



# Alexandra Hills State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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

## Contact Information

---

Postal address:	PO Box 5503 Alexandra Hills 4161
Phone:	(07) 3820 0333
Fax:	(07) 3820 0300
Email:	<a href="mailto:principal@alexhillss.eq.edu.au">principal@alexhillss.eq.edu.au</a>
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Wayne Fletcher. Principal

---

## School Overview

*Alexandra Hills State School* provides a warm, supportive environment where all students are given the best opportunity to reach their potential. Students, staff, parents and wider community all come together to ensure a successful primary school experience. Our school has a proud history of achievements and is very much the hub of the community. Our school operates in a multi-age classroom setting. This allows for teacher-directed, self-paced and individualised learning. The learning environment caters for early, lower, middle and upper school students. *Alexandra Hills State School* strives to meet the needs of its students as they progress through their education. The curriculum reflects current education trends as well as incorporating fundamental literacy and numeracy skills. Students at all ability levels are provided with individual support and attention. Each child is presented with an appropriate range of quality learning experiences that endeavour to develop and strengthen specific skills and abilities as well as meeting the needs of our students and society today. Our aim is to deliver a safe, positive learning environment that provides a foundation for lifelong learning.

## Principal's Forward

### Introduction

This report will take you through the aspects, which make *Alexandra Hills State School* such an innovative and respected educational facility. Schools mirror the communities they serve and it is essential that the information reported contributes to a greater understanding of the challenges the school faces. By sharing this information we aim to strengthen the links within our school community.

The *2016 School Annual Report* provides information and data relating to the performance of *Alexandra Hills State School* over the past 12 months. The information being presented to you is not new, most of it should be well known, however, if there are sections that you would like discussed in further detail, please make an appointment to see me so that I can take you through the data personally.

### School Progress towards its goals in 2016

- Parent in-services providing strategies for supporting their child with reading.
- Whole-school *Literacy Step-Up Program*, providing explicit, small-group literacy instruction for each student in the key area of reading and writing.
- Revised diagnostic testing and standards schedule.
- ICT mentoring for teachers aimed at improving integration and improved pedagogy.
- Analysis of systemic data sets and school based data for planning and the identification of cohort trends.
- Training and development of curriculum in readiness for the whole-school implementation of *Positive Behaviours for Learning*.
- Development of *Alexandra Hills State School Vision*.
- Establishment of the *Arts Excellence Program*. Weekly lessons delivered by specialist instructors during school time to all students as part of the Arts School Curriculum.
- *Lunchtime Options Program* providing all students with a wide variety of supervised, highly engaging activities during the lunch hour, including choirs, drama, chess, team sport, brass band, art and craft, 10 pin bowling and environmental projects.
- Development of a productive partnership with the *Smith Family*, providing *the After School Learning Club*, a one on one after-school literacy tuition for identified lower primary students.

- Introduction of *Mainly Music*. A music-based learning and social skilling program for birth to 4 year old children and their caregivers.
- Introduction of a whole school ukulele band.
- The implementation of the *Adopt-a-Cop* program.

## Future Outlook

### A commitment to excellence

#### We will achieve this by:

- Providing a responsive and differentiated curriculum for the diverse needs of our learners to achieve their potential;
- Continuing to create a challenging curriculum in a safe, supportive, respectful, disciplined and caring learning environment;
- Supporting learners to continuously set individual academic and personal goals to raise their educational achievements.
- 

#### Key priorities for 2017:

- Attendance target of 95%
- A whole-school approach to the teaching of reading
- Implementation of a whole school approach to behaviour: *Positive Behaviour 4 Learning*
- A focus on effective communication between the school and the *Alexandra Hills State School Community*.
- Staff capability building through sharing effective practices, developing a quality teacher network and supervision feedback loops.

2017 will see the school **focus on the area of reading**, which underpins all other key learning areas taught within the curriculum. We aim to modify our current practices/curriculum to ensure the progress of our student's literacy competencies.

2017 will see a **focus on information and computer technology**. We are committed to continually upgrade equipment and software to provide state-of-the-art facilities, enabling us to deliver an inspired, fully integrated and current ICT curriculum. *Alexandra Hills State School* will invest in the teaching of digital literacy and coding, with highly trained facilitators teaching students everything from coding, app development, website design, 3-D printing and robotics.

2017 will see **positive behaviour management** as a cornerstone of *Alexandra Hills State School*. 2017 will see the school focus on the reinforcement of prevention, promotion and intervention to build the social and emotional strengths of our students in line with our recently revised *Responsible Behaviour Plan*.

**Effective communication will be a priority area for Alexandra Hills State School in 2017.** A concerted effort in improving communication between members of the school priority will be a focus over the next 12 months, ensuring that all members of the *Alexandra Hills State School Community* are well informed of the initiatives being undertaken and can access information easily and effectively. Improved signage, utilisation of online communication tools and a greater emphasis on one-to-one communication opportunities will be vigorously pursued and implemented.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	203	86	117	14	86%
<b>2015*</b>	198	85	113	21	95%
<b>2016</b>	196	79	117	24	88%

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

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

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

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

## Characteristics of the Student Body

### Overview

*Alexandra Hills State School's* student population comes primarily from low socio-economic backgrounds with the schools population registering 950 on the Index of *Community Socio-Educational Advantage* (with the national ICSEA being 1000). Approximately 12% of the student population are from indigenous backgrounds and 7% are ESL.

2016 NAPLAN data indicated a marked improvement in students identified as being above the *National Minimal Standard* (NMS). Our Year 3 data showed a significant improvement, particularly students achieving in the *Upper Two Bands* (U2B), which was above the national average providing a positive foundation to build on over the next three-year cycle. In 2016, an analysis of NAPLAN data identified *Alexandra Hills State School* as the forth most improved school in Queensland!

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	18	27	20
Year 4 – Year 7	20	23	23
Year 8 – Year 10			
Year 11 – Year 12			

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

## Curriculum Delivery

### Our Approach to Curriculum Delivery

#### Extra curricula activities

- Beginner's Concert Band (Year 5) and a Senior Concert Band (Years 6).
- Beginner's, Intermediate and Advanced Band Camps
- School Choir
- *Before School Run Club*
- *Boys Performance Group*
- Year 4-7 students participate in Carnival Sports Day against neighbouring schools each term.
- The *Smith Family's Learners Club* providing one to one tuition for identified students in Year 1-2.
- The *S2S Reading Program* partnering lower primary students with high school mentors.
- The *Lizard Lounge*. An innovative behaviour program where students study to qualify as a reptile carer within our established reptile collection.
- Environmental Committee who work in partnership with *Indigiscapes* and *Redland City Council* to re-establish our Koala Corridor and revegetate our existing gardens with indigenous native plants.
- Performing Arts Excellence Program. Weekly lessons delivered by specialist instructors during school time to all students as part of the school Arts Curriculum.
- Students in Years 5 and 6 can participate in the *Alexandra Hills State School Ukulele Band*.
- *Better Buddies Program* where our Prep students are partnered with a Year 6 Buddy.

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

*Alexandra Hills State School* is well resourced with a variety of computers and peripherals. The school has in total 70 work stations (in classrooms as well as in computer lab) available to staff, students and visiting specialists, both 'on site' and for professional development opportunities. Each of the computers throughout the school is networked. The Prep-Year 2 classrooms, the *ICT Lab* and the *Resource Centre* are wireless environments.

Computers are utilised as a teaching tool across all key-learning areas as opposed to a stand-alone subject. Each classroom has interactive panels, which are utilised as a valuable teaching/modelling tool. Each classroom has at least four networked computers with all students able to access the wireless computer lab based in the resource room. Teachers are regularly provided in-service opportunities to build on their knowledge and to be introduced to innovative new programs.

In 2016, we introduced *Scope IT* to *Alexandra Hills State School* to provide innovative and high-interest coding lessons.

Our physical learning spaces are functional and flexible, thus enhancing and supporting pedagogy. The design features of our learning areas enable us to create 'contemporary' learning spaces that foster working digitally as well as enabling learners. Our designs focus is on being collaborative, social, comfortable, enjoyable and flexible.

## Social Climate

#### Overview

*Alexandra Hills State School* provides a very supportive school environment, which caters for the full range of students. The school community is highly supportive of the students and the school's operation. There is a strong sense of school pride and an expectation that students will be good ambassadors in the community and achieve competitively in sporting, cultural and academic pursuits.

*Alexandra Hills State School* has a *School Based Chaplain* on staff funded through the *National School Chaplaincy Program*. Our *School Based Chaplain* is an integral part of the schools focus to provide a safe and caring learning environment. Our *School Based Chaplain* is available 2 days a week not only to offer religious and ethical guidance, but to assist students to explore the spiritual dimensions of life and to assist them to deal with personal issues.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	75%	93%	92%
this is a good school (S2035)	73%	93%	84%
their child likes being at this school* (S2001)	67%	93%	88%
their child feels safe at this school* (S2002)	92%	93%	96%
their child's learning needs are being met at this school* (S2003)	75%	86%	88%
their child is making good progress at this school* (S2004)	67%	93%	88%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	93%	92%
teachers at this school motivate their child to learn* (S2007)	83%	100%	88%
teachers at this school treat students fairly* (S2008)	75%	93%	84%
they can talk to their child's teachers about their concerns* (S2009)	75%	100%	92%
this school works with them to support their child's learning* (S2010)	100%	79%	92%
this school takes parents' opinions seriously* (S2011)	75%	79%	72%
student behaviour is well managed at this school* (S2012)	83%	93%	76%
this school looks for ways to improve* (S2013)	92%	93%	88%
this school is well maintained* (S2014)	100%	93%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	93%	100%
they like being at their school* (S2036)	94%	94%	98%
they feel safe at their school* (S2037)	97%	90%	88%
their teachers motivate them to learn* (S2038)	100%	94%	98%
their teachers expect them to do their best* (S2039)	97%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	94%	95%
teachers treat students fairly at their school* (S2041)	91%	87%	88%
they can talk to their teachers about their concerns* (S2042)	94%	85%	93%
their school takes students' opinions seriously* (S2043)	94%	94%	85%
student behaviour is well managed at their school* (S2044)	76%	77%	80%
their school looks for ways to improve* (S2045)	94%	97%	98%
their school is well maintained* (S2046)	91%	93%	95%
their school gives them opportunities to do interesting things* (S2047)	91%	92%	90%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	77%	92%	74%
they feel that their school is a safe place in which to work (S2070)	91%	92%	58%
they receive useful feedback about their work at their school (S2071)	73%	92%	68%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	75%	100%
students are encouraged to do their best at their school (S2072)	91%	92%	89%
students are treated fairly at their school (S2073)	90%	83%	74%
student behaviour is well managed at their school (S2074)	60%	83%	58%
staff are well supported at their school (S2075)	62%	82%	68%
their school takes staff opinions seriously (S2076)	68%	91%	68%
their school looks for ways to improve (S2077)	86%	92%	68%
their school is well maintained (S2078)	91%	92%	74%
their school gives them opportunities to do interesting things (S2079)	82%	92%	74%

\* 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

*Alexandra Hills State School* is an *Enhanced Options 1* school. Decision-making is achieved through staff meetings held once a week and *P&C* meetings held every second Wednesday of the month. The school has developed a healthy and positive working relationship with the parenting body at *Alexandra Hills State School*. Parents are actively encouraged to be a part of their child's education and to develop a working relationship with their child's teacher. Opportunities exist for parents to be involved in class reading programs, small group activities and assisting with creating classroom resources. One of the most pleasing aspects of *Alexandra Hills State School* is the development of productive partnerships, which are student focused.

## Respectful relationships programs

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

## School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	31	14	22
Long Suspensions – 6 to 20 days	1	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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



## Environmental Footprint

### Reducing the school's environmental footprint

In 2016 Alexandra Hills State School implemented its *School Environmental Management Plan*. The *Alexandra Hills State School Environmental Management Plan* will help to integrate environmental considerations into whole-school planning. It will assist the school to implement changes to school culture and everyday practices and to apply the principles of ecologically sustainable development across all school activities. Our focus will be waste management and the re-establishment of a koala corridor within the school grounds

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	131,856	568
2014-2015	99,559	428
2015-2016	108,858	721

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	20	16	0
Full-time Equivalents	14	10	0

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	1
Bachelor degree	13
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 2016 were \$10 120.00.

The major professional development initiatives are as follows:

- Assessment & Reporting workshops
- PM Benchmarking and data analysis
- Mathematics Investigations Professional Development
- Whole-school workshops on the building of a team culture
- Spelling, Reading, Writing and Grammar workshops
- Asbestos Training
- Code of Conduct Training
- Australian Professional Standards for Teachers
- Positive Behaviour 4 Learning
- Celebrating Diversity
- ICT Integration Professional Development
- *10 Essential Skills* training for positive behaviour management

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

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

From the end of the previous school year, 90% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	89%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	78%	91%

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

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

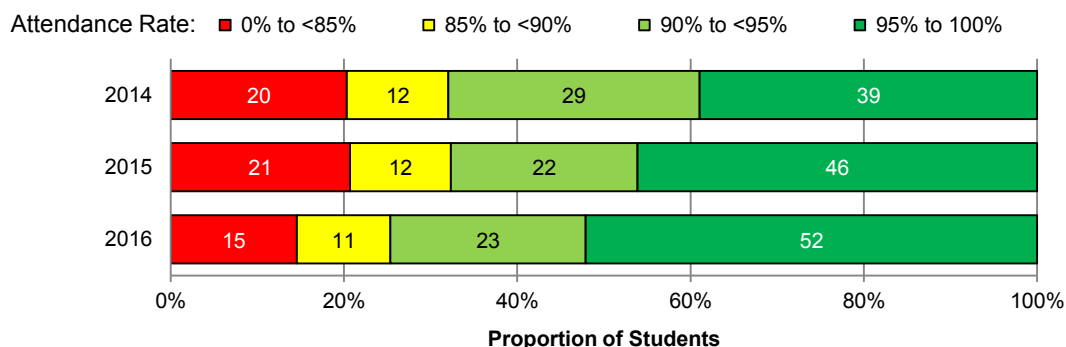
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	88%	94%	91%	89%	90%	89%	72%					
2015	87%	92%	83%	92%	87%	91%	91%						
2016	94%	93%	93%	89%	92%	92%	92%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Management of non-attendance at Alexandra Hills State School is managed to align with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked at the beginning of the day and sent to the Office by 9:00. Unexplained absences are then followed up; with a phone call home to ensure the student is safe and accounted for. The roll is again marked at the commencement of the afternoon session after the lunch break. Children who arrive after school has commenced (8.30AM) are to report to the school administration building to receive a late slip. This late slip is then handed to the child's classroom teacher so that late attendance to class can be recorded.

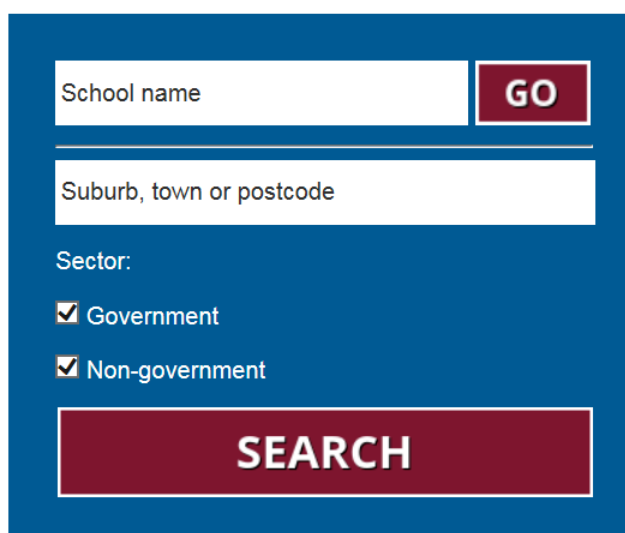
If a student is to be absent from school parents are able to notify the school via a written note or the Absentee Hotline or Absent Email link on our website. The school will contact parent/carers if there have been a number of unexplained or high absences reported. Our school supports the *Everyday, Every Lesson Counts* initiative by the *Department of Education and Training*.

## 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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the Internet, please contact the school for a paper copy of our school's NAPLAN results.