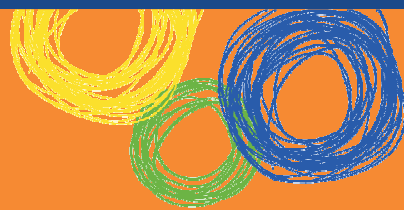


# Victoria Park State School

## Queensland State School Reporting

### 2013 School Annual Report



Postal address PO Box 4024 South Mackay 4740

Phone (07) 4951 6333

Fax (07) 4951 6300

Email [the.principal@victparkss.eq.edu.au](mailto:the.principal@victparkss.eq.edu.au)

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 2013 provides parents and prospective parents with an overview of Victoria Park State School and the academic standards of its students.

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 2013, 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 2013

2013 was a very exciting year for Victoria Park State School with success in many different aspects of the incredibly busy and complex programs in which our students are engaged.

It was extremely rewarding to see our students achieve in academic, sporting, musical and language pursuits and to have our parent community indicate an overwhelming level of satisfaction. This was accompanied by exceptionally high levels of staff morale.

A selection of these highlights include:

#### Learning and Attainment

Further implementation of our school improvement agenda and our focus on reading comprehension, spelling and maths.

Continued implementation of the Australian Curriculum and C2C curriculum units including History.

Continued 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

## Queensland State School Reporting

### 2012 School Annual Report



connectedness.

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

Developed a schoolwide Pedagogical Framework for implementation in 2014 including expanding teachers' pedagogical repertoire to include Explicit Instruction.

Enhanced teacher capability in data analysis to identify and cater to student learning needs.

Sporting and Musical success

School Camps and excursions

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.

#### **Engagement**

A fantastic Victoria Park Christmas Fair celebrating a terrific community working together

Launched the school's new website and school Smartphone app.

Formulated a School and Community Engagement Framework for implementation in 2014

Bush Dance

#### **Wellbeing**

Developed a school Health and Well Being Framework for implementation in 2014

Continued the implementation of the School Wide Positive Behaviour Program

Created a school based Workplace Health and Safety committee that is representative of the school workforce and community. The school's Workplace Health and Safety Advisers successfully completed the required refresher training.

#### **Sustainability**

Continued the implementation of the School Environmental Management Plan.

Increase the use of digital technologies to reduce paper usage.

#### **Future outlook**

In 2014, our school improvement agenda will continue to focus on reading comprehension, embedding SCORE and QAR (Question and Answer Relationship) as schoolwide programs using explicit teaching to improve reading. The explicitly teaching of the YuMi Deadly Maths strategy to improve student maths achievement will continue.

Our professional development and coaching and mentoring model will focus on the explicit teaching of writing. At Victoria Park, we will continue to introduce and implement the Australian Curriculum, making use of Education Queensland's C2C units adjusted and adapted to our unique school context. Geography will be our primary focus throughout 2014.

Our leadership team will lead the focus on pedagogy and professional learning. There is a focus on aligning school planning, use of data to inform planning as well as use of instructional leadership to focus on pedagogy and professional learning.

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Preschool - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	669	331	338	92%
2012	664	300	364	89%
2013	691	325	366	91%

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 student enrolment experienced significant growth during 2013. 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 2013 school enrolment 10.7 % of students identified as being Indigenous and 11.8% of 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 2013.

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	22	23
Year 4 – Year 7 Primary	26	25	26

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	10	9	17
Long Suspensions - 6 to 20 days	0	1	2
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

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. Integration of technology into the curriculum is a significant point of difference for our school.

The school offers a quality education in all key learning areas. 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.

### Our distinctive curriculum offerings

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

A One to One Laptop computer program operates 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 (ICAS), Debating, Student Journalist Group, I Dream program, UniFY 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.

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

---

## Extra curricula activities

Extra-Curricular activities offered in 2013 included:

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, 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 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.

## Our school at a glance

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 year 6 & 7 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 2013 selected Year 5 students participated in a program call "Project 600". This program was an online virtual classroom based on Numeracy and Reading Comprehension. This program ran successfully during Term 1 and 2. Our learning support teacher and teacher librarian coordinated this program. During 2014 it is planned that our school again participate in this program.

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

Our school continues to have a central focus on the development of a positive school community. The School's Code of Behaviour underpins our School Culture. Built on the school's vision of

D.I.V.E. into Learning Achieve your Personal Best

and values statement of: Be a Learner, Be Safe, Be Respectful and Be Responsible

Victoria Park State School has a reputation for academic, musical and sporting achievement and our students are successful when they progress to secondary education. At Victoria Park State School significant emphasis is placed on providing a learning environment where all students feel safe and supported. Although our school has a large population we maintain a strong sense of family. Victoria Park State School continues to develop as a learning community. Our leadership model provides a structure which values people, facilitates learning and continually questions our organisational practices. There are open lines of communication and we encourage employees to adopt our shared vision. Challenge and change are viewed as opportunities to grow. We aim to measure our progress against internal and external benchmarks. Our school team is committed to rewarding, recognising and celebrating achievement.

The school exists to support student learning and all personnel are focused on how best to achieve this.

Students and their families are the focus of the school and it is important that relationships are developed and maintained. Our school has a student council which initiates and promotes a range of activities for the students. Our guidance officer, school chaplain, special needs and learning support staff provide specific programs and strategies to support staff and students.

# Our school at a glance

## Parent, student and staff satisfaction with the school

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

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	95%	77%
this is a good school (S2035)	95%	90%
their child likes being at this school* (S2001)	90%	86%
their child feels safe at this school* (S2002)	95%	90%
their child's learning needs are being met at this school* (S2003)	95%	82%
their child is making good progress at this school* (S2004)	95%	77%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%
teachers at this school motivate their child to learn* (S2007)	95%	90%
teachers at this school treat students fairly* (S2008)	95%	86%
they can talk to their child's teachers about their concerns* (S2009)	95%	95%
this school works with them to support their child's learning* (S2010)	100%	90%
this school takes parents' opinions seriously* (S2011)	88%	90%
student behaviour is well managed at this school* (S2012)	100%	90%
this school looks for ways to improve* (S2013)	100%	95%
this school is well maintained* (S2014)	100%	100%

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

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	98%	97%
they like being at their school* (S2036)	92%	90%
they feel safe at their school* (S2037)	93%	94%
their teachers motivate them to learn* (S2038)	100%	98%
their teachers expect them to do their best* (S2039)	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	96%
teachers treat students fairly at their school* (S2041)	94%	91%
they can talk to their teachers about their concerns* (S2042)	91%	87%
their school takes students' opinions seriously* (S2043)	91%	90%
student behaviour is well managed at their school* (S2044)	90%	80%
their school looks for ways to improve* (S2045)	97%	95%
their school is well maintained* (S2046)	97%	97%

## Our school at a glance

their school gives them opportunities to do interesting things* (S2047)	100%	95%
---	------	-----

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	95%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	88%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	98%
student behaviour is well managed at their school (S2074)	86%
staff are well supported at their school (S2075)	93%
their school takes staff opinions seriously (S2076)	91%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	98%
their school gives them opportunities to do interesting things (S2079)	91%

\* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

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

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.

Training is provided for parents and carers 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 Prep Year to Year 7 students at the end of each semester.

Individual Learning Plans are developed for students who are identified as being "At Risk" of not meeting year level expectations. Plans are developed in consultation with parents and carers.

Parents have access to their child's teacher's email to enable both parents and teachers to maintain regular contact regarding student progress.

Parents are also represented on school committees including the School Improvement Team,



## Our school at a glance

Schoolwide Positive Behaviour program, 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 2013 the school continued to focus on reducing its consumption of electricity and water. Regular audits of school facilities are conducted to identify and maintain leaking taps, toilets and detecting plumbing leaks. Once identified and located the leaks and plumbing were repaired. Specific attention is paid to the maintenance of the school's pool to monitor water usage and to repair any leaks or breakages. Regular rainfall throughout 2013 reduced the need to irrigate the school's playing fields and gardens.

Energy saving practices have been implemented to further reduce the school's energy consumption. 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 make a conscious effort to activate air conditioners after 11:40 am each day of terms 1 and 4. Other measures included turning off lights, fans and air conditioning when the classrooms were vacated for recess. The installation of a Solar Panel system has assisted in reducing energy sourced from the electricity grid.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	306,642	3,375
2011-2012	322,238	4,263
2012-2013	292,262	2,680

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.



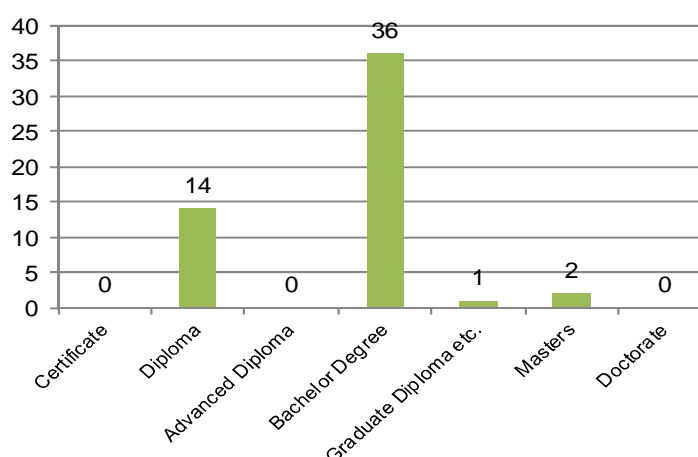
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	53	28	<5
Full-time equivalents	51	18	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	14
Advanced Diploma	0
Bachelor Degree	36
Graduate Diploma etc.	1
Masters	2
Doctorate	0
<b>Total</b>	<b>53</b>



\* Teaching Staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 31 602.

The major professional development initiatives are as follows:

- The teaching of Yumi Maths, the Australian History curriculum

- Discussion and analysis of student achievement data

- Teaching using the Explicit Instruction pedagogy

- Workplace Health & Safety Advisor training

- Indigenous education – implementing the Embedding of Aboriginal and Torres Strait Islander Perspectives into the curriculum.

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

## Our staff profile

### Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

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

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 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 e

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	93%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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

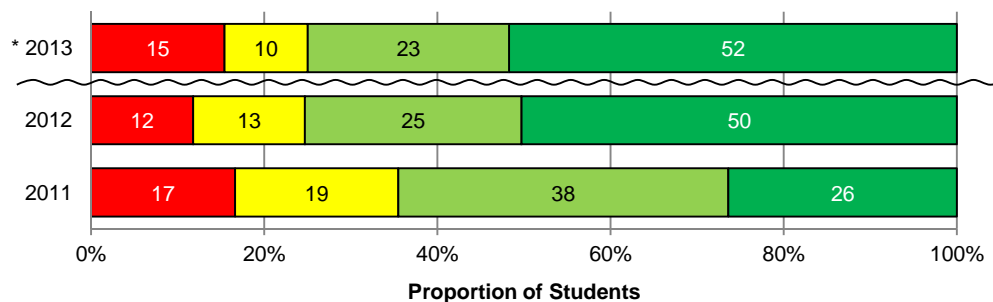
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	90%	92%	91%	92%	90%	91%	91%					
2012	93%	93%	94%	91%	91%	93%	93%					
2013	92%	92%	93%	93%	92%	91%	92%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



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

# Performance of our students

## 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 1:40 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.

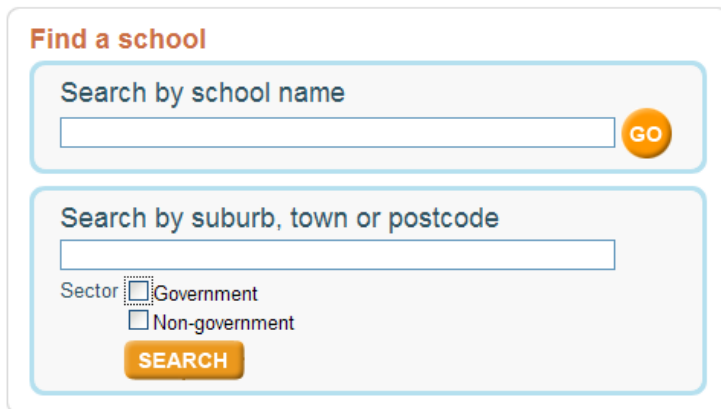
Where continued unexplained student absences occur or where long term and frequent student absences occur, families and carers are contacted by phone, email, text message or a home visit is arranged. Chronic absentees are case managed by the school in conjunction with Police and Child Safety.

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. Students have attendance goals set and are acknowledged and rewarded for achieving their individual attendance goal.

## 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**

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 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

In 2013 Victoria Park State School had an indigenous population of 74 students out of 691 students or 10.7%. This population was spread across all year levels. Our indigenous students' attendance rate has been improving over the past 4 years with an indigenous student attendance rate for 2013 at 91.8%. Increased attendance by indigenous students has been a school goal over the past 2 years and this has been successful, with the attendance gap closing to 0.6%.

As a school we engage our indigenous teacher aides to liaise with indigenous families concerning attendance and progress. This process is well received by the community. We envisage that these inclusive strategies will have a long-term effect of closing the gap between indigenous and non-indigenous students.

The gap between the Mean for Year 3 Indigenous students and Non Indigenous students has decreased substantially from the 2011 data. Between 2008 and 2013 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 2013 difference in mean of 13), Writing (2008 difference in mean of 60 to 2012 difference in mean of 27) and Reading (2008 difference in mean of 44 to 2013 difference in mean of 34).

For Year 5 the gap in the Mean for achievement between Indigenous students and Non-Indigenous students had reduced substantially in 2013. Between 2008 and 2013 the gap in the mean of the achievement data remained stable from 60 to 67 for Reading, 88 to 68 for Writing and 50 to 37 for Numeracy.

From 2008 and 2013 the gap in the Mean for Year 7 achievement between Indigenous and Non-Indigenous students had reduced for Reading from 53 to 0, 35 to -53 for Numeracy. In Writing the gap has narrowed from 35 in 2008 to -2 in 2013. The negative result indicates a higher mean score for our Indigenous students than for our Non Indigenous students.

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 Standard continue to access the school program to further develop their Literacy and Numeracy skills.