

Vincent State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

This report provides a brief insight into Vincent State School and an overview of our goals and achievements during 2013. 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 2013 have included:

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, Science and History) and aligned with QCAR Essential Learnings (Technology, The Arts, Studies of Society and Environment, Languages Other Than English, Health and Physical Education). Systemic, diagnostic and school based data was used to inform curriculum and pedagogy at the individual, class and whole school level.

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

- Language for Learning
- 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.

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School progress towards its goals in 2013

- Implement Australian Curriculum – continued implementation of English, Mathematics and Science. Introduced and implemented History by end 2013.
- Development and implementation of the school's pedagogical framework that aligns with the Dimensions of Teaching and Learning
- 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 results – NAPLAN results do not show school wide gains, however individual student gains are evident.
 - A determined focus on staff using reading data to inform teaching and learning.
 - Development of programs such as Support-a-Reader
- Build staff capacity in effective teaching and learning – professional development activities focusing on effective teaching and learning were conducted throughout the year

Future outlook

Key priorities for 2014:

- **Implementation of Australian Curriculum – English, Mathematics, Science, History and Geography**
- Development of a whole school approach to teaching using the school's pedagogical framework, aligned with the Dimensions of Teaching and Learning and Explicit Instruction
- **Continued update of whole school curriculum, assessment and reporting plan**
- **Focus on the improvement of all student's outcomes in reading**
- **Development of strong school community links and partnerships**
- **Establish the importance of school attendance within the community and reach a student attendance target of 90%**
- **Provision of access to quality professional development opportunities for all staff**
- Develop productive partnerships between staff, students, parents and community to support student learning and attendance

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Preschool - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	190	76	114	78%
2012	187	76	111	80%
2013	149	67	82	71%

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

Characteristics of the student body:

Our students come from a range of cultural backgrounds. Aboriginal and/or Torres Strait Islander and Pacific Islander backgrounds predominate. There is a high rate of mobility amongst the student body. 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 65% of students (P-7) identify as Indigenous. Approximately 14% 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		
	2011	2012	2013
Prep – Year 3	15	11	14
Year 4 – Year 7 Primary	27	20	19
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	58	115	108
Long Suspensions - 6 to 20 days	0	2	4
Exclusions	0	1	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

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, Preps at the Library, Visiting Artist**

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. Ipads have been introduced to support students with disability and teachers have undertaken professional development in XO training which has enabled some students access to a modified laptop.

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

Our school at a glance

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. There is a strong level of satisfaction by students with the education they are receiving at Vincent State School; 100% of students believe their teachers expect them to do their best and 94% of students like being at this school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	89%	100%
this is a good school (S2035)	89%	100%
their child likes being at this school* (S2001)	84%	100%
their child feels safe at this school* (S2002)	84%	100%
their child's learning needs are being met at this school* (S2003)	89%	100%
their child is making good progress at this school* (S2004)	79%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	100%
teachers at this school motivate their child to learn* (S2007)	95%	100%
teachers at this school treat students fairly* (S2008)	79%	100%
they can talk to their child's teachers about their concerns* (S2009)	79%	100%
this school works with them to support their child's learning* (S2010)	89%	100%
this school takes parents' opinions seriously* (S2011)	89%	100%
student behaviour is well managed at this school* (S2012)	63%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	92%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	93%	85%
they like being at their school* (S2036)	97%	94%
they feel safe at their school* (S2037)	89%	79%
their teachers motivate them to learn* (S2038)	100%	88%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	91%
teachers treat students fairly at their school* (S2041)	93%	91%
they can talk to their teachers about their concerns* (S2042)	100%	88%
their school takes students' opinions seriously* (S2043)	93%	85%
student behaviour is well managed at their school* (S2044)	90%	69%

Our school at a glance

their school looks for ways to improve* (S2045)	97%	89%
their school is well maintained* (S2046)	97%	89%
their school gives them opportunities to do interesting things* (S2047)	93%	92%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	86%
they feel that their school is a safe place in which to work (S2070)	75%
they receive useful feedback about their work at their school (S2071)	69%
students are encouraged to do their best at their school (S2072)	81%
students are treated fairly at their school (S2073)	70%
student behaviour is well managed at their school (S2074)	43%
staff are well supported at their school (S2075)	64%
their school takes staff opinions seriously (S2076)	74%
their school looks for ways to improve (S2077)	75%
their school is well maintained (S2078)	79%
their school gives them opportunities to do interesting things (S2079)	89%

* 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 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.

Our school at a glance

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:

Fete

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
2010-2011	213,262	4,983
2011-2012	201,119	5,466
2012-2013	215,915	7,574

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

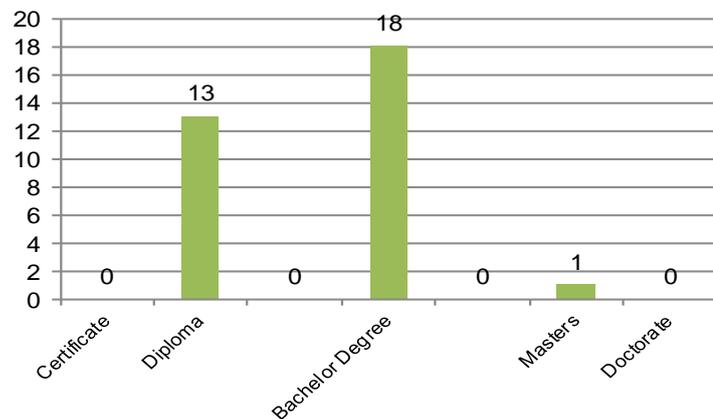
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	32	27	<5
Full-time equivalents	27	18	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	13
Bachelor Degree	18
Masters	1
Doctorate	0
Total	32



* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$9 241.00 .

The major professional development initiatives are as follows:

- YuMi Deadly Maths
- Bridging the Language Gap – ESL Essentials
- Students with Disabilities

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2013 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.

Performance of our students

Key student outcomes

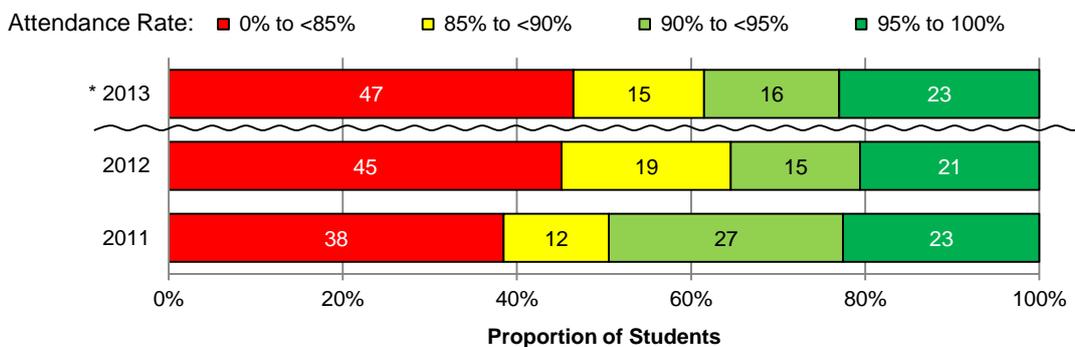
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	85%	83%	83%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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
2011	85%	83%	84%	91%	84%	88%	88%					
2012	78%	83%	79%	84%	89%	84%	83%					
2013	78%	79%	84%	79%	84%	86%	90%					

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 from 2013 to that of previous years.

Performance of our students

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.

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

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

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 indigenous students attending at less than 83%.

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 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.