructional leadership delivered through:</p> <ul style="list-style-type: none"> <li>Focussing on core learning priorities;</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Prioritising school business to deliver quality curriculum;</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Maintaining a focus on student achievement and the improvement agenda;</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Promoting exemplars of pedagogical practice;</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Providing immediate and specific teacher feedback;</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Implementing school structures to embed quality assessment;</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Monitoring the health of the organisation and maintaining a “balance” to ensure work expectations do not impact negatively upon staff wellbeing, teacher commitment and ultimately school performance;</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Coaching and mentoring for school leaders;</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Continuing to develop staff leadership, through teachers’ self-nomination to gain “expert” knowledge and skills in curricular areas;</li> </ul>	Ongoing
<ul style="list-style-type: none"> <li>Implementing programs and maintaining networks that strengthen the quality of leadership in the school and develop a</li> </ul>	Ongoing

<ul style="list-style-type: none"> <li>collaborative organisational climate, and;</li> <li>Provide professional development for staff in disability specific aspects of curriculum planning.</li> <li>Ensuring that members of the leadership team participate in professional development activities and demonstrate a commitment to model desirable teaching practices in support of key school and systemic priorities.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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### Core Priority: Focus on Whole of School Approach to Curriculum Delivery

Actions	Progress towards Implementation
	Partially completed / Implemented in 2016 / Expected to be completed in 2017 / Ongoing
<ul style="list-style-type: none"> <li>Provide extensive support for Year Level Coordinators, Year Level R2L Coordinators and year level OneSchool Coordinators.</li> <li>Relate Curriculum Blueprint and school developed pedagogical framework to effective teaching.</li> <li>Implement a School Resource Scheme to support the implementation of the Australian Curriculum Programs for English, Mathematics and Science.</li> <li>Skill and support teachers in the most effective use of the OneSchool platform to consolidate the practices of cohesive interdependent teams.</li> <li>Implementation of the OneSchool timetable module</li> <li>Reinforce the responsibilities of the Leadership Team to provide the highest levels of collegial support for teaching teams.</li> <li>Realign year level meeting structures and linkages to weekly Leadership Team Meetings.</li> <li>Ensure Leadership Team Meetings aggregate and synthesize issues pertaining to the implementation of the Australian Curriculum Programs.</li> <li>Commit the Leadership Team to working with teachers in classrooms and to teaching activities supporting instructional leadership responsibilities.</li> <li>Ensure that the actions of support staff are aligned to the curriculum plan.</li> <li>Lesson design - I do, We do, You do - Explicit instruction</li> <li>Lower and higher order thinking - WALT &amp; WILF</li> <li>Warm ups - moving knowledge from short term to long term memory</li> <li>Differentiated practices</li> <li>Feedback to students – genuine, immediate and specific</li> <li>Purposeful displays - colourful, creative, current and concise</li> <li>Bookwork - appropriately presented, corrected and annotated</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Implemented in 2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>Partially completed</p> <p>Ongoing</p> <p>Implemented in 2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>Implemented in 2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>



<ul style="list-style-type: none"> <li>• Routines - established and practiced</li> <li>• Effective behaviour management</li> <li>• Positive tone and productive relationships</li> <li>• Sharing of professional practice</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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### Core Priority: Focus on Attendance

Actions	Progress towards Implementation
	<p>Partially completed / Implemented in 2016 / Expected to be completed in 2017 / Ongoing</p>
<ul style="list-style-type: none"> <li>• Refine and implement strategies in response to the growing number of private education providers entering the area.</li> </ul>	<p>Implemented in 2016</p>
<ul style="list-style-type: none"> <li>• Consolidate school management practices to embed the imperative to maintain and increase enrolments.</li> </ul>	<p>Implemented in 2016</p>

### Core Priority: Focus on Closing the Gap between attendance and outcomes of indigenous and non-indigenous students

Actions	Progress towards Implementation
	<p>Partially completed / Implemented in 2016 / Expected to be completed in 2017 / Ongoing</p>
<ul style="list-style-type: none"> <li>• Embrace the Closing the Gap initiative to address the difference between the learning outcomes of Indigenous and non-Indigenous students.</li> </ul>	<p>Ongoing</p>
<ul style="list-style-type: none"> <li>• Ensure that attendance of target group is equal to or better than the cohort group</li> </ul>	<p>Expected to be completed in 2017</p>
<ul style="list-style-type: none"> <li>• Access systemic and local resources and the knowledge and expertise of local cultural leaders.</li> </ul>	<p>Ongoing</p>
<ul style="list-style-type: none"> <li>• Ensure allocations to deliver specific initiatives including support for Regional activities including online learning.</li> </ul>	<p>Ongoing</p>

## Core Priority: Focus on information Communication Technologies

Actions	Progress towards Implementation
	Partially completed / Implemented in 2016 / Expected to be completed in 2017 / Ongoing
<ul style="list-style-type: none"> <li>• Support those actions to improve teachers' skills and confidence to embrace the OneSchool platform, to deliver C2C initiatives and to promote OWA opportunities.</li> <li>• Provide support for the HotShot professional development initiatives requested by staff.</li> <li>• Support implementation of OneSchool Timetable module.</li> <li>• Support the tablet – iPad initiative Students, teachers in the junior school to embrace Early Start and for identified year level curriculum projects.</li> <li>• Replace and expand the laptop program utilized by Year Four, Year Five and Year Six teachers</li> <li>• Implement an iPad program for the Library and Prep.</li> <li>• Model the use of ICTs at all possible forums not just those associated with classroom learning.</li> <li>• Improve learner, parent and teacher engagement and achievement through flexible ICT delivery.</li> <li>• Enhance current infrastructure to improve access to ICT resources and data banks.</li> <li>• Enhance the use of C4T computers.</li> <li>• Continue with replacement program for classroom data projectors connected to interactive LCD boards.</li> <li>• Secure support to seek inclusion in the departmental program to replace wireless infrastructure.</li> <li>• Provide professional development, training coaching and mentoring to engage staff in priority curriculum related applications.</li> <li>• Support members of the P&amp;C and their sub-committees by providing access to and support in the use of ICTs.</li> <li>• Support SEP initiatives to align differentiation strategies to ICT possibilities.</li> <li>• Consolidate partnerships with business.</li> <li>• Ensure budget allocations are made to deliver the long-term upgrading of ICT infrastructure to minimise any constraints on curriculum delivery.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Implemented in 2016</p> <p>Implemented in 2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>Expected to be completed in 2017 /</p> <p>Ongoing</p> <p>Ongoing</p> <p>Implemented in 2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>



**Core Priority: Focus on School and Community**

Actions	Progress towards Implementation Partially completed / Implemented in 2016 / Expected to be completed in 2017 / Ongoing
<p><b>Participation:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities to participate in a variety of ways, times and places.</li> <li>• Acknowledge and value parent and community participation in student learning.</li> <li>• Explore and research ways as to how parents, caregivers and community members can participate in school activities due to the changing structure of our society.</li> <li>• Continue to support systemically organised as well as school initiated volunteer programs.</li> <li>• Ensure up to date communication process to provide timely notice to parents and caregivers so they can plan ahead to take an active role in school sponsored activities.</li> <li>• Continue the various strategies to celebrate success, events of significance and to acknowledge achievements.</li> <li>• Maintain a focus on genuine participation while monitoring the actions of a few who confuse overbearing intrusions with genuine participation</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>



## Future Outlook

Our very specific and explicit improvement agenda for 2017 has been and remains the enhancement of each student's ability to write confidently and competently.

The targets that have been set for each year level have followed the extensive and deep interrogation of school and systemic data. Targets have been articulated clearly and have been reinforced through professional development sessions, year level meetings, staff meetings and individual professional development sessions.

Specialised professional development sessions have been delivered for new staff.

The leadership team monitors the success of strategies and student writing samples. Whole of school moderations sessions are fundamental to the success of this explicit improvement agenda.

### Core Priority: Reading Actions

- Refine the alignment of the effective teaching of English to the school's Curriculum Blueprint and Pedagogical Framework.
- Refine the consolidation of Reading to Learn (R2L) and Learning to Read initiatives through the targeted use of Investing for Success and IPS funding as documented.
- Support high levels of staff professional development and coaching including scaffolding to facilitate the inclusion of R2L lessons in scheduled C2C units of work aligned to the Australian Curriculum and associated standards.
- Implement a new and sustainable model for R2L professional development for new staff.
- Provided opportunities for additional professional development for R2L mentors identified as highly accomplished classroom practitioners.
- Consolidate R2L pre-tests into each of the scheduled C2C English units.
- Consolidate Reading to Learn professional development in collaboration with colleagues at other schools. Maintain Metropolitan Regional R2L networks and support teacher inclusion in Regional unit development activities.
- Ensure that each member of the Leadership Team and all teachers and teacher aides have an opportunity to complete the R2L training in 2017 if they were unable to do so in 2016. (All new staff to be provided with access to the full training package.)
- Promote and refine ongoing discussions of school targets generated from systemic and school generated data especially 'headline Indicator' data and NAPLAN SQSS 2015 data.
- Refine teachers' "Professional Development Goals" to ensure purposeful professional development and training initiatives are delivered and are congruent with reading and writing initiatives: Reading to Learn, Student Reading Goals Fluency Matrix and comprehension.
- Refine process to monitor the attainment of targets and goals. Refine models for the setting of individual student reading goals.
- Align the setting of goals to the individualised "bookmark" reading goals.
- Provide extensive professional development supported by regular coaching and mentoring activities to embed whole of school focus on reading including how to complete running records and how to effectively save and retrieve data using the OneSchool platform.
- Maximise the use of flexible staffing and IPS staffing credits to contract experienced R2L trained teachers to provide additional targeted intervention.
- Align the actions and initiatives of the STLans to focus on reading demonstrating a resilience to embed the school's changed paradigm for support provisions and completing running records.
- Facilitate high levels of teacher input and curriculum leadership into the development of each C2C Unit Resource Book.
- Refine the implementations of School Wide Reading Fluency assessment in accordance with School's Reading Fluency Matrix with data recorded on OneSchool.
- Embed PM Reading Records for students in P – 3 and Probe Running Records for students in Years 4 – 6. Support the implementation of running records through professional development activities and instructional leadership.
- Refine and schedule Pat R and Pat M initiatives and data interrogation making use of the two 'executive curriculum support staff'.
- Scaffold Early Years inventory for Prep, Year One and Year Two with an increased focus in 2017 on data interrogation to inform decision making.

- Engage parents and caregivers via parent teacher evenings and school communications and forums. Communicate to them the availability of data on their children's reading achievements.
- Seek additional information pertaining to the QParents trial.
- Continue the develop of school specific OneSchool applications to record data and to facilitate interrogation of cohort and school achievements and include fields to ensure these can be viewed on the Dashboard.
- Ensure the allocation of funds to support the acquisition of desirable reading materials and to facilitate strategic initiatives including Home Literacy Program.
- Provide the ICT infrastructure and professional assistance to support online learning and the easy entry of data on student achievements.
- Continue networking with reference groups and sharing of practice.
- Consider funding for a master teacher.

### **Core Priority: Writing Strategies**

- Align the school's Curriculum Blueprint and Pedagogical Framework to the effective teaching of writing.
- Employ strategies detailed in the Albany Creek State School Literacy Action Plan; especially those associated with Reading to Learn (R2L) and Learning to writing initiatives.
- Support high levels of staff professional development including ongoing school based support to facilitate the inclusion of Reading to Learn lessons in scheduled C2C units of work that detail specific writing expectations each day, week and month.
- Deliver the eight-day Reading to Learn professional development program for new and returning staff. This is key school wide explicit teaching initiative to refine pedagogical practice to deliver enhance student achievements in writing.
- Ensure that each member of the Leadership Team and all teachers and teacher aides have an opportunity to continue their learning with Professor David Rose as noted in the Reading to Learn survey responses.
- Promote and refine ongoing discussions of school targets generated from systemic and school generated data. Align these discussions to individual discussions with teachers when developing their performance plans.
- Encourage the use of the writing marking guide and the monitoring of six students in accordance with the recommendations set as part of the Reading to Learn program.
- Provide extensive professional development supported by regular coaching and mentoring activities to embed whole of school focus on writing.
- Align the actions and initiatives of the STLaNs to focus on writing demonstrating a resilience to embed the changed paradigm for support provisions.
- Develop school specific OneSchool applications to record data and to facilitate interrogation of cohort and school achievements.
- Celebrate student and school achievements.

### **Core Priority: Spelling Actions**

- Support the initiatives of various year level teams to develop and implement a year level specific spelling program based upon Reading to Learn (R2L) programs
- Align the school's Curriculum Blueprint and Pedagogical Framework to the effective teaching of spelling and related language activities.
- Incorporate the learnings from the whole of staff inclusion on the Reading to Learn program to embrace the explicit teaching of spelling as embodied in the Reading to Learn process.
- Respond to areas of concern identified following analysis of NAPLAN data and individual item analysis.
- Implement processes to respond to the refinement of the C2C spelling programs to generate increased staff acceptance across all year levels.
- Capture year level specific C2C lessons and schedule through OneSchool Custom Units as part of the English KLA.
- Facilitate the inclusion of spelling words that promote mathematical and scientific literacies.
- Link strategies to "warm-ups".
- Align Year level support programs to focus on improved spelling performance.

## Core Priority: Numeracy Actions

- Respond to the ASAA recommendation to enhance practices to identify and track student performance especially numeracy understanding and competencies.
- Consider the design and implementation of a set of school based instruments to schedule and record in OneSchool.
- Provide additional targeted resources and teacher / Leadership Team support.
- Relate Curriculum Blueprint and school developed pedagogical framework to the effective teaching of mathematics.
- Embed Australian Curriculum Program Mathematics via Curriculum into the Classroom units of work and specific school elaborations including unit activity books for each unit of work P – 6.
- Ensure the scheduling of all units of work.
- Incorporate 20 Questions for Years 3, and 5 via OneSchool Custom Unit embedded in mathematics KLA OneSchool Timetable
- Link strategies to “warm-ups”
- Facilitate high levels of teacher input and curriculum leadership into the refinement of C2C Unit Resource Books that have replaced text books.
- Promote mathematical literacy and the inclusion of mathematical vocabulary into the weekly C2C Spelling program.
- Engage the parents and caregivers via parent teacher evening presentations and similar forums.
- Analyse NAPLAN data in collaboration with classroom teachers and STLaNs so that they can link findings from the analysis to their teaching strategies.
- Provide professional development to improve teacher knowledge of mathematics, investigating how students learn and how they transfer mathematical knowledge and skills.
- Provide opportunities to improve teacher understanding of numeracy across the curriculum so as to enhance student knowledge and critical thinking.
- Improve assessment practices for mathematics and support teachers to build OneSchool class mark books.
- Mandate the scheduling of selected and contextualised C2C summative assessment tasks and the subsequent recording of students levels of achievement in OneSchool to facilitate moderation practices.
- Provide high levels of support for school coordinated moderation activities at the end of each unit of work.
- Increase significantly the availability of practical learning resources and the subsequent enhancement of management practices to locate teaching learning aids.
- Continue support for the development of year level specific flip chart resources to be used in conjunction with C2C and ensure these become part of scheduled custom units where applicable.
- Provide the ICT infrastructure and professional assistance to ICT related learning opportunities.

## Core Priority: Science Strategies

- Relate Curriculum Blueprint and school developed Pedagogical Framework to the effective teaching of science.
- Consolidate the implementation of the school science program while responding to C2C developments and need for school specific modifications.
- Review the new program following the release of the Australian Science Curriculum Program and the updated C2C units.
- Ensure refinement of year level specific C2C units of work with scheduled assessment tasks to facilitate year level moderation practices.
- Promote scientific literacy and the inclusion of scientific vocabulary into the weekly C2C Spelling program.
- Link the initiatives of the school Differentiation Committee to Science G&T activities including robotics by activating the robotics kits.

- Raise the base level of science education by increasing opportunities for all students to be engaged with science to increase their understanding of the natural world.
- Describe the range of understandings and skills teachers require to implement best practice in science teaching including increasing the use of interactive science activities that are relevant in a technologically sophisticated world.
- Provide examples of learning activities which integrate ICTs into science.
- Support established practices to bring scientists into the school.
- Develop year level specific flip chart resources to be used in conjunction with IWBs and the release of the Australian Science Program.

## Our School at a Glance

### School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** Yes  
**Year levels offered in 2016:** Prep Year - Year 6  
**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	834	371	463	16	97%
<b>2015*</b>	782	369	413	15	98%
<b>2016</b>	825	390	435	17	97%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

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



## Characteristics of the Student Body

### Overview

Albany Creek State School is predominately an English speaking school community. Less than 2% of the students come from Aboriginal and Torres Strait Islander background.

Those members of the school community who have immigrated to Australia have come from Oceania, North-West Europe, 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. A small percentage of children are supported through the English is Second Language (ESL) Program.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	24
Year 4 – Year 7	26	26	27

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

This data compares the recent class size for Albany Creek State School (0190):

Prep Year to Year 3: 24.2 (Target of 25)

Year 4 to Year 6: 24.5 (Target of 28)

Overview:

- 6% of the classes are larger than the target class size.
- 26% of classes are exactly on target.
- 69% of classes are smaller than the target class size, approximately half of these classes are under by more than three students.

This comparative class size snapshot was extracted from OneSchool on Friday, 19 May 2017.

Year Level Group	Class Name	Teacher FTE	Total Students	Target	Target Category
Prep - Year 3	Prep 1	1	25	25	On Target
Prep - Year 3	Prep 2	1	25	25	On Target
Prep - Year 3	Prep 3	1	25	25	On Target
Prep - Year 3	Prep 4	1	25	25	On Target
Prep - Year 3	Prep 5	1	23	25	2 Under
Prep - Year 3	1A	1	24	25	1 Under
Prep - Year 3	1B	1	25	25	On Target
Prep - Year 3	1C	1	24	25	1 Under
Prep - Year 3	1D	1	24	25	1 Under
Prep - Year 3	1E	1	25	25	On Target
Prep - Year 3	2A	1	22	25	3 Under
Prep - Year 3	2B	1	23	25	2 Under
Prep - Year 3	2C	1	23	25	2 Under
Prep - Year 3	2D	1	23	25	2 Under
Prep - Year 3	2E	1	21	25	GT3 Under
Prep - Year 3	3A	1	25	25	On Target
Prep - Year 3	3B	1	26	25	1 Over
Prep - Year 3	3C	1	25	25	On Target
Prep - Year 3	3D	1	24	25	1 Under

Year Level Group	Class Name	Teacher FTE	Total Students	Target	Target Category
Prep - Year 3	3E	1	26	25	1 Over
Year 4 - Year 6	4A	1	23	28	GT3 Under
Year 4 - Year 6	4B	1	22	28	GT3 Under
Year 4 - Year 6	4C	1	23	28	GT3 Under
Year 4 - Year 6	4D	1	24	28	GT3 Under
Year 4 - Year 6	4E	1	24	28	GT3 Under
Year 4 - Year 6	5A	1	27	28	1 Under
Year 4 - Year 6	5B	1	26	28	2 Under
Year 4 - Year 6	5C	1	28	28	On Target
Year 4 - Year 6	5D	1	26	28	2 Under
Year 4 - Year 6	5E	1	25	28	3 Under
Year 4 - Year 6	6A	1	22	28	GT3 Under
Year 4 - Year 6	6B	1	24	28	GT3 Under
Year 4 - Year 6	6C	1	25	28	3 Under
Year 4 - Year 6	6D	1	24	28	GT3 Under
Year 4 - Year 6	6E	1	24	28	GT3 Under





## Curriculum Delivery

### Our Approach to Curriculum Delivery

#### Co-curricular Activities

Albany Creek State School is a school of opportunities. Through the efforts and endeavours 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.

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.

#### School Leadership Roles and Responsibilities;

- PAL Leadership Program;
- Year level support and extension programs;
- Online extension activities;
- Inter-school mathematics challenges;
- Student Council activities;
- Science Club;
- Super Workers Club;
- 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;
  - ✓ inter-school music camps and,
- Inter-School Sports Program for Years Four, Five and Six in the North District Sports.

## **How Information and Communication Technologies are used to Assist Learning**

Information Communication technologies 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 eclectic 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 included 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.

At Albany Creek State School, 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 students with specific learning disabilities.

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 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.

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"*.

96% of students believe that behaviour is well managed at their school.

At Albany Creek State 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 Senior School Assemblies that incorporate social skills sessions. Whole School Assemblies that 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 Chaplaincy Program enhances the educational opportunities on offer and does much to promote Albany Creek State School as a “school of opportunities”. The program also provides connections with local schools.

Cyber safety is a growing community concern. The school has incorporated actions into the Responsible Behaviour Program to support students, staff, parents and caregivers. These actions and related initiatives are providing the students, parents, caregivers and staff with the knowledge, understanding and skills to manage cyber related challenges.



### **Parent, Student and Staff Satisfaction**

Albany Creek State School is highly respected in the local community. As the oldest school in the area it has a strong sense of purpose underpinned by an established culture and an ethos that values the involvement of parents and caregivers in their children learning

The School Opinion Surveys have indicated that 97% of parents/caregivers and 98% of students are satisfied that they are getting a good education at the school. In addition, 98% of parents/caregivers stated that Albany Creek is a good school and 98% of students stated that Albany Creek is a good school. Each of these percentages reflects our commitment to quality public education in a supportive environment with clearly articulated high expectations and our determination to maintain the high standards that have attributed to Albany Creek State School being identified by Education Queensland as a High Performing school.

In consultation with parents and caregivers, parent education programs are provided. These include the initiatives sponsored by Education Queensland. Albany Creek State School takes great pride in hosting many programs on behalf of the Metropolitan Region as they provide increased opportunities for parents and caregivers to be informed, to contribute to the education of children and to work with teachers to provide exciting learning environments for all. Many of these programs provided opportunities for parents and caregivers to learn how curriculum innovations are being implemented and how they, as partners in their children’s learning, can consolidate school learning experiences.

The school is fortunate to benefit from the highly commendable generosity of school volunteers. The school has a very active and supportive Parents and Citizens’ Association as well as a strategic and supportive School Council. The community strongly supports all extra-curricular activities that include a biennial Winter Carnival (school fete) and annual events such as a School Concert, a Fancy Dress Ball, a Bush Dance, Grandparents’ Day, a Public Speaking Competition and many other activities to provide parents and caregivers with opportunities to contribute actively to learning opportunities. Parents/caregivers provide assistance with the school’s comprehensive inter-school and intra-school sporting programs and classroom support programs.

The school has a strong commitment to build an expert work force. Each year programs are implemented to respond to the professional needs of all staff. These programs have addressed individual learning requirements, school based priorities and systemic imperatives. A number of these initiatives are delivered in collaboration with colleagues from neighbouring schools. This strategic approach to the delivery of professional development initiatives is proving to be highly advantageous and rewarding for all.

**Phase 1 — Goal setting**

These should be framed through reflection of strengths and areas for development within the Australian Professional Standards for Teachers and contextualised to ACSS priorities

<b>Focus areas for improvement</b> <b>Need to be:</b> <ul style="list-style-type: none"> <li>• <b>Specific</b></li> <li>• <b>Measurable</b></li> <li>• <b>Achievable</b></li> <li>• <b>Relevant</b></li> <li>• <b>Time-phased</b></li> </ul>	<b>Agreed performance and development goals</b> Refer to <b>Smart Goals Framework</b>	<b>Actions to develop capability</b> Be specific about what actions you intend to undertake and the support and professional learning you will require	<b>Indicators for success</b> What will you/others see if your goal is achieved?
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**How do I know my goal is SMART?**

**Albany Creek State School- Developing Performance Plan**

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	98%	98%	97%
this is a good school (S2035)	100%	100%	98%
their child likes being at this school* (S2001)	100%	98%	98%
their child feels safe at this school* (S2002)	98%	98%	99%
their child's learning needs are being met at this school* (S2003)	97%	96%	92%
their child is making good progress at this school* (S2004)	97%	98%	93%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	100%	90%
teachers at this school motivate their child to learn* (S2007)	98%	100%	94%
teachers at this school treat students fairly* (S2008)	90%	98%	93%
they can talk to their child's teachers about their concerns* (S2009)	97%	98%	97%
this school works with them to support their child's learning* (S2010)	97%	91%	90%
this school takes parents' opinions seriously* (S2011)	92%	93%	89%
student behaviour is well managed at this school* (S2012)	92%	96%	93%
this school looks for ways to improve* (S2013)	98%	100%	98%
this school is well maintained* (S2014)	100%	100%	99%



## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	99%	98%
they like being at their school* (S2036)	98%	100%	98%
they feel safe at their school* (S2037)	99%	99%	98%
their teachers motivate them to learn* (S2038)	99%	99%	99%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	96%
teachers treat students fairly at their school* (S2041)	97%	98%	91%
they can talk to their teachers about their concerns* (S2042)	96%	97%	95%
their school takes students' opinions seriously* (S2043)	96%	98%	97%
student behaviour is well managed at their school* (S2044)	95%	96%	96%
their school looks for ways to improve* (S2045)	98%	97%	100%
their school is well maintained* (S2046)	97%	99%	99%
their school gives them opportunities to do interesting things* (S2047)	98%	98%	99%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	98%	95%
they feel that their school is a safe place in which to work (S2070)	100%	98%	98%
they receive useful feedback about their work at their school (S2071)	96%	97%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	98%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	99%
students are treated fairly at their school (S2073)	100%	100%	99%
student behaviour is well managed at their school (S2074)	97%	98%	97%
staff are well supported at their school (S2075)	97%	98%	96%
their school takes staff opinions seriously (S2076)	93%	98%	92%
their school looks for ways to improve (S2077)	99%	100%	98%
their school is well maintained (S2078)	97%	97%	100%
their school gives them opportunities to do interesting things (S2079)	95%	95%	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.



## **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 and Music Support 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.

**Our actions are intended to:**

- Provide opportunities to participate in a variety of ways, times and places.
- Acknowledge and value parent and community participation in student learning.
- Explore and research ways as to how parents, caregivers and community members can participate in school activities due to the changing structure of our society.
- Continue to support systemically organised and well as school initiated volunteer programs.
- Ensure up to date communication process to provide timely notice to parents and caregivers so they can plan ahead to take an active role in school sponsored activities.
- Continue the various strategies to celebrate success, events of significance and to acknowledge achievements.
- Maintain a focus on genuine participation while monitoring the actions of a few who confuse overbearing intrusions with genuine participation.
- Providing opportunities for relevant open consultation at all levels to ensure authentic decision making processes reflect local needs.
- Ensure that executive members of the P&C and School Council are skilled and valued for the contributions that they can make to school decision making processes.
- Support P&C Queensland sponsored training and development activities.
- Continue the use of survey monkey tools to provide simple but effective opportunities to parents and caregivers to participate in decision making processes.
- Liaise with Aboriginal and Torres Strait representatives.
- Explore additional opportunities for students to be involved in the processes managed by the Student Council.
- Ensure that existing decision making forums and process for the staff are supported and their contributions are valued and celebrated.
- Ensure that the school is a hub in the local area.
- Enlist local expertise to support key initiatives.
- Identify Aboriginal and Torres Strait Islander communities and individuals.
- Extend the network and liaisons with relevant health professionals to support the comprehensive work of the School Support Committee.
- Continue making school facilities available for community use.
- Promote and build an appreciation that learning is not limited to the classroom.



- Harness the power of home and community to help cultivate a holistic learning environment.
- Identify strategies so teachers and parents work together to help children learn.
- Enhance community, industry and business knowledge to build stronger partnerships.
- Enhance the already strong relationships with local childcare providers.
- Provide practical literacy and numeracy activities that involve parents in homework.
- Provide parent/teacher workshops targeting areas of need or interest.
- Refine practices and procedures to support transitions between early childhood education and care facilities and school and transition of students to secondary school.
- Promote effective communication between parents, caregivers, members of the wider school community to build stronger partnerships.
- Demystify the confusion that can occur when school and education specific language is used.
- Ensure information on students' progress is shared in a positive and meaningful way.
- Clearly articulate shared expectations about school priorities.
- Continue to build stronger partnerships with local business and community groups.
- Expand the use of technologies to inform and engage parents and caregivers, including newsletters, websites and appropriate social media networks.
- Ensure the currency of school calendars and web site pages.
- Monitor the possible needs to communicate with families from non-English speaking backgrounds.
- Review school induction practices to highlight the importance of communications with parents, caregivers and members of the wider community.
- Consolidate our culture of high expectations

### **Respectful relationships 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 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.

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

## School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	9	7	10
Long Suspensions – 6 to 20 days	2	1	1
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

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

The air-conditioning of all rooms to provide environments conducive to learning has seen an increase in the consumption of electricity. School based practices are in place to operate air-conditioning units economically.

The management of water consumption has been successful. A small increase in the consumption of water reflects a prolonged dry spell which required the watering of the oval to maintain minimal grass coverage. The extensive water supply held in tanks was exhausted to minimize water consumption.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	153,588	35,017
2014-2015	227,860	13,267
2015-2016	259,201	16,279

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.

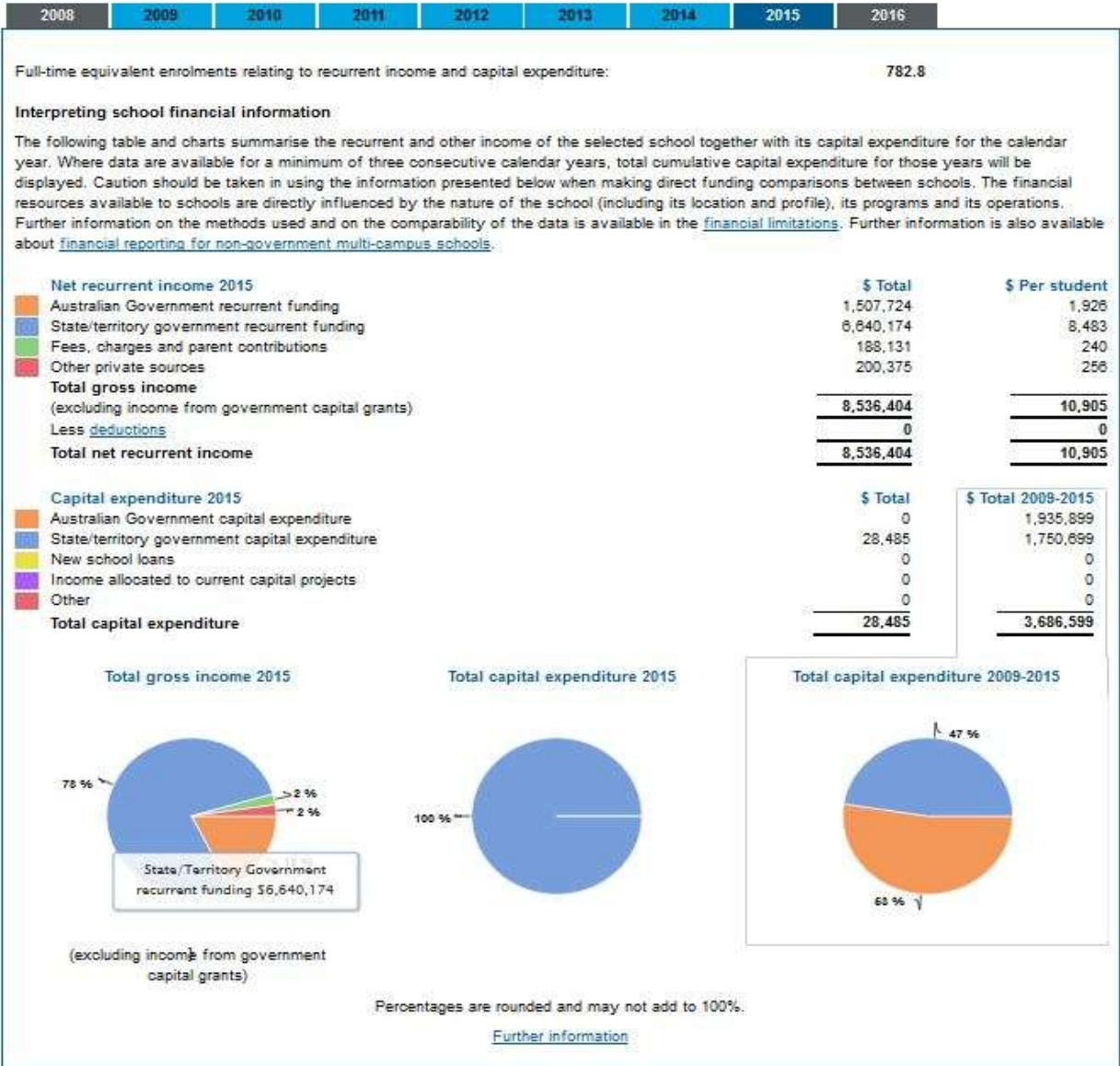


# School Funding

## 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/>.

### Albany Creek State School, Albany Creek, QLD



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

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Sector:

Government

Non-government

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

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



# Our Staff Profile

## Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	58	32	0
Full-time Equivalents	49	20	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	9
Bachelor degree	35
Diploma	8
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.



## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$94 244.00. \*Figures are from Megan for 2016

The major professional development initiatives are as follows:

#### The teaching of Reading and Writing

- 2 Twilight professional development sessions (3:30-6:30pm) 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
- 8 full days of Reading to Learn professional development for 7 key and new staff delivered by Associate Professor David Rose, Sydney University at Kenmore State School
- 100 days of Coaching to support planning Reading to Learn pedagogy, implementation of Reading to Learn pedagogy and assessing student writing. Reading to Learn Coach supported 35 classroom teachers and 3 SEP teachers
- Information sessions on Reading to Learn pedagogy 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

- Four 3hr moderation sessions per term to build understanding of student achievement and assessment practice and inform further teaching and learning

#### Pedagogical Framework

- 2 hr professional development session on updating of pedagogical Framework

#### ICT

- 6 x 1 hr professional sharing sessions on the embedding of ICT into Curriculum Units

#### OneSchool Curriculum & Assessment

- 4 x 2 hr professional development sessions for teaching staff on features of OneSchool
- 20 x ½ day professional development for key teaching staff on writing OneSchool Unit Plans, using OneSchool Weekly Plan
- full day training for 6 staff members of OneSchool features for key staff delivered by OneSchool consultants

#### Behaviour Management – Whole School Implementation

- 1 x 2hr workshops on implementing new Buzza program, Positive Behaviour Program

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	95%	95%

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

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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
2014	93%	95%	95%	95%	94%	96%	95%	94%
2015	95%	95%	94%	95%	95%	95%	95%	
2016	92%	94%	94%	94%	95%	94%	94%	

\*

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 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.

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 reminded 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 than 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 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.

**Find a school**

School name

Suburb, town or postcode

Sector:

Government

Non-government

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.

Headline Indicators		In Confidence - Not for Distribution		Dep
<b>Albany Creek State School (0190)</b>				
Attendance	Literacy & Numeracy <sup>1</sup>	English, Maths & Science	Year 12 Attainment	
Attendance Rate	% NMS <sup>2</sup>	% C or Better	% OP 1-15 or an IBD <sup>4</sup>	
	% U2B <sup>2</sup>		% QCE, VET, IBD or QCIA <sup>3</sup>	
Attendance <85	% U2B - SQSS <sup>2</sup>		% QCE or QCIA <sup>3</sup>	
	Mean Scale Score - SQSS <sup>2</sup>		% Cert II+ <sup>5</sup>	
	Relative Gain - SQSS <sup>3</sup>		% Non OP 1-15 Cert III+ <sup>6</sup>	
Enrolment	Behaviour	Satisfaction	Enrolments	
4-year trend <b>EMP</b>	Short suspensions	Overall rating for all survey items (Staff, Parent and Student)	Indigenous students % <sup>7</sup>	
	Exclusions <sup>8</sup>		Students with disability % <sup>8</sup>	
			Cancelleds	NAPLAN Absent/Withdrawn
			NAPLAN Participat Trend	
			OP / IBD Students % <sup>5</sup>	
			School Audit Report	
			Bank Balance per Student	
			ICSEA	
			ICSEA Decile National	ICSEA Decile Stan Schools
			Geographic Region (Level 2)	

## 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.

