

# Victoria Park State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

Victoria Park State School Annual Report for 2014 provides parents and prospective parents with a "snap shot" 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 2014, 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 2014

In 2014, our school improvement agenda continued to focus on improving student reading and reading comprehension. SCORE and QAR (Question and Answer Relationship) strategies have been embedded in all classrooms as the school's signature method for the teaching of reading and comprehension.

Explicit Instruction is embedded as the strategy to introduce new concepts, skills and learning in all classrooms. Explicit Instruction is also employed to reinforce and remediate learning.

The YuMi Deadly Maths strategy was introduced as the school's signature strategy to improve student maths achievement. This strategy will continue to be implemented during 2015.

The school continued the implementation of the School Wide Positive Behaviour program. This positive behaviour program is firmly embedded in all school and classroom management practices. To support students in achieving our school's expectations for behaviour, students participate in weekly discussions related to a specific school behaviour expectation and participate in specific year level social skilling programs to practice and consolidate our school behaviour expectations. Students who have difficulty meeting behaviour expectations are case managed to support behaviour changes. The school continued the implementation of the School Wide Positive Behaviour program. In 2014 Tier 2 strategies began being developed and implemented within the school. These strategies will continue to be developed during 2015.

Our professional development and coaching and mentoring model focused on the explicit teaching of writing. At Victoria Park, we continued to introduce and implement the Australian Curriculum, made use of Education Queensland's C2C units adjusted and adapted to our unique school context.

Our leadership team led the alignment of school planning, use of data to inform planning as well as the use of instructional leadership to develop pedagogy and professional learning.

### **Future outlook**

In 2015 the school will continue with a strong focus on Literacy and Numeracy achievement of students. This will be support by the implementation of a Master Teacher, Literacy and Numeracy Coaches and Key Teachers in all Year Levels. The Coaching model adopted by the school will focus on the explicit teaching of mathematics and writing.

Maintaining the high student attendance rate will remain a focus for 2015 with the school focusing on reducing the percentage of students attending school for less than 85% of the time.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Early Childhood - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	664	300	364	89%
2013	691	325	366	91%
2014	654	316	338	92%

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 but reduced in 2014, which was reflective of the downturn in the mining and resources industries.

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 2014 school enrolment 11 % of students identified as being Indigenous and 11.8% of students were from outside of Australia.

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

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	23	22
Year 4 – Year 7 Primary	25	26	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	9	17	23
Long Suspensions - 6 to 20 days	<5	<5	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

# Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive 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.

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.

### Extra curricula 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.

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, and UniFY program, Rock Pop Mime, Wakakiri 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.

### 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 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 2014 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.

## Social Climate

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 a safe and supportive social climate due to its 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 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, Strengths

To enhance the whole school practices, 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).

The success of these programs and the extra-curricular activities enable the high levels of support for school as demonstrated in results from the 2014 School Opinion Surveys.

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

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	95%	77%	100%
this is a good school (S2035)	95%	90%	92%
their child likes being at this school* (S2001)	90%	86%	92%
their child feels safe at this school* (S2002)	95%	90%	95%
their child's learning needs are being met at this school* (S2003)	95%	82%	92%
their child is making good progress at this school* (S2004)	95%	77%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%	97%
teachers at this school motivate their child to learn* (S2007)	95%	90%	95%
teachers at this school treat students fairly* (S2008)	95%	86%	92%
they can talk to their child's teachers about their concerns* (S2009)	95%	95%	100%
this school works with them to support their child's learning* (S2010)	100%	90%	100%
this school takes parents' opinions seriously* (S2011)	88%	90%	89%
student behaviour is well managed at this school* (S2012)	100%	90%	89%
this school looks for ways to improve* (S2013)	100%	95%	97%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	97%	99%
they like being at their school* (S2036)	92%	90%	94%
they feel safe at their school* (S2037)	93%	94%	93%
their teachers motivate them to learn* (S2038)	100%	98%	100%
their teachers expect them to do their best* (S2039)	98%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	96%
teachers treat students fairly at their school* (S2041)	94%	91%	93%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they can talk to their teachers about their concerns* (S2042)	91%	87%	91%
their school takes students' opinions seriously* (S2043)	91%	90%	93%
student behaviour is well managed at their school* (S2044)	90%	80%	83%
their school looks for ways to improve* (S2045)	97%	95%	98%
their school is well maintained* (S2046)	97%	97%	95%
their school gives them opportunities to do interesting things* (S2047)	100%	95%	94%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	92%
they feel that their school is a safe place in which to work (S2070)		98%	95%
they receive useful feedback about their work at their school (S2071)		88%	92%
students are encouraged to do their best at their school (S2072)		100%	97%
students are treated fairly at their school (S2073)		98%	95%
student behaviour is well managed at their school (S2074)		86%	86%
staff are well supported at their school (S2075)		93%	92%
their school takes staff opinions seriously (S2076)		91%	94%
their school looks for ways to improve (S2077)		100%	97%
their school is well maintained (S2078)		98%	97%
their school gives them opportunities to do interesting things (S2079)		91%	94%

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

# 'Agree' represents the 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 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.

Twice a year the teachers offer "official" parent teacher interview opportunities to discuss student progress but parents 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.

## Reducing the school's environmental footprint

In 2014, our school continued its recycling program. Red bins are provided 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 student consumption.

Selected Year 6&7 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	322,238	4,263
2012-2013	292,262	2,680
2013-2014	304,919	3,350

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.

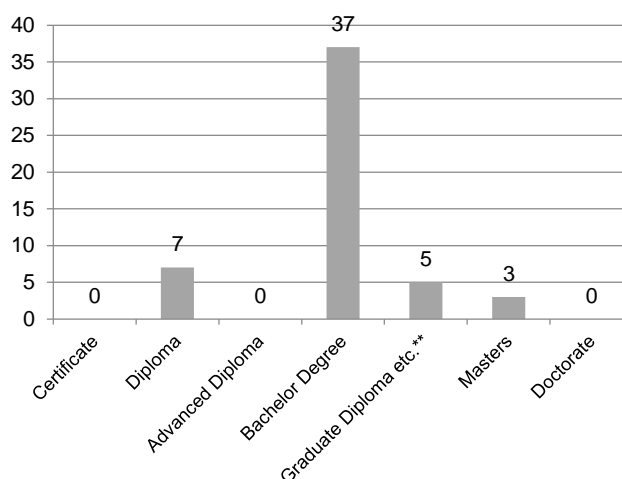
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	52	28	<5
Full-time equivalents	49	18	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	37
Graduate Diploma etc.**	5
Masters	3
Doctorate	0
<b>Total</b>	<b>52</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 2014 were \$32 630.

The major professional development initiatives are as follows:

The teaching of YuMi Maths

Implementing the Australian Geography curriculum

Discussion and analysis of student achievement data

Teaching using the Explicit Instruction pedagogy

School Improvement through Instructional Leadership

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2014 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

### Find a school

Search by school name

Search by suburb, town or postcode

Sector ☒ Government ☒ Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	93%

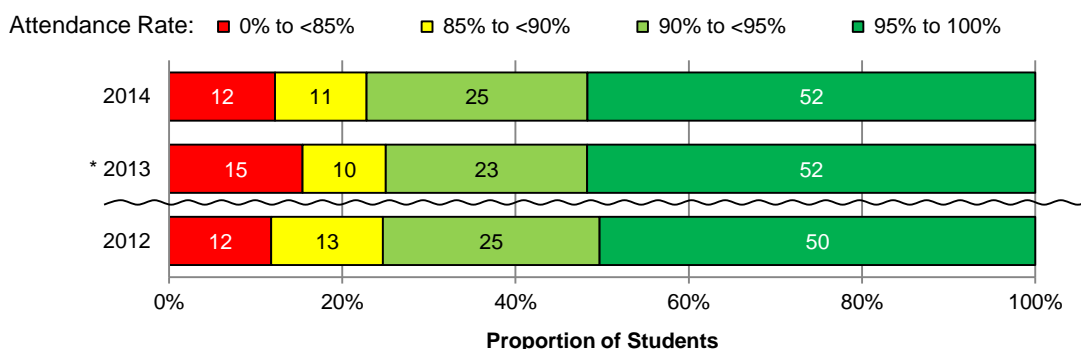
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	93%	93%	94%	91%	91%	93%	93%
2013	92%	92%	93%	93%	92%	91%	92%
2014	94%	94%	94%	93%	94%	92%	93%

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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

Search by suburb, town or postcode

Sector ☒ Government  
☒ Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

Victoria Park State School closely monitors the performance of indigenous students and works towards maximising the achievement of all students.

In 2014 the gap between Indigenous and Non-Indigenous academic results continued to decrease for students in Years 5 and 7. For Year 3 students the gap widened for achievement in Reading and Numeracy and was similar for achievement in Writing.

In 2014 Indigenous attendance was 92.5% while the non-indigenous rate was 93.3, therefore indicating a gap of 0.8%.

The school engages 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.

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.

Closing the gap in indigenous student academic performance and attendance will continue to be a goal in 2015.