

# VICTORIA POINT STATE HIGH SCHOOL

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## Principal's foreword

### Introduction

2008 saw our school reach another record enrolment of 1342 students (March 2008). This was a slight increase in overall enrolment, when compared with 2007.

Key Achievements included:

- Our first Year 12s were eligible for, and received, their Queensland Certificate of Education (QCE);
- A continuing strong student achievement in Very High Achievement (VHA) levels in Year 12 English, Mathematics B and Business Communication and Technologies;
- An impressive improvement in Year 12 completion rates in vocational certificates;
- Inauguration of the Student Rewards Program with local business community support for students displaying exemplary behaviour and effort, consistent with the school's *INSPIRATION* values;
- Completion of extensive refurbishment of the Industrial Technology Block;
- Our International Study Tours to Japan and Vanuatu.

### Future outlook

- Maximising our students' achievements exiting at Year 12 and in literacy and numeracy in Years 8 and 12;
- Incorporating proactive student physical, emotional and well-being measures across curriculum programs;
- Improving student access to information and communication technologies;
- Incorporating Year 10 in the Senior School Curriculum structure.

## Our school at a glance

### School Profile

- Total student enrolments for this school: 1342
- Year levels offered: 8 to 12
- Coeducational

### Curriculum offerings

#### Our distinctive curriculum offerings

- Step-IT program for Years 8-10;
- Extension Units in Years 9 and 10 English, Mathematics and Science;
- Early University study through Griffith University and Queensland University of Technology;
- Work placement, school-based apprenticeships and traineeships, including three State Government indigenous traineeships;
- Academies in Rugby League and Australian Rules;
- Certificates I through to III level in Children's Services, Business, Information Technology, Recreation, Hospitality, Furnishing, Retail, Work Readiness, Workplace Practices, and Multi Media;
- Variable rate progression for all students;
- A four day week for Year 11 and 12 students;
- Tutorial lunchtime program for all students;
- Optional Monday tutorial program for Year 11 and 12 students.

#### Extra curricula activities

- District and Metropolitan Premiers in Open Boys Cricket;
- Metropolitan Finalists in Open Boys Rugby League;
- District premiers in Touch football, Netball, Rugby League, Australian Rules, Basketball, Tennis;
- Dance Eisteddfods at Beenleigh and Redlands;
- Concert and Stage Bands and performances at three Twilight Concerts and school events and assemblies;
- School Carnivale fund raiser;
- Annual Ski Trip;
- Year 12 Leadership Camp;
- Inaugural Vanuatu Study Tour;
- Takahama Sister School Study Tour;
- Stage One of Student Council grounds improvement between Science Block and Staffroom Three and associated mural.

## Performance of our students

### How computers are used to assist learning

Computers were used to assist learning across all Key Learning Areas (KLAs). On enrolment, all Year 8 students study Computer Applications. In Years 9 and 10, students were engaged in studying a range of computer subjects including Robotics Extension, Games Programming, Web Animated Graphics, Microsoft Office Applications, Introduction to Multi Media Studies.

In addition to utilising the computer laboratories for specialised ICT units, increased usage occurred in English, Mathematics, Science and Applied Health Studies. In the Senior School, students selected to study a range of ICT-based subjects such as Business Communication and Technologies, Information Processing and Technologies, Certificate II in Information Technology, Computer Assisted Drafting software, Film and Television and New Media and Accounting. Other KLA subjects utilised the six computer laboratories for specialist units of study.

The range of ICT applications included: the use of QAX software in Mathematics, computer simulations and modelling programs in Science as well as database applications used in the Social Sciences. Internet based research was used across all KLAs with particular assistance being given by the School Resource Centre. A number of classes began to use *The Learning Place* where virtual classrooms are created allowing parents and students to access homework, resources, research and interactive learning. The third annual group of students in the *Students Technology Enhancement Program in Information Technology (STEP-IT)* graduated in 2008. These students attained very high levels of academic outcomes, as well as having advanced computer skills in a range of areas. This program utilised an integrated curriculum which was most successful in engaging and challenging students in their learning.

### Social climate

Student welfare and students' social outcomes form an integral part of the school's culture and its future vision. A middle and senior welfare model was continued to support students. In addition to our school based Health Nurse, school based Police Officer, Youth Support Co-ordinator, School Chaplain; external agency support continued with individual and group intervention and programs through Boystown Pathways, Mentor One and Get Set for Work, and Redlands CYHMS. Case management of students operated to support students in particular need.

The school entered the RIBS project, auspiced by the College of General Practice, with other local high schools, to plan and implement long term change in our school's development of positive student well being.

High levels of student participation and leadership were fostered through such events as our Carnivale fund raiser, Open Day, lunch time sports and talent quests and competitions, Ski Trip, dance and music eisteddfods, Japan and Vanuatu Study Tours, NAIDOC celebration, school community fundraising for several student-sponsored charities, our Graduation ceremony, Music, Art, Dance and Drama (MADD) nights, annual school musical, environmental day, Big Day In, student-led assemblies and our annual sports awards and presentation nights.

### Involving parents in their child's education.

Engagement of our parents occurred through:

- Parent-Teacher conferences held twice yearly to review student progress;
- Parent-Teacher evenings and Open Day information sessions;
- Student Pathways interviews for Year 8s, 10s and 12s held at various times during the 2008 school year;
- An active Parents and Citizens' Association, with the school canteen and uniform shop providing services for students and families;
- A supportive All Music Program Support (AMPS) group;
- Equal parent (with staff) membership of the School Council and Finance Committees;
- Fortnightly school newsletter, incorporating school and parent-specific columns;
- Celia Lashlie parenting evening;
- Employment of School Community Liaison Officer;
- Parent volunteers within the school – Learning Assistance Program (LAP), Canteen and Resource Centre;
- Trialling of an SMS Student Absence broadcast system to parents and carers.

## Performance of our students

### Qualifications of all teachers.

Doctorate: 0  
Masters : 9  
Bachelors Degree: 68  
Diploma: 7  
Certificate: 0

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$23 316.00.

Major professional development occurred in: QSA new and replacement syllabi implementation, QSA study specification implementation, staff attendance at subject association conferences, ICT seminars and workshops, vocational education upskilling, industry placement and quality assurance, middle schooling including our school's membership of the Southern Redlands Schools Alliance, workplace health and safety training, behaviour management, literacy and numeracy, computers for teachers program, parenting skills.

The involvement of the teaching staff in professional development activities during 2008 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 94% in 2008.

### Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 95% of staff were retained by the school for the entire 2008 school year.

### Student attendance

The average attendance rate as a percentage in 2008 was 90%.

## Performance of our students

### Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9.

Domain	Measures	Yr 9
Reading	Average score for the school	549
	Average score for Queensland	568.2
	For the school the percentage of students at or above the national minimum standard.	2008 87%
Writing	Average score for the school	548
	Average score for Queensland	555.3
	For the school the percentage of students at or above the national minimum standard.	2008 81%
Spelling	Average score for the school	553
	Average score for Queensland	567.8
	For the school the percentage of students at or above the national minimum standard.	2008 82%
Grammar and Punctuation	Average score for the school	546
	Average score for Queensland	563.2
	For the school the percentage of students at or above the national minimum standard.	2008 81%
Numeracy	Average score for the school	554
	Average score for Queensland	570.7
	For the school the percentage of students at or above the national minimum standard.	2008 89%

### Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	69%
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## Performance of our students

### Outcomes for our Year 12 cohort of 2008

Number of students awarded a Senior Statement.	173
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	135
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	137
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	27
Number of students receiving an Overall Position (OP).	93
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	59%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	96%

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

### Value added

Queensland Core Skills Test (QCST) results for 2008 were slightly below the state mean for 2008 but within the average of school performance in previous years. Literacy and numeracy data as reflected in Year 12 English and Mathematics show an improved pattern of performance when compared with student performance on entry to secondary school in Year 8, 2004.

National literacy and numeracy data for Year 9 showed below the state and national minimum standards on all dimensions, to varying degrees. The school has implemented specific literacy and numeracy strategies such as targeted intervention, curriculum redesign and increased rigour in literacy and numeracy teaching as well as P - 9 spelling and grammar programs (with) appropriate teacher professional development) with our partner schools in the Redlands Schools Alliance.

Over fifty students from Years 10 - 12 were engaged in school based apprenticeships and traineeships during 2008 with an additional 100 students involved in work placement. Two Year 12 students were awarded prestigious Hospitality Training Association Diploma scholarships in November 2008.

### Parent, student and teacher satisfaction with the school

Parent satisfaction with school remained at a high level, with 100% of parents satisfied that they were getting a good education at the school (School Opinion Survey).

Student satisfaction with school improved to 72% of students satisfied that they were getting a good education at school (School Opinion Survey).

Staff members satisfied with the morale in the school fell to 65% during 2008. (77% in 2007 – Staff Opinion Survey). As a result of this, feedback has been gathered through oral and written communication with staff about issues that needed to be addressed.

## Performance of our students