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Principal's foreword

Introduction

Thank-you for taking the time to read our school's Annual Report for the 2008 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 hearts and minds to achieve hopes and dreams.

Future outlook

2008 saw our school community author a strategic plan to guide our operations over the next 3 years. As a result of this process, our strategic directions are:

- 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.

In 2009 we will operationalise these by focussing our efforts on the following priorities:

- Develop our curriculum to be more student-centred to better meet the needs of our students.
- Provide opportunities for our students to grow as learners and as people.
- Develop the relationships between our school and our community so we are authentic partners.
- Develop the skills of our staff members so they can be high quality educators.

Our school at a glance

School Profile

Albert State School is a primary school located in Maryborough close to the CBD and the EDI Rail workshops. Our enrolment in 2007 was 203 children from Prep to Year 7. Our school is coeducational.

Curriculum offerings

Our distinctive curriculum offerings

- Our students studied all Key Learning Areas – English, Mathematics, Science, Studies of Society and Environment, Technology, The Arts, and Health and Physical Education
- Students in Grades 6 and 7 also studied Languages Other than English (German).
- 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.
- All students in Prep-Grade 3 undertake 30 minutes of fine and gross motor activities each morning.
- Our Grade 7 students engage in a Chess program each year.

Extra curricula activities

- Our students often travel to other sites to work with students from other schools.
- Sports activities - soccer, softball, netball, tennis, rugby league, cricket, touch football, swimming etc.
- Participation in the local Maths Challenge.
- Activities designed to help students with their transition from Grade 7 to 8.
- Special local events e.g. the Reconciliation Day ceremony.

How computers are used to assist learning

Albert State School uses technology to enhance learning, with classes utilising and enhancing their skills in movie making, word processing, digital still photography, Powerpoint and animations on a regular basis. Classes often work together on projects and activities, allowing our students to develop skills as both learners and leaders.

Our school at a glance

Social climate

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 arranged around the acronym of "ALBERT":

A Good Name,
Learning,
Be Safe,
Empathy,
Responsibility, and
Tidiness.

Positive student behaviour is recognised through a variety of avenues from in class rewards to whole school community recognition at our Honour Ceremony. Unsuitable behaviours are dealt with firmly and consistently in line with our Responsible Behaviour Plan. Early and meaningful communication with parents and caregivers around student behaviour is an integral part of our process. Our Responsible Behaviour Plan for Students, in line with Education Queensland's "The Code of School Behaviour", has been successfully developed and implemented in 2008.

Involving parents in their child's education.

Parents are involved in their children's education at Albert State School in a variety of levels and processes depending on their interests, commitment and availability. Some examples of these levels of involvement include involvement at Strategic decision making through P. & C. in areas of Triennial School Review, Annual Operational Plans, the School Budget and production of an Annual School report.

Involvement at a classroom support level is encouraged through volunteering for daily changing of home reading books in the early years classes, 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 camps.

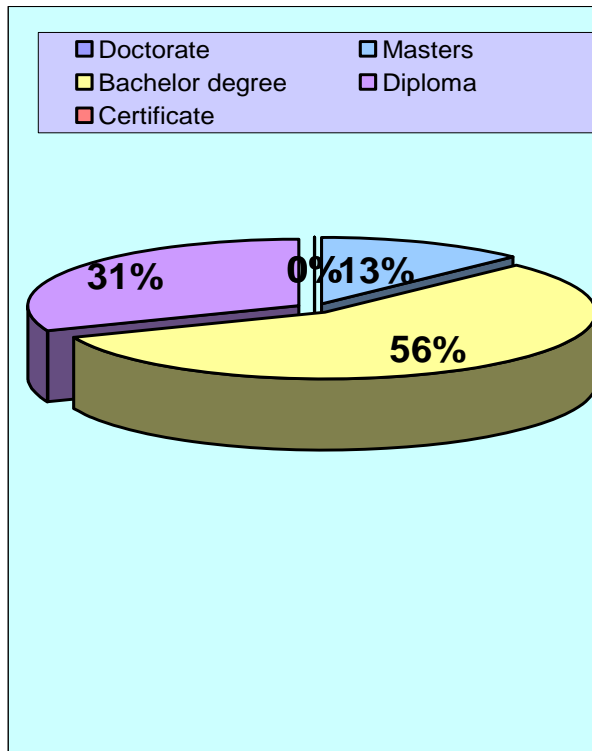
Parents are kept up to date with school events through the newsletter and special notes.

Our parents also have access to a variety of training sessions through the year, such as Support-A-Talker, positive parenting, nutrition, developing the motor skills of their children etc.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	9
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$5 193. This represented 15.53% of our General School Grant.

The major professional development initiatives were as follows:

- Literacy Training for P-3 teachers;
- First Aid training;
- Computer and technology skills;
- Teaching skills; and
- Innovative strategies for teaching students with disabilities and learning difficulties.

The involvement of the teaching staff in professional development activities during 2008 was 65%.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Our staff profile

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 95 % of staff members were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 92.6 %.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	355	459	523
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	70.8 %	80.6 %
Writing	Average score for the school	368	427	477
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	82.6 %	74.2 %
Spelling	Average score for the school	346	447	523
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	83.3 %	83.9 %
Grammar and Punctuation	Average score for the school	344	470	500
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	83.3 %	83.9 %
Numeracy	Average score for the school	371	431	526
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	91.3 %	80.6 %

Performance of our students

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	35%
Writing	57%
Number	30%

Value added

Other areas that add value to the education process at our school (that have not already been mentioned) include:

- A twice yearly internal monitoring and tracking processes focussing on the key areas of numeracy and literacy that clearly shows us how individuals and student cohorts are progressing in our school. This allows us to tailor educational program to meet the needs of all of our students.
- Early intervention for students experiencing learning difficulties.
- Accessing teacher and teacher aide time from our Special Education Hub to support students with identified Disabilities.
- Providing opportunities for our gifted and talented students to be extended across all curriculum areas.
- Development and presentation of school grounds to a high level to support teaching and learning as well as creating positive pride and involvement in our school.
- Operation of a Mentor Program where volunteers work with students to build on their self-esteem and to encourage their continuing engagement with school.
- Operation of a Chaplaincy program to further augment the intangible social skilling work that we engage in.

Performance of our students

Parent, student and teacher satisfaction with the school

Each year the Department conducts surveys of state schools to gauge student, parent and staff satisfaction with school performance. Albert's results for the 2007 survey are as follows:

- In terms of the percentage of parents/ caregivers satisfied that they are getting a good education at our school, 64% of parents stated that they felt this way, compared to 78% of parents/ caregivers state wide.
- In terms of the percentage of students satisfied that they are getting a good education at our school, 94% of parents stated that they felt this way, compared to 79% of students state wide.
- In terms of the percentage of parents/ caregivers satisfied that our school is a good school, 73% of parents stated that they felt this way, compared to 84% of parents/ caregivers state wide.