

Vincent State School (0948)

Queensland State School Reporting

2012 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Christie Schmid - Principal

Principal's foreword

Introduction

This report provides a brief insight into Vincent State School and an overview of our goals and achievements during 2012. It includes information about student performance, community satisfaction and the profile of the school staff. Additional details, not contained in this report are available upon request from the school office.

Major areas of focus for 2012 have included:

Curriculum Application

A whole school curriculum plan was implemented from Prep to Year 7 for all Key Learning Areas. The emphasis was on explicit teaching, sequential content and authentic assessment, based on the Australian Curriculum (English, Mathematics and Science) and aligned with QCAR Essential Learnings (Technology, The Arts, Studies of Society and Environment, Languages Other Than English, Health and Physical Education). The focus was on English, Mathematics and Science. Systemic, diagnostic and school based data was used to inform curriculum and pedagogy at the individual, class and whole school level.

Staff Capacity

Teachers and teacher aides were engaged in professional development activities which support systemic, regional and school priorities including:

- YuMi Deadly Maths
- School Wide Positive Behaviour Support
- Students with Disabilities

Continuation of the Coaching Model provided significant opportunities to build teacher capacity and de-privatise practice.

Productive Learning Environment

The provision of well resourced, attractive learning spaces promotes positive and productive learning partnerships. A number of classrooms have been re-furnished to create modern, flexible learning environments.

A major, unplanned project to restore the school and its grounds was undertaken following a tornado which devastatingly devastated

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the community in March. The school gratefully acknowledges the support of QBuild and other government agencies, schools and service clubs who assisted throughout the year.

School progress towards its goals in 2012

- Implement Australian Curriculum – English, Mathematics and Science implemented
- Improve attendance and punctuality – Decrease unexplained absences – Attendance continues to be a concern, with a number of focus activities, incentives and rewards implemented
- Improve Reading and Writing results – NAPLAN results do not show school wide gains, however individual student gains are evident
- Build staff capacity in effective teaching and learning – professional development activities focusing on effective teaching and learning were conducted throughout the year
- Commence Earth Smart Science – School Environmental Management Plan completed, including curriculum links

Future outlook

- Implementation of Australian Curriculum
- Continued development of whole school curriculum, assessment and reporting plan
- Development of strong school community links and partnerships
- Improved attendance and punctuality
- Year 7 transition to High School Plan
- Excellence in teaching and learning through consistent pedagogical practice
- Development of instructional leadership
- Provision of access to quality professional development opportunities for all staff

School Profile

- Coeducational or single sex: Coeducational
- Year levels offered in 2012: Prep - Year 7
- Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	211	91	120	83%
2011	190	76	114	78%
2012	187	76	111	80%

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

Characteristics of the student body:

There is a high rate of mobility amongst the student body, with some students enrolling multiple times throughout the year. A Mobility Support Teacher assists families of students entering and leaving Vincent State School. The majority of students attending Vincent State School live in the suburb of Vincent, and adjacent suburbs. The suburb of Vincent is statistically identified as low socio-economic. Approximately 60% of students (P-7) identify as Indigenous. Approximately 10% of students have a verified disability with varied support needs. A significant number of students require support with literacy and numeracy.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	15	11
Year 4 – Year 10	22	27	20

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	78	58	115
Long Suspensions - 6 to 20 days	5	0	2
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

- Our distinctive curriculum offerings

Auslan is taught in all classes from Year 1 to Year 7 as the LOTE (Language Other Than English).

Instrumental music lessons are offered through a specialist teaching program for students in Years 5 to 7

An Early Childhood Development Program caters for children with disabilities, or suspected disabilities from Birth to school age

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- Extra curricula activities

* Camps and Excursions – High Ropes Leadership Camp

* Community – Anzac Day, Duke of Edinburgh Bridge Program – “Deadly Dukes”, Community Health Expo

* Sporting – Interschool Swimming, Athletics, Cross Country, Challenge Games, Obe Geia Rugby League Challenge, Bill Nettle Cup Rugby League

* Cultural – Signing Choir, Eisteddfod, Preps at the Library, Visiting Artist

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- How Information and Communication Technologies are used to assist learning

Internet connected computers are used in all classrooms to enhance the teaching and learning process as well as to prepare students for lifelong learning in the 21st century. Teachers use computers and associated equipment to plan, teach and assess, and students use computers and associated equipment to research, present, demonstrate, practice, consolidate, communicate, organize and acquire new knowledge. Interactive Whiteboards are available in all classrooms. Teachers have participated in significant professional development activities to enhance their personal and professional capacity to make effective use of the resources available.

Social climate

Vincent State School staff work hard to foster positive relationships with members of the wider community. Some key features of the resulting social climate include:

* School Wide Positive Behaviour Support program is being implemented and is providing a range of pro-active strategies to address behaviour issues including bullying

* Partnerships with community organisations including The Smith Family and Good Beginnings

* Partnership with James Cook University to provide a Community Health Visits Program

* Provision of a Breakfast Program supported by Foodbank and the Townsville City Council

* School Chaplain working within the school

Parent, student and staff satisfaction with the school

In general parents and carers are satisfied with the school and the education it provides. In particular, 100% of parents / carers and students responded that teachers expect their child to do their best. Parents / carers and students also rated highly (100% and 96.6%) that the school looks for ways to improve.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	88.9%
this is a good school	88.9%
their child likes being at this school*	84.2%
their child feels safe at this school*	84.2%
their child's learning needs are being met at this school*	89.5%
their child is making good progress at this school*	78.9%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	84.2%
teachers at this school motivate their child to learn*	94.7%
teachers at this school treat students fairly*	78.9%
they can talk to their child's teachers about their concerns*	78.9%
this school works with them to support their child's learning*	89.5%
this school takes parents' opinions seriously*	89.5%
student behaviour is well managed at this school*	63.2%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	93.1%
they like being at their school*	96.6%
they feel safe at their school*	89.3%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	93.1%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	92.9%

Our school at a glance

student behaviour is well managed at their school*	89.7%
their school looks for ways to improve*	96.6%
their school is well maintained*	96.6%
their school gives them opportunities to do interesting things*	92.9%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	80.0%
with the individual staff morale items	91.1%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents, families and friends are welcomed into the school for a number of activities throughout the year including:

School Bush Dance

Weekly assemblies

Special Assemblies

Parent information sessions

Swimming, athletics and cross country carnivals

Celebration days

Year 7 graduation and Awards Evening

End of Year Celebration Concert and Awards Ceremony

Face to Face reporting

Vincent Early Learners Group (in conjunction with Good Beginnings and The Smith Family – Communities for Children)

Prep for Prep Program (in conjunction with Save the Children)

Community Health Visits (in conjunction with James Cook University)

Parent Ready Readers

Parents and carers are kept informed on school activities in which they can become involved via the school newsletter which is sent home weekly, the school noticeboard and special invitations sent home advertising particular activities, Personal, face to face invitations are also used successfully to encourage parent involvement in school activities.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Staff awareness has been raised about the issues of sustainability. All staff are encouraged to minimise resource wastage by:

- Turning off lights, fans etc when not in the room
- Using fans and natural ventilation during cooler months
- Ensuring taps are turned off properly
- Recycling waste where possible
- Solar panels are in place on Teaching Block F. This allows the school to more effectively track and monitor electricity usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	249,817	6,496
2010-2011	213,262	4,983
2011-2012	201,119	5,466

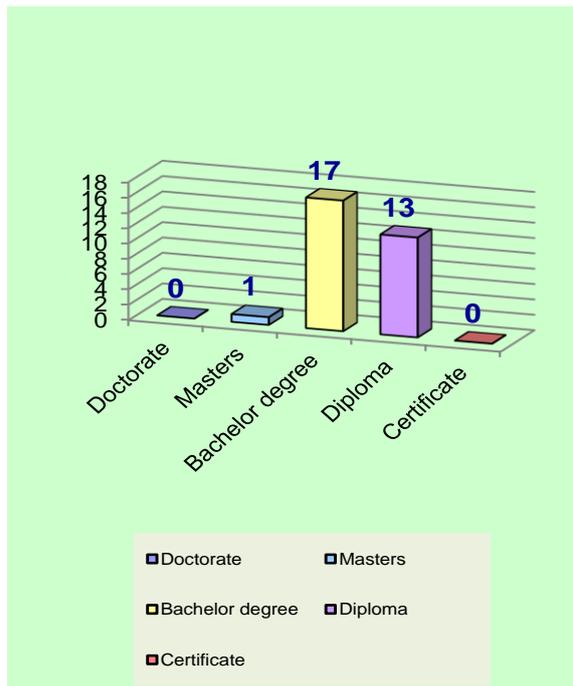
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	34	31	<5
Full-time equivalents	29.5	18	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	17
Diploma	13
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$15 500.

The major professional development initiatives are as follows:

- YuMi Deadly Maths
- Classroom Profiling
- Coaching for Reading
- Bridging the Language Gap – ESL Essentials
- Students with Disabilities

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.7%	96.4%	96.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85.1% of staff was retained by the school for the entire 2012 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 web page.

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	87%	85%	83%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

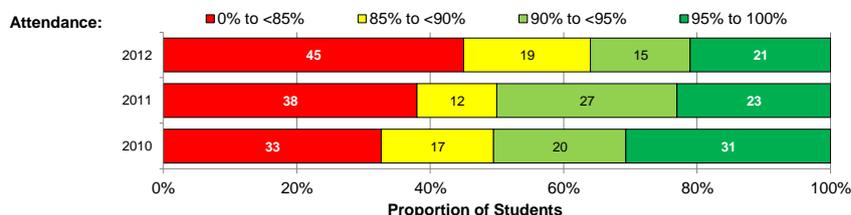
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	85%	84%	92%	88%	90%	88%	84%					
2011	85%	83%	84%	91%	84%	88%	88%					
2012	78%	83%	79%	84%	89%	84%	83%					

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked twice each day, using OneSchool. Vincent State School employs a Mobility Support Teacher who monitors student attendance. Class teachers make contact with parents in the first instance, and this may be followed up by the Mobility Support Teacher if needed. Home visits, phone calls and regular face to face contact with parents and carers are an important part of ensuring students attend as required. This school actively promotes the "Every Day Counts" message through the newsletter, attendance awards and school signage.

Performance of our students

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.

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Poor attendance continues to be a concern with 56.5% of indigenous students attending at less than 85%. This figure does include students who are enrolled at the school but not currently attending and unable to be located.

Year 3 students performed poorly on NAPLAN tests in Reading, Writing and Numeracy with a larger than Queensland State Schools or North Queensland Region gap between indigenous and non-indigenous students.

Year 5 students performed very well on NAPLAN tests with a negative gap between indigenous and non-indigenous students in Reading, Writing and Numeracy.

Year 7 students performed well on NAPLAN tests with a smaller than Queensland State Schools or North Queensland Region gap between indigenous and non-indigenous students in Reading, Writing and Numeracy.