

Albert State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	210-220 Albert Street Maryborough 4650
Phone	(07) 4120 0888
Fax	(07) 4120 0800
Email	principal@albertss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Phillip Murtagh, Principal.

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.

PBL Mission Statement: *At Albert State School we are dedicated to creating SAFE, RESPECTFUL LEARNERS in a caring environment throughout our school.*

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.

School progress towards its goals in 2018

Priority Areas:

Further our commitment to:

- 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.

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 aides to implement support classroom reading, Daily Rapid Reading and Reading Links 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)

Future outlook

Use the Department's Strategic Plan to further develop:

Target	Measures																																								
<p>Improve student reading outcomes through implementation of our school's reading program with a focus on assessment data analysis of and for learning.</p>	<p><u>Further our commitment to monitoring and improving student learning outcomes by implementing the following actions:</u></p> <ul style="list-style-type: none"> • Support the Priority Learning Area of reading by continuing 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. • Release staff on a regular, timetabled basis to analyse and interrogate data with the Principal, and use tools such as differentiation trackers and the literacy continuum and to specifically target areas for student improvement. • Assisting students reach or further themselves into the Upper 2 Bands (U2B) for reading through targeted intervention. • 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. <p><u>Our goal: By Term 4, students are at-level or above school reading targets or their individual learning goal or ICP goal.</u></p> <table border="1" data-bbox="1165 1075 1436 1265"> <caption>Reading Targets (PM & Age)</caption> <thead> <tr> <th></th> <th>T1</th> <th>T2</th> <th>T3</th> <th>T4</th> </tr> </thead> <tbody> <tr> <td>Prep</td> <td></td> <td>2</td> <td>4</td> <td>6-8</td> </tr> <tr> <td>1</td> <td>10</td> <td>12</td> <td>14</td> <td>16-18</td> </tr> <tr> <td>2</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>3</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>4</td> <td colspan="2">9yrs</td> <td colspan="2">9.5yrs</td> </tr> <tr> <td>5</td> <td colspan="2">10yrs</td> <td colspan="2">10.5yrs</td> </tr> <tr> <td>6</td> <td colspan="2">11yrs</td> <td colspan="2">11.5yrs</td> </tr> </tbody> </table>		T1	T2	T3	T4	Prep		2	4	6-8	1	10	12	14	16-18	2	19	20	21	22	3	22	23	24	25	4	9yrs		9.5yrs		5	10yrs		10.5yrs		6	11yrs		11.5yrs	
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<p>Improve teacher understanding of curriculum intent by implementing pre-moderation practices.</p>	<ul style="list-style-type: none"> • Ensure that 100% of teachers engage in termly pre-moderation practices with the region's Principal Advisor Teaching & Learning: Australian Curriculum. • These processes will be underpinned by data meetings with the Principal and support staff, as well as internal (school-based) and external (cluster-based) moderation processes. C2C assessment tasks will be moderated. • Monitoring: <ul style="list-style-type: none"> ○ Staff feedback on increased understanding of curriculum intent due to participation in pre-moderation procedures. ○ Student engagement and behaviour monitored as an improved approach to planning & teaching is applied throughout the school. ○ Analysis of A-E data. 																																								

Our initiatives will include:

- Implementing daily reading intervention (Reading Links or Daily Rapid Reading) for students in the early years of learning, and students who are identified as requiring targeted reading intervention from the middle & upper years, tracking towards school targets (listed above.)
- Releasing teaching staff for data discussions with the Principal each term, with a focus on analysing student achievement using reading assessment results.
- Providing staff with opportunities to participate in observation & feedback with the Principal, as well as participate in instructional rounds where they watch others teach reading lessons.
- Providing school-based and region-facilitated Professional Development opportunities.
- Releasing staff for pre-moderation planning sessions each term with year level teachers from local schools and the Principal Advisor Teaching & Learning: Australian Curriculum. (PATL:AC)

We will financially support these outcomes by:

- Employing staff to implement the daily reading intervention program:
- TRS costs to release teachers for pre-moderation processes each term:
- TRS costs to release teachers for data & planning discussions each term focussing on reading improvement:
- TRS costs to release teachers for half day planning sessions per term:
- Professional Development (Allowing junior school teachers to engage with Age Appropriate Pedagogies Early Years Coaches):
- TRS costs to allow staff to participate in instructional rounds (observation/feedback):
- Additional purchased time for Speech Language Pathologist (SLP):

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	135	130	128
Girls	58	52	70
Boys	77	78	58
Indigenous	13	13	18
Enrolment continuity (Feb. – Nov.)	85%	78%	89%

Notes:

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

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

Characteristics of the student body

Overview

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

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	22	20
Year 4 – Year 6	25	26	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

Curriculum delivery

Our approach to curriculum delivery

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

- 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.
- We upgraded our WiFi capability this year to support more and all types of devices.
- We are preparing / readiness testing for NAPLAN Online in 2019.

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, wet fun day 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.

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

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	100%	89%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	90%	100%	89%
• their child feels safe at this school* (S2002)	90%	100%	89%
• their child's learning needs are being met at this school* (S2003)	90%	100%	89%
• their child is making good progress at this school* (S2004)	90%	100%	89%
• teachers at this school expect their child to do his or her best* (S2005)	90%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	100%	89%
• teachers at this school motivate their child to learn* (S2007)	90%	100%	89%
• teachers at this school treat students fairly* (S2008)	90%	100%	78%
• they can talk to their child's teachers about their concerns* (S2009)	90%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	90%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	89%
• student behaviour is well managed at this school* (S2012)	100%	100%	89%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	94%	91%
• they like being at their school* (S2036)	98%	93%	91%
• they feel safe at their school* (S2037)	93%	91%	85%
• their teachers motivate them to learn* (S2038)	98%	96%	91%
• their teachers expect them to do their best* (S2039)	100%	96%	91%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	85%	89%
• teachers treat students fairly at their school* (S2041)	95%	94%	89%
• they can talk to their teachers about their concerns* (S2042)	88%	92%	79%
• their school takes students' opinions seriously* (S2043)	92%	90%	80%
• student behaviour is well managed at their school* (S2044)	71%	74%	74%
• their school looks for ways to improve* (S2045)	100%	96%	91%
• their school is well maintained* (S2046)	97%	88%	87%
• their school gives them opportunities to do interesting things* (S2047)	95%	96%	91%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	90%
• they feel that their school is a safe place in which to work (S2070)	95%	100%	95%
• they receive useful feedback about their work at their school (S2071)	100%	100%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	95%
• students are treated fairly at their school (S2073)	95%	100%	95%
• student behaviour is well managed at their school (S2074)	95%	100%	90%
• staff are well supported at their school (S2075)	100%	100%	76%
• their school takes staff opinions seriously (S2076)	100%	100%	90%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	100%	100%	90%
• their school is well maintained (S2078)	100%	100%	90%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	95%

* 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 education 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

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	60	83	74
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	49, 507	53,419	61,158
Water (kL)	12,191	6,561	355

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	8	12	0
Full-time equivalents	8	7	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	0
Bachelor degree	6
Diploma	1
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$2672

The major professional development initiatives are as follows:

- Australian Curriculum
- Positive Behaviour for Learning
- Curriculum Planning / Facilitation

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	94%	94%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 74% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	90%
Attendance rate for Indigenous** students at this school	87%	83%	87%

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

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

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

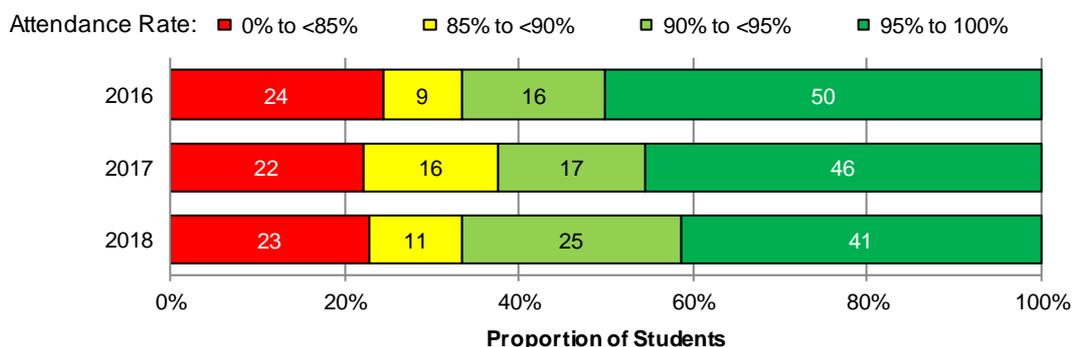
Year level	2016	2017	2018
Prep	93%	93%	92%
Year 1	90%	94%	92%
Year 2	92%	90%	92%
Year 3	91%	90%	93%
Year 4	91%	90%	84%
Year 5	95%	93%	89%
Year 6	92%	94%	90%

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.

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 reward systems for encouraging attendance.

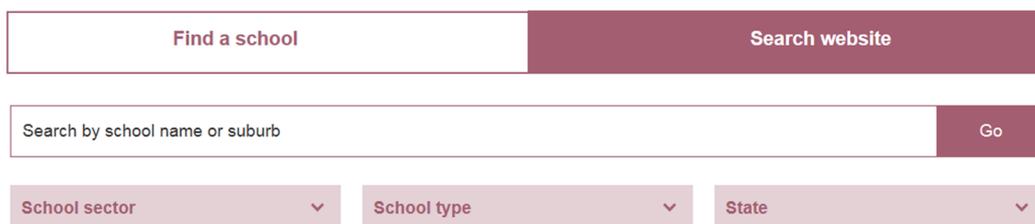
Individual class and whole school attendance percentages are published every week in the newsletter.

NAPLAN

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

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.