



Victoria Park State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

I am pleased to present the 2018 School Annual Report for Victoria Park State School. This report will provide a “Snap shot” of our school and students’ achievements throughout 2018.

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 2018, 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 overview

Victoria Park State School opened on 1 July 1926 and is located in South Mackay adjacent to the picturesque Queens Park. 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 670 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 pre-prep age and their families in the Mackay area. On average the Early Childhood Development Program supports between 40 and 50 children each year.

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 MacDonald’s 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 from Prep to Year 6 engage with Science, Maths, Engineering and Technology curriculum (STEM) through the Bring Your Own Device (BYOD) initiative and school owned Information & Communication Technologies (ICT) devices.

Parent involvement in the school is welcome and highly 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 State School traditions are valued and modern teaching styles embraced.

School progress towards its goals in 2018

Key Improvement Area	Our Achievements		
Implement the Australian Curriculum with a rigorous focus on student achievement in writing	Our school target was for 80% or more students achieving an “A-C” standard for English in 2018.		
	English	Semester 1	Semester 2
	Prep	81%	78%
	Year 1	79%	86%
	Year 2	81%	86%
	Year 3	81%	90%
	Year 4	81%	86%
	Year 5	84%	83%
	Year 6	82%	88%

Implement differentiated learning experiences to ensure all students are engaged, challenged and extended.	All teachers plan differentiated learning programs for the students in their class. 100% of parents agree their child's learning needs are being met at this school 98% of parents agree their child is making good progress at this school 98% of parents agree this school works with them to support their child's learning
Build a Positive School Culture through the systemic implementation of Positive Behaviour for Learning (PBL)	Positive Behaviour for Learning Tier 1 and Tier 2 strategies and processes have been implanted. School Opinion Survey results Student behaviour is well managed - Students 85%, Parents 96%, Staff 87% Students like being at this school – Students 90%, Parents 96% Students feel safe at this school – Students 93%, Parents 100% Staff feel this school is a safe place to work – 97%
Improve student attendance	Student attendance remains stable at 92%.
Maintain high standards of student achievement in aspects of Literacy & Numeracy	School Opinion Survey Results 98% of parents agree that their child is getting a good education at this school. 98% of parents agree that their child's English skills are being developed at this school. 98% of parents agree that their child's Mathematics skills are being developed at this school. 96% of students agree that I am getting a good education at my school. 93% of students agree that my English skills are being developed at my school. 94% of students agree that my Maths skills are being developed at my school.

Future outlook

Victoria Park State School underwent a full School Review during Term 3 2018 that evaluated the school's performance against the nine domains of the *National School Improvement Tool*. The recommended improvement strategies for the school to consider in consultation with its regional office and school community. From the recommendations of the School Review and after consultation with the school community, the 2019 to 2022 School Strategic Plan was developed. The plan outlines the improvement priorities/school goals for 2019 and beyond to ensure that our school plan articulates a sharp and narrow focus for ongoing improvement.

2019 Key Improvement Areas	Indicators for Success
Implement Australian Curriculum - Literacy improving reading & writing across all LAs	100% of teachers confident in the Australian Curriculum and embedding cross-curricular priorities on School Opinion Survey. 100% of teachers implement identified high impact strategies for the development of student reading & writing skills. Improvement in student response to Getting Kids Writing One Sentence at a Time Pre and Post Survey. 85% of students achieve a C standard or higher LOA for writing.
Implement Education Queensland's Inclusive Education Policy Statement	School practices align with "School B & School C" on the Signposts for school improvement – Inclusive education. Parent, Student and Staff feedback from school developed survey on aspects of communication, Collaboration, School Culture, Decision Making & Partnerships.
Implement differentiated learning experiences to ensure all students are engaged, challenged and extended.	Differentiated learning is evidenced in teacher planning. Students are engaged and challenged in their classroom learning. Increased percentage of students in "C - A" standard of attainment for English and Maths including 100% "C - A" standard of attainment for students with an ICP for English and Maths.

The following **Key Improvement Strategies** were listed by the School Review Team as a result of the 2018 School Review

1. Continue to develop personal learning for key staff members and teams managing curriculum and pedagogical directions.
2. Deepen knowledge and practices of classroom differentiation strategies to cater for the full range of learners.
3. Further develop collegial opportunities for peer collaboration, observation and feedback that draw upon the expertise of staff across the school.
4. Deepen teacher knowledge and the school community's understanding of the BYOD model and its links with teaching and learning practices.
5. Further develop intensive support protocols and strategies for students as part of the school's PBL framework.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	612	617	643
Girls	295	296	299
Boys	317	321	344
Indigenous	85	95	103
Enrolment continuity (Feb. – Nov.)	92%	94%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 steady growth over the pasted 3 years as a result of the improving economy. Total student enrolment numbers have settled at between 610 and 650 students each year. The number of children enrolling into the Prep Year program has trended upward with between 90 and 100 children enrolling each year.

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 2018 school enrolment 16 % of students identified as being Indigenous and 19% 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 D.I.V.E. into Learning – Achieve your Personal Best aims to instil within students the desire to take 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 includes students in Prep to Yr. 6 and the Early Childhood Development Program (ECDP) supports children and families of pre-prep children. Student learning

needs catered for 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	24	24	24	
Year 4 – Year 6	24	26	25	

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 keys learning areas including English, Mathematics, Science, History, and Social Science (HASS), Technology, The Arts, Health & Physical Education and Languages Other Than English (LOTE) Chinese.

The school's curriculum plan allows for a strong focus on developing Literacy and Numeracy skills across all 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. To minimise disruption at the beginning of each year, classes are looped with the same teacher over a two year period e.g. Prep & Year 1, Year 2 & 3 and Year 4, 5 & 6.

A Special Education Program which includes an Early Childhood Development Program (ECDP) is established. Students With a Disability are included within their year level cohort 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 and interests of students. This includes -:

An eLearning program including coding and robotics.

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

Whole School Swimming Program and Afterschool Sports program.

Kitchen garden and cooking 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), IMPACT and UNIFY programs, Eisteddfod, FANFARE, Choir and Interschool Sports.

Whole school excursion and camping program. Year 6 students travel to Canberra, Year 5 students explore the Caves at Rockhampton, Year 4 students access the Seaforth Pines Outdoor Learning Centre and Year 3 students participate in a "Camp Day" within the school grounds. Prep to Year 2 students experience a range of excursions that compliment and reinforce aspects of their curriculum programs. Provide an outline of your school's approach to extra curricula activities including a dot point list of significant activities offered by your school.

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. Wireless access to the school network and internet is available throughout the school.

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 pods of laptop computers, iPads and classroom desktops. Laptop classes have been established in Year 5 & 6 classes where students address the curriculum digitally. A Bring Your Own Device (BYOD) has been established enabling students to utilise their own computers for their learning.

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 2018 the school partnered with the Brisbane School of Distance Education to provide Year 3, 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 2018 school year. Students were supported in these programs by our Learning Support Teachers and Teacher Librarian who coordinated this program.

The 2018 Quadrennial School Review recommended the school – **Deepen teacher knowledge and the school community's understanding of the BYOD model and its links with teaching and learning practices.**

Social climate

Overview

Our school culture continues to be a central focus on the development of a positive school community. The School's Code of Behaviour is seen as the foundation of 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 through a strong focus on positive behaviour management processes and practices. Students at this school are encouraged to use the 'High 5' strategies of Ignore, Speak Firmly, Walk Away and Report to an adult, to defuse and 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, including bullying 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 2018 School Opinion Survey indicated the management of student behaviour is an area for further improvement. The reduction in the number of short term disciplinary absences from 2016 to 2018 indicates that the school's Positive Behaviour for Learning strategies are having a positive impact.

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.

The success of these programs and the extra-curricular activities have been recognised by the community through the results from the 2018 School Opinion Surveys and Quadrennial School Review recommendation

- further develop intensive support protocols and strategies for students as part of the school's PBL framework.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	97%	98%
• this is a good school (S2035)	96%	97%	98%
• their child likes being at this school* (S2001)	94%	96%	96%
• their child feels safe at this school* (S2002)	98%	95%	100%
• their child's learning needs are being met at this school* (S2003)	94%	96%	100%
• their child is making good progress at this school* (S2004)	94%	97%	98%
• teachers at this school expect their child to do his or her best* (S2005)	98%	97%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	96%	98%
• teachers at this school motivate their child to learn* (S2007)	96%	96%	98%
• teachers at this school treat students fairly* (S2008)	94%	94%	96%
• they can talk to their child's teachers about their concerns* (S2009)	94%	99%	96%
• this school works with them to support their child's learning* (S2010)	96%	96%	98%
• this school takes parents' opinions seriously* (S2011)	94%	94%	96%
• student behaviour is well managed at this school* (S2012)	92%	96%	96%
• this school looks for ways to improve* (S2013)	96%	96%	98%
• this school is well maintained* (S2014)	96%	97%	96%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	97%	96%
• they like being at their school* (S2036)	91%	91%	90%
• they feel safe at their school* (S2037)	92%	93%	93%
• their teachers motivate them to learn* (S2038)	94%	98%	94%
• their teachers expect them to do their best* (S2039)	98%	98%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	96%
• teachers treat students fairly at their school* (S2041)	85%	86%	96%
• they can talk to their teachers about their concerns* (S2042)	81%	90%	87%
• their school takes students' opinions seriously* (S2043)	85%	93%	91%
• student behaviour is well managed at their school* (S2044)	81%	89%	85%
• their school looks for ways to improve* (S2045)	92%	99%	95%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	91%	96%	90%
• their school gives them opportunities to do interesting things* (S2047)	92%	98%	98%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	96%	100%
• they feel that their school is a safe place in which to work (S2070)	98%	96%	97%
• they receive useful feedback about their work at their school (S2071)	91%	87%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	97%
• students are encouraged to do their best at their school (S2072)	98%	98%	100%
• students are treated fairly at their school (S2073)	93%	96%	97%
• student behaviour is well managed at their school (S2074)	86%	87%	87%
• staff are well supported at their school (S2075)	91%	94%	89%
• their school takes staff opinions seriously (S2076)	93%	98%	89%
• their school looks for ways to improve (S2077)	95%	100%	100%
• their school is well maintained (S2078)	96%	91%	97%
• their school gives them opportunities to do interesting things (S2079)	93%	98%	98%

* 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 utilises its school website, Facebook page and Skoolbag app where school activities are communicated to the community and school achievements are regularly celebrated. The school web page features information that allows parents the opportunity to know what is happening in the school. An e-school newsletter is produced each week.

Victoria Park encourages all families to utilise Education Queensland's QParents program to enable 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 are 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 are 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.

Victoria Park State School has an established School Council whose members include parents and school staff. The school council has the following functions for guiding the broad strategic direction of the school:

- a) Monitoring the school's strategic direction;
- b) Approving plans and policies of the school of a strategic nature and other documents affecting strategic matters, including the annual estimate of revenue and expenditure for the school;
- c) Monitoring the implementation of the plans, policies and other documents mentioned above; and
- d) Advising the school's principal about strategic matters.

Respectful relationships education programs

Victoria Park State School has developed and implemented a range strategies and programs that focus on developing 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 students learning the skills of how to get on with others and developing resilience.

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. Respectful relationships is taught as part of the Health learning area in the Australian Curriculum. All students at Victoria Park State School participate in the Health syllabus of the Australian Curriculum.

School staff have engaged in the Management of Actual and Potential Aggression training to assist in de-escalating and managing conflict situations and student behaviour.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	22	20	11
Long suspensions – 11 to 20 days	0	0	0
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Data is sourced from our school's annual utilities return and is reliant on the accuracy of these returns. Our campus has the following green characteristics:

- Electricity: we have solar panels on a classroom block to assist with the school's energy needs (with excess generation sold into the grid).
- Water: we harvest some of our storm water for irrigation; dual flush toilet cisterns have been installed; we are vigilant on timely repairs to minimise wastage.
- Paper: we are implementing many paperless office and teaching innovations to significantly reduce our use of paper.
- Waste: our school continued its recycling program. Students use Red bins for food scrap recycling at the school's garden composting area. 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	296,159	266,630	281,721
Water (kL)	3,612	3,925	3,496

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	50	42	6
Full-time equivalents	46	27	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	7
Bachelor degree	37
Diploma	6
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

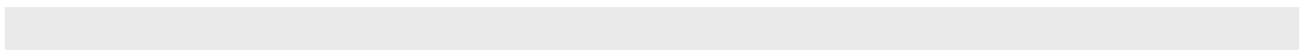
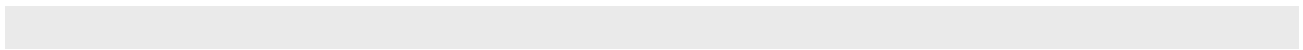
The total funds expended on teacher professional development in 2018 were \$69,320

The major professional development initiatives are as follows:

- professional development through the employment of a Head of Curriculum, Literacy and Numeracy Coaches and a Master Teacher to coach and mentor staff to develop pedagogical practice and curriculum implementation
- Education Queensland mandated training requirements – Code of Conduct, Student Protection, Asbestos Awareness, Asthma, Epilepsy, Anaphylaxis training and Diabetes
- Teaching in the Early Years – CQ Early Years Conference, Age Appropriate Pedagogies
- Classroom Profiling
- Queensland Curriculum and Assessment Authority and Education Queensland workshops focusing on implementing the Australian Curriculum
- MAPA – Managing Actual and Potential Aggression Program
- Teaching Maths - YuMi Deadly Maths through QUT, Visible Learning for Mathematics
- Teaching Writing - 7 Steps to Writing Success, Visible Learning for Literacy

- Teaching in the Early Years – CQ Early Years Conference
- CSIRO Science
- Moderating student achievement against the Australian Curriculum Standards within the school and across schools
- Network workshops for Deputy Principal, Head of Curriculum, Master Teacher, Support Teacher Literacy & Numeracy
- Community Education Counsellor & Indigenous Education Workers Networks and Workshops
- STEM (Science, Technology, Engineering and Maths) Digital Pedagogies and Digital Technology
- Mackay Teacher Aide Conference

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.



Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary Schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	92%
Attendance rate for Indigenous** students at this school	90%	92%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

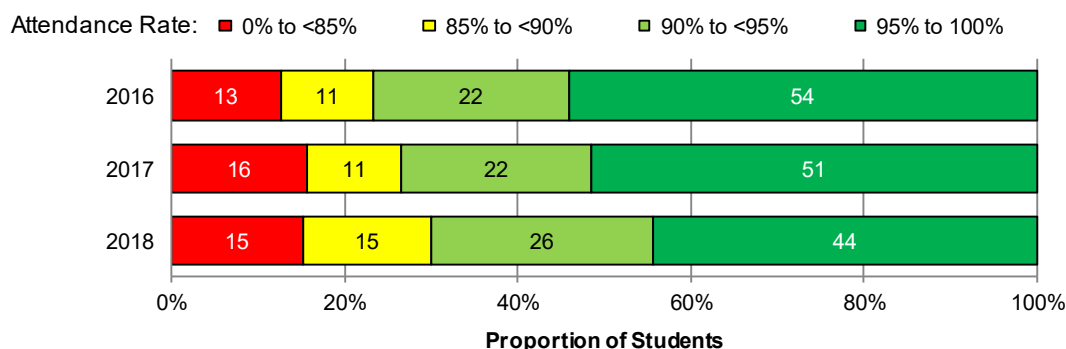
Year level	2016	2017	2018
Prep	93%	91%	91%
Year 1	94%	93%	92%
Year 2	93%	93%	93%
Year 3	93%	92%	92%
Year 4	93%	94%	90%
Year 5	94%	93%	93%
Year 6	89%	93%	92%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

- Victoria Park State School has an attendance target of 95%. Our aim is to have below 10% of students attending school less than 85% and above 80% of students attending school more than 90% of the time.
- Incentives are in place to encourage students to attend school. These incentives include a weekly class attendance cup, Attendance Cards for greater than 95% attendance over a 5 week period and additional play time when targets are achieved.
- Classroom Teachers mark the class roll twice each school 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.
- Same day absence notifications are forwarded by SMS to the parents and cares of students who are absent without explanation each morning.
- Parents are requested to submit notification to the Principal when students are absent 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.