


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Alexandra Hills State School (0405)

	Postal address	P O Box 5503 Alexandra Hills QLD 4161
	Phone	(07) 3820 0333
	Fax	(07) 3820 0300
	Email	the.principal@alexhillss.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> .
	Contact Person	Principal – Mr Adam Mathewson

### Principal's foreword

#### Introduction

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 SS 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.

This report provides parents and members of the community with information about the school's activities and performance over the past year. It highlights our strengths and identifies areas for development and improvement.

#### School progress towards its goals in 2010

Alexandra Hills State School achieved significant progress towards our 2010 goals in the following areas:

- 2010 NAPLAN Results saw significant improvement when comparing 2009 results. Our school was recognised by Premier Anna Bligh for the improvement show across Yr 3/5/7.
- A renewed Whole School Curriculum Plan was implemented with great success. This ensured a consistent teaching and learning approach across the juncture years of P-1, Yr 2-3, Yr 4-5 and Yr 6-7. Our focus was on providing quality Literacy & Numeracy learning opportunities.
- Differentiated learning was embedded across all year levels. Differentiated Literacy (focus –reading comprehension & writing) & Numeracy (focus – number) activities were trialled across Yr 1-3 classes successfully. This provided students with learning opportunities specific to their learning needs regardless of year level. This will be extended to all year levels in 2011.
- New school facilities were built as part of the Building the Education Revolution (BER). Our school received a new Resource Centre, Computer Lab, Art/Science room, refurbished Arts Centre, new furniture for students and teachers as well as interactive whiteboards in all classes and learning areas.
- Our enactment of our school's Responsible Behaviour Plan resulted in students, parents and teachers feeling that partnerships were positive and that our school fostered a supportive, safe environment.

### Future outlook

Alexandra Hills State School have identified the following priority areas in our 2011 Operational Plan:

- Continue to ensure consistent, high quality teaching and learning
- Continue to improve the learning environment for all students.
- Continue to improve the performance of all students in Literacy and Numeracy.
- Foster strong students, strong results and strong futures for all students with a focus on our
- Indigenous children.
- Support children's wellbeing through health and physical activity programs, strategies that support positive behaviour; and learning environments that encourage creative thinking.
- Staff to participate in quality Professional Development.

## Our school at a glance

### School Profile

**Coeducational or single sex: Coeducational**

**Year levels offered: Prep – Yr 7**

**Total student enrolments for this school:**

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
311	148	163	82%

**Characteristics of the student body:**

Alexandra Hills State School has a slight gender imbalance as seen above. Our school community values cultural difference and ensure that all students participate actively in school life.

**Class sizes – Proportion of school classes achieving class size targets in 2010**

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22	100%	100%	0%	0%
Year 4 – Year 10	22	100%	100%	0%	0%
Year 11 – Year 12					
All Classes	22	100%	100%	0%	0%

**School Disciplinary Absences**

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	31
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

### Curriculum offerings

Our distinctive curriculum offerings

- Alexandra Hills State School offers core curriculum in the Key Learning Areas from P-7.
- These include: English, Mathematics, Science, Studies of Society and the Environment. The Arts, Technology, Languages Other Than English and Health and Physical Education. Our school is currently preparing for full implementation of the National Curriculum in 2012 in the areas of Mathematics, English and Science.
- Comprehensive School Wide Tracking system to monitor student progress in the areas of English and Mathematics.
- Students in Years 5 - 7 study Italian as their Language Other than English.
- Students access a specialist Physical Education teacher and the program includes swimming lessons.

## Our school at a glance

- The school has a camping program for students in Years 4-7. This occurs in a two year cycle, with the 4/5's going one year and the 6/7's the following year.
- Religious Education is offered to all students. It is non-denominational and is compulsory unless parents/carers provide a note requesting that their child/ren do not attend. Students who do not attend fortnightly RE classes are supervised by teachers.
- Students in P-7 access a specialist music teacher as part of The Arts curriculum but in addition, students in Years 5, 6 and 7 who perform to a prescribed standard on a musical aptitude test are invited to join the Instrumental Music Program, which is held in school time. This includes Woodwind, Brass and Percussion. This leads to being a member of the Beginner's Concert Band (Year 5) and a Senior Concert Band (Years 6/7).
- Our students have regular Sport practice. The students practice their skills in preparation for Carnival Days, where the students travel to different venues to compete, in their chosen field, against teams from other schools. Sports include: Netball; Soccer; Touch Football; Cricket; T-Ball; Softball; Newcomb Ball and European Handball.
- Other sport options include Cross Country and Track and Field.

### Extra curricula activities

- Junior and Senior Concert Band
- Vocal Team
- Beginner's, Intermediate and Advanced Band Camps
- Choir
- Boy's Performance Group
- Leadership Roles – School Captains, School Vice Captains, House Captains, Student
- Councillors; Computer Monitors and Library Monitor
- Other competition opportunities include: Top Quiz Kids and school organised sporting and cultural competitions during lunch time.

### How Information and Communication Technologies are used to assist learning

All our classes use Information & Communication Technologies to enhance learning and communication skills. In the junior classes the students use a range of software for literacy and numeracy activities. They use many Microsoft applications to present their work, write stories and reports as well as creating movies using photos from events at school.

The Year 4-7 students are familiar with using USBs to enhance many homework tasks. Information & Communication Technologies are also used for researching, creating web pages and PowerPoints. The upper school classes also have access to Movie Maker to create a Claymation. All teachers have all been trained in the use of their new laptops so that these can be integrated into the learning process.

Interactive whiteboards are used in all classrooms by teachers and students to enhance learning delivery. Interactive whiteboards have also been installed in our new Resource Centre, Computer lab and Art / Science rooms. We also have a bank of computers in each class to compliment our computer lab. All classes access our computer lab to support their studies and develop their computer skills.

Our teachers are completing the ICT certificate course after school to further their expertise. All units of work ensure that opportunities to embed technology are provided.

### Social climate

Alexandra Hills State School provides a very supportive school environment which caters for the full range of students. The Responsible Behaviour Plan is supported by well structured and consistent processes for classroom and playground participation. These processes are supported by the 'You Can Do It' & "Gotcha Awards program; SUPA Club run by the Scripture Union; Breakfast Club; Chaplaincy program and Buddy Classes.

## Our school at a glance

### Parents

- 96% of parents are satisfied or very satisfied that their child is safe at our school.
- 96% of parents are satisfied or very satisfied that their child is treated fairly at our school.
- 100% of parents are satisfied or very satisfied that their child is happy to go to school.

### Students

- 79% of students are satisfied or very satisfied that their child is safe at our school.
- 64% of parents are satisfied or very satisfied that their child is treated fairly at our school.
- 78% of parents are satisfied or very satisfied that their child is happy to go to school.

### Parent, student and teacher satisfaction with the school

Overall parents, students and staff are satisfied or very satisfied with the aspects of school operations at Alexandra Hills State School.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	88%
Percentage of students satisfied that they are getting a good education at school	88%
Percentage of parents/caregivers satisfied with their child's school	96%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	78%
Percentage of staff members satisfied with morale in the school	97%

### Involving parents in their child's education.

- Parent/carer participation is encouraged in all areas of the school's operation;
- Being informed through Newsletters (fortnightly) and P&C Meetings;
- Taking part in activities – Assisting in the classroom, on excursions, camps, sports day, tuckshop and fund-raising;
- Being involved through communication – School Surveys, School Opinion Survey; Parent teacher interviews and open-door policy of admin;
- P&C meetings occur on the second Monday of each month for all interested parents and citizens of the school community
- Literacy Skilling Sessions to provide parents with strategies and ideas to help develop their child's literacy skills.

### Reducing the school's environmental footprint

Our school has installed 10 kilowatts of solar panelling and energy efficient lighting to help reduce our energy consumption and greenhouse emissions. We have also installed water efficient taps and dual flushing toilet systems to help conserve water. Systems have also been put in place to secure our water outlets during holiday periods so that unnecessary use does not occur.

In 2011 our school will develop a **School Environmental Management Plan**. The School Environmental Management Plan will help to integrate environmental considerations into whole-school planning. It will help 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 re-establishing a koala corridor within the school grounds.

## Our school at a glance

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$62,385	\$22,551	\$22,490	\$5,966	\$11,378	\$0	\$0	106,181	1,648	0
2009	\$54,794	\$20,260	\$0	\$0	\$7,810	\$0	\$26,724	113,903	588	0
% change 2009 - 2010	14%	11%	N/A	N/A	46%	N/A	-100%	-7%	180%	N/A

## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	30	22	<5
Full-time equivalents	24	14	<5

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	15
Diploma	9
Certificate	0

Qualification	Percentage
Doctorate	0%
Masters	0%
Bachelor degree	62%
Diploma	38%
Certificate	0%

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$11011.

The major professional development initiatives are as follows:

- Implementation of revise Mathematics, English & Science Curriculum programs
- Professional Learning Circles – Focus on improving reading comprehension and how to ensure a balanced literacy program
- 30 Stories in 30 Days
- How To Improve Student Achievement in Writing Workshops

## Our staff profile

- Assessment & Reporting Workshops
- National Curriculum Awareness Workshops
- Embedding Aboriginal & Islander Perspectives in Education

The involvement of the teaching staff in professional development activities during 2010 was 79 %.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 95% of staff were retained by the school for the entire 2010 school year.

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 92%.

##### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	91%	93%	90%	92%	93%	93%

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

Non-attendance is managed in state schools in line 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 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, the office phone number, absenteeism phone number 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 very much supports the Everyday, Every Lesson Counts initiative by the Department of Education and Training.

### Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  
 Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

Our school ensures that appropriate support is provided to our Indigenous students to help them achieve their full potential. A teacher aide is employed to work with our Indigenous students throughout the year and their results are monitored very closely by the school administration. Our focus is on improving learning outcomes and attendance rates. Improving Indigenous student outcomes is a key priority for our school.

Due to small cohorts of Indigenous students in the Yr 3/5/7 year levels, the trends of student achievement fluctuate from year to year. Our aim is to have no the gap in student learning outcomes between that of Indigenous and Non Indigenous students. Our focus is on tracking individual improvement from Yr 3 to Yr 5 and Yr 5 to Yr 7.

Our Indigenous student attendance rate is equivalent to our Non Indigenous rate. The average attendance rate for our Indigenous students as a percentage in 2010 was 93%.