



Virginia State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	PO Box 64 Northgate 4013
Phone	(07) 3621 6222
Fax	(07) 3621 6200
Email	principal@virginiass.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Principal



From the Principal

School overview

Virginia State School has an excellent reputation in the community as a school with outstanding academic results, regional and state sport representatives and an extensive co-curricular program. We have professional, skilled and dedicated staff; a parent community that places great value on a high quality education; and, a teaching and learning program that ensures every student has the opportunity to succeed. Our school has approximately 450 students from Prep to Year 6.

Our school community is steeped in history with our centenary being celebrated in 2020. Our community values excellence in teaching and learning; strong relationships between students, staff and parents; and a focus on the future when supporting all our students. Virginia State School academic program is based on the Australian Curriculum and is complemented by a broad range of cultural and sporting programs including the Excellence Program in Music.

School progress towards its goals in 2018

PRIORITY	STRATEGY	ACTIONS	RESULT
Implement an explicit improvement agenda	Regularly monitor, in teaching cohorts, the implementation of the improvement agenda and progress towards established targets that detail specific improvements sought in student performance.	Monitor progress towards targets at designated staff meetings.	Completed
Analysis and discussion of data	Refine and develop data literacy skills of teaching staff through School Professional Learning Plan. Build a culture of data literacy across the school to promote genuine ownership of outcomes for students and the collaborative development of strategies for continuous improvement in the teaching and learning process.	Development and implementation of school professional learning plan. Teaching staff participate in data conversations with school leadership team members to effectively case manage individuals and cohorts of students.	Completed Ongoing development
A school culture that promotes learning	Continue to maintain the ethos built around high expectations and a commitment to excellence. Collaboratively develop, implement and monitor strategies to continually enhance the professional culture of the school and promote well-being.	Students have identified individual goals which are regularly reviewed and monitored. Develop in consultation with staff a localised approach to implementing the Staff Well-being Framework.	Completed Ongoing

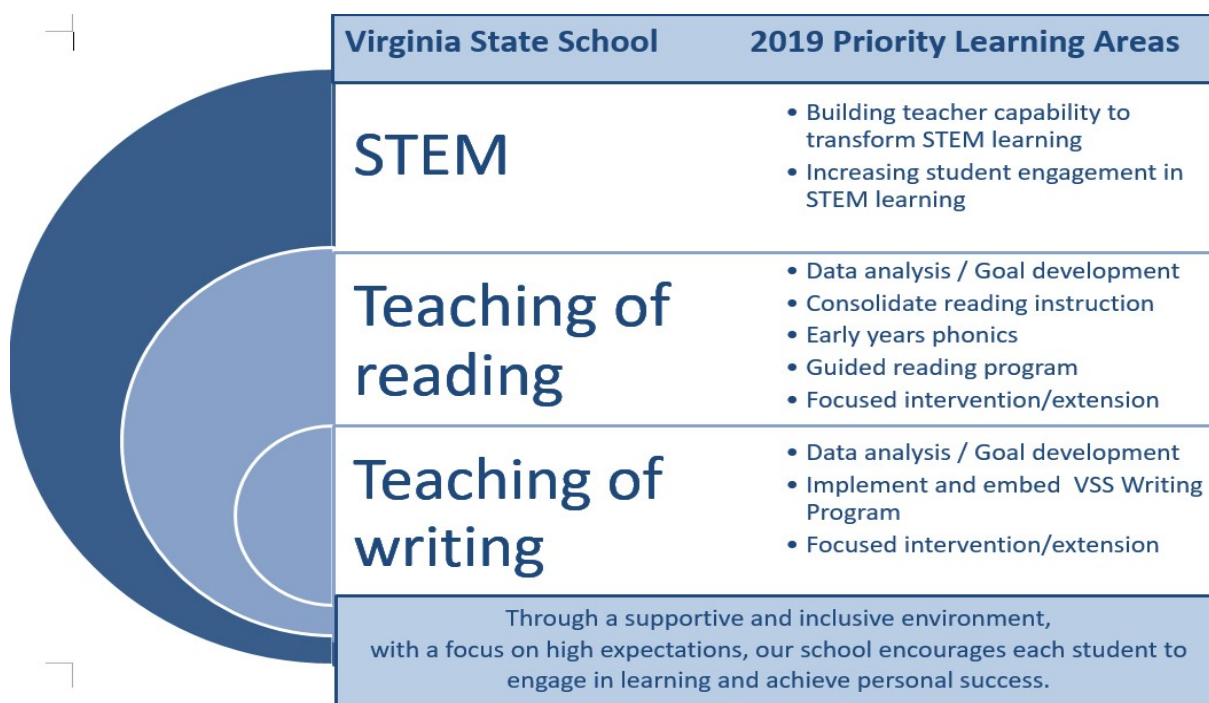


<p>Targeted use of school resources</p>	<p>Review the effectiveness of all human resource allocations to ensure they are targeted and maximising student outcomes.</p> <p>Review the use of digital devices to ensure appropriate levels of teacher and student access to support genuine integration into the teaching and learning process.</p>	<p>Implement Student Support Plan</p> <p>Develop staff capability in relation to the implementation of STEM and Digital Technologies curriculum.</p>	<p>Completed</p> <p>Implemented and ongoing development</p>
<p>An expert teaching team</p>	<p>Align school priorities with Annual Performance Review Processes and Professional Learning Plan.</p> <p>Continue to provide opportunities for all teachers to be involved in formalised, regular and timetabled planning and coaching processes with the school.</p>	<p>Provide all staff access to identified professional learning needs in relation to reading, writing, STEM and behaviour management. Implement regular year level meetings as a part of staff meetings agendas and provide opportunities for coaching and mentoring among staff.</p>	<p>Completed</p> <p>Planning/year level meetings completed.</p> <p>Coaching/mentoring opportunities to be further developed.</p>
<p>Systemic Curriculum delivery</p>	<p>Further develop and implement the curriculum planning cycle, aligned to the Australian Curriculum.</p> <p>Quality assure the school's enacted curriculum through the School Moderation Plan and planning meetings to ensure horizontal and vertical alignment of the curriculum within year levels and across years of schooling.</p>	<p>Whole school and year level planning meetings.</p> <p>Moderation meetings timetabled including external moderation with cluster schools.</p>	<p>Completed</p> <p>Completed</p>
<p>Differentiated teaching and learning</p>	<p>Further embed strategies to ensure inclusive education practices at the school support an integrated approach for students with a disability and other students with diverse learning needs within the classroom setting.</p> <p>Support classroom teachers in planning differentiated learning experiences using a school-wide consistent approach to ensure</p>	<p>Implement Student Support Plan</p> <p>Planning meetings with specialist staff to develop ICPs and PLPs.</p>	<p>Completed</p> <p>Completed</p>



	students are appropriately engaged, challenged and extended in their classroom learning.		
Effective pedagogical practices	Further refine and continue to implement the school's pedagogical framework across the school.	Implementation of the School Pedagogical Framework.	Ongoing
	Further develop and implement the school's observation and feedback process that involves all teaching staff members and school leaders.	Develop and coaching/feedback program in consultation with teachers.	Under development
School-community partnerships	Continue to promote transitional activities into the school and into secondary education for students.	Implement Prep transition program and participate in feeder high school transition programs.	Completed
	Formalise partnerships for community use of school facilities with an emphasis on the benefits for students.	Investigate establishment of Playgroup	Completed
Staff Wellbeing	Develop Staff Wellbeing Framework		Under development

Future outlook



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	449	458	440
Girls	222	222	216
Boys	227	236	224
Indigenous	26	30	24
Enrolment continuity (Feb. – Nov.)	95%	97%	96%

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

Virginia State School is a co-educational Prep – Year 6 school catering for students from the school's local area as well as the broader community. The school has a small Aboriginal and Torres Strait Islander population and a small but growing multicultural community. There has been continued interest in our school from families residing overseas, with a small number of international students attending Virginia. Virginia State School has a stable enrolment over the past few of approximately 450 students. Our school is locally known as a "school of excellence in music" with significant State and National recognition. Our school consistently performs at or above the state and national averages in the National Assessment Program Literacy and Numeracy (NAPLAN).

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	20	24	23
Year 4 – Year 6	26	27	27
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

A number of distinctive curriculum offerings exist at Virginia State School. These include:

- Comprehensive Vocal and Instrumental Music programs
- Japanese Language and Cultural Studies years 4-6 (including tour to Japan)
- Comprehensive swimming program (pool heated year round)
- Special Education Program with a strong focus on inclusion
- A strong in-class focus on Literacy, Numeracy and Science.

In 2019, our school is opening a Playgroup for the community to further build on our current Prep transition program.

Co-curricular activities

Throughout 2018, 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 favourable 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:
 - District and regional sporting opportunities
 - ICAS testing
 - Year 5 camp to Currimundi
 - Year 6 camp to Canberra
 - Instrumental Music Tour
 - School discos
 - Premier's Reading Challenge
 - Creative Generation State Schools Onstage
 - 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 assist 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 teacher have access to laptops through the "Computers For Teachers" program
- Use of iPads to support EAL/D and SEP programs
- iPads in junior classrooms
- Employment of a contract technician two days per week to maintain our technology resources and infrastructure.



Social climate

Overview

For Virginia State School, we promote and encourage a supportive social climate. Several programs operate at our school that support students' social and emotional wellbeing. Our community actively participates in the school through attendance at monthly P&C meetings, volunteering in classrooms and attendance at our weekly assemblies. 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
- Empowerment through student leadership roles
- Empowerment through decision-making by the Student Council
- Strong emphasis on celebrating diversity through intercultural days and days of community celebration throughout the year

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)	93%	92%	90%
• this is a good school (S2035)	93%	96%	96%
• their child likes being at this school* (S2001)	96%	100%	96%
• their child feels safe at this school* (S2002)	89%	100%	94%
• their child's learning needs are being met at this school* (S2003)	86%	84%	90%
• their child is making good progress at this school* (S2004)	86%	82%	90%
• teachers at this school expect their child to do his or her best* (S2005)	89%	94%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	87%	85%
• teachers at this school motivate their child to learn* (S2007)	89%	86%	94%
• teachers at this school treat students fairly* (S2008)	82%	81%	88%
• they can talk to their child's teachers about their concerns* (S2009)	93%	90%	90%
• this school works with them to support their child's learning* (S2010)	96%	92%	88%
• this school takes parents' opinions seriously* (S2011)	86%	89%	83%
• student behaviour is well managed at this school* (S2012)	85%	89%	83%
• this school looks for ways to improve* (S2013)	85%	87%	83%
• this school is well maintained* (S2014)	86%	88%	94%

* 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)	98%	94%	97%
• they like being at their school* (S2036)	97%	95%	93%



Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)	97%	92%	91%
• their teachers motivate them to learn* (S2038)	96%	94%	94%
• their teachers expect them to do their best* (S2039)	98%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	86%	96%
• teachers treat students fairly at their school* (S2041)	93%	75%	84%
• they can talk to their teachers about their concerns* (S2042)	93%	90%	88%
• their school takes students' opinions seriously* (S2043)	91%	84%	82%
• student behaviour is well managed at their school* (S2044)	93%	74%	78%
• their school looks for ways to improve* (S2045)	98%	93%	96%
• their school is well maintained* (S2046)	99%	92%	93%
• their school gives them opportunities to do interesting things* (S2047)	96%	84%	91%

* 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)	95%	97%	97%
• they feel that their school is a safe place in which to work (S2070)	95%	97%	92%
• they receive useful feedback about their work at their school (S2071)	74%	77%	67%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	96%	86%
• students are encouraged to do their best at their school (S2072)	89%	100%	100%
• students are treated fairly at their school (S2073)	89%	97%	97%
• student behaviour is well managed at their school (S2074)	74%	91%	86%
• staff are well supported at their school (S2075)	79%	91%	72%
• their school takes staff opinions seriously (S2076)	79%	88%	77%
• their school looks for ways to improve (S2077)	79%	91%	86%
• their school is well maintained (S2078)	89%	91%	94%
• their school gives them opportunities to do interesting things (S2079)	84%	80%	75%

* 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

Parents take an active interest in the school with many parents in classrooms throughout the day 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, Student Leader Assembly, Anzac Day service, Awards Night, Year 6 Graduation, active travel activities (Walk 2 School and National Ride 2 School Day).

A range of strategies were utilised throughout 2018 to involve parents. These included:



- Involvement in strategic planning
- Parents & Citizens Association, tuckshop and 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 and use of the QSchools App
- Instrumental music support committee (IMSC)
- Virginia Dolphins Swim Club
- Partnership activities – athletics, swimming and cross country carnivals
- NAIDOC week activities

Parents and the community members are welcomed and valued as part of the Virginia School community.

Parents are actively involved in the development of individual curriculum plans and personalised learning plans for identified students.

Respectful relationships education programs

The school has implemented programs that focus on appropriate, respectful, equitable and healthy relationships. These programs are implemented as a part of the School Responsible Behaviour Plan, within the delivery of the Australian Curriculum and supplemented by incursions and cohort specific events throughout the year.

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	6	10	7
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	1
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

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 implemented a recycling program during 2018 led by our Year 4 and 5 students. Our water usage has seen no significant increases and the electricity consumption for the 2018 year was unavailable at the time of this report. We have 20 solar panels installed to assist with reducing our environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	104,326	238,415	
Water (kL)	2,357	2,084	2,117

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.



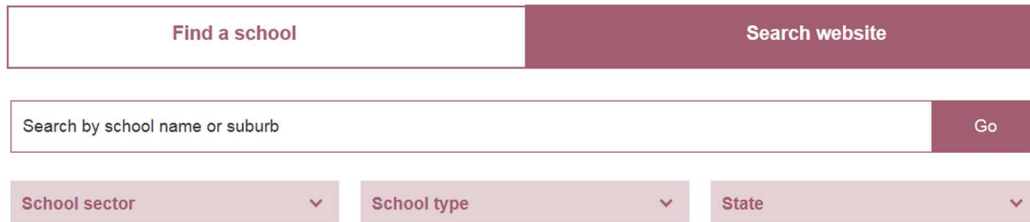
School funding

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.



3. Click on 'View School Profile' of the appropriate school to access the school's 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	32	19	<5
Full-time equivalents	28	12	<5

*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	3
Graduate Diploma etc.*	0
Bachelor degree	29
Diploma	0
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 \$10,037.75

The major professional development initiatives are as follows:

- Australian Curriculum – Digital & Design Technologies
- Gifted & Talented Education
- Code of Conduct and Student Protection
- First aid, CPR, Asthma, Anaphylaxis
- Whole School Guided Reading Program
- Behaviour Management – Zones of Regulation
- Behaviour Management – Essential Skills for Classroom Management
- Behaviour Management – Managing Challenging Behaviours

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



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.	98%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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	95%	95%	94%
Attendance rate for Indigenous** students at this school	92%	88%	84%

* 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	96%	95%	94%
Year 1	94%	95%	94%
Year 2	96%	95%	96%
Year 3	95%	94%	95%
Year 4	95%	94%	93%
Year 5	94%	95%	95%
Year 6	95%	95%	94%

Year level	2016	2017	2018
Year 7			NA
Year 8			NA
Year 9			NA
Year 10			NA
Year 11			NA
Year 12			NA

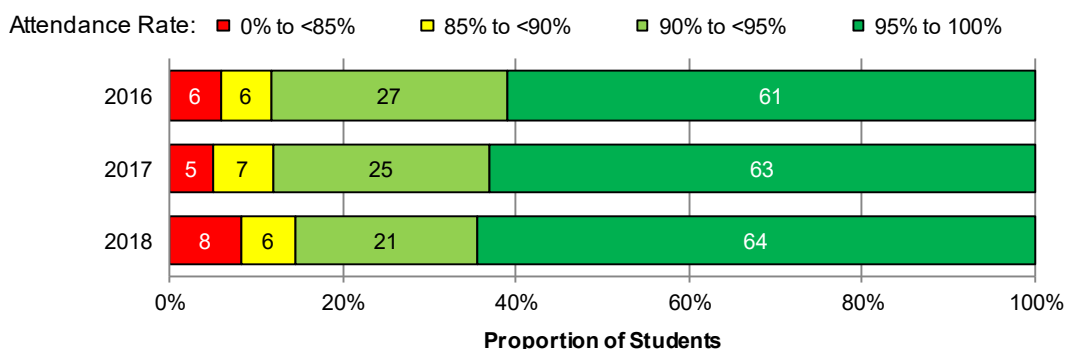
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

Non-attendance is managed in state schools in line with the 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.

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 an student absence from school
- If a student is away without an explanation, then an administration staff member will contact the family on the morning of absence
- Exemptions from School are approved by the Principal as required

A range of strategies are used to promote school attendance and support offered to families to improve attendance.

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.

Find a school	Search website	
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 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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.

Please delete the *Year 12 outcomes* section if your school does not have senior secondary students.

