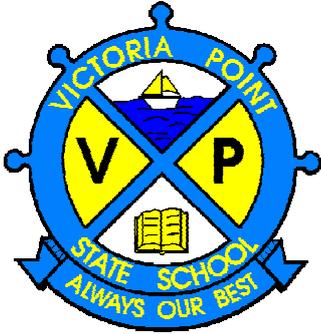


Our school at a glance



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Greg Gosling - Principal

Principal's foreword

Introduction

EVERY STUDENT - EVERY LESSON - EVERY DAY
ALWAYS OUR BEST

We believe;

- That our best today can be improved upon tomorrow.
- That everyone can learn and our goal is to maximize that learning.
- That we can make a positive difference in the lives of our students, their families and our community.
- That positive relationships are the foundation of effective teaching.

We value the great trust parents give us to provide the best education for their children and we strive everyday to provide an education worthy of that trust. We have developed a curriculum that will provide every student with a high quality program that caters to their learning needs. Our teachers combine the curriculum with effective teaching strategies that will maximize the learning of our students.

Victoria Point State is one of the largest primary schools in the Southern Bay area and has built a reputation as a fine school whose teachers and students consistently achieve their best results. This school exists to provide high quality educational services to all of the students in our community, including those with special learning needs.

The school's Annual Report outlines general information about the school, as well as the school's results in the NAPLAN tests, school opinion surveys and progress towards our longer term developmental priorities.

School progress towards its goals in 2012

- **Teaching and Learning Audit recommendations actioned with explicit school strategies focussed on improvement:** This process aimed at using the audit recommendations to develop programs and strategies to continue the improvement of teacher, pedagogy, student results and engaging the community and will continue in 2012-2013.
- **Implementation of the Australian Curriculum and mandatory LOTE:** The Australian Curriculum subject areas of English, Maths and Science have been fully implemented and preparations have been made to implement History when it comes on line in 2013.

A common, cohesive and consistent set of curriculum programs have been fully implemented across all year levels. A comprehensive assessment and moderation process ensures that all student achievement ratings are consistent across the Year Levels. We have implemented some extremely effective streamed reading classes to maximise student learning and have introduced some specialist maths problems solving lessons into the lower school.

- **Embrace and empower the system generated Curriculum into the Classrooms to leverage consistency and renewal for classroom practice and expectations:** All teachers have undergone Professional Development and planning opportunities to ensure C2C is being effectively implemented at Victoria Point State School. An ongoing focus targeting curriculum intent, pre-assessment and differentiation are key priorities for the school leadership team and staff.
- **Implementation of a comprehensive, NAPLAN strategy to improve specific student cohorts inclusive of Aboriginal and Torres Strait Islander students:** This is an ongoing practice which will be adjusted each year to ensure individual students are adequately supported in the areas of literacy and numeracy.
- **Implementation of Developing Performance Plans for administrators and teaching staff:** All staff have been engaged in writing and discussing individual Developing Performance Plans. These plans will be reviewed in Semester 2 2013 and expanded to include teacher aides and ancillary staff.
- **Consolidation of OneSchool as the operational environment for school data, plans and financial operations:** All facets of the school have engaged in OneSchool as the environment for data collection, storage and analysis. This includes financial accountability, student and curriculum programs, student class and systemic data and records of behaviour, attendance and absence.

Future outlook

- Implementation of the Australian Curriculum using Curriculum into the Classroom units.
- Embed School Wide Positive Behaviour Support across the school.
- Focus on high quality teaching and learning practices (reading, writing and numeracy) in every classroom.
- Implementation of individual students learning goals driven by student data and clearly articulated achievement strategies.
- Developing and implementing a School Wide Pedagogical Framework (Explicit Instruction).
- Action Teaching and Learning Audit recommendations with explicit school improvement strategies.
- Implement readiness programs for 2015 Flying Start (Year 7 Students to High School) Program.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	740	349	391	95%
2011	683	326	357	90%
2012	631	302	329	91%

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

Characteristics of the student body:

Of our 631 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 60years age group. There has been a minimal increase in families with school-age students and this trend is set to continue over the next few years. This is likely to result in a slow fall in our enrolments over the next couple of years. Our socio-economic index has continued to fall over the last few years and is now at 960. The academic ability of our students ranges from very high achievers to students who require some intensive learning support through our Special Education Program. All classes in the school meet class size targets.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	23	20
Year 4 – Year 10	26	27	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	39	42	47
Long Suspensions - 6 to 20 days	5	2	5
Exclusions	1	0	1
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

To complement and enhance the teaching of the KLA's the school provides distinctive curriculum to cater for the learning needs of all of our students. These include:

- Individual Education Programs.
- Information Literacy for Lifelong Learning.
- Integration of Information Communication Technologies (ICT's) in the classroom.
- Developing Higher Order Thinking Skills.
- Classroom Music Program/ Instrumental Music Program.
- Focus on a variety of learning styles.

Our school offers all of the traditional subjects with the Year 6-7 students also studying Japanese. The school has implemented streamed classes and ability groups in both reading and maths and these groups are provided with specialised teaching to specifically meet the learning needs of the students. Our curriculum programs are focussed on the implementation of the National Curriculum through Curriculum into the Classroom Units. Computer tasks are embedded in the teaching and learning programs across English, Maths and Science. Students use computers to research (internet), present student knowledge, and engage in programs that enhance skill development. A particular focus of the school are the basics in both Literacy and Numeracy and the timetables across the school ensure each class has a dedicated literacy and numeracy block so that students and teachers are able to engage in the programs with minimal interruptions.

Extra curricula activities

- Instrumental Music – woodwind, strings, brass, percussion and choir.
- Extensive Inter-school sporting program – athletics, football, swimming, tennis, cricket, netball, softball.
- An extensive range of excursions and camps.
- Year 7 camp.
- Dance programs.

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. Students use computers to research (internet), present student knowledge, and engage in programs that enhance skill development. Our school has over 180 computers which are fully networked across all classrooms, as well as a dedicated computer lab. The Education Qld target ratio for computers is 1 computer for every 5 students. Our school exceeds this target and has 1 computer for every 4 students.

We have embedded a range of ICT skills within all of our curriculum programs and students from Prep to Year 7 all use computers and Information Technology in some way.

Our school at a glance

Social climate

Our students continue to indicate very high levels of satisfaction with the school, with 88% of Year 5 & Year 7 students saying they are receiving a good education at our school. With the falling socio-economic levels of the suburb over the last few years, the school has encountered some increases in students with significant learning needs and some behaviour management challenges. We have introduced a You Can Do It program which works to enhance student self-confidence, organisational skills and personal responsibility. This program, combined with our balanced Behaviour Management Plan has had a positive effect on the overall tone of our school. Our Student Opinion Survey indicated that 91% of students felt safe at school and 83% of them indicated that they were happy to come to school. 97% of parents surveyed indicated that their child was getting a good education and 97% indicated their child was receiving effective feedback and they could talk to a teacher about their child. Our Parents & Citizen's Association provides wonderful support to our school. Over the year they have been involved with a number of fundraising and community engagement activities which have helped to raise the school profile and provide much needed educational resources for students.

Parent, student and staff satisfaction with the school

Parent, student and staff satisfaction continues to steadily rise at Victoria Point State School. Data indicates significant rise in our results for staff morale and our students and parents continue to rate the school very highly. This is very pleasing to see however we need to continue this trend. Parent training programs, an active student council, targeted teaching programs and increased access to professional development for teacher aides are key contributors to the ongoing satisfaction rating of the school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	96.9%
this is a good school	93.5%
their child likes being at this school*	93.8%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	87.5%
their child is making good progress at this school*	96.9%
teachers at this school expect their child to do his or her best*	96.9%
teachers at this school provide their child with useful feedback about his or her school work*	96.9%
teachers at this school motivate their child to learn*	96.9%
teachers at this school treat students fairly*	87.5%
they can talk to their child's teachers about their concerns*	96.9%
this school works with them to support their child's learning*	87.5%
this school takes parents' opinions seriously*	86.2%

Our school at a glance

student behaviour is well managed at this school*	89.7%
this school looks for ways to improve*	100.0%
this school is well maintained*	90.3%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	88.1%
they like being at their school*	83.2%
they feel safe at their school*	91.1%
their teachers motivate them to learn*	91.1%
their teachers expect them to do their best*	99.0%
their teachers provide them with useful feedback about their school work*	90.7%
teachers treat students fairly at their school*	75.0%
they can talk to their teachers about their concerns*	72.0%
their school takes students' opinions seriously*	72.0%
student behaviour is well managed at their school*	65.0%
their school looks for ways to improve*	93.0%
their school is well maintained*	86.7%
their school gives them opportunities to do interesting things*	73.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	81.4%
with the individual staff morale items	94.8%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Victoria Point State School has developed close partnerships with parents and the community through:

- Weekly communication with the school newsletter.
- Information nights for delivery of new initiatives.
- Two formal parent/ teacher interviews each year.
- Informal interviews on a needs basis.
- Extensive training of parents in Support A Reader and Support A Writer. Several programs are then conducted with students throughout the year to improve their Student Learning Outcomes.
- Parent assistance is welcomed in classrooms particularly in the area of Literacy. Many trained Support-A-Reader and/or Writer parents use their skills in this way.
- Inclusion of parents on excursions and camps.
- Parents indicate through the Parent Opinion Survey that they are very content with the curriculum offered, the supportive learning climate and the student outcomes their children are achieving.
- The formation of an Indigenous Leadership Team to maximise the participation rate and learning outcomes of our indigenous and Torres Strait Islander students.

Our school has a committed Parent & Citizens Association which provides parents with a range of opportunities to become involved with the operations of the school. As well as engaging with the school through P&C activities, we also invite parents to participate directly in assisting teachers within the classrooms or the library.

Reducing the school's environmental footprint

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

Being environmentally responsible is important for our school and our area. We have a 4kW solar panel system installed at the school and we have replaced all of our lights with environmentally friendly bulbs. We have installed pressure and flow limiting devices onto our water system, all gardens are self-sustaining and do not require watering, and we have installed a 30,000Lt water tank to supply some water for some of the specialty gardens/vegetable gardens. We have been successful in making significant reductions in our power consumption. The Year 6 students have successfully undertaken a whole school recycling program to reduce the amount of landfill waste.

Environmental footprint indicators, 2011-2012

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	146,352	3,043
2010-2011	24,817	4,522
2011-2012	132,597	5,343

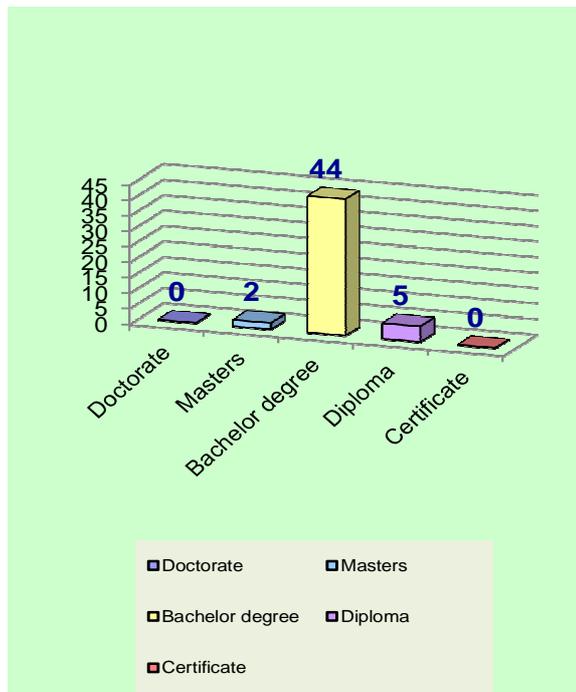
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	51	27	<5
Full-time equivalents	41	15.9	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	44
Diploma	5
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$5381.

In 2012 a great majority of Professional Development conducted at Victoria Point State School was conducted by the Principal, Deputy Principals, Head of Curriculum and Literacy and Numeracy Coach. This was to facilitate school based implementation of the Australian Curriculum and the associated literacy and numeracy pedagogies, assessment and planning processes.

The major professional development initiatives are as follows:

- Australian Curriculum and Curriculum in to the Classroom
- Reading Pedagogy (First Steps)
- Numeracy Pedagogy (Problem Solving)
- Code of Conduct & Student Protection

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	94.9%	95%	95.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85.9% of staff was retained by the school for the entire 2012 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 web page.

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

Key student outcomes

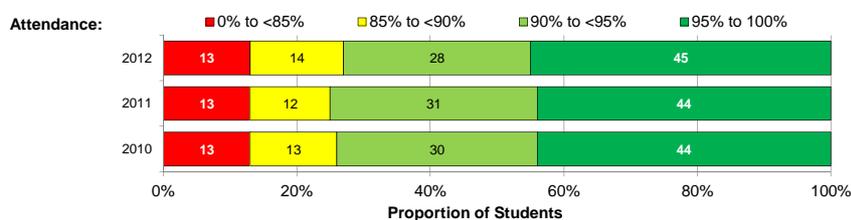
Student Attendance 2012

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	92%	93%	93%	93%	92%	93%	92%
2011	93%	93%	92%	93%	93%	92%	93%
2012	92%	93%	94%	92%	92%	92%	91%

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 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.

Every day counts at Victoria Point State School and we constantly encourage parents and students to maximise school attendance. Teachers monitor student attendance closely. Class rolls are marked by 9.30am each morning and again before 2.30pm each afternoon. Parents of students with an absence of more than 2 days are contacted by the school to ensure the absence is legitimate. Parents of students with excessive absences are contacted initially by the class teachers and if attendance rates don't improve, more formal contact is made by the Principal. School attendance rates are included on Student Report Cards.

We have implemented attendance awards and celebrations to recognise those students who have exceeded the school attendance target and special awards are presented to those students who have maintained 100% Attendance Rate.

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.

Performance of our students

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 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 2012 our school made some significant progress in 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 achieved at our above the National Average for their cohort in all domains and also exceeded the average for our Education Region in all domains.

Our Aboriginal and Torres Strait Islander students maintained an attendance rate of 89.1%.

Victoria Point State School has approximately 40 indigenous students (5.7% of total enrolments) and is participating in the Focus Schools – Next Steps Initiative in 2012 and 2013. Our school has a strong focus on improving the academic outcomes for our indigenous students and during the next 2 years we will be targeting further improvements in academic achievement, attendance rates and more effectively engaging our local indigenous community.