

Victoria Plantation State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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. Victoria Plantation State School strives to deliver quality teaching and learning every single day to every student from Prep to Year Six.

The school prides itself on the use of high yield strategies to ensure that student achievement is maximised across all learning areas. Assessment literate learning is a priority as teachers ensure that students are able to articulate what they need to know and do to be successful in each assessment task. Student evidence is used to drive instruction as teachers work with students to develop personal goals aligned to the curriculum and ensuring that students are provided descriptive feedback as an integral part of their learning journey. The school is passionate about catering for the needs of individual students and this is reflected in the individual tailoring of instruction and the clear articulation of what is required for all students to be successful. The pedagogical practices of the school reflect the goal of including all students in the A level thinking and this is reflected in the Level of Achievement (LOA) of students across the school. The school has a strong sense of community and students take pride in representing their school through activities such as sporting proceedings, gardening club and participation in local events throughout the community.

The school offers a whole-school phonemic awareness program based on progressive levels and extensive learning-support initiatives. Exposure to the latest technology encompasses a fully-equipped resource centre, networked classroom computers and interactive whiteboards in every classroom. Our school motto is 'Strive to Achieve' and this reflects all aspects of the school.

School progress towards its goals in 2018

During 2018, we continued to refine our knowledge of curriculum and our use of high yield strategies which maximise student learning. Assessment literacy continued to be a focus throughout the school as we employed the research based evidence from Hattie, Sharratt and others to ensure that our teaching strategies yield the highest impact. We continued to explicitly teach vocabulary using STRIVE, employ learning walls to enhance students' assessment literacy and use student data to determine next steps for teaching and learning. Oral language programs in the early years as well as the Four Lesson Sequence for teaching reading were embedded and continued to bring success for our early learners.

Throughout 2018, we embedded the practice of moderation of assessment to build teacher capability in making judgement of student work. Throughout this process we maintained a sharp and narrow focus on the improvement of writing across the school and saw a marked increase in the number of students achieving an A or B in English, Maths and Science. Our goal to achieve 85% of all students achieving a C or greater and 30% achieving an A or B was surpassed in all areas.

Future outlook

As we look to the future, we are committed to maintaining quality teaching and learning through the high yield strategies and using student evidence to drive our teaching. We continue to focus on the improvement of writing and moving to a pedagogical practice of examining the curriculum for the surface, deep and transfer levels of learning. These levels of learning need also to be made clear to students and our aim is to articulate these clearly as learning goals to further develop our students' assessment literacy. As we examine the surface level knowledge that is required across the curriculum, we aim to implement practices in the teaching of particular skills such as number facts and spelling, allowing for a solid acquisition of imperative surface level knowledge. The challenge is then to plan with precision how this surface level learning is to be moved to a deep level and then ultimately transferred to each student's every day usage. Articulating these goals and making clear the intent of each lesson is critical for student success and embedding such practices in our pedagogical framework will be a goal for the future.

Another goal for the future is our quest to develop a behaviour management program that aligns to our strong values of respect, safety, responsibility and learning. We feel well positioned to create something unique in the space of



student, staff and parent wellbeing and are looking to explicitly teach the values of empathy, inclusion, kindness and patience in a way that reflects the values of staff and families of Victoria Plantation State School.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	74	53	38
Girls	34	22	15
Boys	40	31	23
Indigenous	9	7	4
Enrolment continuity (Feb. – Nov.)	88%	98%	100%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 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. We are committed to embedding our values of being safe, respectful, responsible learners throughout all aspects of our school and pride ourselves on the tone of our school. Diversity is embraced at Victoria Plantation State School and student, staff and parent wellbeing is prioritised. 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. The work force of parents and/or carers spread between working for the Victoria Mill, Public Servants and local businesses. 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.



Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	9	13
Year 4 – Year 6	21	17	14
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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
- HASS
- The Arts
- Health & Physical Education
- Technology
- Languages Other Than English
 - The LOTE (Language Other Than English) language taught is Italian. Students from Years 5 & 6 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.
 - Our pedagogical approach, 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 of curriculum for teachers through planning processes and moderation of assessment

-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

The school has an outstanding violin instrumental music program that is conducted weekly.

- There is also a School Choir for students in Year 3-6. The choir competes in local & district events as well as visiting nursing homes to provide 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 are 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 enters students in the Ingham Arts Festival where all student entries of visual art, music recitals and school choir make entry.
- School Leaders are always encouraged to attend leadership events or participate in significant events within the community.
- We hold a leadership retreat for our students. The leadership retreat is targeted at all students in Year 5-6 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.

The Year 3 and 5 students sat the 2018 NAPLAN digitally. Students successfully completed this testing following online pathways.

Social climate

Overview

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.

The Student Council perform a wonderful role by supporting our student body and being a voice for the students. They are heavily involved in planning events such as ANZAC Day, school discos, plant stalls and other activities to engage the school community.

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 school's focus to provide a safe and caring learning environment, providing support for staff, students and families two days a week. Our Chaplain also runs leadership programs for the older students. Through the support of our chaplain, students have the opportunity to participate in a wide variety of activities which are aimed at developing a sense of community mindedness, leadership skills and develop students' capability to become ambassadors of the school.



Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	97%	95%
• their child likes being at this school* (S2001)	100%	97%	100%
• their child feels safe at this school* (S2002)	100%	97%	95%
• their child's learning needs are being met at this school* (S2003)	100%	100%	94%
• their child is making good progress at this school* (S2004)	100%	100%	95%
• 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%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	90%	95%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	95%
• this school works with them to support their child's learning* (S2010)	100%	97%	89%
• this school takes parents' opinions seriously* (S2011)	88%	93%	95%
• student behaviour is well managed at this school* (S2012)	88%	90%	89%
• this school looks for ways to improve* (S2013)	88%	97%	95%
• this school is well maintained* (S2014)	100%	97%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	94%	94%
• they like being at their school* (S2036)	93%	81%	100%
• they feel safe at their school* (S2037)	85%	81%	100%
• their teachers motivate them to learn* (S2038)	96%	94%	94%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	74%	69%	100%
• they can talk to their teachers about their concerns* (S2042)	93%	94%	94%
• their school takes students' opinions seriously* (S2043)	85%	81%	100%
• student behaviour is well managed at their school* (S2044)	78%	88%	94%
• their school looks for ways to improve* (S2045)	92%	94%	100%
• their school is well maintained* (S2046)	85%	100%	100%



Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	93%	94%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	92%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	92%	80%	100%
• staff are well supported at their school (S2075)	92%	100%	100%
• their school takes staff opinions seriously (S2076)	85%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	92%	100%	89%
• their school gives them opportunities to do interesting things (S2079)	100%	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 education programs

In 2017 we implemented Positive Behaviour for Learning as a result of the feedback from the Quadrennial School Review. Students are explicitly taught behavioural skills with a specific focus across the school each week throughout the year. Support of students whose behaviour 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	9	3	3
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	16,113	56,086	61,029
Water (kL)		1,545	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
<input type="text" value="Search by school name or suburb"/>	Go	
School sector ▼	School type ▼	State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	5	0
Full-time equivalents	3	3	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	0
Graduate Diploma etc.*	1
Bachelor degree	6
Diploma	2
Certificate	0

*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 2018 were \$4690.29.

The major professional development initiatives are as follows:

- Principal Conferences and QELI training
- Releasing teachers for age appropriate pedagogies professional development (TRS)
- Annual mandatory professional development (All staff)
- BAS Facilities (WAAPS) training Principal and Teacher Aide
- Admin Finance workshops (BM)



The proportion of the teaching staff involved in professional development activities during 2018 was 100% involvement where applicable.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 79% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	96%	95%
Attendance rate for Indigenous** students at this school	94%	95%	93%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	98%	95%
Year 1	96%	95%	95%
Year 2	92%	93%	96%
Year 3	94%	98%	96%
Year 4	95%	95%	93%
Year 5	96%	98%	95%
Year 6	92%	97%	98%

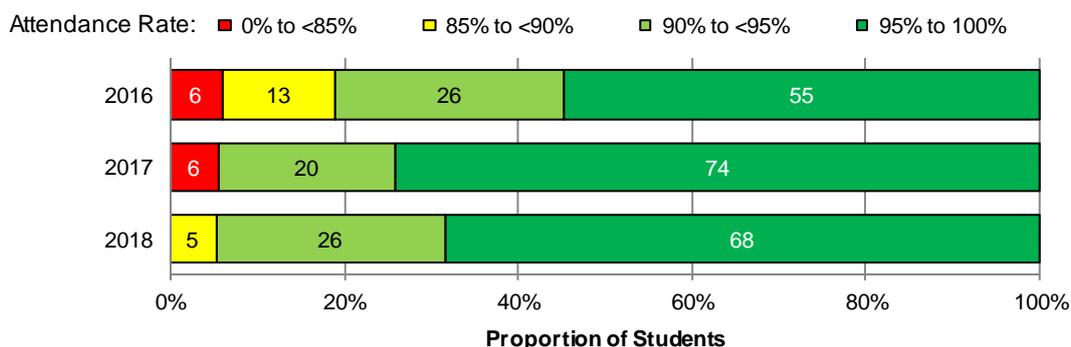
Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.



Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.



