

# Vincent State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

This annual report charts the progress of the school in its improvement goals, particularly in Semester 2 in:

- Improving attendance;
- Improving reading; and
- Building staff capacity.

### School progress towards its goals in 2014

Key goals for 2014:

- Implement the Australian Curriculum in English, Maths, Science, History and Geography;
- Improve attendance and punctuality;
- Improve reading results;
- Improve writing results; and
- Build staff capacity in effective teaching and pedagogy.

Progress has been achieved in all of the school goals for 2014. Particular progress was achieved in Semester 2, 2014 when a term, then a semester improvement plan was implemented. In Term 3 alone, total school growth of 2 or more (PM) levels in reading was achieved by 42% of all students and the total school growth of three or more (PM) levels was achieved by 27% of students, which was remarkable when the expected growth is one (PM) level.

A junior and a senior Individual Curriculum Program (ICP) was introduced in Term 3 for selected students with a disability and students with a learning difficulty. In the junior ICP class, 50% of students improved by one reading (PM) level and 50% increased by four reading (PM) levels after targeted instruction at their level. In the senior ICP class, 45% of students improved by one reading (PM) level and 55% of students increased by five reading (PM) levels after targeted instruction at their level.

In Semester 2, a scheduled lesson observations and walk-throughs program provided teachers with feedback relating to specific focus areas of the improvement plan. Additional evidence-based professional development was provided for whole-school immersion in the targeted area of the school improvement plan. 'Knowledgeable others', experts in their fields, were invited to mentor staff in a 'Literacy Group' project in Semester 2 which was based on the best evidence in teaching reading. Key learnings were implemented into reading group lessons.

Reading 'data walls' were developed in classrooms. Anchor charts with explicit teaching and targeted strategies were introduced. Short Term Data Cycles were also developed so staff and students could have a common language to articulate answers to 'The 5 Questions': What are you learning? How are you doing? How do you know? How can you improve? Where do you go to for help when you have a question?

Particular strategies were developed that made achieving learning goals more likely for students. 'Co-constructed success criteria' became a new process. It resembles a checklist of what students need to know and need to be able to do in order to have success in their assessment task. These then become learning goals that can be tracked. Instructional intervention can occur if students do not achieve their learning goals prior to assessment. These will be developed further in 2015.

An Attendance Improvement Plan was also developed and implemented in Term 3 with significant growth in the students who attended 90-95% of the time, improving to 100% of the time. Students with significant periods of absence also improved their

attendance due to the rewards and consequences that were introduced and followed up. A school postcard was developed as a friendly way to re-engage families through the post.

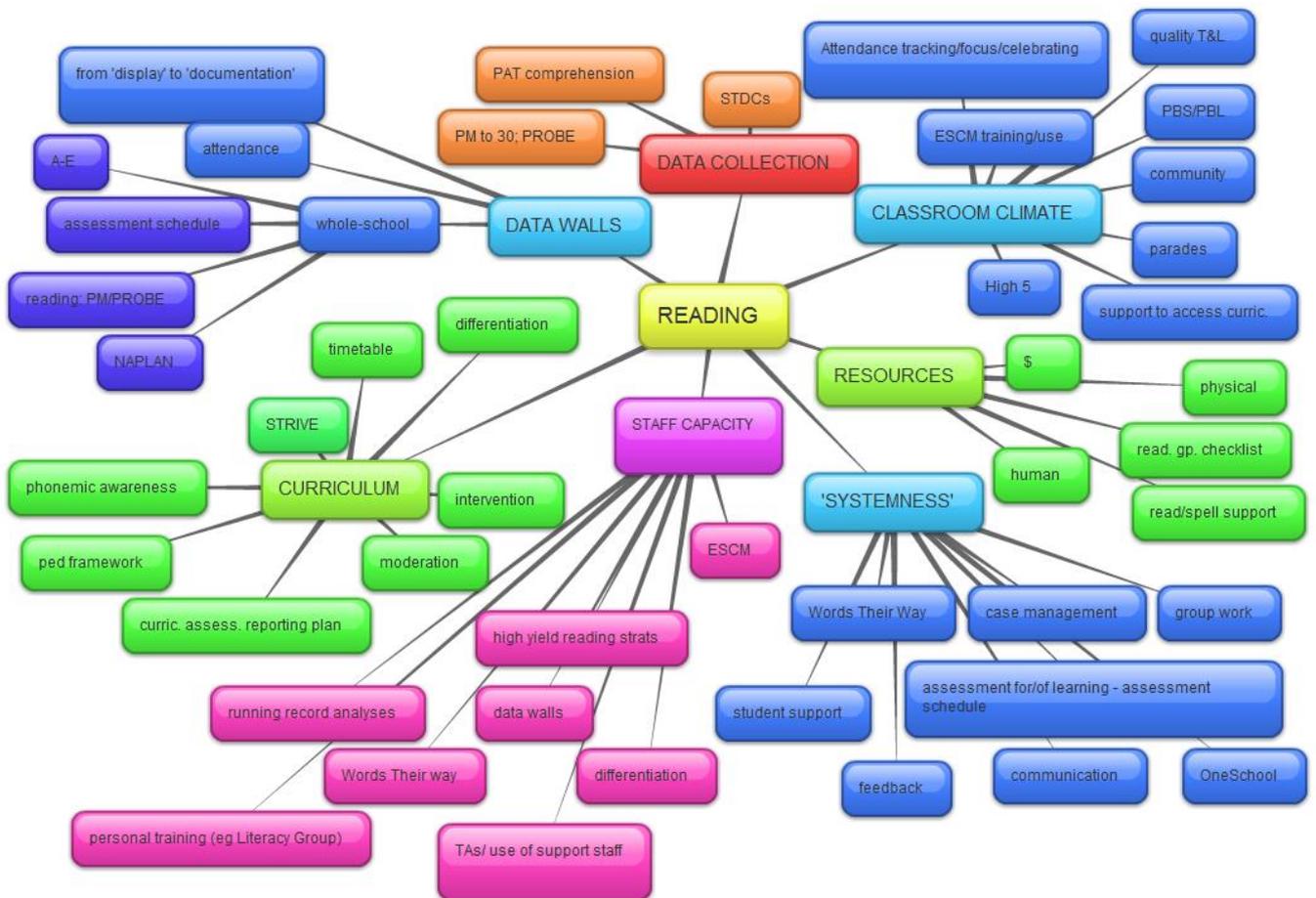
A school renewal project occurred in Semester 2. The school changed its logo to a vibrant and colourful symbol (see above) with a new message, 'Together We Achieve', to reflect its renewal after a period of decline.

Safety was also a priority from Term 3. Daily morning parades promoted a daily behaviour challenge as a focus. Students who were 'caught being good' were rewarded with a Vincent Voucher. A 25-, 50-, 75- and 100-Vincent Voucher Club was developed with certificates and prizes awarded on weekly celebration assemblies. The School-Wide Positive Behaviour Support team was redeveloped as the School-Wide Positive Behaviour for Learning team, mentored by a SWPBL regional Guidance Officer. Renewed vigour was achieved in improving behavior and reducing suspensions.

The findings of a School Discipline Audit in Term 4 found that the school's processes for positive and negative behaviour that were implemented from the time of the new leadership team that commenced in July, 2014, were very good:

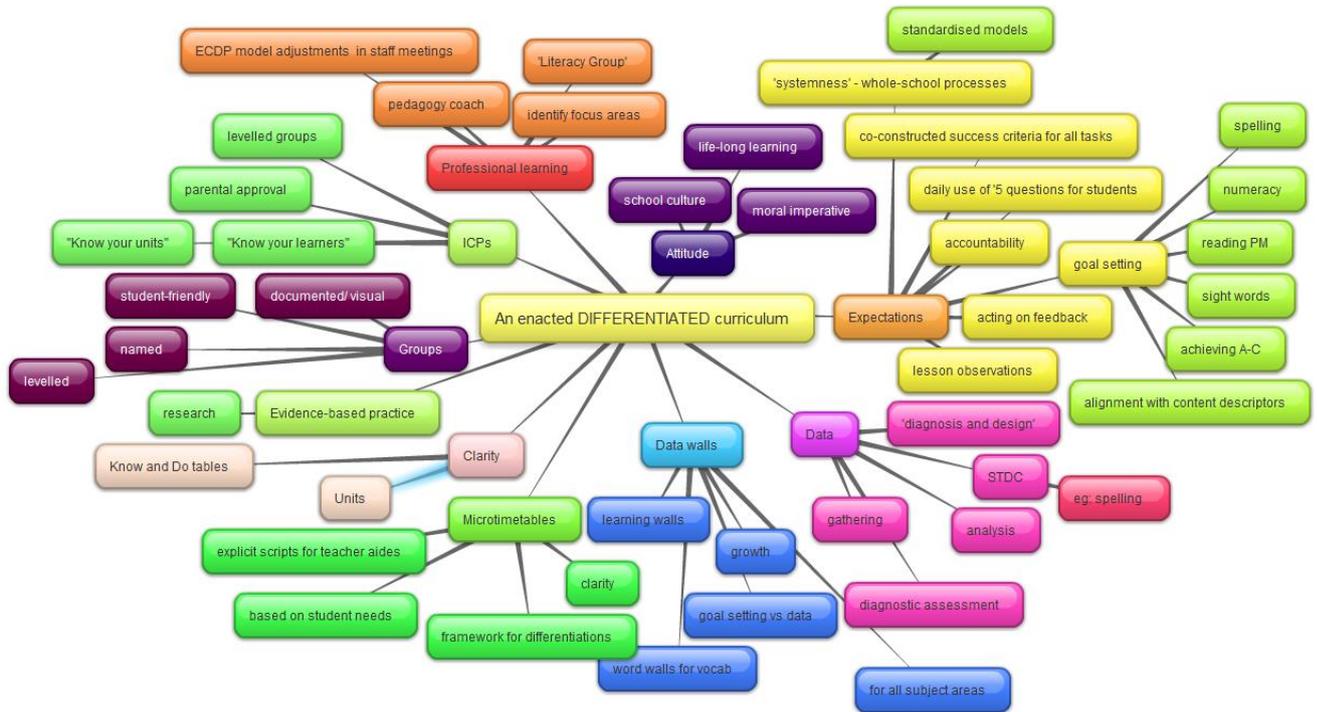
- Principal leadership: 5 Highs
- Parent and Community Engagement: 4 Mediums and 1 High
- Data Informed Decision-Making: 4 Highs
- Clear Consistent Expectations for Behaviour (this includes consequences): 4 Highs and 1 Medium
- Explicit Teaching of Appropriate Behaviour to All Students: 1 High and 2 Mediums

**Semester 2 Improvement Plan:**



**Future outlook**

- Reading
- Writing
- Attendance
- Building the capacity of all staff, particularly in the teaching of reading, differentiation of instruction, a daily two-hour literacy block, improving pedagogy through evidence-based practices and using the Gradual Release of Responsibility as a model of mentoring staff.



**In 2015, additional curricula and extra-curricula options will be developed:**

- Additional acting leadership positions will be available for targeted intervention in key areas of the improvement agenda for the school
- The Literacy Group professional development program will continue in Semester 1, 2015
- Auslan signing choir will be reinstated
- Computer Code Club will commence
- Pedagogical renewal will occur with 'microtimetables', a system of timetabling for micromanagement of resource use in Term 1 and 2 that supports the development of a differentiated curriculum in a multi-age classroom context.
- Whole-school processes that support staff and students
- Implementing high-yield strategies based on Sharratt and Fullan's research

## 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	187	76	111	80%
2013	149	67	82	71%
2014	127	57	70	76%

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

### Characteristics of the student body:

The school's student body is drawn from a broad mix of cultures. Approximately 50 – 60% of students have Aboriginal and/or Torres Strait Island heritage. Approximately 10% of students have English as an Additional Language or Dialect from Micronesian or Polynesian nations or The Philippines. Many students have a larger than average number of siblings. There is high enrolment mobility among students with parents who do not have employment. A significant number of students have temporary or permanent hearing impairment and this reflects the school's long history as a school that supports hearing impairment - the school is the base school for the region's Advisory Visiting Teachers for Hearing Impairment and most classrooms are fitted with FM sound systems to support hearing impairment. The school also has an Early Childhood Development Program for children younger than school age. This supports over 100 young children across the city with a disability to support their development prior to school age.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	11	14	22
Year 4 – Year 7 Primary	20	19	22

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	115	108	69
Long Suspensions - 6 to 20 days	2	4	0
Exclusions <sup>#</sup>	1	1	2
Cancellations of Enrolment	0	0	0

<sup>#</sup> 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

All students receive instruction in the usual subjects: English, Maths, Science, Geography, History, The Arts, Technology, Health and Physical Education.

All students from Prep to Year 7 participate in weekly lessons in Music and Auslan as the Language Other Than English.

Instrumental Music is also offered to upper primary students.

### Extra curricula activities

- Art Club
- Craft Club
- Obe Gaia football
- Challenge Games
- Bridge program

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

The school has a substantial library of XO machines (laptops) as well as stand alone computers and ipads that compliment the curriculum.

## Social Climate

The school has extensive support from a range of professionals within Education Queensland, plus occasional programs that are run throughout the year on an as-needed basis. Vincent State School is the base school for a range of non-teaching professionals and Advisory Visiting Teachers, specialist teachers that provide support to the region's state schools.

The school has a Connectedness Officer, who follows up on attendance issues and builds relationships with families and organisations that support the school.

The school has a close partnership with a range of organisations and groups. Good Beginnings and The Smith Family which are both located on site. Weekly health clinics are funded through our partnerships. ACT for kids teacher located at the university is connected to the school as well. The Paluma Environmental Education Centre has an campus on site as well as the Charters Towers School of Distance Education. The school has a chaplain.

The schools runs a breakfast program and has a lunch and fruit program for students who come to school without food. School shoes and socks are also provided for the most needy students. The school's partnerships with Good Beginnings and the Smith Family assist with providing support or fund programs.

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	89%	100%	86%
this is a good school (S2035)	89%	100%	71%
their child likes being at this school* (S2001)	84%	100%	71%
their child feels safe at this school* (S2002)	84%	100%	71%
their child's learning needs are being met at this school* (S2003)	89%	100%	86%
their child is making good progress at this school* (S2004)	79%	100%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	100%	100%
teachers at this school motivate their child to learn* (S2007)	95%	100%	100%
teachers at this school treat students fairly* (S2008)	79%	100%	71%
they can talk to their child's teachers about their concerns* (S2009)	79%	100%	86%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
this school works with them to support their child's learning* (S2010)	89%	100%	100%
this school takes parents' opinions seriously* (S2011)	89%	100%	71%
student behaviour is well managed at this school* (S2012)	63%	100%	71%
this school looks for ways to improve* (S2013)	100%	100%	86%
this school is well maintained* (S2014)	100%	92%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	93%	85%	93%
they like being at their school* (S2036)	97%	94%	95%
they feel safe at their school* (S2037)	89%	79%	85%
their teachers motivate them to learn* (S2038)	100%	88%	98%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	91%	85%
teachers treat students fairly at their school* (S2041)	93%	91%	90%
they can talk to their teachers about their concerns* (S2042)	100%	88%	95%
their school takes students' opinions seriously* (S2043)	93%	85%	79%
student behaviour is well managed at their school* (S2044)	90%	69%	76%
their school looks for ways to improve* (S2045)	97%	89%	98%
their school is well maintained* (S2046)	97%	89%	92%
their school gives them opportunities to do interesting things* (S2047)	93%	92%	95%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		86%	92%
they feel that their school is a safe place in which to work (S2070)		75%	85%
they receive useful feedback about their work at their school (S2071)		69%	80%
students are encouraged to do their best at their school (S2072)		81%	100%
students are treated fairly at their school (S2073)		70%	91%
student behaviour is well managed at their school (S2074)		43%	72%
staff are well supported at their school (S2075)		64%	79%
their school takes staff opinions seriously (S2076)		74%	96%
their school looks for ways to improve (S2077)		75%	95%
their school is well maintained (S2078)		79%	73%

**Performance measure**

Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
their school gives them opportunities to do interesting things (S2079)		89%	92%

\* 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**

Parents are encouraged to participate in their children's education. Volunteers (with Blue Cards) assist with reading groups, tuckshop, special events and fundraising activities.

Community groups are encouraged to utilize or rent the school's spaces such as the Hall and grounds.

**Reducing the school's environmental footprint**

The school will introduce Power Monitors, a rotating student position, to all classrooms next year.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	201,119	5,466
2012-2013	215,915	7,574
2013-2014	212,112	8,347

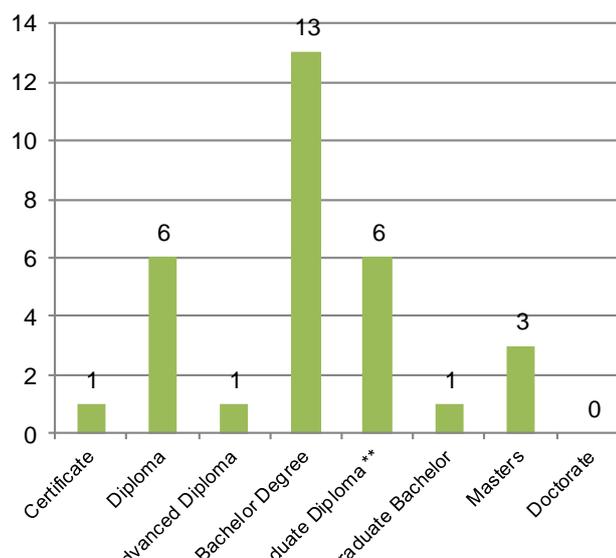
The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

**Our staff profile****Staff composition, including Indigenous staff**

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	27	26	<5
Full-time equivalents	23	17	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	6
Advanced Diploma	1
Bachelor Degree	13
Graduate Diploma **	6
Graduate Bachelor	1
Masters	3
Doctorate	0
<b>Total</b>	<b>31</b>



\*Teaching staff includes School Leaders

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

Total of 31 includes staff changes throughout the year.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$6315.77. Many others were in-kind or free.

The major professional development initiatives are as follows:

- 1 Understanding Motor Co-ordination Difficulties
- 2 OneSchool Facility Maintenance Refresher Course
- 3 End of year Finance Workshop
- 4 Voice Off Weekend - Deaf Services Auslan Project
- 5 Understanding Social Capital in Hearing Impaired Adolescents
- 6 Auslan PD Inspire "Lifelong Learners" Plenary sessions and specific streams for T.A.E.I.s (Teacher Aide: Education Interpreter)
- 7 Auslan Project Teacher Aide Conference
- 8 Kids Matter Component 2 & 3
- 9 Practice Tools for change in families
- 10 Word Their Way
- 11 Autism/Asperger's Training Sensory Detective Workshop
- 12 Inspire - Lifelong Learners
- 13 Words Their Way
- 14 Training for PBL (School-wide Positive Behaviour for Learning)
- 15 Understanding the TA:ALM (Teacher Aide: Auslan Language Mentor) Role
- 16 Inspire - Lifelong Learners
- 17 PBL Refresher
- 18 P.B.L. Training/Coaching

- 19 P.B.L. Training - Refresh about what PBL entails
- 20 Inspire - Lifelong Learners for Auslan E.I. Network with fellow employees
- 21 Understanding TA:ALM role in classroom
- 22 ALMPD and ALM Certificate IV Training
- 23 Inspire - Lifelong Learners
- 24 Words Their Way - Intermediate
- 25 Literacy Coach Professional Development 204412
- 26 Behaviour Mgt Workshop
- 27 Behaviour Mgt Workshop – 2
- 28 Behaviour Mgt Workshop - 3
- 29 Understanding Autism Spectrum Disorders - Teaching Strategies and Behaviour Support
- 30 Health & Safety Advisor Bridging Course
- 31 K-12 Library Managers Congress - School libraries need to evolve to support paradigm shifts happening in schools
- 32 ACHPER Conference
- 33 NQ Field Day
- 34 Let's Get Visual - Social Stories & Comic Strip Conversations
- 35 Let's Get Visual - using visual supports in Classrooms
- 36 Understanding Autistic Spectrum Disorders
- 37 Using Technology to Promote Libraries and Literacy
- 38 Using Technology to Promote Libraries and Literacy - 2
- 39 Understanding ASD Online Course
- 40 Understanding ASD Online Course - 2
- 41 XO Computer Training
- 42 Coaching Accreditation Program (CAPS)
- 43 Queensland Association of Special Education Leaders Annual Conference
- 44 Social - Emotional/Resilience Program/Anti-bullying Rock + Water
- 45 Understanding Motor Co-ordination Difficulties (MCD)
- 46 Sensory Awareness & Movement Differences Training
- 47 EAP Training
- 48 EAP Process Professional Training Session
- 49 Kids Matter Component 1
- 50 Understanding Social Capital in Hearing Impaired Adolescents
- 51 Supporting Students
- 52 In-service Covering Teaching Strategies for Young Children with ASD

53	Using Intensive Interaction to Develop Communicative Learning with significant intellectual & sensory impairments people
54	Vision Impairment & Cerebral Vision Impairment & Active Learning Principles & Activities
55	Explore Strategies enhanced by the use of digital technologies used with students to help develop literacy skills in creative & engaging ways
56	HR Aspect of Junior Secondary Transition
57	Curriculum Data and Dashboard
58	Hearing Impairment In-service
59	Supporting Students aspects of OneSchool
60	Training for teachers with possible Hearing Impaired Students in their class in 2014
61	Training for teachers with possible Hearing Impaired Students in their class in 2014 - 2
62	Training for teachers with possible Hearing Impaired Students in their class in 2014 - 3
63	XO Course
64	Using Intensive Interaction to Develop Communicative Learning with significant intellectual & sensory impairments people
65	First Aid Certification

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.	97%	96%	96%

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

From the end of the previous school year, 70% 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

As reported on page 1, particular progress in reading was achieved in Semester 2, 2014 when a term, then a semester improvement plan was implemented by the new acting principals and acting deputy principal. In Term 3 alone, total school growth of 2 or more (PM) levels in reading was achieved by 42% of all students and the total school growth of three or more (PM) levels was achieved by 27% of students, which was remarkable when the expected growth is one (PM) level.

A junior and a senior Individual Curriculum Program (ICP) was introduced in Term 3 by the new Head of Special Education Services for selected students with a disability and students with a learning difficulty. In the junior ICP class, 50% of students improved by one reading (PM) level and 50% increased by four reading (PM) levels after targeted instruction at their level. In the senior ICP class, 45% of students improved by one reading (PM) level and 55% of students increased by five reading (PM) levels after targeted instruction at their level.

In 2015, revised targets for Levels Of Achievement (LOAs) will be 70+% of students achieving As, Bs and Cs in English, up from 52% at the end of 2014. It is expected that this target will be met by the end of Semester 1, 2015.

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	83%	83%	81%

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

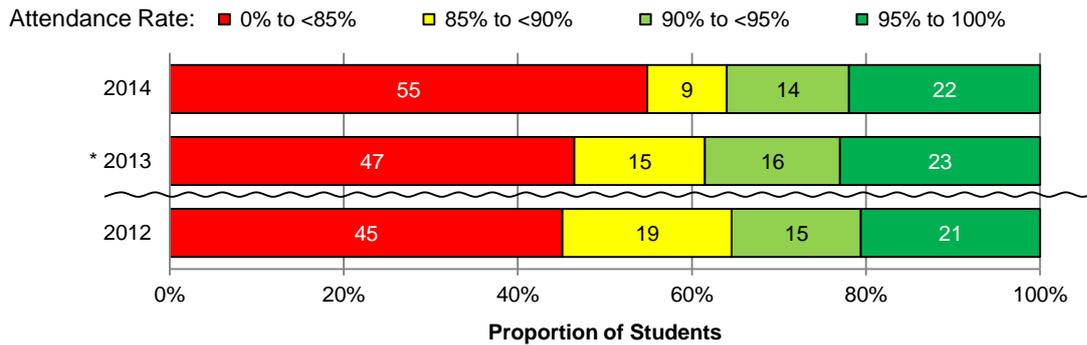
Although the average attendance for the year was 81%, the average attendance rates for Term 3 and 4 were 82.6% due to the Attendance Improvement Plan that was implemented in Term 3. Weekly attendance tracking results did reach past 90% on some occasions. The rate of improvement was most effective in students who came to school 90-95% of the time and this was improved to 100% for many fortnight tracking periods. At the start of Term 3, 30 students were achieving 100% attendance. By mid-Term 4, 70 students were regularly achieving 100% attendance – which was the required percentage rate to have in order to attend the fortnightly 100% attendance parties.

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
2012	78%	83%	79%	84%	89%	84%	83%					
2013	78%	79%	84%	79%	84%	86%	90%					
2014	83%	84%	77%	89%	79%	86%	86%					

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, Managing Student Absences and Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The Mobility Officer was re-named Connectedness Officer in Term 3 to reflect the slight change of focus to relationship building, not just improving attendance. The Connectedness Officer is in charge of analysing and tracking weekly attendance data, organising fortnightly attendance rewards and building relationships with our many community organisations.

Class weekly attendance rates are published in a colour-coded chart. Individual student attendance is published in colour-coded spreadsheet posters in class groups. Whole-school tracking of every student's attendance behaviours occurs weekly.

The roll is taken twice-daily. Every class has an attendance data wall. Absences are followed up. Long-absent children are tracked or investigated, due to high mobility of some families in the area. Housing issues often mean extensive follow-up is required, often with the help of a Police Liaison Officer. Home visits by the Connectedness Officer and other staff are common.

Daily morning assemblies encourage punctuality to get the day's behaviour challenge from the school's four school rights and responsibilities: be safe, be a learner, be respected and be successful; and problem-solving strategy from the High Five: talk friendly, ignore it, talk firmly, walk away, or report it to a teacher.

### 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/>.

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### Achievement – Closing the Gap

A range of strategies were used to close the gap.

Wages for a fractional Support Teacher: Literacy and Numeracy position for targeted intervention and L4L unit management

Wages for an additional teacher to reduce class size for targeted intervention

Wages for contract teacher aides for small reading group and Support-A-Talker for targeted intervention

Materials for Art Club to develop skills and promote engagement in school and increase attendance on Art Club days

Friends Program and Deadly Dukes program to promote achieving success in friendship and learning

ATSIAP team registration

Various materials promoting Indigenous culture for promoting connection, engagement and attendance at school

Participation and staff engagement in Yu Me Deadly Maths programs, resources and staffing