



Victoria Park State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Victoria Park State School is located in South Mackay adjacent to the picturesque Queens Gardens. The school caters for students from Prep to Yr 6. The school's vision of D.I.V.E into Learning – Achieve your Personal Best encapsulates the school's focus on personalised learning and the pursuit of academic achievement for all students.

Annual student enrolment remains stable at approximately 620 primary students. A Special Education Program operates to cater for the needs of students with disabilities in an inclusive environment. Victoria Park State School also has an Early Childhood Development Program that caters to the needs of children with disabilities from birth to prep age and their families in the Mackay area. On average the Early Childhood Development Program supports between 40 and 50 children.

Victoria Park maintains a strong focus on academic achievement for all students. High expectations are placed on student work and behaviour. This is reflected in the academic achievements of students and the positive opinion of the school in the wider community.

A range of cultural experiences and opportunities is offered to students including Instrumental Music (brass, woodwind and string ensembles), choral and drama groups. Victoria Park also has a strong reputation in sport. Students participate and excel in a variety of sports and academic challenges including Opti-minds and MacDonalds Maths.

Victoria Park has a well established eLearning program. The school was the first Mackay state primary school to introduce a one-to-one student laptop program. All students in Years 5 and 6 engage in using laptop computers on a daily basis to assist in the delivery of the curriculum.

Parent involvement in the school is valued through the Parents and Citizens Association and the School Council. Parents are welcome to volunteer and be involved in the life of the school. At Victoria Park traditions are valued and modern teaching styles embraced. Victoria Park State School is a great school.

Principal's Foreword

Introduction

I am pleased to present the 2016 School Annual report for Victoria Park State School. This report will provide a "snap shot" of our school and our students' achievements.

The report illustrates the outstanding achievements of our school, the quality of our staff and a comparison of our students' achievement against the state norms and national benchmarks.

Contained in the report is a description of the school including student learning outcomes for 2016, the school's goals for the future, school learning climate, curriculum offerings, profiles of our staff and student bodies and how our parents are involved in the life of the school and their children's education.

This School Annual Report is made available to our school community through the School Website, Skoolbag App and is advertised through the School Newsletter. Hard copies are available from the school office and the report can be emailed to families on request.

School Progress towards its goals in 2016

2016 key areas for improvement	Progress Made
Major focus on the development of the teaching of writing and mathematics	<p>Improving student performance in writing and maths outcomes was the school's improvement focus for 2016. The work of school staff resulted in the development of whole of school frameworks for the teaching of each area, expected pedagogies to be implemented, and the scope and sequence plans for each year level outlining the content and expected achievement for students.</p> <p>Staff were supported in implementing the frameworks through professional development, collegial feedback, coaching and mentoring from Literacy & Numeracy coaches.</p>
Transitioning of students into the Prep Year of schooling and of Year 6 students into Junior Secondary	<p>Early years teachers and teacher aides provided a one day a week program during terms 3 and 4 to transition children between Kindy, Daycare and home into the school's Prep program.</p> <p>Year 6 staff conducted a number of transition activities with Mackay SHS staff including co-teaching subjects, hosting visiting Junior Secondary teachers and accompanying students to specific Junior Secondary transition activities.</p>
High Quality Teaching Practices (Pedagogy)	<p>New staff to Victoria Park SS received induction into the school focusing on the established signature pedagogies for the teaching of reading and maths.</p> <p>The school's Head of Curriculum, Master Teacher and Support Teachers Literacy and Numeracy coached and mentored teachers to further develop their skills in implementing Explicit Instruction, Differentiated Instruction and consistency in Teacher Assessment & Judgement through school & cluster moderation.</p> <p>Prep teachers engaged in the trial of the Age Appropriate Pedagogies program delivered in partnership between Department of Education and Training and Griffith University. This involved joining with other schools in the Central Queensland Region in a Community of Practice to develop teacher capability to implement the Age Appropriate Pedagogies into classroom practice.</p>
Investing for Success (previously Great Results Guarantee)	<p>Funds available from this program were expended to</p> <ol style="list-style-type: none"> 1. Provide teacher aide support to classrooms to facilitate differentiated instruction in literacy and numeracy including reading, oral language development, writing and maths. 2. Capability development of school staff to improve the quality of teaching in the specific areas of writing, spelling and maths. 3. Continue to implement the school coaching and mentoring program to provide feedback to staff in the implementation of Explicit Instruction, YuMi Maths, Data Literacy and Writing. 4. Identified students in Years 4, 5 & 6 being provided with extension learning programs through the IMPACT and UNIFY programs offered through the Brisbane School of Distance Education.
Student Behaviour and Wellbeing	<p>Victoria Park Sate School's behaviour expectations have been based on the Positive Behaviour for Learning program. Students are explicitly taught the skills for the expected behaviours of being a Learner, Safe, Respectful and Responsible.</p> <p>In 2016 the school Positive Behaviour for Learning team engaged in training to accredit the school as a Tier 2 Positive Behaviour for Learning school.</p> <p>The whole of school social skills program and online cyber safety program (E-smart) were implemented into the school's Learning and Well Being Framework to enhance the supportive school environment and to promote student learning and student safety.</p>
Manage and Improve student attendance and	<p>DIVE into Learning Achieve your Personal Best challenges students and staff to set goals for learning and achievement. Each term students are encouraged to have learning goals to assist them to focus on improving their learning</p>

engagement	<p>outcomes. Students in consultation with teachers and parents develop learning goals for English and Maths. Many students also set a goal for their improvement in behaviour, or in another academic, cultural or sporting endeavour.</p> <p>Our school has set attendance goals of 95% student attendance for the whole school. Within this goal we aim to achieve 60% of students attending for 95% to 100% and less than 10% students attending for less than 85% of school days. To assist in achieving our goal student attendance is monitored regularly, a range of incentives have been implemented to encourage students to attend every day. A case management process has been established to monitor and maximize student attendance.</p>
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Future Outlook

Our Explicit Improvement Agenda for 2017 is as follows

- Build teacher clarity of the Australian Curriculum Assessment Standards.
- Begin the implementation of the Literacy Continua for writing across Prep to Year 6.
- Embed the school Writing program
- Develop and implement the Accelerate I M Early Understandings program in partnership with YuMi Deadly Maths Centre for students in Prep and Year 1.
- Implement Polya's 4 Step problem solving strategy (See, Plan, Do, Check)
- Reduce the percentage of students identified as having an attendance rate of less than 85%

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	654	316	338	72	92%
2015*	591	291	300	67	91%
2016	612	295	317	85	92%

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

The student body of Victoria Park State School is reflective of the demographics of the Mackay community. Our student enrolment experienced significant growth during 2013 but reduced in 2014, which was reflective of the downturn in the mining and resources industries. The introduction of Year 7 into Junior Secondary in 2015 also impacted significantly and reduced the number of students enrolled. Total student enrolment numbers have settled at between 600 and 620 students over the 2015 and the 2016 school years.

Our students have a diverse range of social and cultural backgrounds and schooling experiences. The school's enrolment of students who have English as an Additional Language or Dialect (EALD) is increasing. Of the total 2016 school enrolment 11 % of students identified as being Indigenous and 11.8% of students were from outside of Australia.

The school has well established links with the Indigenous Community through our Community Education Counsellor and school staff who identify as Aboriginal, Torres Strait Island and or Australian South Sea Island heritage.

The Victoria Park State School's vision of DIVE into Learning – Achieve your Personal Best aims to instil within students the desire to have responsibility for their own learning. The school environment is one that encourages students to strive to be their best and to do their best, to develop self-discipline, positive self-worth and a positive self-image.

Our students come from a range of different backgrounds but all share a very positive attitude toward education and schooling. Families have high expectations for their children in the areas of academic performance and social competence.

Victoria Park State School's Special Education Program for students in Prep to Yr. 6 and Early Childhood Development Program (ECDP) supports student learning needs through Individual Learning Programs developed in consultation with parents and carers. All students are engaged and participate in the learning programs in their age appropriate year level classrooms. Students and classroom teachers are supported by the Special Education Program teachers and teacher aides.

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	22	25	24
Year 4 – Year 7	27	25	24
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

Victoria Park State School provides high quality education services that make a positive difference to the lives of all students. We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

The school offers a quality education in all key learning areas including English, Mathematics, Science, History, Geography, Technology, The Arts, Health & Physical Education and Languages Other Than English (LOTE) Chinese. The school's curriculum plan allows for a strong focus on Literacy and Numeracy across all key learning areas. Music, Health and Physical Education and Chinese (Language Other Than English) are taught separately by specialist teachers.

Classes are organised in Year Levels from Prep to Yr.6. This includes single and multi-age classes.

A Special Education Program which includes an Early Childhood Development Program (ECDP) is established. Identified students are integrated into year level classes and have their learning supported by qualified Special Education Teachers and trained teacher aides.

Co-curricular Activities

The School Extra-Curricular Program aims to provide students with a wide array of sporting, cultural and enrichment activities to support the individual needs of students.

An eLearning program which includes a Laptop computer program operates in Years 5 and 6. Looping students with the same teacher over a two year period e.g. Prep & Year 1, Year 2 & 3 and Year 4, 5 & 6.

Instrumental Music Program including Brass, Woodwind, Percussion and Strings. Participating students also engage in the school String Ensemble and Concert Band.

Whole School Swimming Program, Afterschool Sports program.

Kitchen garden program operates across the school and is incorporated into the classroom learning program.

Extended Learning Program including involvement in McDonalds Maths, Opti Minds, Australian Schools Competitions (ICAS), Debating, IMPACT and UniFY programs, Eisteddfod, FANFARE, Choir and Interschool Sports.

Whole school excursion and camping program. Year 6 students travelled to Sydney & Canberra, Year 5 students explore the Caves at Rockhampton, Year 4 students accessed the Action Challenge Outdoor Learning Centre and Year 3 students participated in a "Camp Day" within the school grounds. Prep to Year 2 students experienced a range of excursions that compliment and reinforce aspects of their curriculum programs.

How Information and Communication Technologies are used to Assist Learning

Victoria Park State School has a strong ICT focus with the necessary hardware, software and skilled staff to integrate Information and Communication Technologies into all curriculum areas in place. Wireless access to the school network and internet is available throughout the school. Teachers who achieved their ICT Certificate or Pedagogical Licence are mentoring other school staff to ensure that the skills of all staff are developing. All teachers have access to their own Laptop computer and classroom data projector.

Within the school the development of student ICT skills is supported through access to a computer lab catering to whole class and small group activities as well as having access to computers within the classroom through two pods of laptop computers, iPads, XO machines and classroom desktops. Laptop classes have been established in all year 5 & 6 classes where students address the curriculum digitally using Virtual Classrooms.

Students use ICT in their learning by researching using the Internet, Microsoft Word applications, reinforcing subject area knowledge through computer based applications e.g. Mathletics, Learning Objects, blogs and Virtual Classrooms.

During 2016 the school partnered with the Brisbane School of Distance Education to provide Year 4, 5 & 6 students with access to programs to consolidate their learning in English, Maths, Science and Critical Thinking. These were online programs and ran successfully throughout the 2016 school year. Students were supported in these programs by our Learning Support Teacher and Teacher Librarian who coordinated this program.

Social Climate

Overview

Our culture continues to be a central focus on the development of a positive school community. The School's Code of Behaviour is seen as our School Culture. Built on the schools vision and values statement of:

Be a Learner; Be Respectful; Be Responsible; Be Safe

Victoria Park State School has built a safe and supportive social climate due to a strong focus on positive behaviour management processes and practices. Students at this school are encouraged to use the 'High 5' (Speak Friendly, Speak Firmly, Ignore, Walk Away, Report to an Adult) to manage any potential inter-personal issues. Students who have difficulty meeting behaviour expectations are identified and case managed by the Principal, Deputy Principal, Head of Special Education Services and Guidance Officer with the support of the Social Justice Committee and the child's caregiver.

The school provides a range of support programs to assist students to manage their behaviour and develop positive interpersonal skills. These programs including RAGE, Drum Beat, Real Me and Strengths.

The School Chaplain assists students and families seeking advice and support. The School Chaplain works in conjunction with The Smith Family, local Family and Neighbourhood Centres and the school's Social Justice Committee.

To enhance the established whole of school Wellbeing Framework, we access the services of a Guidance Officer, Learning Support Teachers, Special Education Teachers, English as a Second Language or Dialect teacher, Behaviour Management teacher, Indigenous Community Education Councillor and various Advisory Visiting Teachers (AVTs).

Student feedback through the 2015 School Opinion Survey highlighted the management of student behaviour as a concern. 73% of students agreed that student behaviour was well managed at the school. This rose to 81% of students agreeing that student behaviour was well managed in 2016. This is also reflected in the reduction in the number of short term disciplinary absences from 2015 to 2016. To maintain the positive growth in this area into the future the following strategies have been embedded into the Responsible Behaviour Plan for Students policy - individual behaviour plans, behaviour monitoring cards, incentive programs, social skilling sessions, increased teacher aide and Learning Support resources into the classrooms, regular case management meetings with staff, parents and the student and involved the staff of the Positive Learning Centre.

The success of these programs and the extra-curricular activities have been recognised by the community through the results from the 2016 School Opinion Surveys.

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)	100%	98%	96%
this is a good school (S2035)	92%	97%	96%
their child likes being at this school* (S2001)	92%	98%	94%
their child feels safe at this school* (S2002)	95%	97%	98%
their child's learning needs are being met at this school* (S2003)	92%	97%	94%
their child is making good progress at this school* (S2004)	92%	97%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	97%	90%
teachers at this school motivate their child to learn* (S2007)	95%	97%	96%
teachers at this school treat students fairly* (S2008)	92%	96%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	98%	94%
this school works with them to support their child's learning* (S2010)	100%	95%	96%
this school takes parents' opinions seriously* (S2011)	89%	93%	94%
student behaviour is well managed at this school* (S2012)	89%	93%	92%
this school looks for ways to improve* (S2013)	97%	98%	96%
this school is well maintained* (S2014)	100%	98%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	89%	95%
they like being at their school* (S2036)	94%	89%	91%
they feel safe at their school* (S2037)	93%	90%	92%
their teachers motivate them to learn* (S2038)	100%	94%	94%
their teachers expect them to do their best* (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	91%	96%
teachers treat students fairly at their school* (S2041)	93%	83%	85%
they can talk to their teachers about their concerns* (S2042)	91%	84%	81%
their school takes students' opinions seriously* (S2043)	93%	82%	85%
student behaviour is well managed at their school* (S2044)	83%	73%	81%
their school looks for ways to improve* (S2045)	98%	94%	92%
their school is well maintained* (S2046)	95%	93%	91%
their school gives them opportunities to do interesting things* (S2047)	94%	92%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	92%	100%	93%
they feel that their school is a safe place in which to work (S2070)	95%	97%	98%
they receive useful feedback about their work at their school (S2071)	92%	93%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	93%	93%
students are encouraged to do their best at their school (S2072)	97%	100%	98%
students are treated fairly at their school (S2073)	95%	100%	93%
student behaviour is well managed at their school (S2074)	86%	89%	86%
staff are well supported at their school (S2075)	92%	90%	91%
their school takes staff opinions seriously (S2076)	94%	95%	93%
their school looks for ways to improve (S2077)	97%	100%	95%
their school is well maintained (S2078)	97%	96%	96%
their school gives them opportunities to do interesting things (S2079)	94%	97%	93%

* 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

Many Victoria Park parents generously volunteer their time to participate in the life of the school whether it be assisting in the classroom, being a member of the P&C, helping on excursions, classroom activities or just supporting the school.

Victoria Park State School has a webpage and the P&C uses the Skoolbag app where school activities are regularly celebrated. The school web page features information that allows parents the opportunity to know what is happening in the school. A school newsletter is produced each fortnight.

In 2016 Victoria Park enrolled into Education Queensland's QParents program which enables parents and carers to directly access their child's details.

Twice a year the teachers offer "official" parent teacher interview opportunities to discuss student progress. Parents invited to make regular contact with class teachers through email and to take advantage of our teacher's invitations to regularly have less formal conversations about their student's learning.

The Parents and Citizens Association is an active group of parents who meet monthly to participate in the management of the school. Their contribution is highly valued. The P&C contributes to enhance the school facilities and in the past 12 months held a number of working bees to beautify the school grounds.

Students requiring a differentiated learning program re provided with an Individual Curriculum Program which is developed in consultation with classroom teachers, specialist teachers and parents and carers. The programs are signed by parents and school staff.

The school has an established School Council whose members include parents and school staff.

Respectful relationships programs

Victoria Park State School has developed and implemented a range strategies and programs that focus on appropriate, respectful and healthy relationships.

Students are explicitly taught the desired behaviours that promote respectful relationships through the school's Positive Behaviour for Learning and the You Can Do It programs which incorporate the development of safe, respectful and responsible interactions with others as well as student learning the skills of how to get on with others and being resilient.

Students are further supported to manage their interactions with other students through the school's Social Skills lessons and other support programs including RAGE, Strengths, Drumbeat and Real Me.

School staff have engaged in the Non-Violent Crisis Intervention training to assist in managing conflict situations and student behaviour.



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	43	22
Long Suspensions – 6 to 20 days	0	0	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

In 2016, our school continued its recycling program. Students use Red bins for food scrap recycling at the school's garden composting area. Blue bins are provided for paper and cardboard recycling. A school vegetable garden is managed by the garden club and provides its goods to the tuckshop or for Health curriculum activities including student cooking and consumption.

Selected Year 5 & 6 students were involved in the 'Cool Kids' sustainability program. This project involved students monitoring the school's energy usage and making recommendations on how to improve the school's environmental footprint. Measures included restricting use of air conditioners, turning off lights and fans when leaving the room. A deliberate focus on the maintenance of toilets and taps contributed to reducing water usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	304,919	3,350
2014-2015	292,986	1,673
2015-2016	296,159	3,612

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	48	36	<5
Full-time Equivalent	45	23	<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.**	4
Bachelor degree	31
Diploma	8
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 \$42 500. School staff were also supported in their professional development through the employment of a Head of Curriculum, Literacy and Numeracy Coaches and a Master Teacher.

The major professional development initiatives are as follows:

Education Queensland mandated training requirements – Code of Conduct, Student Protection, Asbestos Awareness, Asthma, Epilepsy, Anaphylaxis training

Age Appropriate Pedagogies

Digital Pedagogies

Classroom Profiling

Queensland Curriculum and Assessment Authority and Education Queensland workshops focusing on the Australian Curriculum

Non Violent Crisis Intervention

Teaching Maths - YuMi Deadly Maths through QUT, Teaching Writing - 7 Steps to Writing Success, Teaching in the Early Years – CQ Early Years Conference

Oral Language Development – OLLEY, PMAP, MiniLit and MultiLit

CSIRO Science

Explicit Instruction

School Improvement through Instructional Leadership

Moderating student curriculum performance

Network workshops for Deputy Principal, Head of Curriculum, Master Teacher, Support Teacher Literacy & Numeracy

Central Queensland Region Principals' conference and District Principal workshops

Community Education Counsellor & Indigenous Education Workers Workshops

The proportion of the teaching staff involved in professional development activities during 2016 was 100% as per school records

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% 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).	93%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	93%	90%

*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%.

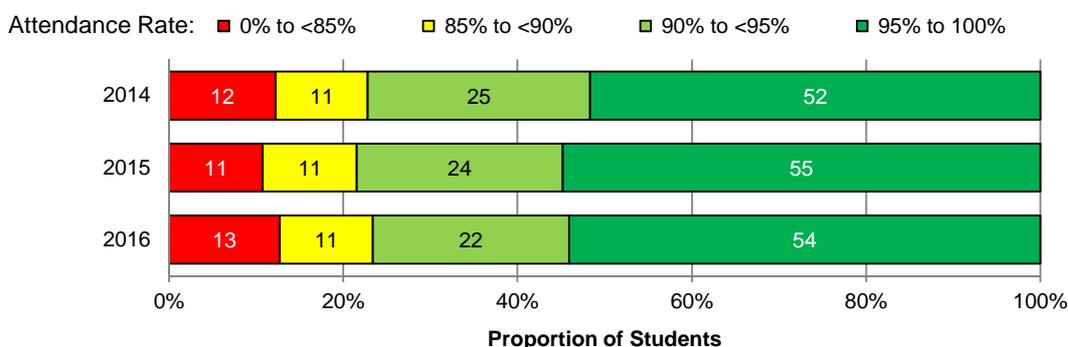
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	94%	94%	94%	93%	94%	92%	93%					
2015	94%	93%	94%	93%	94%	92%	95%						
2016	93%	94%	93%	93%	93%	94%	89%						

*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.

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Victoria Park State School has an attendance target of 95% with a target of less than 10% of students attending school less than 85% of the time.

Incentives are in place to encourage students to attend school. These incentives include a weekly class attendance cup, Gotcha Attendance Cards for greater than 95% attendance over a 5 week period and additional play.

Classroom Teachers mark the class roll twice a day, once in the morning at 9:15am and then again in the afternoon at 1:40 pm. Daily student attendance data is entered onto the school SIMS data system through online roll marking. Unexplained student absences are followed up with parents and carers notified in writing of the date of the absence and requested to provide an explanation for the absence.

Parents are requested to submit notification to the Principal when students are for extended periods e.g. holidays during school terms

Where continued unexplained student absences occur or where long term and frequent student absences occur, families and carers are contacted by phone, email, text message or a home visit is arranged. Chronic absentees are case managed by the school in conjunction with Police and Child Safety.

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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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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.