Vincent State School
Queensland State School Reporting
2015 School Annual Report

Postal address	PO Box 415 Aitkenvale 4814	
Phone	(07) 4728 0444	
Fax	(07) 4728 0400	
Email	principal@vincentss.eq.edu.au	
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.	
Contact person	Damien Tillack, Principal	

Principal's foreword

Introduction

The 2015 School Annual Report is published in June 2016. The School Annual Report is always published after the end of the previous school year. The report is always written about the previous school year.

I am proud to present the 2015 School Annual Report as the school made remarkable progress. We achieved a 20% increase in our A-C Levels of Achievement for English. We implemented a new pedagogy – a new way of teaching – through differentiated small group instruction and making learning visible through the use of Learning walls. We continued to make progress in reading skills, especially with the Early Years Reading Project and Levelled 4 lesson sequence: Modelled, Shared, Guided and Independent Reading lessons. We continued in our five year journey as a YuMi Deadly school of excellence, achieving excellent Maths A-C Levels of Achievement with 77% of students passing Maths. Our NAPLAN results showed growth or extra growth in many areas. This correlation between growth in A-C Levels of Achivement and growth or extra growth in a number of NAPLAN areas is important to demonstrate authentic data in school improvement.

School progress towards its goals in 2015

Focus Areas for 2015:
Reading,
Writing,
Attendance,
Building the capacity of staff

Development around the Austrain Professional Standards for Teachers focusses on differentiating for all students. Professional development and feedback around Learning walls and differentiation in planning and teaching through the microtimetable strategy are demonstrating success in the school's improvement goals in achieving our target of 70% of students achieving an A, B or C. Investment in staffing for small group instruction supported this growth in student achievement reported in detail later in this report.

Future outlook

The school's explicit improvement agenda for 2015 was Phase 1 of an enacted differentiated curriculum, where new whole-school processes were planned, collaboratively developed and implemented. 2016 is planned as Phase 2 of an enacted differentiated curriculum, where a 'circle of practice' is expected (90% of staff using whole-school processes, or, 'enacted' whole-school processes).

By developing and implementing new processes as whole-school processes, 100% of teachers and teacher aides were expected to participate in identified training and 90% of staff were expected to demonstrate use of the whole-school processes (circle of practice).

Feedback opportunities were provided. Classroom walk-thoughs and lesson observations were approved by the Local Consultative Committee, and frequent walk-throughs and lesson observations took place on key elements of the whole-school processes.

12-month targets for improvements in A-C Levels of Achievement (70% of students achieving A-C Level of Achievement in English, with an expectation of the same targets for other subjects) were achieved in six months, and then substantiated in 12

months, demonstrating that the 2015 Phase 1 improvement Plan was well on the way to being embedded in the 2016 school year. All other subjects (Maths, Science, Health, Health and Physical Education, Technology, The Arts and LOTE:Auslan) achieved 70% A-C with the exception of History and Geography. Students co-developed learning goals for A, B or C Levels of Achievement.

A Pedagogy Coach was appointed for the school year to coach and mentor staff in effective teaching and planning practices that supported the implementation of whole-school processes. The Pedagogy Coach also led the Early Years Reading Project which was promoted at various professional learning opportunities including Principals Learning Fairs.

Reading goals were set for and by students. Reading strategies were modelled, shared, guided and moved into independent practice by many students. Testing occurred each term for all students to map their progress and provide intervention where progress had stalled.

STRIVE was introduced to improve students' language and word power. STRIVE is a word program developed by Speech and Language Therapists. It means Structured Tier Two Robust Instruction of Vocabuary Experiences in C2C (Curriculum into the Classroom, Queensland's interpretation of the Australian Curriculum).

Weekly Power Writing lessons were introduced alongside weekly Seven Steps To Writing Success strategies to improve writing and to build writing on demand skills.

YuMi Deadly training continued to be offered through the PRIME Project. It is expected that the whole teaching staff will be trainined by the end of Semester 1, 2016. A YuMi Deadly Maths coordinator was also appointed by the school as a mentor and coach for school staff. The school has been a YuMi Deadly Maths School of excellence for four years. Our best results are in Maths.

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	149	67	82	77	71%
2014	127	57	70	67	76%
2015	122	61	61	72	83%

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 consists of two groups – stable and highly mobile families. From both groups are students from Aboriginal, Torres Strait Islander, Cook Island and Anglo-Saxon heritages. Many students have a home language or dialect other than Standard Australian English from all levels of socio-economic backgrounds. Large families are common.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	14	22	19
Year 4 – Year 7 Primary	19	22	18
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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	108	69	68
Long Suspensions - 6 to 20 days	4	0	2
Exclusions	1	2	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

Our pedagogical framework is under redevelopment. Our whole-school processes have moved from the implemented stage to embedded stage after their introduction in Term 3, 2014. These are based on the Teaching and Learning Cycle. One new element is Learning walls for key subjects are expected, with English and Maths Learning walls being compulsory. Students must have learning goals for achieving an A, B or C. Reading goals form the basis for improvement. Differentiated learning occurs in small group instruction in multi-level classrooms. Timetables are divided into 30 miinute blocks for maximum impact. Students are supported to learn how to articulate their learning. Success criteria are co-constructed by staff and students.

Learning goals wall   Co-constructed success criteria – Learning goals   Maths Learning wall

Extra curricula activities

- Art Club
- Craft Club
- Signing Choir (Auslan)

- Art in a Suitcase
- CityLibraries excursion
- Obe Geia Football Carnival – Palm Island
- Code Club (XOs)
- Interschool sports events
- Red Track
- Challenge Games
- Deadly Dukes - Duke of Edinburgh
- Instrumental Music

How Information and Communication Technologies are used to improve learning

This year the focus was implementing the use of XOs – android platform – to support students' independent use of technology. The use of apps was particularly effective. Two timetabled sessions include the programs Mathletics and Reading Eggs to support skills in numeracy, literacy and digital literacies.

An IT teacher was employed at 0.2FTE to support teachers and students to build skills in XO use. This was very successful. Next year, the IT plan is to introduce class sets of laptops to replace the school's aging work stations and to further develop students' digital literacies. Code Club was run weekly to provide additional opportunities for students to build their skills as IT leaders and repairing XOs.

Social Climate

The school continues on its improvement journey in Tier 1 of Positive Behaviour for Learning (PBL). The High Five is embedded in school culture as a positive framework for making positive decisions.

Students are provided with a learning challenge and a behavior challenge each morning on parade, based on the four school rules - Be a learner, Be Safe, Be respectful and Be successful – and on the High Five – Ignore , Talk friendly, Walk away, Talk firmly, and Report it. The High Five is based on the national strategies to prevent bullying.

Our school chappy (chaplain) provides pastoral care. Our Connectedness Officer builds relationships with all familes, and in particular, our Aboriginal, Torres Strait Islander and Polynesian families, as well as with our key partnership organisations. Our ECDP staff provide programs and outreach services for families who have children with disabilities below school age who are registerd in the school's ECDP. The school also engages a Behaviour Support Teacher, Guidance Officer and Teacher Aides for additional support.

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)	100%	86%	100%
this is a good school (S2035)	100%	71%	100%
their child likes being at this school (S2001)	100%	71%	100%
their child feels safe at this school (S2002)	100%	71%	100%
their child's learning needs are being met at this school (S2003)	100%	86%	100%
their child is making good progress at this school (S2004)	100%	86%	100%
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)	100%	100%	100%

Performance measure

Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	100%	71%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	86%	100%
this school works with them to support their child's learning (S2010)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	100%	71%	100%
student behaviour is well managed at this school (S2012)	100%	71%	100%
this school looks for ways to improve (S2013)	100%	86%	100%
this school is well maintained (S2014)	92%	100%	100%

Performance measure

Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	85%	93%	100%
they like being at their school (S2036)	94%	95%	97%
they feel safe at their school (S2037)	79%	85%	94%
their teachers motivate them to learn (S2038)	88%	98%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	91%	85%	94%
teachers treat students fairly at their school (S2041)	91%	90%	94%
they can talk to their teachers about their concerns (S2042)	88%	95%	94%
their school takes students' opinions seriously (S2043)	85%	79%	94%
student behaviour is well managed at their school (S2044)	69%	76%	83%
their school looks for ways to improve (S2045)	89%	98%	100%
their school is well maintained (S2046)	89%	92%	97%
their school gives them opportunities to do interesting things (S2047)	92%	95%	97%

Performance measure

Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	86%	92%	93%
they feel that their school is a safe place in which to work (S2070)	75%	85%	78%
they receive useful feedback about their work at their school (S2071)	69%	80%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	88%	100%
students are encouraged to do their best at their school (S2072)	81%	100%	92%
students are treated fairly at their school (S2073)	70%	91%	96%
student behaviour is well managed at their school (S2074)	43%	72%	92%
staff are well supported at their school (S2075)	64%	79%	85%
their school takes staff opinions seriously (S2076)	74%	96%	80%

Performance measure			
Percentage of school staff who agree[#] that:	2013	2014	2015
their school looks for ways to improve (S2077)	75%	95%	93%
their school is well maintained (S2078)	79%	73%	81%
their school gives them opportunities to do interesting things (S2079)	89%	92%	88%

# '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

The school encourages parent and family participation. A number of parents are also volunteers at the school. Parents attend school events such as NAIDOC Week, parent/teacher conversation nights, school bar-be-ques, Christmas Concert, graduations, our assemblies, athletics events, Prep Open Day, Under 8s activity days and our daily morning parades.

Key partnerships include Churches of Christ across the road, who run Practical Technology - Woodwork classes for our Year 6 students and have also run Puppet Theatre classes supported by our school teachers for all classes. Good Beginnings and The Smith Family have offices on site to assist the community's families as well as provide services on site such as Playgroup, scholarships, family assistance and regular Doctor clinics on site. The school is also the site of the North Queensland Region Training Room, a facility that offers regular professional development for the region's teaching staff. The school is also the base site for the region's Advisory Teachers for Hearing Impairment and other Advisory Teachers such as Physicla Impairment and Early Childhood Education.

The HoSES (Head of Special Education Services) supports teachers and Special Education Program (SEP) teachers to prepare Individual Curriculum Programs (ICPs) for Students With Disabilities (SWD). The HoSES – Early Childhood Development Program (ECDP) runs programs for children with disabilities from ages 0-5 in the ECDP Centre.

The school recognizes and celebrates the indigenous cultures of Australia.

Recognising the contribution of Indigenous soldiers (ANZAC/NAIDOC Mural)

Indigenous-designed staff shirts

Reducing the school's environmental footprint

Each class has a Power Monitor, a revolving job that is allocated to a different student each week. The Power Monitor's job is to check that power such as light, fan and air-conditioning switches are turned off at the start of each break and at the end of the day.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	215,915	7,574
2013-2014	212,112	8,347
2014-2015	223,906	8,957

*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	30	26	<5
Full-time equivalents	24	16	<5

Lego wall mural painted by Telstra Call Centre workers who volunteered their time and who also provided a Santa and presents for the whole school at the 2015 December Christmas Concert
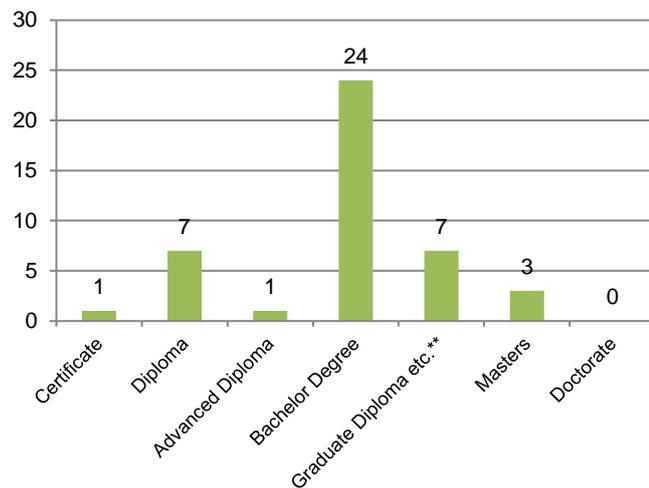

Bubbles of Happiness mural – Art Club

Calm room Miniscule mural – Art Club

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	7
Advanced Diploma	1
Bachelor Degree	24
Graduate Diploma etc.**	7
Masters	3
Doctorate	0
Total	**43**

*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 $6885.14.

The major professional development initiatives are as follows:

Mandatory annual training modules
The components of the Vincent State School Literacy Block
Reading (Early Years Reading Project; Levelled 4 lesson sequence: Modelled, Shared, Gudied and Independent)
Literacy group (20 hours: The Big 6 reading skills; Levelled 4 lesson sequence for teaching reading; Learning walls)
Learning walls as a pedagogical tool

Seven Steps To Writing Success

YuMi Deadly Maths (PRIME Project with Griffith University)

Positive Behaviour for Learning – Data

Principals Learning Fairs

State Principals Conference

Principals Learning Community (PLCs)

EAL/D Learners – How to bandscale

Implementing PODD Books - Building Emergent Literacy in Early Childhood setting

Various health seminars and training workshops (CPR / First Aid / Anaphylaxis / Defibrulation)

Australian Professional Standards for Teachers

Quadrennial School Review

Priority School Review

Beginning Teachers Workshop

School Budget Workshop

Student Support Workshop

Customer Service Training Workshop

Asia Autism Conference

Children First Forum

XO training

Teaching and Learning Forums

Lyn Sharratt Case Management workshop

Certificate IV in Education Support – MSSWD Scholarship

CSA modules (13)

Cleaners Training

More Support for Students With Disabilities (MSSWD) Hearing Loss (20 hours)

MSSWD Dyslexia and Significant Difficulties with Reading (20 hours)

Nationally Consistent Collection of Data

Crossing Cultures – Torres Strait Islands, Part 1 and Part 2

Report Writing workshop

Dealing with persons suspected of being under the influence of the drug Ice (methamphetamines)

MSSWD Ways to Boost Early Reading

New features of the Student Plan

Tutor Training

Professional learning through professional reading: 1. 'Interventions for behaviour relating to poverty' and 2. 'Influence of poverty on the teaching of register in Subject English'.

Leadership in the Early Years

Understanding the Early Years

Ms Ds Data Deeds Done Dirt Cheap – EXCEL (Online)

Auslan Short Course: Introduction, Level I, II, III

Asthma First Aid Management Course

Visualise & Verbalise (NQR SLP)

Advanced Rehabilitation Skills

Distressed or Deliberately Defiant Workshop & Facilitator Training

Strategies for Managing Abuse Related Trauma

Facility Maintenance

CSIS Plus Webinar Series

Unit Planning

English Social Moderation (Interschool and Intraschool)

End Of Year Finance Workshop

AUSLAN Project Storytelling

Implementation Standard Remote Consultation and Training

Down Syndrome Association – seminar

Conduct Tree Inspection

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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 73% 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

School name	**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

In Semester 1, 2015, key initiatives at the school produced remarkable improvements in A-C Levels of Achievement (LOA) across the school. These initiatives included:

* microtimetables (where each thirty minute period of the day is timetabled and the English block is now the Literacy block with direct instruction in a number of elements of language, literacy and literature to improve reading and writing),

* using Learning walls (in English, Maths, Science and other areas to make learning visible), developing students' ability to articulate their learning (through answering the '5 Questions for Students' daily) and

*targeted intervention through small group instruction as we move towards achieving our whole-year goal of 'an embedded differentiated curriculum'.

Our target was to improve A-C results in English to 70% of students achieving A-C.(In 2014, 49% of students did not achieve A-C LOA in English.)

Instead, the school demonstrated improvements in almost all subject areas because of our focus areas and lesson observations providing feedback to teachers on their pedagogical practices and how well students could articulate their learning through the '5 Questions for Students'.

			KEY:
English	73%		
Geography	59%		↓below 70% achieving A-C
History	62%		
Mathematics	77%		↑ below 70% achieving A-C
Science	68%		
Technology	75%		↑beyond 70% achieving A-C
The Arts	71%		

Student attendance

	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	83%	81%	84%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	78%	81%

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%.

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

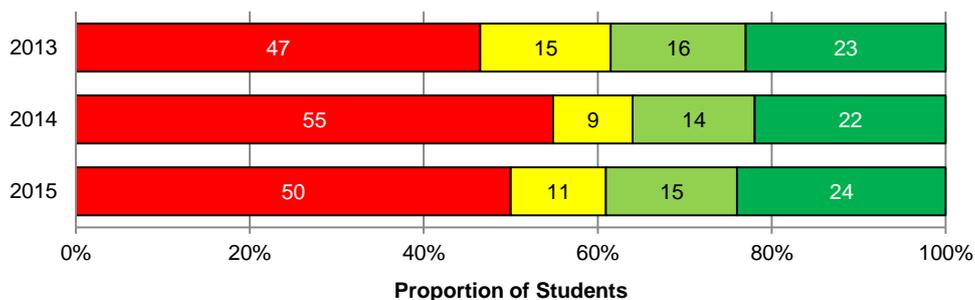|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	83%	78%	79%	84%	79%	84%	86%	90%					
2014	73%	83%	84%	77%	89%	79%	86%	86%					
2015	84%	85%	82%	80%	78%	91%	86%						

*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.

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	47	15	16	23
2014	55	9	14	22
2015	50	11	15	24

Proportion of Students

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 employs a teacher as Connectedness Officer, responsible for positive relationship building supporting improved attendance at school. Each class has a weekly and termly intra-class and inter-class attendance competition at student and class level. Rewards are offered.A class trophy is awarde at each week's attendance assembly. Attendance is monitored dailya dn reported on in each week's newsletter. Each term, two-to-three 100% Attendance Rewards Parties are held for students with 100% attendance.
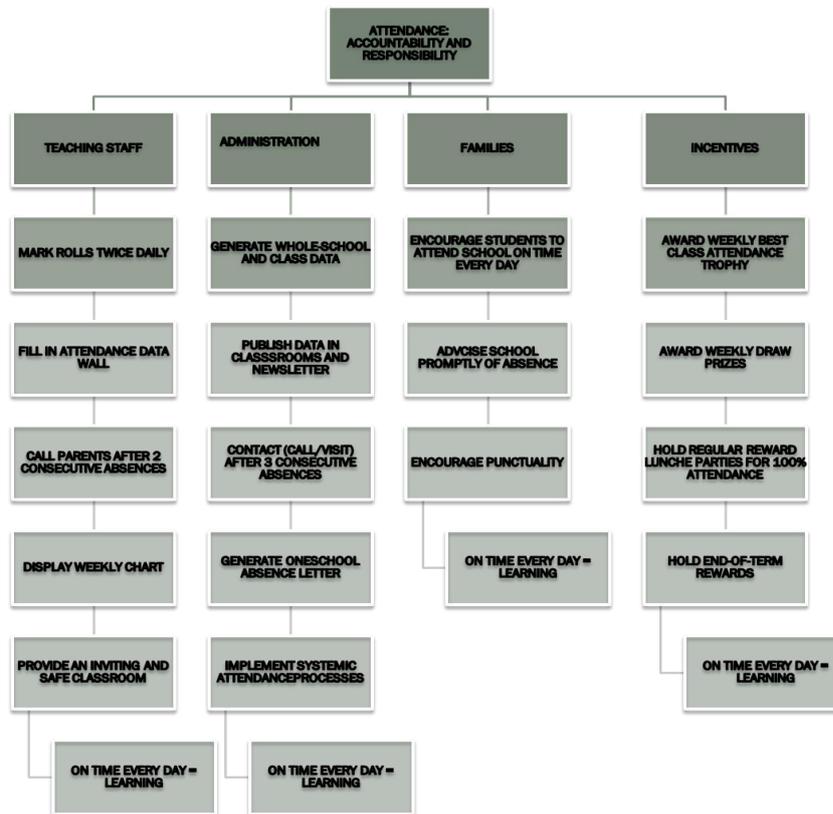
National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

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 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.

Queensland
Government