

Victoria Park State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

I am pleased to present the 2015 School Annual report for Victoria Park State School. This report will provide a "snap shot" of our school and our students' achievements.

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

Contained in the report is a description of the school including student learning outcomes for 2015, the school's goals for the future, school learning climate, curriculum offerings, profiles of our staff and student bodies and how our parents are involved in the life of the school and their children's education.

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

School progress towards its goals in 2015

2015 key areas for improvement	Progress Made
Major focus on the development of the teaching of writing and mathematics	<p>Improving student performance in writing and maths outcomes was the school's improvement focus for 2015. The work of school staff resulted in the development of whole of school frameworks for the teaching of each area, expected pedagogies to be implemented, and the scope and sequence plans for each year level outlining the content and expected achievement for students.</p> <p>Staff were supported in implementing the frameworks through professional development, collegial feedback, coaching and mentoring from Literacy & Numeracy coaches.</p>
Transitioning of students into the Prep Year of schooling and of Year 6 students into Junior Secondary	<p>Early years teachers and teacher aides provided a one day a week program during terms 3 and 4 to transition children between Kindy, Daycare and home into the school's Prep program.</p> <p>Year 6 staff conducted a number of transition activities with Mackay SHS staff including co-teaching subjects, hosting visiting Junior Secondary teachers and accompanying students to specific Junior Secondary transition activities.</p>
High Quality Teaching Practices (Pedagogy)	<p>New staff to Victoria Park SS received induction into the school focusing on the established signature pedagogies for the teaching of reading and maths.</p> <p>The school's Head of Curriculum, Master Teacher and Support Teachers Literacy and Numeracy coached and mentored teachers to further develop their skills in implementing Explicit Instruction, Differentiated Instruction and consistency in Teacher Assessment & Judgement through school & cluster moderation.</p>

Investing for Success (previously Great Results Guarantee)	<p>Funds available from this program were expended to</p> <ol style="list-style-type: none"> 1. Provide teacher aide support to classrooms to facilitate differentiated instruction in literacy and numeracy including reading, oral language development, writing and maths. 2. Capability development of school staff to improve the quality of teaching in the specific areas of writing, spelling and maths. 3. Develop and begin implementation of a school coaching and mentoring program to provide feedback to staff in the implementation of Explicit Instruction, YuMi Maths, Data Literacy and Writing. 4. Identified students in Years 4, 5 & 6 being provided with extension learning programs through the IMPACT and UNIFY programs offered through the Brisbane School of Distance Education.
Student Behaviour and Wellbeing	<p>Victoria Park Sate School's behaviour expectations have been based on the Schoolwide Positive Behaviour Program. Students are explicitly taught the skills for the expected behaviours of being a Learner, Safe, Respectful and Responsible.</p> <p>In 2015 a whole of school social skills program and online cyber safety program – Esmart - were introduced to further enhance the positive and supportive school environment to promote student learning and student safety.</p>
Manage and Improve student attendance and engagement	<p>DIVE into Learning Achieve your Personal Best challenges students and staff to set goals for learning and achievement. Each term students are encouraged to have learning goals to assist them to focus on improving their learning outcomes. Students in consultation with teachers and parents develop learning goals for English and Maths. Many students also set a goal for their improvement in behaviour, or in another academic, cultural or sporting endeavour.</p> <p>Our school has set attendance goals of 95% student attendance for the whole school. Within this goal we aim to achieve 60% of students attending for 95% to 100% and less than 10% students attending for less than 85% of school days. To assist in achieving our goal student attendance is monitored regularly, a range of incentives have been implemented to encourage students to attend every day. A case management process has been established to monitor and maximize student attendance.</p>

Future outlook

Our Explicit Improvement Agenda for 2016 is as follows

- Implement the school Writing program
- Consolidate the YuMi Deadly Maths pedagogy within the school maths program.
- Implement Polya's 4 Step problem solving strategy (See, Plan, Do, Check)
- Reduce the percentage of students identified as having an attendance rate of less than 85%

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	691	325	366	74	91%
2014	654	316	338	72	92%
2015	591	291	300	67	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

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. The introduction of Year 7 into Junior Secondary in 2015 also impacted significantly and reduced the number of students enrolled.

Our students have a diverse range of social and cultural backgrounds and schooling experiences. The school's enrolment of students who have English as a Second Language (ESL) is increasing. Of the total 2015 school enrolment 11 % of students identified as being Indigenous and 11.8% of students were from outside of Australia.

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

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

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

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

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	22	21
Year 4 – Year 7 Primary (2015 Year 4 – Year 6)	26	27	24

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	17	23	43
Long Suspensions - 6 to 20 days	<5	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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

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

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

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.

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

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

Whole School Swimming Program, Afterschool Sports program.

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

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

Whole school excursion and camping program. Year 6 students travel to Sydney & Canberra, Year 5 students explore the Caves at Rockhampton, Year 4 students access the Action Challenge 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.

How Information and Communication Technologies are used to improve learning

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

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

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

During 2015 the school partnered with the Brisbane School of Distance Education to provide Year 4, 5 & 6 students with access to programs to consolidate their learning in English, Maths, Science and Critical Thinking. These were online programs and ran successfully throughout the 2015 school year. Students were supported in these programs by our Learning Support Teacher and Teacher Librarian who 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 and Guidance Officer with the support of the Social Justice Committee and the child's caregiver.

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

The School Chaplaincy program recommenced mid-year. The School Chaplain worked 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 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).

Student feedback through the 2015 School Opinion Survey highlighted the management of student behaviour as a concern. 73% of students agreed that student behaviour was well managed at the school. A significant rise in the number of short term disciplinary absences from 2014 to 2015 was as a result of a small number of students whose behaviour significantly disrupted the learning of others, did not respond to the behaviour support programs implemented to address negative behaviours or who engaged in unsafe behaviour. To address the students concerns and to manage the negative student behaviours the school implemented individual behaviour plans, behaviour monitoring cards, incentive programs, social skilling sessions, increased teacher aide and Learning Support resources into the classrooms, regular case management meetings with staff, parents and the student and involved the staff of the Positive Learning Centre.

The success of these programs and the extra-curricular activities enable the high levels of support for school as demonstrated in results from the 2015 School Opinion Surveys.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	77%	100%	98%
this is a good school (S2035)	90%	92%	97%
their child likes being at this school (S2001)	86%	92%	98%
their child feels safe at this school (S2002)	90%	95%	97%
their child's learning needs are being met at this school (S2003)	82%	92%	97%
their child is making good progress at this school (S2004)	77%	92%	97%
teachers at this school expect their child to do his or her best (S2005)	95%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	97%	97%
teachers at this school motivate their child to learn (S2007)	90%	95%	97%
teachers at this school treat students fairly (S2008)	86%	92%	96%
they can talk to their child's teachers about their concerns (S2009)	95%	100%	98%
this school works with them to support their child's learning (S2010)	90%	100%	95%
this school takes parents' opinions seriously (S2011)	90%	89%	93%
student behaviour is well managed at this school (S2012)	90%	89%	93%
this school looks for ways to improve (S2013)	95%	97%	98%
this school is well maintained (S2014)	100%	100%	98%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	99%	89%
they like being at their school (S2036)	90%	94%	89%
they feel safe at their school (S2037)	94%	93%	90%
their teachers motivate them to learn (S2038)	98%	100%	94%
their teachers expect them to do their best (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	96%	96%	91%
teachers treat students fairly at their school (S2041)	91%	93%	83%
they can talk to their teachers about their concerns (S2042)	87%	91%	84%
their school takes students' opinions seriously (S2043)	90%	93%	82%
student behaviour is well managed at their school (S2044)	80%	83%	73%
their school looks for ways to improve (S2045)	95%	98%	94%
their school is well maintained (S2046)	97%	95%	93%
their school gives them opportunities to do interesting things (S2047)	95%	94%	92%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	92%	100%
they feel that their school is a safe place in which to work (S2070)	98%	95%	97%
they receive useful feedback about their work at their school (S2071)	88%	92%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	86%	93%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	98%	95%	100%
student behaviour is well managed at their school (S2074)	86%	86%	89%
staff are well supported at their school (S2075)	93%	92%	90%
their school takes staff opinions seriously (S2076)	91%	94%	95%
their school looks for ways to improve (S2077)	100%	97%	100%
their school is well maintained (S2078)	98%	97%	96%
their school gives them opportunities to do interesting things (S2079)	91%	94%	97%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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

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

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.

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

Reducing the school's environmental footprint

In 2015, our school continued its recycling program. Students use Red bins for food scrap recycling at the school's garden composting area. Blue bins are provided for paper and cardboard recycling. A school vegetable garden is managed by the garden club and provides its goods to the tuckshop or for student consumption.

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	292,262	2,680
2013-2014	304,919	3,350
2014-2015	292,986	1,673

*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.

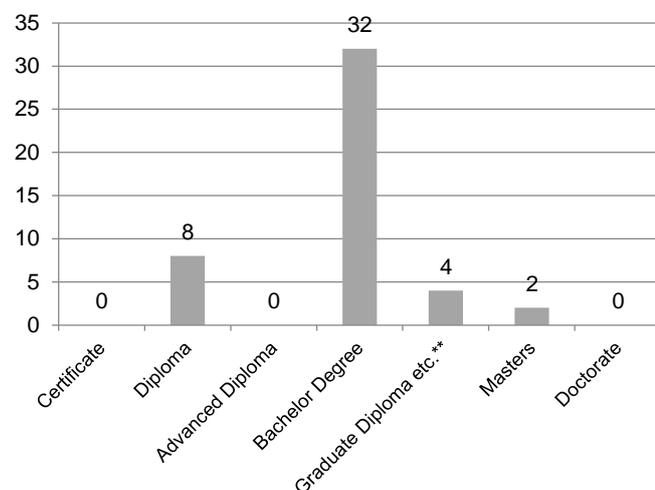
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	46	36	<5
Full-time equivalents	44	23	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	0
Bachelor Degree	32
Graduate Diploma etc.**	4
Masters	2
Doctorate	0
Total	46



*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 2015 were \$35 142.

The major professional development initiatives are as follows:

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

QSA and EQ workshops focusing on the Australian Curriculum

Teaching Maths - YuMi Deadly Maths through QUT, Teaching Writing - 7 Steps to Writing Success, Teaching Spelling – THRASS

Teaching in the Early Years – CQ Early Years Conference

Oral Language Development – OLLEY, PMAP, MiniLit and MultiLit

CSIRO Science

Beginning Teachers PD

Mentoring Beginning Teachers

Explicit Instruction

School Improvement through Instructional Leadership

Moderating student curriculum performance

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

EQ state Principal conference and District Principal workshops

Community Education Counsellor & Indigenous Education Workers Workshops

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance

	2013	2014	2015
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, 94% of staff was retained by the school for the entire 2015 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

GO

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	92%	93%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

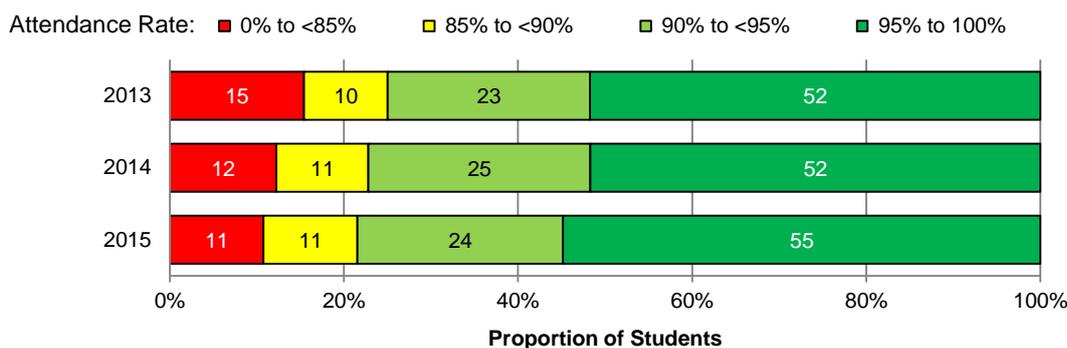
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	92%	92%	92%	93%	93%	92%	91%	92%
2014	92%	94%	94%	94%	93%	94%	92%	93%
2015	94%	93%	94%	93%	94%	92%	95%	

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The school has an attendance target of 95% with a target of less than 10% of students attending school less than 85% of the time.

Students are encouraged to attend school through incentives including weekly class attendance cup, Gotcha Attendance Cards for greater than 95% attendance over a 5 week period and additional play.

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

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

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

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

School name

Suburb, town or postcode

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.