



Victoria Plantation State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Victoria Plantation State School is located 5 kilometers from the nearby township of Ingham. The school is located next to Victoria Mill and was opened in 1894. The majority of the surrounding country is under cane cultivation. The student population is drawn from Ingham, around Victoria Estate and Braemeadows, Allingham, Toobanna and Forrest Beach areas. Victoria Plantation State School is a co-educational facility providing a quality education for students Prep to Year Six. The school offers consistent delivery of quality teaching and learning to every student, every day with a sharp and narrow focus on improving student outcomes through high yield strategies. Such strategies include clarity for students to ensure they can articulate what they need to know and do to be successful in the assessment task, the use of formative assessment and student evidence to drive instruction and the use of the gradual release of responsibility as teachers model, share and release the cognitive load to students.

Through the development of an expert teaching team, students' individual needs are catered for with learning support and intervention programs as well as pedagogical practices which target gifted and talented students achieving the A level of thinking across the curriculum. The teaching of Digital Technologies is supported by the employment of a coach to build the capability of all teachers to include these general capabilities across all areas of the curriculum as well as the implementation of the Australian Curriculum -Digital Technologies. Strong community partnerships resonate in all areas of Victoria Plantation State School where the voice of all stake holders is valued and used to constantly reflect and improve.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

In 2016, we experienced success in a range of goals.

The most pertinent of these goals was the implementation of quality teaching and learning strategies and high yield strategies identified by the region. Throughout 2016, we worked with Regional Office colleagues to build the capability of all teachers in the delivery of the Australian Curriculum using the gradual release of responsibility. Teachers developed proficiency in planning, delivery and assessment of the curriculum using processes of alignment to ensure clarity for both teachers and students and continued to develop the use of learning walls. Evidence driven instruction was introduced in 2016 with a goal of further enhancing teacher capacity in this area in the future.

We experienced exponential improvement in the School Opinion Survey results, demonstrating increased confidence from parents and levels of satisfaction from staff. An increase from 83% to 100% of parents indicated that they felt their child was getting a good education, they would recommend this school and their child likes their school. Also increasing from 83% to 100% were the belief of parents that this school treats children fairly and they have opportunities to do interesting things. Increasing from 66% to 100% was parents' feedback that the school celebrates student achievement.

Increasing to 100% in the 2016 School Opinion Survey was students' feedback that their English and Maths skills are being developed. Other indicators to receive 100% were that students felt their teachers care about them and encouraged them to participate in school activities and be a good community member.

The most telling success indicator was from staff in the School Opinion Survey who indicated an increase from 50% to 100% in response to whether they like working in this school. Student behaviour is well managed and staff are supported increased from 33.3% to 92.3%

Future Outlook

With enrolments in the Hinchinbrook Shire declining 18.14% over the last five years, Victoria Plantation is partnering with the Hinchinbrook Shire Council and advocacy group, The Great Lakes Agency for Peace and Development to undertake a staged recruitment of refugees to the school and community. The project aims to stimulate the local economy with the arrival of new families and also to maintain the current staff model of three classes into the future. Through this project, the school will build new relationships within the wider community and strengthen existing ties as we lead the shire in a revitalisation.

Embedding evidence driven instruction into our practice will continue to be a priority as teachers use Collective Monitoring to reflect on learning and identify strategies to improve learning and increase the impact of teaching on every learner. Assessment literacy of students will continue to be a focus as we use researched based evidence from Hattie, Sharrott and others to ensure that we are employing strategies that yield the highest impact. Such strategies include the use of STRIVE to explicitly teach vocabulary, the use of learning walls to enhance students' assessment literacy, analysis of student data to determine teaching, POLLEY and OLLEY oral language programs in the early years, Four Lesson Sequence for early years reading and Roving Readers to ensure that students have access to 30 minutes of teacher or teacher aide support for reading four times a week.



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	74

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	99	52	47	5	90%
2015*	87	38	49	4	87%
2016	74	34	40	9	88%

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 2016, 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

Overview

Victoria Plantation State School is a semi-rural school with a proud history. The school is located adjacent to *Victoria Mill* and was opened in 1894 in response to population increases associated with the expansion of the sugar industry and employment at Victoria Mill.

As a school we have very high expectations of our staff and students, with a consistent approach to behaviour management underpinning everything we do. Our school values are reflected across all year levels and in all areas of the school. We acknowledge the role of quality teaching and learning as having the most significant effect on student achievement and as such place a large focus on building staff capability to ensure that every day in every classroom every child is succeeding. Our dedicated staff work closely with parents and our hard working P&C to ensure that our students are afforded every opportunity to succeed.

The majority of our student body reside within a 10km radius of the school, with a large proportion of parents/carers working for the Victoria Mill. Public Servants and local business also contribute greatly to our parent population. A very small percentage of our students are indigenous and we are working closely with Indigenous elders to ensure that the needs of our Indigenous students are met and that a culture of deep respect and inclusion is embedded in our school.

In 2014 we had no English Additional Language/Dialect (EAL/D) students enrolled.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	15	22	20
Year 4 – Year 7	28	25	21
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

At *Victoria Plantation State School* we teach the following learning areas of the Australian Curriculum:

- English
 - Mathematics
 - Science
 - Geography
 - History The Arts
 - Health & Physical Education
 - Technology
 - Languages Other Than English
-
- The LOTE (Language Other Than English) language taught is Italian. Students from Years 6 & 7 receive tuition via a face-to-face mode once a week utilising an experienced, passionate educator.
 - Students who have been identified through the ascertainment and appraisal process, or who are considered 'at risk' are supported through intervention programs as well as differentiated instruction, which utilises individual student evidence to direct their teaching and learning.

The pedagogy, that is the way in which the curriculum is delivered, is based on evidence from research which provides quantifiable proof of the strategies which have the highest impact on students. These pedagogical approaches are delivered with the belief that every student's learning should improve by one year every year. That is our moral obligation as educators. The strategies with the highest impact or effect size are deliberately and strategically embedded into our practice to ensure that every student is being delivered quality teaching and learning every single day. These pedagogical practices include but are not limited to:

- Assessment literate learners – providing clarity for students to ensure that they know what is required of them to be successful. To achieve this we use:
 - Pre-tasks at the commencement of a unit of work
 - Learning walls to anchor student learning
 - Formative assessment and student evidence to drive the teaching and learning
- Clarity for teachers through planning processes
- STRIVE pedagogical approach to teaching vocabulary
- Words Their Way, an evidence based approach to spelling to ensure that individual needs are met and teaching directed accordingly
- Oral language programs and Four Lesson Sequence for students in the early years

Co-curricular Activities

Victoria Plantation State School offers extensive extra curricula activities to supplement the mandatory school curriculum:

- The school has an outstanding violin instrumental music program that is conducted weekly.
- There is also a School Choir for students in Year 3-7. The choir competes in local & district events as well as visiting nursing homes to provide some light entertainment.
- The sporting program at the school encourages maximum participation. Students engage in soccer, netball, athletics, Auskick, touch football, cricket, tennis and cross country. Inter school sporting carnivals such as Romanello Shield (soccer), athletics, swimming and the NQ Sports Tour are all strongly supported and highlights on the schools sporting calendar.
- School based sport operates from Terms 1-3. An intensive 8 week swim program occurs in Term 4.

- The school participates in the annual NQ Reader's Cup where a selection of students compete against other schools in the region relating to a specific selection of novels.
- The school provides an annual chess competition. Students represent the school at interschool chess tournaments within the region.
- The school regularly enters students in the Ingham Arts Festival where visual art, music recitals and school choir are all entered.
- School Leaders are always encouraged to attend leadership events or participate in significant events within the community.
- Frank Fraser Lecturettes is a keenly contested event amongst all the schools in the district. Year 7 students are nominated each year and are formally critiqued in front of a panel of judges at school level. Students selected from school then compete at a district level.
- We hold a leadership retreat for our students. The leadership retreat is targeted at all students in Year 5-7 and is designed to develop leadership capabilities, team building, participation and personal challenges. Individually, the students are able to explore their limits and face their fears in a safe, supportive environment.

How Information and Communication Technologies are used to Assist Learning

In addition to the comprehensive variety of resources, including computer labs and iPads, students also have access to a variety of online programs. With the coaching of a Digital Technologies teacher, teachers are supported in the development of their use of technology in the delivery of the curriculum to ensure that students' general capabilities are being built across all learning areas. Each classroom has interactive whiteboards which are utilized as valuable teaching/modelling tools.

Social Climate

Overview

Parent, Student and Staff Satisfaction

The school recognises & supports the various cultural backgrounds of students by participating in initiatives such as *NAIDOC Week* and the Italian & *Maraka* Festivals. Students from all ethnic backgrounds are encouraged to bring their experience to the classrooms. This is also integrated into LOTE (Languages Other Than English) lessons. Students participate in the *Ingham Arts Festival* both on a school representative basis and by supporting individual performances external to the school. The school community is highly supportive of the students and the school's operation. There is a strong sense of school pride and an expectation that students will be good ambassadors in the community and achieve competitively in sporting, cultural and academic pursuits.

Victoria Plantation State School has a *School Based Chaplain* on staff funded through the *National School Chaplaincy Program*. Our *chaplain* is an integral part of the schools focus to provide a safe and caring learning environment and is available 2 days a week and is an integral part of our provision of support for students. Our *Chaplain* also runs leadership programs for the older students. Students have the opportunity to participate in a wide variety of activities aimed at making them more community minded, develop leadership skills and to be positive ambassadors for the school. *The Student Council* do a wonderful service by supporting our student body and being a voice for the students. They are heavily involved in planning events such as *ANZAC Day, P&C Morning Tea, School Parades, Student based lunchtime activities and School Discos*.

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	83%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	93%	100%	100%
their child is making good progress at this school* (S2004)	93%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	93%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	100%	100%
teachers at this school motivate their child to learn* (S2007)	93%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	83%	100%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	88%
student behaviour is well managed at this school* (S2012)	100%	83%	88%
this school looks for ways to improve* (S2013)	100%	100%	88%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	98%	96%
they like being at their school* (S2036)	100%	90%	93%
they feel safe at their school* (S2037)	100%	98%	85%
their teachers motivate them to learn* (S2038)	100%	95%	96%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	93%	100%
teachers treat students fairly at their school* (S2041)	92%	90%	74%
they can talk to their teachers about their concerns* (S2042)	100%	93%	93%
their school takes students' opinions seriously* (S2043)	96%	90%	85%
student behaviour is well managed at their school* (S2044)	88%	80%	78%
their school looks for ways to improve* (S2045)	100%	95%	92%
their school is well maintained* (S2046)	100%	93%	85%
their school gives them opportunities to do interesting things* (S2047)	100%	85%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	50%	100%
they feel that their school is a safe place in which to work (S2070)	100%	83%	100%
they receive useful feedback about their work at their school (S2071)	100%	33%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	93%	100%	100%

Performance measure			
Percentage of school staff who agree# that: (S2114)	2014	2015	2016
students are encouraged to do their best at their school (S2072)	100%	83%	100%
students are treated fairly at their school (S2073)	100%	67%	100%
student behaviour is well managed at their school (S2074)	95%	33%	92%
staff are well supported at their school (S2075)	95%	33%	92%
their school takes staff opinions seriously (S2076)	95%	67%	85%
their school looks for ways to improve (S2077)	100%	83%	100%
their school is well maintained (S2078)	95%	83%	92%
their school gives them opportunities to do interesting things (S2079)	95%	100%	100%

* Nationally agreed student and parent/caregiver items

'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

Victoria Plantation State School values the importance of community and parent involvement in the education of our students. We have a hard working group of parents who make a commitment to our school through their own time and efforts. Their generosity is greatly appreciated by the school community and their relentless commitment contributes to the positive culture of the school.

At Victoria Plantation State School decision making is achieved through P&C meetings held monthly. Our P&C is very proactive in promoting the school and interests of our students through many fundraising ventures throughout the year. Funds raised are then put directly back into the school or into initiatives that benefit the school.

Parents are actively encouraged to be a part of their child's education and to develop a working relationship with their child's teacher. Parent teacher interviews are well supported with most parents attending these conversations throughout the year. Parents are enthusiastic in wanting to support extra-curricular activities such as sporting events, literary festivals, school garden projects, school camps, excursions and assisting with transport to various school related events.

Respectful relationships programs

In late 2016 we commenced the transition from the You Can Do It program to Positive Behaviour For Learning as a result of the feedback from the Quadrennial School Review. Students are explicitly taught behavioral skills with a specific focus across the school each week throughout the year. Support of students whose behavior does not align with our school values is accessed through the school chaplain, guidance officer, principal and classroom teachers. Cybersafety is taught to students with the support of members of the local Queensland Police Service. Victoria Plantation State School has developed a program that focuses on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	3	9
Long Suspensions – 6 to 20 days	0	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.

Environmental Footprint

Reducing the school's environmental footprint

Victoria Plantation State School has previously installed solar panels and water saving taps in an effort to reduce our water and electricity usage. We continue to be actively involved in the *Reef Guardian Program* which is related to sustainability - the school's *Gifted & Talented* program is currently in the process of building a frog habitat.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	72,161	759
2014-2015	68,678	
2015-2016	16,113	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	8	6	<5
Full-time Equivalent	5	4	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	6
Diploma	2
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$11600.00

The major professional development initiatives are as follows:

Releasing teachers for coaching with instructional leader, coaching of teachers in planning, delivery and assessment of Australian Curriculum.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

Performance of our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	93%	94%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014	92%	93%	95%	95%	94%	89%	92%	94%					
2015	95%	87%	95%	96%	97%	95%	91%						
2016	95%	96%	92%	94%	95%	96%	92%						

*Attendance rates effectively count 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.

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.

At the beginning of each day (8:45am) and after second lunch (1:50pm) a class roll is marked. Requests are made for letters explaining absences at the commencement of the school day. Phone messages are passed on to relevant staff where students are absent from a particular class. The data from the school roll is scrutinized and appropriate contact is made between the school and families regarding unexplained absences or emerging patterns of absenteeism. This data is then uploaded onto One School.

Individual classrooms are running positive reward systems that are encouraging high attendance.

Our school policy in regard to student absence is to:

- Continue to strongly advocate and support DET policy around attendance and notification of absence of students;
- Monitor absences through One School; and
- Maintain strong family contact to ensure student's whereabouts are always known.
- If a pattern of absenteeism is evident a formal meeting will be arranged with parents to discuss this and possible strategies (or consequences) that need to be implemented to support the student attending school more regularly.
- Teachers are made aware of how they can access enrolment history in OneSchool to keep a track of class attendance rates.

NAPLAN

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

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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.