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Principal's foreword

Introduction

Alexandra Hills SHS is located in Brisbane's Bayside. Our school provides a quality education where students are both challenged and supported in a well ordered, caring environment. Experienced, highly qualified teachers work individually with students of all ability levels, whilst being well provided for with good facilities and equipment. As a member of the Queensland Minerals & Energy Academy (QMEA), students are advantaged by industry experience, curriculum enhancement and scholarships provided with the support of the Queensland Resources Council (the peak body representing all of the major minerals and energy companies in Queensland).

View the school highlights here:

http://alexhillshs.eq.edu.au/wcmss/images/stories/school_highlights_2008.pdf.pdf

Future outlook

Strategically, Alexandra Hills State High School continues to explore ways of ensuring the best opportunities are available for the full engagement of the range of students in the school. This includes the expansion of our broad academic and vocational program, TAFE offerings and the extension of our range of extra curricular activities. It also relies on the enhancement of our partnerships with the Queensland Resources Council and Griffith University in particular. The inclusion of our school as one endorsed by Education Queensland to offer places to international students has reinforced our aim to provide an education which prepares students for life as global citizens.

Our school at a glance

School Profile

| | |
|--|------------------|
| Total student enrolments for this school | 1400 |
| Year levels offered | Year 8 – Year 12 |
| Coeducational or single sex | Co-educational |

Curriculum offerings

Our distinctive curriculum offerings

Alexandra Hills State High School offers a wide and diverse range of subjects to cater for the needs of every student. A full range of academic subjects is offered.

Specialist classes in the Middle School (beginning in Year 8) are offered to extend the gifts and talents of our students. These include:

- Academy Class – extension Mathematics and Science course built within the *Queensland Minerals and Energy Academy*.
- Sports Excellence Class – for those students who excel in Sport and are seeking development and extension.
- “e” Class - for those students who have a particular interest in information communication technology.

Enrolment in these classes is selected on merit through an application process.

The Middle School curriculum is built around the 8 Key Learning Areas (KLAs). All students study a core of English, Mathematics, Science and the Study of Society and Environment each semester, Health and Physical Education is compulsory for one semester for each year and students can choose from a range of more than 40 elective units to complete their curriculum.

Our vocational courses lead to nationally recognized qualifications from Certificate 1 through to Certificate 111 in a range of fields such as Hospitality, Automotive Engineering, Business, Children's Services & Work Place Practices.

In particular, Alexandra Hills SHS is proud that we offer one of the broadest selections of Arts subjects of any Queensland school.

In endeavouring to provide students with real-life applications of learning, the school has incorporated many enterprise and business experiences into the curriculum. As such, students in Year 10 Business Enterprise Education work together in teams to develop skills in event management. Their task is to organise the Year 10 graduation ceremony and dinner. Students in senior Hospitality run a Café on Thursdays and Fridays with proceeds going back into equipment and other resources for their kitchens. Students in Horticulture propagate and sell plants and vegetables. Profits have gone back into expanding greenhouses and purchasing more horticulture equipment.

In the Senior School the following subjects are offered:

ACADEMIC

English

Mathematics A, B, C

Physics, Chemistry, Biology, Multi-Strand Science, Science 21, Engineering Technology

Modern & Ancient History, Geography, Economics

Italian, German (French, Japanese, Chinese, Indonesian, Vietnamese, Spanish, Russian, Polish are offered externally).

Legal Studies, Business Communication & Technology, Accounting

Information Processing & Technology, Information Technology Systems

Film, TV and New Media, Art

Dance, Drama, Music, Music Extension

Physical Education, Health Education

Home Economics

Graphics

Our school at a glance

VOCATIONAL

English Communication

Pre-Vocational Mathematics

Recreation Studies

Creative Arts – Media

Creative Arts – Visual

Horticulture

Industrial Skills

Tourism

Nationally Recognised Certificate Courses (Offered at school)

Business Studies

Workplace Practices

Children's Services

Hospitality

Kitchen Operations

Automotive Studies

(Offered through TAFE Partnerships)

Animal Conservation

Applied Fashion Design

Beauty Retail

Beauty Therapy

Carpentry

Commercial Cookery

Construction

Electro technology (systems electrician)

Engineering Mechanical

Engineering Production

Furnishing Horticulture

Information Communication Technology

Multimedia

Plumbing

Retail Cosmetics

Retail Operations

Tourism

Justice

Media

Photography

Hairdressing

Fitness

Music

Our school at a glance

Offered through Southbank Institute of Technology

Diploma of Nursing

Diploma of Accounting

Diploma of Fitness

Diploma of Graphic Design

Diploma of Visual Arts

How computers are used to assist learning

Alexandra Hills SHS embeds ICTs into all facets of pedagogy, including curriculum delivery, enrichment activities and assessment. All subject areas have access to fully networked computer laboratories and pods to assist with the delivery of appropriate ICTs to students as well as ICT support tools such as data projectors, laptops and digital still/video cameras. Access to technology is flexible, with students able to utilise computers and related ICTs both before and after school and during lunch breaks. Alexandra Hills SHS recognizes the need to provide students with exposure to alternative computing and operating systems, and provides access to a number of Apple Macs for use in the areas of Media and Visual Arts. Students are also exposed to a range of extra curricular ICT opportunities, both in the form of excursions (eg Girls in ICT program) as well as school based activities (eg ITrack Business Mentoring Program).

All staffrooms have access to networked ICTs, which provide full access to both Intranet and Internet based resources. The school also provides wired and wireless infrastructure to support staff members who choose to bring privately owned devices into school. Ongoing funding is provided to ensure ICT resources and infrastructure are regularly updated to meet the changing needs of students and staff.

Staff are regularly provided with opportunities to attend ICT professional development in order to up-skill their knowledge in the areas of general ICT use and pedagogy, with a number of staff completing their ICT Pedagogical Licence. "In-house" professional development sessions are offered as well, utilising the knowledge and abilities of current staff. Both staff and students have access to a constantly updated suite of industry standard software applications to provide them with the skills and confidence needed to contribute effectively to the modern workforce. Packages used include: Adobe /Macromedia Creative Suite, Microsoft Office Packages, Corel Draw X4, ARCGIS, AUTOCAD and MYOB to name but a few.

For the last 5 years, Alexandra Hills SHS has pioneered the E-Class program: laptop classes for Year 8 and 9 students. Within the program, students are immersed in ICT based experiences in the majority of their subject areas. Each student is required to purchase a laptop and each E-Class teacher is provided with a laptop by the school. Students are provided with access to a wide variety of software packages which assist in the embedding of ICTs into daily learning. All E-Class students also have access to both Intranet and Internet resources and are able to access subject content offsite through the use of Education Queensland's Learning Place and Blackboard web portals

Social climate

An emphasis on student welfare forms a strong part of our school culture. A welfare team model is used to support the development of appropriate student behaviour. Rather than being based on a faculty structure, each of our 13 Heads of Department manages 3 form classes (approx 84 students). A strong relationship is formed between the students and their welfare manager that enables a far more pro-active response to managing students and a greater understanding of environmental factors that might be impinging on the performance of certain students.

A further initiative to ensure that students feel supported in the school sees the Deputy Principal and Year Level Coordinator stay with their year group for the 5 years of a student's education. This ensures the continuity of the relationship between the student, parents and these key people.

The specialist Welfare Team, including the Student Welfare Officer, Chaplains, Nurse, Head of Special Education and Guidance Officers, meets regularly to coordinate student support. In addition, the personal development of our students is nurtured through the 'Alex and Me' Program, as well as through school camps and special events days.

Student participation in learning is formally recognised through *Quiet Achiever Awards* which are presented at a ceremony for parents and family in second term each year.

The inclusion of International Students who stay for periods of up to three years has added to the richness and diversity of our school. Students coming from all over the world are welcomed as members of our school community.

Student leadership is also encouraged through the Student Council, student-led Assemblies, Year 10 Annual Dinner, Year 12 Formal, Awards Night and Graduation Ceremony. The school has an excellent formal process for selecting and inducting the student leadership team for the following school year which includes School Captains, Sports Captains, Senior Leaders, Subject Mentors and Literacy Mentors.

Our school at a glance

Involving parents in their child's education.

Alexandra Hills State High School values our place in the community and our relationship with the parents of our students. Our active Parents' & Citizens' Association is a very important part of our school community. It provides a forum for parents and the opportunity to participate in constructive debate about school issues. As well, the P & C Association organises fundraisers to provide additional support to the school. Parents may also choose to be involved in the All Music Program Support Group (AMPS) or as a volunteer in the Tuckshop or Uniform Shop.

Communication from the school aims to ensure that parents are well informed. The newsletter, *Bringing Learning Home*, is published fortnightly and written reports of students' progress are provided three times per year. Parents are invited to access teachers for interviews at any time but particularly after the distribution of the Term 1 and Semester 1 Reports

Separate evenings are also provided for the parents of Year 8 and Year 9 students, early in the school year, and for Year 10 at the beginning of Semester 2. These evenings allow for the discussion of issues relevant to those students at that time and also afford parents the opportunity to meet with other parents and to ask questions.

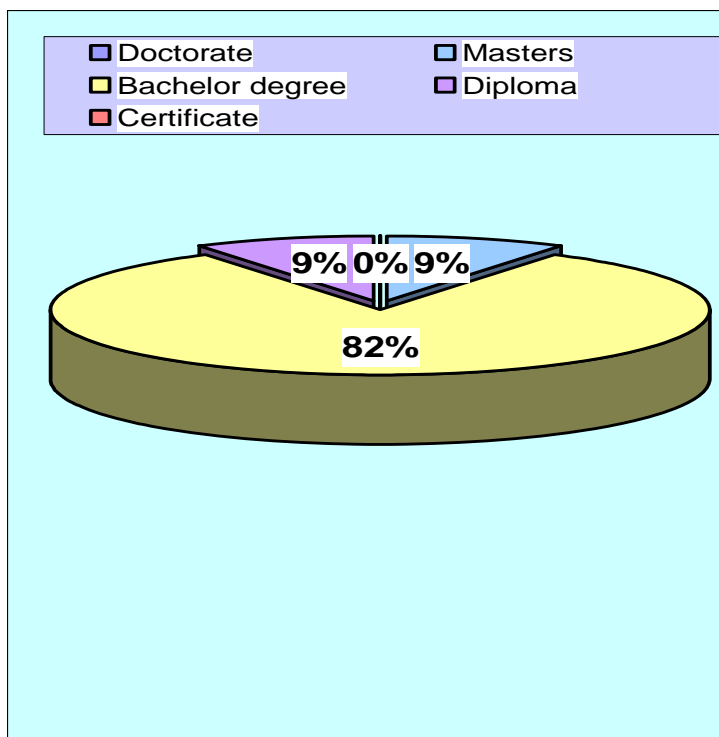
Regular performance events provide opportunities for the community to enjoy the work of our students.

Open Day allows parents of prospective students to talk with teachers, learn about the range of subjects offered, extra curricular activities available and enjoy student performances in a warm and welcoming atmosphere.

Our staff profile

Qualifications of all teachers.

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 9 |
| Bachelor degree | 84 |
| Diploma | 9 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$48,000.00 .

The major professional development initiatives are as follows:

Developing Performance Framework

Literacy

Numeracy

Dimensions of Learning

Gifted Education

The involvement of the teaching staff in professional development activities during 2008 was 85 %.

Average staff attendance

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

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 97% of staff 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 89%.

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 9 |
|-------------------------|--|----------|
| Reading | Average score for the school | 565 |
| | Average score for Queensland | 568.2 |
| | For the school the percentage of students at or above the national minimum standard. | 2008 93% |
| Writing | Average score for the school | 565 |
| | Average score for Queensland | 555.3 |
| | For the school the percentage of students at or above the national minimum standard. | 2008 88% |
| Spelling | Average score for the school | 571 |
| | Average score for Queensland | 567.8 |
| | For the school the percentage of students at or above the national minimum standard. | 2008 89% |
| Grammar and Punctuation | Average score for the school | 563 |
| | Average score for Queensland | 563.2 |
| | For the school the percentage of students at or above the national minimum standard. | 2008 86% |
| Numeracy | Average score for the school | 566 |
| | Average score for Queensland | 570.7 |
| | For the school the percentage of students at or above the national minimum standard. | 2008 93% |

Performance of our students

Apparent retention rates Year 10 to Year 12.

| | |
|--|-----|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 70% |
|--|-----|

Outcomes for our Year 12 cohort of 2008

| | |
|---|-----|
| Number of students awarded a Senior Statement. | 232 |
| Number of students awarded a Queensland Certificate Individual Achievement (QCIA). | 4 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 186 |
| Number of students awarded an International Baccalaureate Diploma (IBD). | n/a |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications. | 126 |
| Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT). | 13 |
| Number of students receiving an Overall Position (OP). | 110 |
| Percentage of OP/ IBD eligible students with OP 1-15 or an IBD. | 75% |
| Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification. | 93% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer. | 92% |

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Value added

A broad selection of co-curricular activities has been put in place including a range of competitions in the subject areas, highly successful public speaking and debating, cultural and sporting activities, as well as clubs for many interests. These, together with dynamic student leadership opportunities and a formalised mentoring program which supports high achieving students by linking them with members of the business community, have ensured that student engagement is maximised. From mining and engineering camps to yearly trips overseas to participation in award winning dance troupes all students are catered for.

This has created positive outcomes for students. The percentage of students in the OP 1-15 group has steadily increased from 50% in 2006 to 64% in 2007 to 75% in 2008. In addition, 83% of Alexandra Hills SHS students achieved the Queensland Certificate of Education. This is well above the average for Queensland, including all students in State and Independent schools, which was 76%.

Performance of our students

Parent, student and teacher satisfaction with the school

In the School Opinion Survey for 2008 parents, staff and students experienced a high level of satisfaction with the school. Parents were happy with the progress of their children and with the technology available. Students were particularly satisfied with our curriculum, putting the school above the State Mean in all categories pertaining to Curriculum and Learning.

Staff believe they are well resourced with technology, have good relationships with other teachers and are treated with respect.

School Disciplinary Absences

July 2009

Many strategies are used by our school to provide appropriate consequences for unacceptable student behaviour. The use of School Disciplinary Absences - suspensions, exclusions and cancellations of enrolment - are consequences used after consideration has been given to all other responses.

The Principal must be reasonably satisfied that grounds exist under the [Education \(General Provisions\) Act 2006](#) outlined in sections 284, 289 and 316 prior to making the decision to suspend, recommend exclusion or cancel the enrolment of a student.

For further information on suspensions, exclusions and cancellations of enrolment, refer to the policy [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#).

The data are provided in terms of aggregate counts of incidents recorded by the school. The data do not represent the outcomes of any related appeal decisions.

| Student Counts | 2006 | 2007 | 2008 | 2009 |
|----------------------|------|------|------|------|
| Full-time Enrolment* | 1390 | 1419 | 1400 | 1406 |

| Disciplinary Absences | Reporting Period | | | |
|---------------------------------|-------------------|-------------------|-------------------|--------------------|
| | 2006 Full Year | 2007 Full Year | 2008 Full Year | 2009 Semester 1 |
| Short Suspensions - 1 to 5 days | 205 | 254 | 317 | <<School>> |
| Long Suspensions - 6 to 20 days | 35 | 22 | 42 | <<School>> |
| Exclusions | <5 | <5 | <5 | <<School>> |
| Cancellations of Enrolment | 5 | <5 | 0 | <<School>> |

* The enrolment figures are counts of full-time students. 2006 - 2008 enrolment data are sourced from August (Census) Corporate Data Downloads, and 2009 enrolment data are sourced from the February Corporate Data Download.

Performance of our students

| | Reporting Period |
|---------------------------------|----------------------------|
| Disciplinary Absences | 2009 Semester 1 |
| Short Suspensions - 1 to 5 days | 219 |
| Long Suspensions - 6 to 20 days | 40 |
| Exclusions | <5 |
| Cancellations of Enrolment | 0 |