

# Victoria Point State School Queensland State School Reporting 2015 School Annual Report



|                |   |
|----------------|---|
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| Webpages       | Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website. |
| Contact person | Mr Ben Manthey - Principal  |

## 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.

### School progress towards its goals in 2015

- The Victoria Point Leadership developed teacher/teacher aide efficacy to support staff in developing quality practices in planning, pedagogy and assessment practices to improve student outcomes. This support was able to be particularly focussed on new and beginning teachers.
- Use of ICTs in teaching, learning and planning continues to strengthen with the majority of teaching staff confident in their use of this resource.
- A training/coaching and mentoring model implemented continued to support teacher efficacy in understanding the use of data, including NAPLAN data, to inform teaching and learning in literacy and Numeracy for improved student outcomes
- Differentiated planned intervention, including NAPLAN, targeted to support students in class and small group withdrawal.
- School assessment data uploaded onto OneSchool and staff data analysis skills further refined.
- Use of OneSchool as the operational environment for school data, planning and financial operations embedded.
- Staff accessed a range of professional development opportunities on and off site relating to systemic, school and personal priorities
- Continuation of chaplaincy program services and youth worker to support welfare needs of students.
- Phase 1 implementation of School Wide Positive Behaviour for Learning Support.

## Future outlook



We have a sharp and narrow focus on improving reading.

### Our targets, reviewed annually:

- ✓ Increase the number of students in NAPLAN upper two bands in reading Year Three to 29%.
- ✓ Increase the number of students in NAPLAN upper two bands in reading Year Five to 27%.
- ✓ School attendance target – 95%.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

|      | Total | Girls | Boys | Indigenous | Enrolment Continuity<br>(Feb – Nov) |
|------|-------|-------|------|------------|-------------------------------------|
| 2013 | 586   | 295   | 291  | 41         | 92%                                 |
| 2014 | 571   | 281   | 290  | 38         | 92%                                 |
| 2015 | 489   | 232   | 257  | 26         | 91%                                 |

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 2015, 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:

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.

| Phase                      | Average Class Size |      |      |
|----------------------------|--------------------|------|------|
|                            | 2013               | 2014 | 2015 |
| Prep – Year 3              | 20                 | 21   | 22   |
| Year 4 – Year 7 Primary    | 26                 | 26   | 19   |
| Year 7 Secondary – 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.

### School Disciplinary Absences

| Disciplinary Absences           | Count of Incidents |       |        |
|---------------------------------|--------------------|-------|--------|
|                                 | 2013               | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | 27                 | 23    | 128    |
| Long Suspensions - 6 to 20 days | 0                  | 0     | 1      |
| Exclusions                      | 0                  | 0     | 0      |
| 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.

| Disciplinary Absences | Count of Incidents |      |       |
|-----------------------|--------------------|------|-------|
|                       | 2012               | 2013 | 2014* |
|                       |                    |      |       |

## 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 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 – 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.

Lunchtime sports and activities such as soccer and dance program

### How Information and Communication Technologies are used to improve 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   | 2013 | 2014 | 2015 |
|---|------|------|------|
| Percentage of parent/caregivers who agree <sup>#</sup> that:  |      |      |      |
| their child is getting a good education at school (S2016)   | 77%  | 93%  | 84%  |
| this is a good school (S2035)   | 93%  | 90%  | 92%  |
| their child likes being at this school (S2001)  | 85%  | 90%  | 100% |
| their child feels safe at this school (S2002)   | 93%  | 95%  | 100% |
| their child's learning needs are being met at this school (S2003)                                     | 78%  | 88%  | 82%  |
| their child is making good progress at this school (S2004)  | 78%  | 90%  | 79%  |
| teachers at this school expect their child to do his or her best (S2005)                              | 93%  | 100% | 97%  |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 81%  | 88%  | 92%  |
| teachers at this school motivate their child to learn (S2007)   | 78%  | 95%  | 92%  |
| teachers at this school treat students fairly (S2008)   | 81%  | 87%  | 87%  |
| they can talk to their child's teachers about their concerns (S2009)                                  | 96%  | 95%  | 87%  |
| this school works with them to support their child's learning (S2010)                                 | 85%  | 88%  | 90%  |
| this school takes parents' opinions seriously (S2011)   | 88%  | 85%  | 87%  |
| student behaviour is well managed at this school (S2012)  | 70%  | 79%  | 74%  |
| this school looks for ways to improve (S2013)   | 88%  | 85%  | 87%  |
| this school is well maintained (S2014)  | 96%  | 76%  | 82%  |

| Performance measure  | 2013 | 2014 | 2015 |
|--|------|------|------|
| Percentage of students who agree <sup>#</sup> that:                              |      |      |      |
| they are getting a good education at school (S2048)                              | 97%  | 98%  | 99%  |
| they like being at their school (S2036)  | 95%  | 92%  | 95%  |
| they feel safe at their school (S2037)   | 94%  | 93%  | 94%  |
| their teachers motivate them to learn (S2038)                                    | 96%  | 97%  | 98%  |
| their teachers expect them to do their best (S2039)                              | 99%  | 100% | 100% |
| their teachers provide them with useful feedback about their school work (S2040) | 95%  | 96%  | 96%  |
| teachers treat students fairly at their school (S2041)                           | 87%  | 93%  | 91%  |
| they can talk to their teachers about their concerns (S2042)                     | 90%  | 92%  | 86%  |
| their school takes students' opinions seriously (S2043)                          | 90%  | 87%  | 90%  |
| student behaviour is well managed at their school (S2044)                        | 81%  | 75%  | 75%  |
| their school looks for ways to improve (S2045)                                   | 98%  | 98%  | 95%  |
| their school is well maintained (S2046)  | 97%  | 88%  | 90%  |
| their school gives them opportunities to do interesting things (S2047)           | 99%  | 95%  | 91%  |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree# that:  | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069)   | 91%  | 86%  | 96%  |
| they feel that their school is a safe place in which to work (S2070)   | 100% | 98%  | 94%  |
| they receive useful feedback about their work at their school (S2071)  | 87%  | 73%  | 94%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 89%  | 79%  | 88%  |
| students are encouraged to do their best at their school (S2072)   | 100% | 96%  | 98%  |
| students are treated fairly at their school (S2073)  | 100% | 86%  | 90%  |
| student behaviour is well managed at their school (S2074)  | 74%  | 49%  | 64%  |
| staff are well supported at their school (S2075)   | 87%  | 67%  | 90%  |
| their school takes staff opinions seriously (S2076)  | 93%  | 77%  | 96%  |
| their school looks for ways to improve (S2077)   | 98%  | 94%  | 96%  |
| their school is well maintained (S2078)  | 91%  | 82%  | 78%  |
| their school gives them opportunities to do interesting things (S2079)   | 93%  | 87%  | 90%  |

# '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 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. 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.

## 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 2015, our school community adopted, planned and employed the following strategies:

- The use of data projectors in every learning environment to reduce our paper usage.
- 'Nude Food' days involving reduction of paper and plastic food wrapping in lunch boxes
- 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.

| Environmental footprint indicators |                 |          |
|------------------------------------|-----------------|----------|
| Years                              | Electricity kWh | Water kL |
| 2012-2013                          | 156,509         | 4,985    |
| 2013-2014                          | 162,794         | 50,024   |
| 2014-2015                          | 143,947         | 10,890   |

\*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.

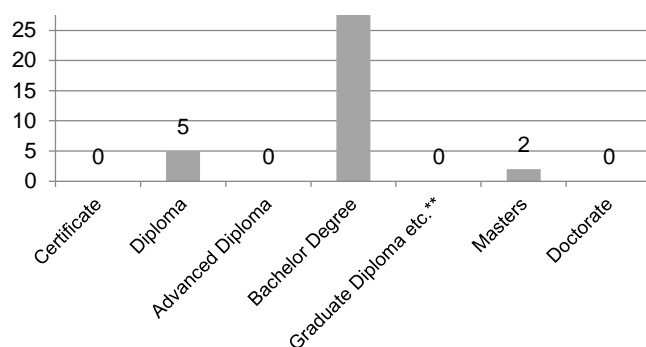
## Our staff profile

### Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts                 | 41              | 25                 | <5               |
| Full-time equivalents      | 34              | 15                 | <5               |

### Qualification of all teachers

|                         |           |
|-------------------------|-----------|
| 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 2015 were \$33 636.24.

|                       |    |    |    |
|-----------------------|----|----|----|
| Full-time equivalents | 36 | 15 | <5 |
|-----------------------|----|----|----|

The major professional development initiatives are as follows:

Australian Curriculum

Differentiation

Best practice pedagogy

School Wide Positive Behaviour Support

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

| Average staff attendance   | 2013 | 2014 | 2015 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96%  | 97%  | 95%  |

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

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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.

## Performance of our students

### Key student outcomes



| Student attendance   | 2013 | 2014 | 2015 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 92%  | 91%  | 91%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).  | 86%  | 86%  | 83%  |

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

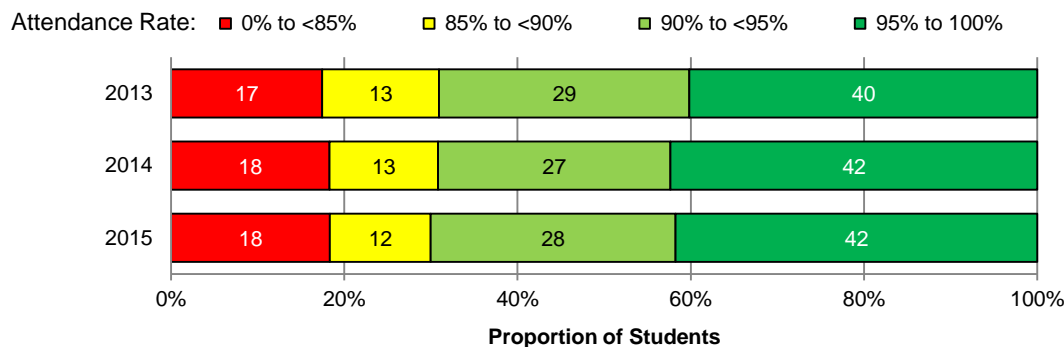
| Student attendance rate for each year level (shown as a percentage) |      |        |        |        |        |        |        |        |        |        |         |         |         |
|---|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
|   | 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 |
| 2013  | 92%  | 92%    | 93%    | 93%    | 92%    | 91%    | 91%    | 91%    |        |        |         |         |         |
| 2014  | 92%  | 91%    | 93%    | 92%    | 93%    | 91%    | 91%    | 88%    |        |        |         |         |         |
| 2015  | 91%  | 92%    | 91%    | 90%    | 92%    | 92%    | 92%    |        |        |        |         |         |         |

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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

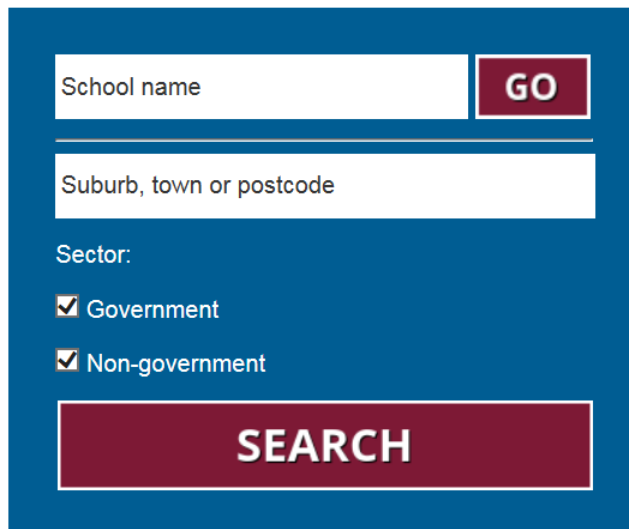
per education Queensland policy. Parents are reminded to make a written request to the Principal if their child is absent for a long period.

### 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.

#### Find a school



The image shows a search form with a blue background. It contains the following elements:

- A text input field labeled "School name" with a "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large "SEARCH" button at the bottom.

Where it says '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.