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## Principal's foreword

### Introduction

Victoria Point State School is located in the Redlands in Queensland's South East Region. The school has been opened since 1916 and has a very long and proud history. Victoria Point has always focussed upon quality teaching to ensure optimum learning for every child. We believe strongly in creating an environment that enables each child to perform as productive citizens in our local and wider community. As a school we are committed to ongoing improvement. We pride ourselves on being a School of Excellence.

### This Annual Report outlines areas where Victoria Point State School has made progress and how we are striving to achieve our School Vision. School progress towards its goals in 2014

- Victoria Point successfully worked towards strategic goals that were identified in the Annual Operational Plan.
- The school continued to review and adjust curriculum programs to align with the National Curriculum.
- On-line learning projects were embedded into curriculum as a means of delivering learning to students across the school.
- Higher Order Thinking skills were delivered.
- Professional development in Maths focussed on YuMi maths and First Steps across P-7.
- Learning Goals were introduced as a means of providing effective feedback to students and parents.
- WALT and WILF were introduced as a way of providing explicit learning goals and standard criteria to students.
- Personalised Learning was introduced to assist teachers in tailoring their teaching to the needs of students across the school.

### Future outlook

#### Improvement Agenda

##### Reading

- Students will demonstrate an improved ability to make inferences from text
- Students in the early years will increasingly apply graphophonic knowledge to a wide range of texts

##### Numeracy

- Students will improve their fluency across all aspects of Mathematics
- Students will gain a deeper understanding of problem solving through applying strategies
- Students will know and perform mental computations/calculations with improved accuracy

##### Writing

- Students will demonstrate an improved ability to create and construct cohesive texts for a range of purposes and audiences

##### Early Years Strategy

- The school will focus strongly on student achievement, intervention programs and pedagogy across Prep-2
- The school will strongly focus on oral language particularly in Prep- 2



**Student Engagement**

- Students will participate in online learning projects
- Students will participate in a range of extra curricula activities, provided through the school, recognising the development of the whole child
- Personalised learning will occur across all classrooms for all students.

**Priority Areas of Development**

- **Pedagogy**
  - Students will receive feedback that is timely and linked to outcomes
  - Explicit teaching and differentiation is common place and is the mode of instructional delivery
  - Timely data collections will determine the direction of teacher instruction supported by strong instructional leadership
- **Well Being**
  - Students and community know, understand and enact the school's expectations related to behaviour
  - Well being is a focus across the school



## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	631	302	329	91%
2013	586	295	291	92%
2014	571	281	290	92%

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

### Characteristics of the student body:

Of our 503 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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	20	20	21
Year 4 – Year 7 Primary	25	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*

Short Suspensions - 1 to 5 days	47	27	23
Long Suspensions - 6 to 20 days	5	0	0
Exclusions <sup>#</sup>	1	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

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 and ability grouping for English and Mathematics.
- 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.

### Extra curricula 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 – 7.
- A range of incursions and excursions from Prep to 7.
- Yr. 7 Leadership camp at Tallebudgera.
- Media opportunities for year 7 students with Victoria Point State High School.
- Lunchtime sports and activities such as soccer and dance program.

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

Computer tasks 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. 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 to enable 24/7 e-learning for our student community and support our student's literacy. iPads are utilised within the Special Education Program for students from ages 2-13.

### Social Climate

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 who also works closely with a behaviour teacher over two days. The School Chaplain is on site for 3 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 with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	97%	77%	93%
this is a good school (S2035)	94%	93%	90%
their child likes being at this school* (S2001)	94%	85%	90%
their child feels safe at this school* (S2002)	100%	93%	95%
their child's learning needs are being met at this school* (S2003)	88%	78%	88%
their child is making good progress at this school* (S2004)	97%	78%	90%
teachers at this school expect their child to do his or her best* (S2005)	97%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	81%	88%
teachers at this school motivate their child to learn* (S2007)	97%	78%	95%
teachers at this school treat students fairly* (S2008)	88%	81%	87%
they can talk to their child's teachers about their concerns* (S2009)	97%	96%	95%
this school works with them to support their child's learning* (S2010)	88%	85%	88%
this school takes parents' opinions seriously* (S2011)	86%	88%	85%
student behaviour is well managed at this school* (S2012)	90%	70%	79%
this school looks for ways to improve* (S2013)	100%	88%	85%
this school is well maintained* (S2014)	90%	96%	76%

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	88%	97%	98%
they like being at their school* (S2036)	83%	95%	92%
they feel safe at their school* (S2037)	91%	94%	93%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
their teachers motivate them to learn* (S2038)	91%	96%	97%
their teachers expect them to do their best* (S2039)	99%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	95%	96%
teachers treat students fairly at their school* (S2041)	75%	87%	93%
they can talk to their teachers about their concerns* (S2042)	72%	90%	92%
their school takes students' opinions seriously* (S2043)	72%	90%	87%
student behaviour is well managed at their school* (S2044)	65%	81%	75%
their school looks for ways to improve* (S2045)	93%	98%	98%
their school is well maintained* (S2046)	87%	97%	88%
their school gives them opportunities to do interesting things* (S2047)	73%	99%	95%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		91%	86%
they feel that their school is a safe place in which to work (S2070)		100%	98%
they receive useful feedback about their work at their school (S2071)		87%	73%
students are encouraged to do their best at their school (S2072)		100%	96%
students are treated fairly at their school (S2073)		100%	86%
student behaviour is well managed at their school (S2074)		74%	49%
staff are well supported at their school (S2075)		87%	67%
their school takes staff opinions seriously (S2076)		93%	77%
their school looks for ways to improve (S2077)		98%	94%
their school is well maintained (S2078)		91%	82%
their school gives them opportunities to do interesting things (S2079)		93%	87%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

At Victoria Point State School we aim to support this partnership 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 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. 7 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.

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Staff and students are extremely conscious of the need to reduce our environmental footprint by switching off

appliances when not in use, reducing the use of unnecessary water and keeping our school grounds free of litter.

Working towards environmental sustainability in 2012, our school community adopted, planned and employed the following strategies:

- The use of data projectors in every learning environment to reduce our paper usage.
- The installation of the solar panels enables us to feed back into the electricity grid.
- Harvesting the storm water from the Prep buildings for use in associated gardens.
- A whole school paper recycling process

Staff and Students were involved in a variety of projects aimed at decreasing the school's environmental footprint and raising environmental awareness amongst the community. Projects included awareness raising with local council worm composting and recycling.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	132,597	5,343
2012-2013	156,509	4,985
2013-2014	162,794	50,024

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.

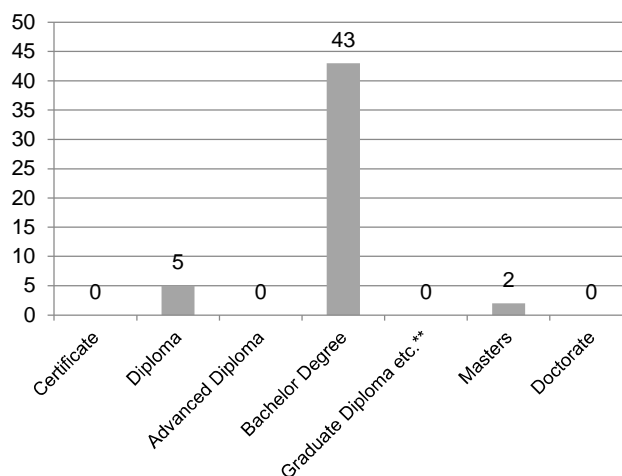
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	43	25	<5
Full-time equivalents	36	15	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	43
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
<b>Total</b>	<b>50</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$20 679.16.

The major professional development initiatives are as follows:

Australian Curriculum  
 Differentiation  
 Digital Learning and ICT's  
 School Wide Positive Behaviour Support

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	97%

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

From the end of the previous school year, 92% of staff was retained by the school for the entire 2014 school year.

### School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school 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 given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	91%

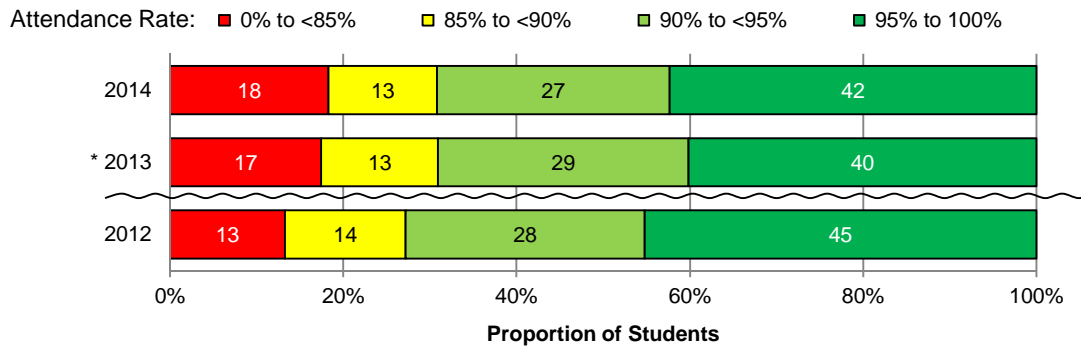
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	93%	94%	92%	92%	92%	91%					
2013	92%	93%	93%	92%	91%	91%	91%					
2014	91%	93%	92%	93%	91%	91%	88%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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

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.

Victoria Point's attendance rolls are marked twice a day (morning and afternoon). Short absences are recorded by phone messages, emails or notes to the class teacher/school office.

Unauthorised absence reports are sent home to parents each term requesting parents to attend to any clerical errors in our One School records or explain their child's absence from school. If a pattern of unexplained absence is noticed by either a teacher or an office staff member, then this information is passed onto the Principal. The Office staff member makes the initial contact, generally by letter, with the parent/carer seeking a reason for the unexplained absence. A member of the administration team will follow-up further unexplained absences if the pattern of absence continues. For repeated patterns of unexplained absence, correspondence is sent home as per education Queensland policy. Parents are reminded to make a written request to the Principal if their child is absent for a long period.

### 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.

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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Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

During 2014 our school made some significant progress towards Closing the Gap between achievement levels of our Aboriginal & Torres Strait Island students and our non-Aboriginal & Torres Strait Islander students. The NAPLAN Results showed that our Aboriginal & Torres Strait Islander students closed the gap in Reading, Writing and Numeracy in Year 5, Numeracy in Year 3 and writing in Year 7.

Our Aboriginal and Torres Strait Islander students maintained an attendance rate of 86.4%.

Victoria Point State School has approximately 41 indigenous students (5.7% of total enrolments) and is participating in the Focus Schools – Next Steps Initiative in 2012 and 2014. Our school has a strong

focus on improving the academic outcomes for our indigenous students and will be targeting further improvements in academic achievement, attendance rates and more effectively engaging our local indigenous community into the future.