



Victoria Point 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

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School Overview

I'd like to welcome you to Victoria Point State School's 2016 Annual Report.

This report details our achievements and progress towards our goals for 2016 as well as our future goals to improve student performance. It also contains our school profile, the curriculum and extra-curricular offerings, satisfaction levels of parents, students and staff, and the performance levels of our students.

At Victoria Point State School, we are committed to providing high quality education programs designed to meet the individual needs of our students. Our core belief that every student can achieve, leads us to constantly review our processes in order to improve educational, social and emotional outcomes for all students. We value and maintain a positive learning culture that supports students and staff to achieve their best work. We provide programs that engage students in purposeful learning opportunities with a focus on individual achievement. Our motto – **Always our Best** encapsulates our desire to realise every child's potential and aspirations.

Teaching at Victoria Point State School means meeting high expectations, where everyone is a member of a highly professional learning community. Our teachers receive extensive quality professional development aligned to our school priorities. There is a strong focus on improvement through analysis of our results, extension programs and targeted intervention programs. Our focus on quality learning experiences at school, at home and in the community along with a dedicated team of staff who care for every student have resulted in improved outcomes and opportunities for our students.

As well as the traditional academic programs, our school offers outstanding sporting and cultural opportunities. To extend our core-learning opportunities we also offer a wide range of extra-curricular programs through participation in academic competitions, sporting competitions and music programs. Literacy and numeracy are the key elements of our learning program and a great deal of importance is placed on maximising student achievement in these areas. For students who are experiencing learning difficulties, our school provides support through our Student Support Services. Support may also be provided using the services of the Special Education Program, support teachers, a guidance officer and advisory visiting teachers. Providing tailored support is one of our highest priorities as we pursue State Schooling's agenda of **Every Student Succeeding**.

Principal's Forward

Introduction

School Progress towards its goals in 2016

Victoria Point State School identified several key priorities for 2016. We have focused on maximising the benefits of the *Great Results Guarantee* (GRG) funding to improve student learning outcomes, and after reviewing our GRG agreement, it is clear that we have made significant progress on our goals. We continue to implement our strategies to ensure that every student succeeds.

Priority Area	Progress Highlights
Increase Attendance	<ul style="list-style-type: none"> Attendance increased from 91.4% to 92.2%
Reading ~ increase % achieving in U2Bs	<ul style="list-style-type: none"> U2Bs % in Year 5 reading increased from 23.1% 2015 to 32.4% 2016 Relative Gain in reading from Year 3 to Year 5 achieved higher gains than Similar Queensland State Schools 2014 – 2016.
Number ~ increase % achieving in U2Bs	<ul style="list-style-type: none"> 95.6% of Year 5 students achieved at or above National Minimal Standard, higher than the National average.

Future Outlook

2017 Priority Area	
Reading	Increase % in U2Bs to 35% Year 3 Increase % in U2Bs to 40% Year 5
Writing	Increase % in U2Bs to 30% Year 3 Increase % in U2Bs to 15% Year 5
Number	Increase % in U2Bs to 25% Year 3 Increase % in U2Bs to 20% Year 5

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	571	281	290	38	92%
2015*	489	232	257	26	91%
2016	530	249	281	32	94%

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

Of our 531 students, approximately 40 students are of Aboriginal or Torres Strait Islander descent. The overall demographic data for our area indicates that whilst there has been a substantial increase in the population of our area, this has mainly been in the over 60 years age group. There has therefore been a minimal increase in families with school-age students.

Our socio-economic index has continued to fall over the last few years and is now at 965. The academic ability of our students ranges from very high achievers to students who require some intensive learning support including through our Special Education Program. All classes in the school meet class size targets.

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	21	24	22
Year 4 – Year 7	26	25	27
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



The curriculum is based on mandated Learning Areas within the Australian Curriculum. Other Curriculum Areas are based on Key Learning Areas as outlined by QSA and EQ. These areas are taught as stand-alone subjects and are also integrated with other areas where possible.

- Prep follows the Australian Curriculum, QCAR Framework and the Early Years Curriculum Guidelines in alignment with EQs P-12 Curriculum, Assessment and Reporting Framework.
- Japanese in Years 5 and 6.
- Early intervention programs for Prep -3 (Support a Talker and Metalinguistic Program).
- Differentiated curriculum for English and Mathematics supported by additional teacher aides.
- Words Their Way Spelling Program to support the Australian Curriculum: English spelling expectation and C2C spelling program.
- Reading Eggs Program to support and reinforce reading.
- Strong Instrumental Music for students in Years 3-6.

Co-curricular Activities

Instrumental Music – woodwind, strings, brass, percussion and choir.

- School Musical
- School Art Show
- Student Leadership Program providing opportunities for our students, e.g. Student Council, House leaders and Band Captains.
- Sport programs include opportunities to compete in a range of sports at inter-school level and in district and regional.
- Project 600 – online Literacy and Numeracy.
- Inter-school carnival sports for Yr. 5 – 6.
- A range of incursions and excursions from Prep to 6.
- Yr. 6 Leadership camp at Tallebudgera.
- Media opportunities for year 6 students with Victoria Point State High School.

How Information and Communication Technologies are used to Assist Learning

ICTs are embedded in the teaching and learning programs across English, Maths and Science. Teachers and students continue to conduct teacher and student mentoring sessions to improve individual skills, knowledge and practices. Each classroom is resourced with an individual data projector. We have Interactive data projectors in classrooms and Big Screen interactive TVs in prep. With the use of the C4T laptops, teachers are able to utilize these resources to embed digital resources in the curriculum and in turn reduce our school's carbon footprint. Victoria Point State School has between three and four PCs in every classroom and a fully equipped computer lab. A whole school site license is purchased for Reading Eggs and Mathletics to enable 24/7 e-learning for our student community and support our student's literacy. With our school site now enjoying full wifi coverage in learning areas, iPads are being introduced as a digital resource across the school.

Social Climate

Overview

Victoria Point State School has a range of pastoral care programs to support students, staff and parents. We have an established Guidance Officer service over 3 days providing social skills programs for students and staff. The School Chaplain is on site for 2 days per week for students and parents who require specialised support. Students are treated as individuals, with due consideration taken of their particular backgrounds, ages and personalities. Our students are encouraged to take risks and to do their best at all times. Personal success is celebrated and students are assisted in reaching their potential intellectually, emotionally, socially and physically.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	84%	82%
this is a good school (S2035)	90%	92%	84%
their child likes being at this school* (S2001)	90%	100%	90%
their child feels safe at this school* (S2002)	95%	100%	87%
their child's learning needs are being met at this school* (S2003)	88%	82%	82%
their child is making good progress at this school* (S2004)	90%	79%	79%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	92%	85%
teachers at this school motivate their child to learn* (S2007)	95%	92%	90%
teachers at this school treat students fairly* (S2008)	87%	87%	84%
they can talk to their child's teachers about their concerns* (S2009)	95%	87%	92%
this school works with them to support their child's learning* (S2010)	88%	90%	82%
this school takes parents' opinions seriously* (S2011)	85%	87%	82%
student behaviour is well managed at this school* (S2012)	79%	74%	77%
this school looks for ways to improve* (S2013)	85%	87%	89%
this school is well maintained* (S2014)	76%	82%	87%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	99%	96%
they like being at their school* (S2036)	92%	95%	87%
they feel safe at their school* (S2037)	93%	94%	92%
their teachers motivate them to learn* (S2038)	97%	98%	94%
their teachers expect them to do their best* (S2039)	100%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	94%
teachers treat students fairly at their school* (S2041)	93%	91%	91%
they can talk to their teachers about their concerns* (S2042)	92%	86%	84%
their school takes students' opinions seriously* (S2043)	87%	90%	91%
student behaviour is well managed at their school* (S2044)	75%	75%	79%
their school looks for ways to improve* (S2045)	98%	95%	95%
their school is well maintained* (S2046)	88%	90%	95%
their school gives them opportunities to do interesting things* (S2047)	95%	91%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	86%	96%	100%
they feel that their school is a safe place in which to work (S2070)	98%	94%	100%
they receive useful feedback about their work at their school (S2071)	73%	94%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	88%	96%
students are encouraged to do their best at their school (S2072)	96%	98%	100%
students are treated fairly at their school (S2073)	86%	90%	100%
student behaviour is well managed at their school (S2074)	49%	64%	100%
staff are well supported at their school (S2075)	67%	90%	91%
their school takes staff opinions seriously (S2076)	77%	96%	89%
their school looks for ways to improve (S2077)	94%	96%	100%
their school is well maintained (S2078)	82%	78%	98%
their school gives them opportunities to do interesting things (S2079)	87%	90%	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.

Parent and community engagement

At Victoria Point State School we aim to support partnerships with the student, teacher and parent at all times. Parent/ teacher discussions are held twice yearly (Term 1 and Term 3), parent-teacher information nights (Term 1), written Semester Reports (Term 2 and Term 4), Information Sessions and weekly newsletters all help to keep parents informed.

The P&C meets twice a term and assists with the S=school's strategic planning, policy formulation and fundraising activities. Parents are welcomed and encouraged to participate in student learning, school programs and school initiatives by:

- Volunteering in classrooms and supporting extra-curricular activities.
- Participating in P&C activities including Tuckshop, working bees and Fundraising activities.
- To further encourage parents to celebrate and participate in student learning the school holds a number of days to highlight classroom and student activities. These include:
 - Sports Carnivals;
 - Commemoration Days, e.g. ANZAC Day; Remembrance Day;
 - Gold Certificate Award Ceremonies for Prep to Yr. 6 and
 - Discos and Music Concerts.

Our school community is continually strengthened by the strong parental involvement in school celebrations, activities and events. The close link with parent, child and teacher/s is a valued and vital relationship within our learning community.

Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. *You Can Do it* complements our PBL framework.

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	23	128	100
Long Suspensions – 6 to 20 days	0	1	0

Exclusions	0	0	1
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

The school made efforts during 2016 to reduce its environmental footprint including energy efficient lighting to reduce energy consumption and greenhouse gas emissions. The methods have included, but are not limited to, the reuse of rainwater runoff, mulching of gardens, turning off lights, fans, air conditioners and turning off non-essential items at power points.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	162,794	50,024
2014-2015	143,947	10,890
2015-2016	148,427	

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	39	24	<5
Full-time Equivalent	33	15	<5

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.**	0
Bachelor degree	43
Diploma	0
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 \$23 389.19

The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2016 were \$92 485

The major professional development initiatives were as follows:

- Pedagogical coaching provided by peer mentors for all staff, especially new and beginning teachers
- Induction and mentoring for new and beginning staff
- Departmental mandatory training, including student protection update
- Classroom profiling
- IMPACT Pedagogical Framework
- Age Appropriate Pedagogies
- Positive Behaviour for Learning
- Mental health and wellbeing and Positive schools
- Leadership development
- C2C PD

Non-violent crisis intervention

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% 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).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	83%	88%

*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%.

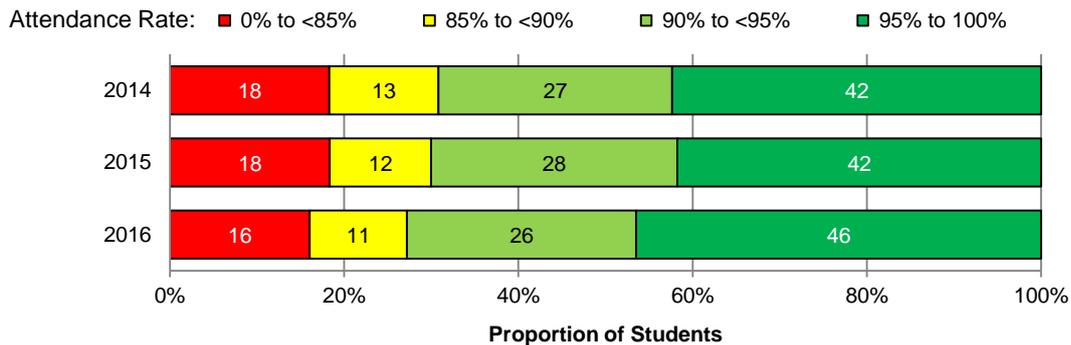
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	91%	93%	92%	93%	91%	91%	88%					
2015	91%	92%	91%	90%	92%	92%	92%						
2016	93%	91%	93%	93%	92%	93%	92%						

*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.

VPSS attendance target of 95% is clearly articulated to our school community.

Teachers mark rolls electronically in the morning and afternoon. Teachers and administrative staff informally followed up student absences with students and parents by requesting notes and making phone calls home. An unexplained absence same-day text messaging system was introduced late in 2014. Administrators follow up with parents and students by investigating issues affecting attendance, identifying support options if needed, and following procedures identified in the Department flowchart "Managing Unexplained Absences". For persistent truancy or absenteeism, administrators follow procedures identified in the Department flowchart "Process for Persistent Truancy or Absenteeism for Children of Compulsory School Age."

Weekly class attendance graphs are revealed at Assemblies. Top three classes received weekly trophies. Students who achieve 100% attendance each term were awarded certificates. Attendance processes, expectations, rewards and general information are regularly communicated in the school newsletter the through the school's Facebook page.

Victoria Point State School consistently articulates the key message that 'Every day counts' to our school community including full day school attendance.

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.

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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.