Virginia State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

The School Annual Report details the achievements of the Virginia State School community in 2015. Information outlining the unique and innovative programs offered by the school, as well as the school's performance in the Year 3 and 5 NAPLAN tests and attendance rates are found within this report. This report also outlines and details the goals and aspirations of the entire school community for 2016. School progress towards its goals in 2016.

2015 priorities and results

Priority - Curriculum and Pedagogy

- Continue to review and align Whole School Curriculum, Assessment and Reporting Plan with QCARF and the Australian Curriculum
- Implement and review Whole School Pedagogical Framework
- Utilise the Developing Performance Framework as a tool to align teacher capability development with Pedagogical Frameword
- Ensure teachers respond to data when planning.

Whole school curriculum and assessment reporting plan reviewed and updated annually. Whole school Pedagogical Framework continues to be implemented and embedded in teacher practice. All staff completed Developing Performance Plans. Teachers regularly engaged in professional development and discussions around data as well as using data wall information to guide support and extension in reading.

Priority – Reading

- Ensure all teachers implement and engage with Whole School Reading Program

Teachers engaged in regular professional development around the teaching of reading which was monitored through classroom observations and feedback from Principal and Deputy Principal.

Priority – Writing

- Develop and Implement a whole school writing plan

Completion of Whole School Writing Plan delayed until 2016 to allow further professional development. All teaching staff engaged in writing professional development in 2015 (7 Steps to Writing Success) and identification of elements of writing to develop plan.

Priority – Numeracy

- Ensure numeracy plan incorporates mathematical investigations to align with Australian Curriculum
- Use data analysis to guide teaching and planning within numeracy

Assessment overview updated to align both C2C units and Australian Curriculum with identified investigations. All teacher implementing mimimum of 2 investigations per semester. Data from range of sources including,Pat-Maths, NAPLAN, school assessment tasks, iMaths Investigations used to identify student areas for development and strength.

Priority – Attendance

- Continue to implement Every Day Counts

Process in place to monitor and track absences. All parents contacted after 3 days, follow up Form 4 documentation completed after 10 days. School attendance data at 92.8% for 2015

Priority – Closting the Gap between attendance and outcomes of Indigenous and non-indigenous students.

- Maintain consistent processes to track and support individual student enagement and achievement

School continued to enhance student learning outcomes through a range of support programs with Indigenous students with results showing year 5 Indigenous students outperformed their non-indigenous students in numeracy and writing mean scores. Year 3 NAPLAN results showed all areas requiring further development. Indigenous attendance for 2015 was 88.7%.

Priority - Parent and Community Engagement

- Promote hire of school facilities

School facilities were hired out to a range of organisations including sporting teams, religious groups, parenting programs and commercial purposes.

Priority – Retention

- Promotion of an array of school programs to encourage family commitment to the school.

The school continues to promote our programs and facilities though our newsletter and internet page. Additionally further links to local kindergartens will be undertaken in 2016.

Future outlook

Virginia State School priorities for 2016 have been narrowed to 3 core areas:
- Reading
- Writing
- Powerful Learning

More specifically the following priorities are identified in the 2016 Annual Implementation Plan:

Priority - Curriculum and Pedagogy
- Identify immediate school priorities and communicate this agenda to key stakeholders

- Continue to review and align Whole School Curiculum, Assessment and Report Plan with QCARF and the Australian Curriculum
- Implement, monitor and review Whole School Pedagogical Framework
- Utilise the Developing Performance Framework as a tood to align teacher capability development with Pedagogical Framework
- Ensure teacher respond to data when planning
- Implement first 3 theories of action in Powerful Learning

Priority – Reading
- Ensure all teachers implement and engage with Whole School Reading Program

Priority – Writing
- Develop and implement whole school writing plan.

Priority – Numeracy
- Ensure numeracy plan incorporates mathematical investigations to align with Australian Curriculum
- Use data analysis to guide teaching and planning within numeracy.

Priority – Attendance
- Continue to implement Every Day Counts

Priority – Closing the Gap between attendance and outcomes of Indigenous and non-indigenous students.
- Maintain consistent processes to track and support individual student engagement and achievement.

Priority – Information and Communication Technologies
- Entire school accessible via wireless
- Increase teacher confidence in working digitally

Priority – Parent and Community Engagement
- Provide opportunities for parents to develop their involvement in and understanding of school life.

Priority – Facilities
- Enhance aesthetic appeal of the school grounds

Priority – Retention
- Promotion of an array of school programs to encourage family commitment to the school.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	490	244	246	33	93%

| 2014 | 504 | 253 | 251 | 50 | 96% |
| 2015 | 494 | 250 | 244 | 42 | 96% |

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:

Virginia State School is a co-educational P-6 school catering for students from the school's local as well as the broader community. The school has a small Aboriginal and Torres Strait Islander population. There has been continued interest in our school from families residing overseas, with a small number of students on humanitarian visas attending Virginia. Virginia State School has experienced steady enrolment growth during the past three years. Our school is locally known as a "school of excellence in music" with significant State and National recognition.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	24	21
Year 4 – Year 7 Primary	25	25	24
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	8	7	13
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.

Curriculum delivery

Our approach to curriculum delivery

A number of distinctive curriculum offerings exist at Virginia State School. These include:
- Comprehensive Vocal & Instrumental Music Programs
- Japanese Language and Cultural Studies Years 4-7

- Comprehensive Swimming Program (pool heated year round)
- Special Education Program with a strong focus upon inclusion
- A strong in-class focus on Literacy, Numeracy and Science

Extra curricula activities

Throughout 2015, the students at Virginia State School continued to experience a wide variety of activities encompassing academic, sporting and cultural domains.

The staff and students at Virginia SS look favourably upon experiences that will provide students with opportunities that:

- engage the wider community
- extend academic experiences
- provide opportunities to participate in sporting events outside the school
- broaden cultural understandings

A snapshot of some of these experiences include:

Inter and Intra school sport including District and Regional sporting opportunities

- ICAS testing
- Inter and Intra school sport including District and Regional sporting opportunities
- Active School Travel
- Camp in Year 5 to Curramundi
- Year Six Tour to Canberra
- Instrumental Music Tour
- School Discos
- Premier's Reading Challenge
- Creative Generation State Schools Onstage - involvement in mass choir and drum line
- Music Morning of Madness
- Music Count Us In
- Honours Music Camp and Junior music camp
- Classroom Excursions and Incursions

How Information and Communication Technologies are used to improve learning

The school enjoys a vast array of Information and Communication Technologies, including:

- Networked computers located in all classrooms in addition to a modern, air-conditioned fully resourced computer lab accessible to all classes.
- Each classroom has a hub of computers (minimum 4) that allows the incorporation of ICTs into small group work.
- All teachers have access to laptops through the 'Computers for Teachers' Program.
- Use of iPads to support EAL/D and SEP programs.
- iPads in junior classrooms were extended in 2015
- Employment of a contract technician one day per week to maintain our technology resources and infrastructure.

Maintaining a replacement schedule for ageing computers.

Virginia State School uses the OneSchool Facilities program to track the age of all computers and has a schedule for replacement. All computers are within warranty periods.

Social Climate

For Virginia State School there are many factors which promote and encourage a supportive social climate. Several programs operate at our school which support the students' social and emotional well being. These programs include the Oasis Club, which predominately supports our SEP students. Our community actively participates in the school through attendance at monthly P&C meetings, volunteering support in the grounds, maintenance and classroom activities. Newsletters, parent teacher

interviews and regular meetings enable excellent communication channels between school and home. Promotion of a positive learning environment is also accomplished through:

- Proactive Responsible Behaviour Plan for Students based on the Code of Behaviour (reviewed and updated in 2012 and audited in 2014).
- Empowerment through student leadership roles.
- Empowerment through decision-making by the Student Council
- Strong emphasis on celebrating diversity through intercultural days and active school travel day, music count us in, and community festivals.
- A Discipline Audit carried out in October found that the school was operating at a high/outstanding rating across the 5 domains.

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)	89%	96%	98%
this is a good school (S2035)	96%	91%	98%
their child likes being at this school (S2001)	100%	98%	100%
their child feels safe at this school (S2002)	100%	93%	100%
their child's learning needs are being met at this school (S2003)	85%	93%	96%
their child is making good progress at this school (S2004)	93%	89%	98%
teachers at this school expect their child to do his or her best (S2005)	100%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	82%	98%
teachers at this school motivate their child to learn (S2007)	96%	91%	93%
teachers at this school treat students fairly (S2008)	96%	93%	96%
they can talk to their child's teachers about their concerns (S2009)	100%	89%	96%
this school works with them to support their child's learning (S2010)	85%	89%	98%
this school takes parents' opinions seriously (S2011)	89%	84%	89%
student behaviour is well managed at this school (S2012)	81%	82%	96%
this school looks for ways to improve (S2013)	89%	93%	96%
this school is well maintained (S2014)	93%	93%	87%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	96%	97%
they like being at their school (S2036)	99%	96%	94%
they feel safe at their school (S2037)	96%	96%	93%
their teachers motivate them to learn (S2038)	97%	98%	96%
their teachers expect them to do their best (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	92%	95%	97%
teachers treat students fairly at their school (S2041)	92%	92%	93%
they can talk to their teachers about their concerns (S2042)	86%	91%	88%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school takes students' opinions seriously (S2043)	96%	93%	85%
student behaviour is well managed at their school (S2044)	93%	85%	85%
their school looks for ways to improve (S2045)	97%	94%	96%
their school is well maintained (S2046)	99%	92%	94%
their school gives them opportunities to do interesting things (S2047)	96%	96%	89%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	95%	100%
they feel that their school is a safe place in which to work (S2070)	96%	100%	95%
they receive useful feedback about their work at their school (S2071)	92%	79%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	83%	81%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	91%	78%	90%
staff are well supported at their school (S2075)	92%	79%	75%
their school takes staff opinions seriously (S2076)	86%	81%	83%
their school looks for ways to improve (S2077)	92%	89%	95%
their school is well maintained (S2078)	83%	89%	80%
their school gives them opportunities to do interesting things (S2079)	92%	76%	90%

# '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

Parents take an active interest in the school and it is not uncommon to see many parents in classrooms each morning assisting teachers in the teaching and learning process. Large crowds gather for school performances including meet the teacher evening, music morning of madness, twilight concert, captains' inauguration, Anzac Day service, awards night, senior graduation, active travel activities (Walk 2 School and National Ride 2 School Day).
Virginia State School's School Song - 'One Virginia Spirit' permeates through the entire school community.
A range of strategies were utilised throughout 2015 to involve parents. These included:
- Parents & Citizens Association, tuckshop, uniform shop
- open days, parent information sessions, assemblies, class celebrations, parent helpers
- report cards issued in June and December
- Parent/Teacher interviews in terms 1 and 3 and on an as needs basis
- Informative and up-to-date school website extended us of QSchools App
- Instrumental music support committee (IMSC)
- swim club
- Active School Travel (AST) Program
- running club
- partnership activities – athletics carnival, cross country carnival

Parents and the community continue to feel that they are welcomed and valued as part of the Virginia State School community.

Reducing the school's environmental footprint

Virginia State School continues to be dedicated to reducing our environmental footprint. We continue to focus on aspects of our SEMP plan and are fortunate to have parents interested in supporting us in reducing our impact on the environment. We continued a co-mingle rubbish program during 2015. Our electricity usage has increased in part due to newly installed air conditioning and additionally due to the addition of electric heating to the pool in 2014. Our water usage has stabilised. We have 20 solar panels installed to assist with reducing our environmental footprint. Upgrade to heating facilities in the pool use solar power as first option.

| Years | Environmental footprint indicators | |
	Electricity kWh	Water kL
2012-2013	180,822	2,819
2013-2014	192,738	2,043
2014-2015	230,548	2,073

*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	35	17	<5
Full-time equivalents	31	11	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	34
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	**36**
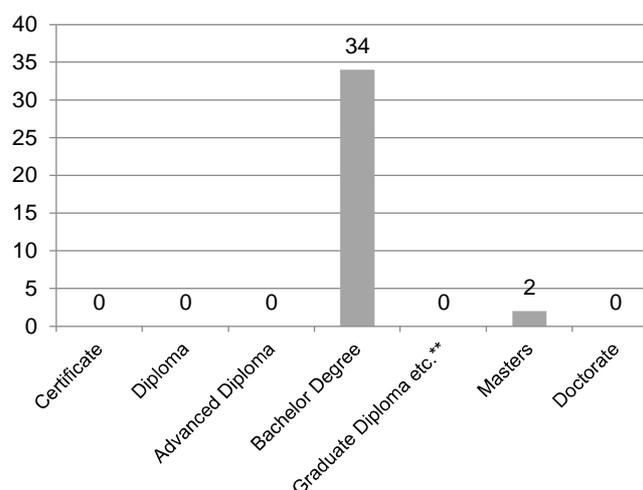
*Teaching staff includes School Leaders

**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 was $11 923.

The major professional development initiatives are as follows:

- All staff trained in CPR, Asthma, Anaphylaxis and departmental requirements including Code of Conduct and Student Protection
- Support A Reader training provided for all teacher aides (and offered to parent helpers)
- 7 Steps of Writing
- Powerful Learning
- Observation and Feedback to all teaching staff
- Writing – improving grammar and classroom skills (twilight sessions)
- Play Is The Way – social skills program

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% 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.**

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

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	92%	89%

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.

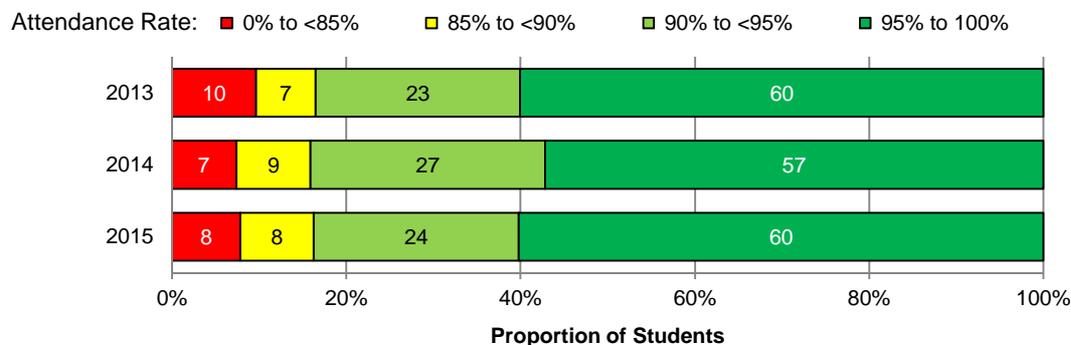The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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	95%	93%	95%	95%	92%	93%	93%	92%					
2014	93%	93%	95%	96%	96%	94%	95%	95%					
2015	96%	94%	94%	95%	94%	96%	93%						

*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				
2013	10	7	23	60
2014	7	9	27	57
2015	8	8	24	60

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.

At Virginia State School:
- Class rolls are marked twice per day – morning and afternoon sessions
- Class rolls are recorded on OneSchool
- School policy, which is clearly articulated in the school's handbook and newsletter, requires a parent explanation for a student absence from school
- If a student is away for 3 school days without an explanation, then an administration staff member will contact the family.
- Absences in excess of 10 days are referred to Deputy Principal for completion of Form 4.
- Exemptions from School are approved by Principal as required.

Queensland Government

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.

As at 16 February 2016. The above values exclude VISA students.
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