

# VICTORIA POINT STATE HIGH SCHOOL



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## Principal's foreword

### Introduction

2006 saw Victoria Point State High school reach a record enrolment of 1237 students in February 2006. We entered our tenth year celebrating with a Dinner Dance held in September 2006.

Key school goals/achievements for 2006 included:

- Year 10 forming part of the transition to the senior school with a significant number of bridging or preparatory subject units being offered to meet the needs and aspirations of our students;
- The integration of individual student pathways plans at Year 8 (Entry Plan), Year 10 (SET Plan) and Year 12 (Exit Plan) for all students;
- The collaborative development and achievement of a *Responsible Behaviour Plan for Students* as well as a *School Dress Code* for Victoria Point State High School;
- More than doubling the number of school based apprenticeships and traineeships for Year 10, 11 and 12 students from 18 to 40;
- Developing and achieving a *Mathematics Scope and Sequence for P – 10* for Victoria Point State High School and our five partner primary schools in the Southern Redlands Schools Alliance;
- The inauguration of the Victoria Point Secondary Special Education Unit on our campus;
- Planning for significant facility upgrades in special education and multi purpose outdoor courts;
- Our bi-annual Student Study Tour to our sister school, Takahama High School in Japan in September/October 2006;
- Our Annual School Bands' Tour in August 2006 visiting Western Queensland.

### Future outlook

With the inception of the Queensland Certificate of Education for Year 11s in 2007 and the development of more diverse and sustainable pathways for our graduating students:

- The senior curriculum will be further reconceptualised to ensure that all graduating students are able to achieve the Queensland Certificate of Education in 2008;
- The number of school-based apprenticeships and traineeships will grow further;
- Review cycles will be built into the student pathways plans, with particular emphasis on Year 12 student outcomes;
- The percentage of students moving from Year 12 into tertiary, training and employment pathways will exceed 95 per cent of the Year 12 cohort;
- Partnerships with Metro South Institute of TAFE in Multi Media, Children's Services and Retail Certificates will be delivered at our campus.

Our Middle Years Plan will engage our Year 8 teachers in Common Assessment Tasks involving co operative planning by our key learning teachers in producing challenging learning clustered around four assessment tasks. Arts and Science faculty teachers will be involved in co-operative teaching projects with each of our five partner primary schools in the Southern Redlands Schools Alliance.

Developing consistent Middle Years and Senior Years pedagogies will be the focus of a long-term teacher professional learning exercise based on teacher consensus and high expectations for all learners.

The establishment of the Community Conference and Training Centre in the Business Block will enable the school to host community and training functions serving the school as well as the wider Southern Redlands community.

## 2006 School Annual Report



Queensland  
Government  
Education Queensland

# Our school at a glance

## School Profile

Total enrolments: 1237  
Year Levels Offered: 8 to 12  
Co-educational

## Curriculum offerings

Our distinctive curriculum offerings include:

- The Step – It Computer Notebook Program involving integrated learning and assessment tasks in Years 8, 9 and 10;
- Extension Units in English, Mathematics and Science in Years 9 and 10;
- A Gifted and Talented program for Year 9 and 10 students;
- A seventh line for Year 11 and 12 students;
- Sports Excellence Programs in Rugby League and Australian Rules;
- Robotics, Games Programming and Animated Graphics classes in Years 9 and 10;
- Mentoring programs and Pathways programs linked with Boystown Redlands;
- Certificates 1 through to Certificate 111 in a range of vocations such as Children's Services, Business, Information Technology, Recreation, Furnishing, Tourism, Workplace Practices;
- Variable rate progression for all students;
- A four day week for Year 11 and 12 students.

## Extra curricula activities

- An extensive Tuesday and Wednesday inter-school sports competition involved over 500 students. We were Bayside district champions in under 15 and Open Boys Cricket, under 15 AFL football, 13 years Rugby League;
- Our school musical "Annie";
- Bands and music ensembles;
- Visual arts exhibitions, including participation in the Salford Waters Art Exhibition;
- Bands and Dance performances at fashion parade, MADD (Music, Art, Drama and Dance) nights, three Twilight Band performances involving school and partner schools, eisteddfods;
- Student participation in local, state wide and national competitions in English, Mathematics, Science, Computing, Chemistry and Business;
- Reader's Circle – a school wide student group promoting healthy reading in the school community
- Inter school debating;
- Specialist state competitions such as Lions (AFL) Cup, Vicki Wilson Cup Netball, Gillette Cricket.

## 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 & 10, students were engaged in studying a range of computer subjects including Robotics, 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, Social Education and Applied Health Studies. In the Senior school students elected to study a range of ICT based courses such as Business Communication and Technologies, Information Processing and Technology, Certificate II in Information Technology, Computer Assisted Drafting Software, Film, Television, Accounting. Other KLA areas 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 in modelling programs in Science as well as database applications used by the Social Sciences. Internet based research was used across all KLA with particular assistance given by the school's Resource Centre. An Information Literacy program has been offered to students by the School Librarian with Year 12 students.

The first group of 24 students in the *Students Technology Enhancement Program in Information Technology* (Step-IT) graduated in 2006. 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 and their learning.

## Our school at a glance

### Social climate

- Student welfare and students' social outcomes formed an integral part of our school culture. A middle and senior years welfare model was used to support students, together with outside agency support. Case management of students operated at these levels to support students in particular need. Deputy Principals worked with individual Year Level Co-ordinators to manage daily welfare issues to enable a more pro-active response to managing student welfare. A Family Group teacher met with a group of 15 to 20 students daily drawn from years 8 to 12 to form a closer student-teacher as well as a supportive student relationship.
- Our Access program operated at each year level to develop as well as re visit student life skills, engage in anti-bullying, student resilience, drug and alcohol education, employability skills and pathways planning programs, often linked with core subject units across all Year levels.
- High levels of participation were fostered through school events as our *Walk for Courts* fund raiser, our Open Day, lunch time sports and talent quest and bands', competitions, Ski Trip, Bands' tours of local and wider Queensland locations, dance and music eisteddfods, Japan Study tour, NAIDOC celebration, indigenous workshops, school community charity fund raising, environmental club tree planting.
- Student leadership was encouraged through our active Student Council, Open Day, student-led assemblies, our inaugural Sports Breakfast, our Annual Awards Presentation and our Graduation Ceremony.

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

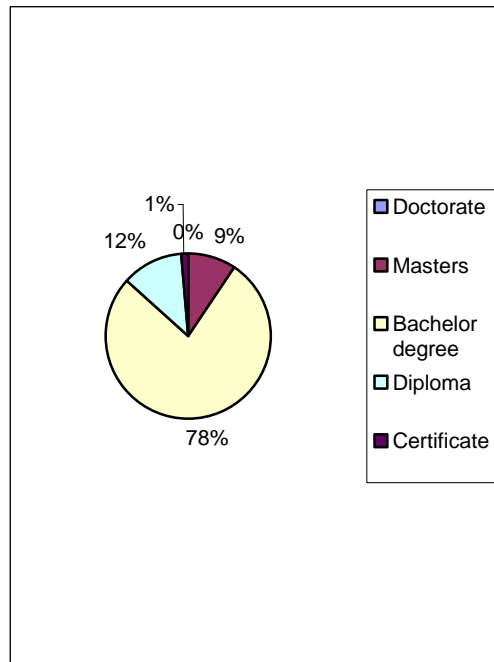
Engagement of our parents occurred through:

- Parent – teacher Student Progress Conferences, twice yearly;
- Parent Information evenings and Open Day information sessions;
- Student Pathway Interviews for Year 8s, 10s and 12s;
- An active Parents and Citizens' Association with the school canteen and uniform shop providing services for students and families;
- A highly active and supportive All Music Program Support (AMPS) Group;
- Equal parent (with staff) membership on School Council and Finance Committees;
- Fortnightly school newsletter communication, incorporating school and parent columns.

## Our staff profile

### Qualifications of all teachers.

Highest level of Attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Bachelor degree	58
Diploma	9
Certificate	1



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

The total funds expended on teacher professional development was \$25 750.

The major professional development initiatives are as follows:

- Teaching and learning in English, mathematics, science, information and communication technologies, the arts;
- Leadership development;
- Syllabus programs and accreditation conducted by the Queensland Studies Authority in Senior and Middle Years of Learning;
- Literacy;
- Middle Years Learning and Assessment Tasks;
- Vocational Education;
- Behaviour Management;

The involvement of the teaching staff in professional activities during 2006 was 83%.

### Average staff attendance

95%

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

From the end of the 2005 school year, 96% of staff were retained for the 2006 school year.

# Performance of our students

## Student attendance

The average attendance rate as a percentage in 2006 was 90%.

Apparent retention rates for Year 8 to 12 is 68.3%.

## Key outcomes in the senior phase of learning

### Apparent retention rates Year 8 to Year 12.

Year 12 student enrolment as a percentage of the Year 8 student cohort.	65%
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### Outcomes for our Year 12 cohort of 2006

Total number of Senior Certificates awarded	150
Percentage of Overall Position (OP) -eligible students with OP 1-15	58%
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	47%
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	83%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	93%

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2006 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 posted to our website by early September.

## Other Key Outcomes

### Value added

Queensland Core Skills Test results for 2006 were slightly below the State Mean for 2006, which is similar to previous years' averaged performances. Literacy and numeracy data for the 2006 Year 12, reflected in English and Mathematics, showed a similar pattern of student performance when compared with their result pattern on entry to Year 8 in 2002. The number of Year 12 2006 students completing or continuing a school based apprenticeship or traineeship almost doubled to 22 students.

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

Parent satisfaction surveying (based on 22 surveys) showed satisfaction with student outcomes at or above the Like Schools (schools of similar size) in student outcomes, curriculum, pedagogy, learning climate, school climate. Satisfaction with school-community relations and resources was below the Like schools mean.

Staff satisfaction surveying (based on 94 surveys) showed satisfaction at less than the Like Schools mean in all dimensions surveyed. However, there was an improvement on the 2005 satisfaction levels for every dimension.

Student satisfaction surveying (based on 160 surveys) showed satisfaction around the Like Schools mean for school outcomes, curriculum, pedagogy, learning climate and school climate. Satisfaction with resources was below the Like Schools mean.