

Albert State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Operating since 1883, Albert SS assists our people to be informed citizens that build harmonious communities. Some students travel from several suburbs away, being fourth generation attendees, or choose our school due to its size and setting. We believe our people make us excellent. We encourage every student to aspire to intellectual, social, emotional and physical success. To put these beliefs into practice, we provide a student-centered curriculum in which students engage in a dynamic curriculum based upon sound principles, tailored to meet the needs of our context and students. We encourage student growth, whereby students are empowered to contribute to their community and to be life-long learners. And we embrace community support which nurtures a positive, effective relationship between our school and its community to improve student learning and our community's capacity, and staff growth so that staff members have the skills, capacity and flexibility to deliver high quality education.

We are a **Positive Behaviour for Learning (PBL)** school.

Our school rules: **Be a Learner, Be Respectful & Be Safe** are embedded into all aspects of our school.

We teach a targeted weekly Positive Behaviour Curriculum and have school awards and rewards linked to our school rules.

We value: student-centred curriculum – students engage in a dynamic curriculum that is based upon sound principles, tailored to meet the needs of our context and the needs of the students.

Student growth – students are empowered to contribute to their community and to continue to learn throughout their lives.

Community support – nurturing a positive, effective relationship between our school and its community to improve student learning and to strengthen our community's capacity.

Staff growth – our staff members have the skills, capacity and flexibility to deliver high quality education.

Principal's Foreword

Introduction

Thank you for taking the time to read our school's Annual Report for the 2016 school year. We have continued to strive to live up to our motto "Only My Best" during the year. Our students continued to perform well in the academic, social and sporting arenas and our staff members have remained true in their commitment to assisting student hearts and minds to achieve their hopes and dreams. In this report you will find information regarding our school's scores on national tests, the programs that we offered in 2017, the work of our staff members, attendance data for our students and on our school's climate.

School Progress towards its goals in 2017

Priority Areas:

Further our commitment to developing:

- Whole school improvement in English, Mathematics and Science in Year 1 to 6.
75% of students achieving C or higher
- Increased number of students in the upper two bands in Years 3 and 5 in reading and numeracy
- Increased attendance
- Ensuring all students in Years 3 and 5 attain NMS in both reading and numeracy or have an individual learning plan
- Place further emphasis on developing students' digital literacy skills

Steps taken to achieve these priorities:

- Provide effective and efficient financial support to enable sustained school improvement in the priorities areas of English, Mathematics and Science.
- Increase teacher aide hours to work with students in classrooms specifically targeting reading.
- Increase teacher aides with maximised hours to implement Daily Rapid Reading and Reading Link Program.
- Employ additional teacher aides to increase staff to three to enable more students to participate in the Daily Rapid Reading & Reading Link Program.
- Allocate Daily Rapid Reading & Reading Link Program for Prep, Yr 1, Yr 2, Yr 3 & Yr 5.
- Purchase additional 0.1 Speech language Pathologist for 2016 to work with students around oral language and further support students with speech language impairments.
- Ensure a variety of processes are in place to maximize the number of students in the U2B (process to begin in Prep)

Implement the Australian Curriculum

- Reviewed and refined the operations of the Head of Curriculum.
- Facilitated release time for teacher planning, including the SEP teacher as appropriate to differentiate the curriculum for the students with Special Needs or learning difficulties.
- Continued work around refining the Albert SS Curriculum Framework.
- Enacted processes to allow the moderation of student learning achievements.

Improve the School's Reading Program

- Engaged with and enacted the "Teaching Reading Comprehension Strategies" process, providing the necessary materials and training for staff members. Focused on one strategy as a whole staff, using Strategy Meetings to enable staff members to use and discuss each strategy.
- Formal observation & feedback sessions around the teaching of reading.
- Used school data to set targets for student achievement. Included the students and their parents/caregivers in this process.
- Reviewed and enhanced the Albert State School Balanced Reading Program.

Social and Emotional Learning.

- Continued the operations of the Positive Behaviour for Learning (PBL) focus.
- Using behaviour data to strategically plan methods of promoting positive behaviour.
- Implement weekly behaviour focus lessons to support this process.
- Utilised referrals to the Guidance Officer proactively.
- Targeted bullying behaviours in relevant sectors of the student population as appropriate.

Future Outlook

Use the Department's Strategic Plan to further develop:

Successful Learners

- Implement the Australian Curriculum
- Key literacy and numeracy improvement strategies
- Differentiation strategies

Great People

- Implement Annual Performance Development Plans for all staff
- Formal observation & feedback sessions around the teaching of reading. Principal observation & instructional rounds

Empowerment

- Continue to develop and enact a pedagogical framework

Engaged Partners

- Transition Programs with Secondary Schools
- Parent and Community Engagement Focus
- Communication with Early Learning Centres – Under 8s Day & Prep Transition Programs

High Standards

- Meet regularly with ARD to work through inquiry model
- Audit priorities
- PBL Action Plan based on SET Data / TFI implementation
- School Opinion Survey priorities
- Promoting the expectation that students attend school every day

We will support the above actions financially in 2018 by:

- Providing effective and efficient financial support to enable sustained school improvement in the priorities areas of English and STEM.
- Support the Priority Learning Area (PLA) of reading, ie the 1-on-1 reading intervention program consisting of Daily Rapid Reading & Reading Link for all students in the junior school, and targeted students in Yr3-6.
- Assisting all students in Years 3 and 5 attain NMS in reading by allocating additional teacher FTE to increase the number of students who can be targeted by the Specialist Teacher: Literacy & Numeracy (ST:LaN) to focus on reading comprehension.
- Assisting students reach or further themselves into the Upper 2 Bands (U2B) for reading.
- Support language development of identified students through additional Speech Language Pathologist (SLP) time to develop and implement programs for children identified as having oral language problems and/or requiring timetabled Speech & Language Impairment (SLI) intervention.

We will track and monitor the outcomes of these commitments by:

- Comparing reading age and chronological age using norm-referenced diagnostic assessments. Make teaching decisions and actions based on this data.
- Using C2C Assessments to identify areas for targeted intervention.
- Tracking student improvement at an individual student & whole school level.
- Implement 5 week data cycles to track success of targeted intervention - plan actions.

Goal: By Term 4, students are at-level or above school reading targets or their individual learning goal or ICP goal.

School targets are based on North Coast Region (NCR) targets.

Our Initiatives in 2018 will include:

- In line with the AIP priorities, employ staff to implement the Daily Rapid Reading & Reading Link Program. This program will ensure all students in Year 1 & 2 will receive daily 1-on-1 reading intervention, tracking towards school reading targets (outlined in table above). When Prep students are at an instructional reading level that ensures they are ready to participate, they will be added to the program.
- Allocate funds to provide flexibility around teacher staffing FTE to utilise key teachers in the required roles. Specifically:
 1. increase ST:LaN support to implement reading comprehension for students who are not meeting NCR targets or have identified areas of weakness identified by assessments, *and* provide extension reading comprehension / critical thinking programs for those who are tracking towards, or in the Upper 2 Bands (U2B) and;
 2. increase FTE for curriculum & classroom support to provide support for teachers around curriculum implementation, assessment data cycles and provide support and professional development for understanding of data literacy (assessment of learning, for learning and as learning) in order to monitor and track reading improvement. Plan actions as a result.
- Purchase additional Speech language Pathologist (SLP) to plan, implement and train key staff to administer oral language programs, speech intervention programs and further support students with speech language impairment (SLI) intervention. Prep and early years screeners will inform what level of intervention is required.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	116	46	70	15	90%
2016	135	58	77	13	85%
2017	130	52	78	13	78%

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

In 2017, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

Our students are chiefly drawn from inner-city Maryborough, with most students living near our school.
10 of our students identify as being of Aboriginal and/or Torres Strait Islander descent as of the Day 8 Census..
1 of our students use English as their second language as of the Day 8 Census.
16 of our students have a diagnosed disability as of the Day 8 census..

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	19	22
Year 4 – Year 6	15	25	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Our Approach to Curriculum Delivery

- C2C Curriculum delivery (North Coast Region Plan B School Model)
- Technology integration in classrooms and the Special Education program
- Music program
- Sporting opportunities
- Inclusive Special Education Program
- Extensive intervention processes and supports
- We coordinate the timetables of our teacher aides and specialist teachers to allow students to be in small groups as they undertake literacy and numeracy activities.

Co-curricular Activities

- Music opportunities – Instrumental Music, Orchestral Music, Choirs, KidSing, Eisteddfods
- Educational Excursions
- A variety of inter and intra school sporting activities
- Chaplaincy services
- Mechanical Connections Program facilitated by SU
- School Skipping Team
- Lunchtime sporting activities
- School camps
- Indigenous Learning Experiences
- Spelling Bees

How Information and Communication Technologies are used to Assist Learning

In 2017 we created a computer lab with 29 computers for students to engage in digital literacies in a lab as well as in their classrooms.

Our Teacher Librarian and classroom teachers teach the Digital Technologies Curriculum.

Students in the Special Education Program and classrooms engage with learning apps on ipads.

Students have access to portable digital media for learning such as ipads and Nintendo DS for brain-training and photography.

Students of all year levels engage in coding and robotics tasks.

Social Climate

Overview

Our school's tone is a positive one, with our Code of Behaviour used to assist students to make the best choices possible.

This is summarised by our 3 school rules.

Be a Learner

Be Respectful

Be Safe

Positive student behaviour is recognised through a variety of avenues from in-class rewards to whole school community recognition at our Honours Ceremony each term.

Each term we have a behaviour rewards day that varies. This year we had a movie excursion, party in the park and trip to WetSide in the last week of term for those who achieved the desired behaviour criteria.

Student behaviour is managed by our Responsible Behaviour Plan.

Early and meaningful communication with parents and caregivers around student behaviour is an integral part of our process.

Our Positive Behaviour for Learning (PBL) committee undertakes actions from behaviour data analysis and results from surveys of staff members and community members about student behaviour, looking at how we can promote positive behaviour. This committee is made up of a mix of staff, parents/ caregivers and community members. PBL provides an ongoing framework to accomplish this task, with the aforementioned people working as partners in the process.

In 2017 we offered weekly yoga classes to the entire school, funded out of the behaviour management budget.

Our students are also engaged in community support programs e.g. the students raise money for charities and those in need.

Our school also operates a Mentor Program from the Door of Hope where volunteers work with students to build on their self-esteem and to encourage their continuing engagement with school. This program also includes a daily Breakfast Program.

Our school joins with other schools in Maryborough in the operation of a Chaplaincy program to further augment the intangible social skilling work in which we engage. However, we do not operate a Religious Education Program in our school.

On reflecting the above, our School Opinion Surveys indicate a high level of satisfaction round our processes and procedures.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	90%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	90%	100%
their child feels safe at this school* (S2002)	100%	90%	100%
their child's learning needs are being met at this school* (S2003)	100%	90%	100%
their child is making good progress at this school* (S2004)	100%	90%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	90%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	80%	100%
teachers at this school motivate their child to learn* (S2007)	100%	90%	100%
teachers at this school treat students fairly* (S2008)	100%	90%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	90%	100%
this school works with them to support their child's learning* (S2010)	100%	90%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	98%	94%
they like being at their school* (S2036)	97%	98%	93%
they feel safe at their school* (S2037)	94%	93%	91%
their teachers motivate them to learn* (S2038)	91%	98%	96%
their teachers expect them to do their best* (S2039)	100%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	91%	98%	85%
teachers treat students fairly at their school* (S2041)	88%	95%	94%
they can talk to their teachers about their concerns* (S2042)	88%	88%	92%
their school takes students' opinions seriously* (S2043)	94%	92%	90%
student behaviour is well managed at their school* (S2044)	91%	71%	74%
their school looks for ways to improve* (S2045)	94%	100%	96%
their school is well maintained* (S2046)	94%	97%	88%
their school gives them opportunities to do interesting things* (S2047)	91%	95%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	90%	95%	100%
they receive useful feedback about their work at their school (S2071)	95%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	100%	100%
students are encouraged to do their best at their school (S2072)	95%	100%	100%
students are treated fairly at their school (S2073)	90%	95%	100%
student behaviour is well managed at their school (S2074)	79%	95%	100%
staff are well supported at their school (S2075)	90%	100%	100%
their school takes staff opinions seriously (S2076)	84%	100%	100%
their school looks for ways to improve (S2077)	80%	100%	100%
their school is well maintained (S2078)	80%	100%	100%
their school gives them opportunities to do interesting things (S2079)	90%	100%	100%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are involved in their children's education on a variety of levels and through processes depending on their interests, commitment and availability. Some examples of these levels of involvement include involvement at strategic decision making through our school's P&C committee.

Involvement at a classroom support level is encouraged through volunteering for listening to sight words and reading, attending year level parent information sessions, assisting with activities in classrooms, supporting individual children with special projects and presentations in their classrooms and involvement in excursions and other extra-curricular activities. Parents with particular interests or skills are also encouraged to volunteer their time to share these with our students. Parents are kept up to date with school events through our Facebook page, the newsletter and special notes. Information about student progress is provided through report cards and interviews, which are offered twice per year at the end of each semester, however, parents are also encouraged to maintain a close, informal contact with their child's teacher throughout the year.

Respectful relationships programs

Our school promotes positive-respectful relationships. We do not condone bullying and violence in any way. We actively promote and teach the concept of anti-domestic violence and the department's Not Now, Not Ever agenda. Positive Behaviour for Learning lessons are taught in all classrooms on a weekly basis and are planned from a data-driven process.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	44	60	83
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Our school has been fully equipped with air-conditioned classrooms over the last couple of years, so we make active efforts to minimise energy consumption by minimising use and being diligent about turning things off when not in use.

We have solar panels installed on the hall, which also subsidises our energy use.

These actions will allow our school to enact a plan that will reduce our environmental footprint and to engage in more sustainable practices.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	52,131	3742
2015-2016	49507	12191
2016-2017	53419	6561

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/>.

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

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	9	12	0
Full-time Equivalent	8	8	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	7
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$7168.

The major professional development initiatives are as follows:

- Reading
- NCR Numeracy Project
- Pre-Moderation & other Curriculum planning and assessment areas
- Early Years Support
- Positive Behaviour for Learning (PBL)
- Mentoring Beginning Teachers
- Staff planning release to work with the Curriculum Coordinator

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	94%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	87%	83%

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

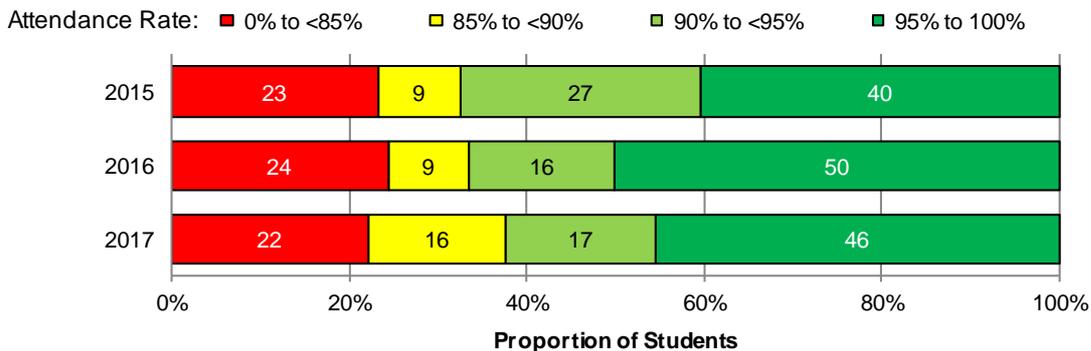
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	88%	91%	94%	94%	96%	90%	88%						
2016	93%	90%	92%	91%	91%	95%	92%						
2017	93%	94%	90%	90%	90%	93%	94%						

*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 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.

Our school implements the following measures in this area:

Students who arrive late or who are to be collected early must be taken through the office by the child's parent/ caregiver so that this can be recorded and the student's teacher can be informed. They sign in to the ipad which goes directly onto the class roll. Class rolls are marked twice per day using Roll Marker software, soon after 9:00 am and soon after 1:55 pm. SMS messages are automatically sent after 9:30am.

Parents can phone in reasons for the absence of a student, leave a message on the school's Student Absence Line, SMS, send a note, speak with the teacher etc. Unexplained absences are followed up the class teacher.

Absences of more than three days are followed up by the principal with the student's parent/ caregiver, as are any trends.

Departmental policies around the Enforcement of Attendance Policy are enacted for ongoing student absences.

We have termly pizza parties and class competitions for encouraging attendance.

Individual class and whole school attendance percentages are published every week in the newsletter.

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

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