



Albany Creek State High School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Albany Creek State High School is a co-educational secondary school. The school is attended by approximately 1490 students and is located in Northern Brisbane. Student enrolments are typically derived from the local primary schools - Albany Creek State School, Albany Hills State School and Eatons Hill State School. The student population includes 3% Indigenous students, 7% EALD, 4.5% students with a disability.

Albany Creek State High School's vision - *Innovative Thinkers, Successful Learners, Connected Community* - is the focus for curriculum, teaching and learning at our school. The Albany Creek State High School staff, students and parents are committed to a high quality education. We are a clever, skilled and creative community of learners with the school working closely with community to improve outcomes for young people. Respect, responsibility and resilience are the core values that underpin the expectations of our school community. High standards with regard to behaviour and performance are a fundamental part of our school culture. Student success is supported and celebrated through our day to day commitment to excellence.

Albany Creek State High School enjoys success across Years 7 to 12 in a range of academic, cultural and sporting endeavours. Extension and Support programs are available to students in all year levels with a priority to encourage independence and resilience in learning and achievement. The shared goals of improvement, realisation of potential and independence are cornerstones of the Junior and Senior programs of learning at our school for all students.

In the Junior School, parents, staff and students work to implement the knowledge, skills and understanding of the Australian Curriculum to enable a broad and holistic education. The 2019-2020 whole school improvement strategy regarding literacy and numeracy outcomes, assessment understanding and performance has yielded positive outcomes for our students.

As students move into the Senior School, extensive academic and vocational opportunities are made available. University, TAFE, school-based apprenticeships and traineeships allow all student pathways to be tailored to each individual.

Our school offers Programs of Excellence in both The Arts and Football in partnership with various community organisations and tertiary institutions to provide unique learning opportunities to develop and enhance knowledge and performance in their chosen specialisations. Additionally, co-curricular programs such as the Japan Study Tour, Music Tour, inter-school debating, State/National Academic and Sporting competitions are encouraged to optimise student experiences and further enhance the school community.

Outstanding achievement is noted broadly and is evidence of the collaborative efforts of all school community stakeholders. Albany Creek State High School staff maintain a commitment to their own learning and growth so as to optimise that of our students.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Year 7 - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	1260	1304	1366
Girls	597	634	657
Boys	663	670	709
Indigenous	38	38	39
Enrolment continuity (Feb. – Nov.)	95%	95%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

Overview

Albany Creek State High School is located in the Moreton Bay Region. Our students are engaged in a range of academic, sporting and cultural pursuits. *My School* places our Index of Community Socio-educational Advantage (ICSEA) value at 1049 (Australian average is 1000). The student population includes 3% Indigenous students, 7% have a background where English is an additional language or dialect and 4.5% have a verified disability.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	25	25
Year 11 – Year 12	20	20	20

Note:

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

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

In the Junior School (Years 7-9) at Albany Creek State High School, students study a diverse curriculum based on the Key Learning Areas (KLAs). In Year 10, students consolidate their Junior School studies and prepare for the Senior Phase of Learning.

Junior curriculum subjects are mapped vertically and horizontally to ensure alignment to the Australian Curriculum and a scope and sequence of learning that introduces and consolidates knowledge, understanding and skill acquisition.

Heads of Department lead teaching teams to develop a deep and thorough knowledge and understanding of the standards-based Australian Curriculum. As curriculum leaders, they support their teams to scan and assess current school practices as they relate to systematic curriculum delivery supporting identification and development of processes to address challenges of practice. Staff have completed extensive professional development in the Australian Curriculum focusing on standard descriptors, achievement standards, elaborations and assessment of Junior curriculum.

Throughout 2019, a whole school assessment review was undertaken. Faculty teams committed to the review and refinement of Years 7 and 10 assessment instruments. Through this process, staff engaged in various quality assurance professional learning activities and utilised quality assurance tools and mechanisms as a means of ensuring high quality assessments that were fit for purpose and consistent across the school at all year levels. In 2020, this process will be undertaken with Years 8 and 9 assessment instruments.

School staff have committed to professional learning regarding the introduction of the new QCE system and have demonstrated high levels of confidence and capacity operating within the new system processes. In the senior school, in addition to the redeveloped syllabus offerings, several new subjects have been introduced to senior offerings to enable broad offerings for our students. Our students plan appropriate individual pathways for the future by developing a Senior Education and Training Plan (SETP). Senior Schooling programs offer pathways for both academic and vocational qualifications.

Our school has developed programs to nurture all students and cater for their diverse needs. Distinctive curriculum offerings include:

- The Arts Production and Performance Program of Excellence (Music, Dance, Drama, Visual Art)
- Football Program of Excellence
- Accelerated English Program with links to the University of Queensland
- Robotics - Junior Secondary
- Year 12 Work Experience program
- Instrumental Music Program
- Drones in the Year 7 and 10 ICT curriculum
- Greater emphasis on Coding in the Junior ICT curriculum
- Vocational Certificate qualifications range from Certificate I to Certificate III level both within the school setting and/or through partnerships with external providers such as TAFE and Binnacle.
- Students in the Senior School also have the opportunity to participate in external studies through TAFE, University of Queensland, Queensland University of Technology and the Brisbane School of Distance Education.

Pedagogical Framework

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

In recent years, we have deepened our work around the Iceberg to align it to the explicit delivery of cognitions within the curriculum and trained staff in various literacy and numeracy priorities.

Our ASOT focus in 2019 continued the work in engaging in processes of collegial engagement and capability building to enable a culture of continuous improvement for our whole school community.

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

Extra-curricular activities

Our school has a strong commitment to the overall development of students and provides an extensive co-curricular range of activities. This occurs through our sporting, cultural and social programs. All students are encouraged to find an area of interest and foster this through formal curriculum and co-curricular activities. Including:

- Year 7 Teambuilding Camp
- Defence Transition Mentor program
- Student Representative Council and Student Leadership Program
- Queensland Debating Union Competition
- National and Queensland History Challenges and Writing Competitions
- Queensland Tourism Industry Council Salute to Excellence
- Queensland Awards for Planning Excellence
- International Study Visits – Tachikawa, Hidaka City, Yokoze Machi and Fuefuki High.
- United Nations Youth Speaking Competition
- University Open Days and Career Expos
- Rotary Interact Club
- Instrumental Music Program and Tour
- Cultural programs including La Boite, GOMA, QPAC, Art exhibitions, Artists in Residence
- Queensland Theatre Company Scene Project, Primary Drama Workshops and Theatresports competition
- Dance: Brisbane and Sydney Eisteddfods and various dance competitions
- Moreton Bay Regional Art Awards
- Metropolitan North and North West District Sport competitions
- Bill Turner Cup Football, SEQ Futsal, Coomera Cup Football, Brisbane Outer Schools Basketball League, Super 7s Netball Competition, Vicki Wilson Netball Cup
- Environment Club
- AC Racing: Human Powered Vehicles Challenge
- AC Robotics – Fraser Coast Technology Challenge
- Media Club and various media competitions
- Support Programs – Raise Mentoring, Peer Mentoring, Young Women's & Young Men's Group
- Year 7 Reader Mentoring Program
- Brisbane Writers' Festival, English Writing Competitions and visiting Author Workshops
- Learning Improvement Plans (LIPs) and Individual Curriculum Plans (ICPs)
- Reading 2 Learn
- ICAS Competition - English, Mathematics, Science
- Year 5 Science Enrichment Program with partner primary schools
- Year 5 Robotics Day of Excellence
- Creek2Hills Robotics Tournament – Sumo Challenge

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area.

Albany Creek State High School has a BYO program involving two phases. The first phase, from Years 7 to 9, utilises iPad devices to underpin the eLearning agenda. The second phase involves Laptops for Years 10 to 12 with the flexibility for students to continue to use iPad devices.

The phased approach is based on the premise that the technological requirements of students becomes increasingly complex and software more sophisticated as students move through the secondary stage of learning.

The Albany Creek State High School BYO program has a considered focus on the use of Apps and Software that supports the Australian Curriculum. Teachers collaborate to improve the use of these tools to redefine and modify curriculum.

Social climate

Overview

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

Our student support team (including Guidance Officers, Head of Department Learning Engagement, Chaplain, Defence Transition Officer, Aboriginal and Torres Strait Islander Support Officer, Head of Special Education Services and School Nurse) monitor student wellbeing and engagement, providing counselling, and support to all students. The Student Support Team meets weekly to discuss students referred by staff, parents and self-referrals to ensure appropriate individual case management and support is provided. This team also takes a proactive approach to addressing student needs through developing and facilitating various group programs; addressing entire year level cohorts on various wellbeing topics and participation in co-curricular activities with students. This team provides an extensive network of inter-agency support for the young people in our community.

Junior and Senior school structures enable us to hold regular assemblies and year level parades. Roll Class teachers maintain a pastoral care role with students and Year Level Coordinators support and coordinate the wellbeing of each cohort. WAVE (Wellbeing and Values Education) is our Pastoral Care Program. This program is delivered to all year levels and addresses the needs of our students and our school community.

Our Responsible Behaviour Plan for Students supports an integrated approach to behaviour, learning and teaching and reflects our school values - Resilience, Respect and Responsibility. It sets out the expectations of the school community and the rights and responsibilities of individual students. It outlines a range of supportive strategies and consequences and whole school positive preventive action for facilitating expected standards of behaviour. Clear processes and procedures to address unacceptable behaviour (including bullying and cyberbullying) are included in this document.

Albany Creek State High School caters for students with disabilities through a well-established Special Education Program. Timetables and Individual Curriculum Plans are developed for students involved in the program based on individual needs. The majority of students are supported in mainstream classes through in-class support and co-teaching while within the centre, classes specifically targeting improvement of literacy/numeracy skills are offered for students as tutorial sessions.

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

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2017	2018	2019
• their child is getting a good education at school (S2016)	94%	91%	93%
• this is a good school (S2035)	93%	95%	92%
• their child likes being at this school* (S2001)	96%	91%	90%
• their child feels safe at this school* (S2002)	98%	92%	90%
• their child's learning needs are being met at this school* (S2003)	91%	83%	86%
• their child is making good progress at this school* (S2004)	92%	87%	85%
• teachers at this school expect their child to do his or her best* (S2005)	98%	95%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	85%	83%
• teachers at this school motivate their child to learn* (S2007)	90%	83%	85%
• teachers at this school treat students fairly* (S2008)	84%	82%	82%
• they can talk to their child's teachers about their concerns* (S2009)	91%	92%	96%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• this school works with them to support their child's learning* (S2010)	89%	82%	82%
• this school takes parents' opinions seriously* (S2011)	85%	81%	83%
• student behaviour is well managed at this school* (S2012)	79%	80%	84%
• this school looks for ways to improve* (S2013)	91%	93%	92%
• this school is well maintained* (S2014)	93%	91%	93%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	93%	92%	96%
• they like being at their school* (S2036)	90%	88%	92%
• they feel safe at their school* (S2037)	97%	94%	98%
• their teachers motivate them to learn* (S2038)	80%	83%	89%
• their teachers expect them to do their best* (S2039)	97%	96%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	85%	91%	86%
• teachers treat students fairly at their school* (S2041)	73%	74%	75%
• they can talk to their teachers about their concerns* (S2042)	66%	62%	77%
• their school takes students' opinions seriously* (S2043)	70%	80%	83%
• student behaviour is well managed at their school* (S2044)	67%	75%	68%
• their school looks for ways to improve* (S2045)	87%	92%	94%
• their school is well maintained* (S2046)	85%	82%	86%
• their school gives them opportunities to do interesting things* (S2047)	89%	86%	89%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	93%	91%	90%
• they feel that their school is a safe place in which to work (S2070)	96%	97%	94%
• they receive useful feedback about their work at their school (S2071)	86%	83%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	83%	81%
• students are encouraged to do their best at their school (S2072)	97%	99%	99%
• students are treated fairly at their school (S2073)	92%	98%	95%
• student behaviour is well managed at their school (S2074)	91%	90%	91%
• staff are well supported at their school (S2075)	80%	71%	77%

Percentage of school staff who agree# that:	2017	2018	2019
• their school takes staff opinions seriously (S2076)	85%	76%	83%
• their school looks for ways to improve (S2077)	95%	93%	92%
• their school is well maintained (S2078)	93%	90%	91%
• their school gives them opportunities to do interesting things (S2079)	85%	82%	82%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

At Albany Creek State High School, we are committed to developing and sustaining valued partnerships with students, staff, parents/carers and the broader community. We encourage all members of our community to work together to maximise student learning and wellbeing and ensure successful outcomes for all students.

Staff recognise the importance of effective and timely communication. Communication between home and school is provided through a range of methods including:

- Fortnightly newsletter emailed and available on website
- School website and Facebook page
- Parent Teacher Interviews held twice annually
- Reports and updates at School Council and P&C meetings
- Regular communication with parents by phone, letter, Positive Recognition Postcards and email

Parents are encouraged to contact the school about any issues of concern and to provide input for support plans for students. We value our parents as partners and key stakeholders in our education community and encourage them to play an active and supporting role in the life of the school.

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

- Open Day for parents wishing to enrol students the following year.
- Enrolment interviews are conducted for all new students by a Deputy Principal or Head of Department Junior Secondary
- Celebration events including awards presentations, ANZAC Day ceremony, Senior Investiture and Graduation.
- Information evenings and Parent Workshops
- Sporting events, performances and concerts
- Pathways Day and Senior Education and Training Plan interviews
- Defence Parents Morning Teas

Albany Creek State High School has strong ties with our local sub-branch of the Returned Services League (RSL) and with the Department of Veteran Affairs. We also have a Defence Transitions Mentor funded by Defence.

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

The School Council meet four times throughout the year to guide and monitor the strategic direction of the school. Members of the School Council include parents, students and staff.

The Parents and Citizens' Association (P&C) meet monthly and are actively involved in the decision making processes of the school. They also provide a range of services to the school that include the operation of the Tuckshop. Instrumental Music and Dance Parent Supporter Groups operate as sub-committees of the P&C and continue to support students by volunteering their time and organising fundraising activities.

Respectful relationships education programs

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

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

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

There are additional targeted support programs offered to Junior students in addition to the WAVE program. These are coordinated by the Guidance Officers and run by external providers. These programs aim to give students opportunities to explore topics such as values, communication, friendships and cyber safety; encouraging personal growth. The RAISE Mentoring program supports students in Year 7 and the Young Women's and Young Men's, groups facilitated by Picabeen Neighbourhood Centre, supports students in Years 7 – 9.

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	150	137	277
Long suspensions – 11 to 20 days	1	0	0
Exclusions	3	5	3
Cancellations of enrolment	1	1	1

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	468,893	460,426	471,723
Water (kL)	15,482	12,813	16,582

Note:

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

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

School funding

School income broken down by funding source

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

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.

Search by school name or suburb School sector School type State

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



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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	108	50	<5
Full-time equivalents	102	34	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed 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 links

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

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

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	9
Graduate Diploma etc.*	28
Bachelor degree	66
Diploma	4
Certificate	0

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

Professional development

Teacher participation in professional development

Queensland state schools undertake five (5) staff professional development days (25 hours) throughout the year: Staff at Albany Creek State High School also engage in a range of professional learning activities throughout the year that align to school priorities and individual needs. In 2019, the major professional development initiatives included:

- Curriculum, assessment and initiatives facilitated by QCAA and external providers
- Design thinking in the Australian Curriculum
- Professional development targeting school priorities including academic writing, Critical Thinking and Deep Learning, Testing and Generating Hypotheses, Every Child Succeeding by Design, , Data Literacy.
- Professional learning targeting student needs including AARAs, Differentiation (increasing student mastery of Maths and Numeracy), Differentiating the teaching of Reading, WISC-V Scoring and Interpretation, Supporting HI students, Youth Mental Health First Aid Course, Supporting Students Self-Regulation and Emotional Control, Equity and Diversity
- Professional learning focussed on integration of technologies including Digital Capabilities Training Team, iPad: New ways to Think & Learn, Intranet for Schools Web Conference, Improving Digital Reading and Writing in the Curriculum
- Subject specific professional development including Spatial Technologies for Senior Geography, Neuroscience and Music Education, Practical Microbiology in Schools, Enhancing Science Teaching and Learning with Stile
- Leadership development, capability building and coaching
- Conferences, workshops and network meetings organised by professional associations, regional and central office
- Mandatory training (Code of Conduct, Student Protection, WHS)
- One School Training
- Mentoring Beginning Teacher program and Master Class
- Essential Skills for Classroom Management, Effective and Engaging Classrooms
- Workplace Health and Safety
- First Aid and CPR Qualifications
- Individual teacher and support staff requirements
- Professional Learning Circles (PLCs)
- Creek2Hills Schools' partnership and Northern Network Secondary Partnership activities

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Secondary schools was 89%.

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

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	93%	92%	92%
Attendance rate for Indigenous** students at this school	89%	90%	90%

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

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

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

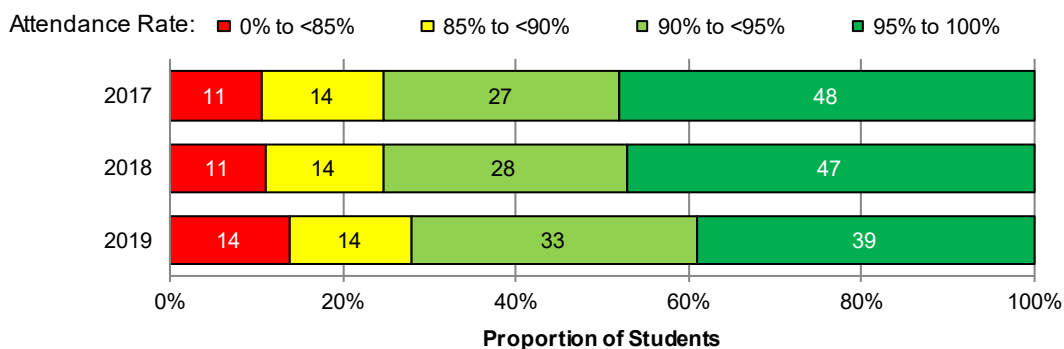
Year level	2017	2018	2019
Year 7	95%	94%	94%
Year 8	93%	92%	92%
Year 9	92%	92%	90%
Year 10	92%	92%	91%
Year 11	92%	92%	92%
Year 12	93%	92%	92%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

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.

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



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



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.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	196	165	140
Number of students awarded a QCIA	2	0	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	194	165	138
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	117	100	75
Percentage of Indigenous students who received an OP	75%	0%	40%
Number of students awarded one or more VET qualifications (including SbAT)	188	160	111
Number of students awarded a VET Certificate II or above	51	57	54
Number of students who were completing/continuing a SbAT	16	21	15
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	82%	77%	80%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	97%	94%	97%

Notes:

- The values above:
 - are as at 05 February 2020
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	22	16	12
6-10	32	31	22
11-15	42	30	26
16-20	19	22	15
21-25	2	1	0

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	188	154	85
Certificate II	33	40	46
Certificate III or above	31	31	31

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	85%	81%	89%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	70%	57%	83%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at <https://albanycreekshs.eq.edu.au>.