

# Victoria Park State School (1855)

## Queensland State School Reporting

### 2012 School Annual Report



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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 Mr Laurie Shepherd (Principal)

## Principal's foreword

### Introduction

Victoria Park State School Annual report for 2012 provides our school community and the wider community with a record of our school achievements and school progress for the 2012 school year. Contained in the report is a description of the school including student learning outcomes for 2012, 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 and 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 2012

Victoria Park State School provides high quality education services that make a positive difference to the lives of all Queenslanders. We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society. Integration of technology into the curriculum is a significant point of difference for our school.

Victoria Park State School has an ongoing commitment to School Improvement. Areas for improvement are identified through student achievement data, feedback from our school community, recommendations from the Teaching and Learning Audit, recommendations from the school's P&C Association, School Council, Student Council and Staff.

Our achievements for 2012 include:

#### Learning and Attainment

Next Step Focus School Plan to improve Indigenous Student achievement in Literacy, Numeracy, school attendance and community connectedness was developed and implemented.

Continued to focus on the development of student Reading and Reading Comprehension skills.

School frameworks for the teaching of Maths and Spelling have been developed and the implementation process begun.

The school's spelling program has been revised to align with Education Queensland's Curriculum into the

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Classroom program.

The National Curriculum for English, Maths and Science has been embedded into the school's curriculum program.

Differentiate classroom learning activities are used to cater to the range of student abilities within the classroom by embedding Higher Order Thinking Skills within the classroom curriculum.

Adoption of iPads into the Special Education and Early childhood Development Programs

#### **Engagement**

Average student attendance rates across the school rose to 93%

The 'Embedding Aboriginal and Torres Strait Island Perspectives' in the curriculum has continued.

Regular meetings of the school's parent and community groups have been conducted including- P&C, Indigenous Education Reference Group, School Improvement Team and School Council.

#### **Well Being**

Retrained school Workplace Health and Officers, Rehab and Return to Work Officers.

All school staff members have been trained in the use of MyHR WH&S reporting tool.

Implementation of the School-Wide Positive Behaviour to review school behaviour data and implement proactive strategies.

#### **Sustainability**

Implemented the school's successful application for The National Solar Schools program. (Now finalised with the installation of solar panels.)

Developed and began implementation of the School Environmental Management Plan.

### **Future outlook**

#### **Our goals for 2013 include:**

##### **Learning and Attainment**

Begin the implementation of History as part of the National Curriculum.

Embed the National Curriculum for English, Maths and Science.

Continue to implement the strategies of the school's Next Step Focus Schools Plan to improve Indigenous Student achievement in literacy, numeracy, school attendance and community connectedness.

Maintain support for teachers to develop their skills in teaching Literacy and Numeracy through the employment of curriculum coaches.

Review and modify the school's Pedagogical Framework for implementation in 2014.

Expand teachers' pedagogical repertoire to include Explicit Instruction.

Further develop the use of data analysis by teaching staff to address student learning needs.

##### **Engagement**

Launch the school's new website

Formulate a School and Community Engagement Framework for implementation in 2014

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### **Wellbeing**

Develop a Health and Well Being Framework for implementation in 2014

Continue to refine and implement the School Wide Positive Behaviour Program

Review school Workplace Health and Safety structures. Up skill the school's Workplace Health and Safety Officers and Rehabilitation and Return to Work Co-ordinators.

### **Sustainability**

Continue the implementation of the School Environmental Management Plan.

Increase the use of digital technologies to reduce the usage of paper.

# 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	650	323	327	92%
2011	669	331	338	92%
2012	664	300	364	89%

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

## Characteristics of the student body:

The student body of Victoria Park State School is reflective of the changing demographics of the Mackay community. Our students have a diverse range of cultural backgrounds and schooling experiences. The school's enrolment of students who have English as a Second Language (ESL) is increasing. Of the total 2012 school enrolment 13% of students identified as being Indigenous and 7.5% students were from outside of Australia.

A significant increase in the enrolment of students into the Early Childhood Development Program and Special Education program was experienced during 2012.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	22	22
Year 4 – Year 7	25	26	25

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	26	10	9
Long Suspensions - 6 to 20 days	<5	0	<5
Exclusions	<5	<5	0
Cancellations of Enrolment	0	0	0

# Our school at a glance

## Curriculum offerings

Victoria Park State School provides high quality education services that make a positive difference to the lives of all Queenslanders. We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society. Integration of technology into the curriculum is a significant point of difference for our school.

### Our distinctive curriculum offerings

Songroom & PaCE programs which focus on Indigenous student and parent involvement in the school.

An innovative One to One Laptop computer program in Years 6 and 7. Year 5 students have access to the Project 600 program which focuses on the development reading comprehension and numeracy skills.

Looping students with the same teacher over a two year period e.g. Prep & Year 1, Year 2 & 3, Year 4 & 5 and Year 6 & 7.

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.

Extended Learning Program including involvement in McDonalds Maths, Opti Minds, Australian Schools Competitions, Debating, Student Journalist Group, I Dream program, Rock Pop Mime, Wakakirri and Interschool Sports.

Whole school excursion and camping program. Year 7 students travel to Sydney & Canberra, Year 6 students explore the Caves at Rockhampton, Year 5 students access the Action Challenge Outdoor Learning Centre while Prep to Year 4 students experience a range of excursions that compliment and reinforce aspects of their curriculum programs.

Early Childhood Development Program within the school's Special Education Program.

### Extra curricula activities

School Concert

Bush Dance, Rock Pop Mime, Wakakirri

Performance Groups including Concert Band, String Ensemble, Choirs and Verse Speaking, Mackay Orchestra and Bands, Fanfare, Twilight, Instrumental Music and Choral camps and Concerts.

Chess Club, Debating, McDonald's Maths, Journalist Club, Australian Schools Competitions, Opti Minds and Journalist Club

Interschool Sport, Interhouse Athletics, Ball Games and Twilight Swimming carnivals, Active After School Communities program, NRL Development , Cricket and Auskick programs.

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

Victoria Park State School has positioned itself well with the necessary hardware, software and staff skilling to integrate Information and Communication Technologies into all curriculum areas. 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 and classroom desktops. One to One Laptop classes have been established in all years 6 & 7 where students address the curriculum digitally using Virtual Classrooms.

Students use ICT in their learning by researching using the Internet, Microsoft Word applications,

## Our school at a glance

reinforcing subject area knowledge through computer based applications e.g. Mathletics, Learning Objects, blogs and Virtual Classrooms.

iPads were introduced into the school's Special Education Program including the Early Childhood Development Program. The iPads provide students with access to adaptive technologies to support their learning and development needs through visual representation, tactile responses and animated learning activities.

### Social climate

In the 2012 School Opinion Survey Students, Parents and Staff expressed their continued strong confidence in the school. A review of the school's Responsible Behaviour Plan for Students was conducted throughout 2012 by the Schoolwide Positive Behaviour group. Bullying and Cyber Bullying components were included in the plan. The reduction in the 2012 school disciplinary absence data compared to 2010 and the improved School Opinion Survey data from 2010 to 2012 is evidence of the success of the current school Responsible Behaviour Plan for Students.

Bullying, Harassment and Cyber Bullying are addressed proactively through the explicit teaching of the school rules. Class teachers actively teach skills within the curriculum through discussion and role play. Students are required to follow the Bully Busting process of Speak Firmly, Walk Away and Report to an Adult. Students are encouraged to maintain a diary of their school day. Parents are involved throughout the process.

Our school rules are Be a Learner, Be Safe, Be Respectful and Be Responsible. Teachers explicitly teach, model and acknowledge the behaviours that are expected from the students. Positive student behaviour is recognised, celebrated and communicated to all in our school community. The entire student body is rewarded when whole of school goals are achieved.

Students are provided with a range of lunchtime activities as recommended by the Student Council to cater to the interests of the student body and to reduce the incidents inappropriate behaviour.

Victoria Park State School employs a School Chaplain for 2 days per week. The Chaplain is available to support the students, families and staff of the school. A Breakfast program is offered two mornings a week.

### Parent, student and staff satisfaction with the school

The 2012 School Opinion Survey data illustrated the high level of confidence that parents, students and staff have in the school and its services to the community. Satisfaction levels in all but two areas of the School Opinion Survey were above 90% satisfaction.

#### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	95.0%
this is a good school	95.0%
their child likes being at this school*	90.0%
their child feels safe at this school*	95.0%
their child's learning needs are being met at this school*	95.0%
their child is making good progress at this school*	95.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%

## Our school at a glance

teachers at this school motivate their child to learn*	95.0%
teachers at this school treat students fairly*	94.7%
they can talk to their child's teachers about their concerns*	95.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	87.5%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	97.9%
they like being at their school*	91.6%
they feel safe at their school*	92.6%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	97.9%
their teachers provide them with useful feedback about their school work*	97.8%
teachers treat students fairly at their school*	93.5%
they can talk to their teachers about their concerns*	91.3%
their school takes students' opinions seriously*	91.5%
student behaviour is well managed at their school*	90.4%
their school looks for ways to improve*	96.7%
their school is well maintained*	96.8%
their school gives them opportunities to do interesting things*	100.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	87.5%
with the individual staff morale items	94.4%

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

<sup>#</sup> 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

At Victoria Park State School parents and carers are encouraged to be involved in their child's education and in the life of the school. Opportunities exist for parents and carers to be involved through the P&C Association, Curriculum Information sessions, Get Ready for Prep ,Ready Reader, Support-a-Reader and Support-a-Writer programs.

With the training provided parents and carers are able to support their children's learning at home and at school as classroom volunteers including reading, maths, swimming, excursions, special events, concerts and sports.

Parents and carers are provided with pamphlets each term that outline the curriculum content, skills and assessment activities students will engage in across all Key Learning Areas. Parent and Teacher interviews are conducted at the conclusion of term 1 and term 3 each year. Written reports are provided to all parents of Year 1 to 7 students at the end of each semester.

Parents are also represented on school committees including the School Improvement Team, School Council and Indigenous Education Reference Group. The school's Parents and Citizens Association is active, supportive and engaged in the governance and future direction setting of the school.

## Reducing the school's environmental footprint

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

During 2012 the school continued to focus on reducing its consumption of electricity and water. This was attempted through a maintenance review to identify leaking taps, toilets and detecting plumbing leaks. Once identified and located the leaks and plumbing were repaired. Above average rainfall throughout 2012 reduced the need to irrigate the school's playing fields and gardens. A significant refurbishment of the school's pool and associated water and filtration infrastructure also rectified a number of leaks.

The addition of new facilities through the Building the Education Revolution and the refurbishment of existing school facilities added to the consumption of electricity by the school during 2011. Community use of the school's facilities during evenings and weekends added to an increase in the school's electricity consumption. School staff and students made a conscious effort to activate air conditioners after 11:40 am each day. Other measures included turning off lights, fans and air conditioning when the classrooms were vacated for recess. An ongoing fault in the Solar panel system installed in 2010 has meant that no offset has been achieved through this renewable energy initiative. This was rectified when the installation of the Federal Government funded Solar Schools Program late in 2012 was completed.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	290,455	6,399
2010-2011	306,642	3,375
2011-2012	322,238	4,263



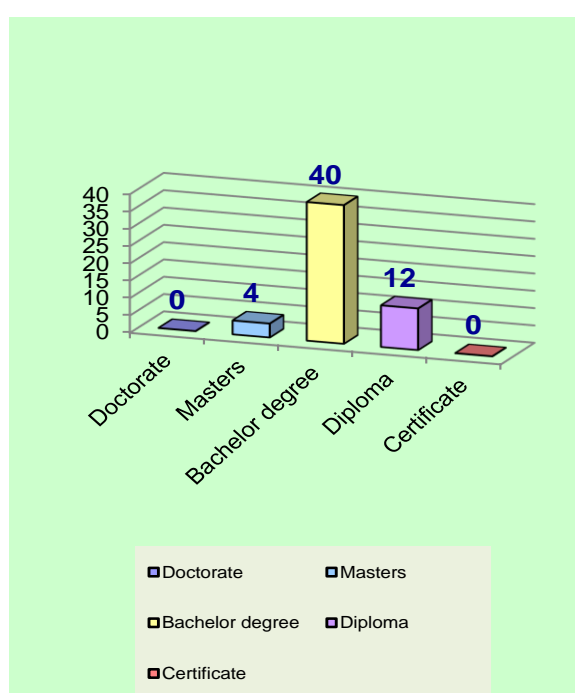
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	56	24	<5
Full-time equivalents	50.7	16.2	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Bachelor degree	40
Diploma	12
Certificate	



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$34375.

The major professional development initiatives for 2012 were as follows: Teaching of Mathematics through QUT YuMi Deadly Maths program, Coaching of teaching staff in Reading and Reading Comprehension, Spelling and YuMi Maths, Differentiating the Curriculum, Auslan coaching for teachers of students with a hearing impairment, Higher Order Thinking skills, the implementation of Embedding Aboriginal and Torres Strait Islander Perspectives, incorporating the use of iPad technologies in the Special Education Program and the implementation of the National Curriculum for English, Maths and Science.

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

# Our staff profile

## Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96%	95.9%	96.3%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 85.8% 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

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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.

# Performance of our students

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	91%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

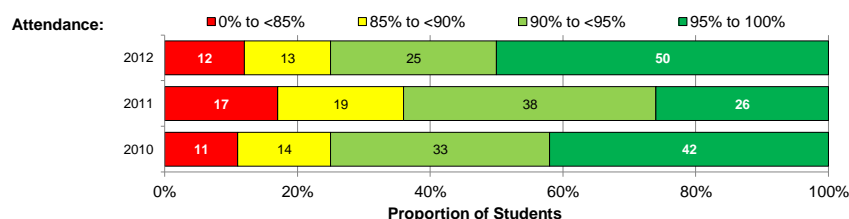
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	94%	93%	91%	93%	93%	93%	93%					
2011	90%	92%	91%	92%	90%	91%	91%					
2012	93%	93%	94%	91%	91%	93%	93%					

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.

Classroom Teachers mark the class roll twice a day, once in the morning at 9:00am and then again in the afternoon at 1:30 pm. Daily student attendance data is then entered onto the school SIMS data system. 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.

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.

All students who have a 95% attendance rate or higher are acknowledged and rewarded for their efforts. This is communicated to parents and carers. Students who have significant absenteeism are case managed by the school with attendance goals set, acknowledgement and reward for achieving their individual attendance goal.

## Performance of our students

### 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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section, "Search by school name", has a text input field and an orange "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and an orange "SEARCH" button.

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

The gap between the Mean for Year 3 Indigenous students and Non Indigenous students has decreased substantially from the 2011 data. Between 2008 and 2012 the gap between the achievement data for Year 3 had been trending down across the domains of Numeracy (2008 difference in mean of 79 to 2012 difference in mean of 22), Writing (2008 difference in mean of 60 to 2012 difference in mean of -26) and Reading (2008 difference in mean of 44 to 2012 difference in mean of 16).

For Year 5 the gap in the Mean for achievement between Indigenous students and Non-Indigenous students had reduced substantially in 2012. Between 2008 and 2012 the gap in the mean of the achievement data has reduced from 60 to -31 for Reading, 18 to -11 for Writing and 15 to -4 for Numeracy. The negative indicates that the mean for Indigenous students was higher than the mean for Non-Indigenous students.

From 2008 and 2012 the gap in the Mean for Year 7 achievement between Indigenous and Non-Indigenous students had widened for Reading from 53 to 66, 54 to 85 for Numeracy. In Writing the gap has narrowed from 35 in 2008 to 28 in 2012.

All students who were below or at the National Minimum Standard for reading, writing, spelling and/or numeracy have been Case Managed to address their learning needs through access to the school's Special Education Program, Learning Support Program or modification to their classroom learning program. Students above the National Minimum Standards continue to access the school program to further develop their Literacy and Numeracy skills.

The gap between the attendance rates for Indigenous students in comparison to Non Indigenous students had remained at 4% from 2008 through to 2011. In 2012 the gap in attendance had narrowed to 0.4%. The attendance rates for both Indigenous and Non Indigenous students has risen in 2012 (Indigenous 92.8%, Non-Indigenous 93%). Indigenous students' attendance has risen from 87.8% in 2008 to 92.6% in 2012. Non-Indigenous students' attendance has risen from 91.5% in 2008 to 93% in 2012.