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Principal's foreword

Introduction

Victoria Point State High School is a Queensland Secondary State School situated within the Bayside growth corridor of the Redlands community. We are a natural choice for secondary schooling to students living within our catchment but also an attractive and viable alternative for students who are subject to our Enrolment Management Plan but wish to participate in our excellence programs. Pride and belonging, inclusiveness and aspiration, resilience and leadership, high expectations and high standards are cornerstones to providing the quality education received by all students. Our school is values and outcomes driven, where quality personalised learning delivers schooling that is futures focused. Our four distinct learning pathways of "Creative Industries" (CI); "Science, Technology and Mathematics" (STM); "Health, Humanities and Enterprise" (HHE); and school-based "Community and Culture" (CC); are the key facets to our school's culture for learning. Our focus is to provide opportunity for authentic learning that has rigour, is connected, relevant, and caters for difference. Core learning and programs of excellence are designed to capture the imagination of learners; to motivate and inspire. Our school delivers an education with a point of difference through innovation, passion and success.

VPSHS Academy offers established Programs of Excellence in Academia, Dance and Media, Science, Engineering and Technology, Robotics and Australian Football League (AFL). Our Academy continues to grow in popularity and evolve as the new signature for our school, delivering very high quality State education and exceptional rates of success to post-school destinations.

Targeting student enrolments and maintaining a high retention of students to year 12 enables the school to build capacity and claim its deserved presence in the local community as a school of choice.

School progress towards its goals in 2015

School goals and strategies for continuous improvement were outlined in the school's Strategic Plan 2015-18 and informed by our Teaching and Learning Framework. The school has a continued focus on building the capacity of all learners to "think" through the understanding and application of reading development and the teaching of explicit literacy and numeracy skills.

Our priority areas in 2015 continued a high and explicit expectation in student outcomes, attendance and behaviour evidenced in on-going improved results for senior school. 100% of Year 12 students achieved a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA). Of the students eligible for an OP, 66% were awarded an OP 1-15 an increase of 7% from 2014. 94% of Year 12 students awarded an OP were offered a placement at their nominated University, and a record 11 students were awarded a Griffith University Early Entrance Guarantee to study in the fields of Human Services, Criminology, Criminal Justice, Nursing, Business and Psychological Science. The school's tracking and monitoring of individual performance and sustained clarity around managing student pathways has embedded a culture driven by purposeful learning. An increase of students across years 10 – 12, signed to a school-based apprenticeship or traineeship, recognising Victoria Point State High School as the 3rd highest school in Queensland.

NAPLAN results showed Victoria Point State High School achieving National Minimum Standards across the Reading, Spelling and Grammar and Punctuation strands for the upper 2 bands of our newly commenced Year 7 students. Numeracy strands of testing remain strong for both Year 7 and Year 9 and a continued focus of Reading and Writing aims to achieve improved results for 2016.

Student attendance rates, whilst short of the school's 92% target, continued to exceed the overall attendance rate for all Queensland state Secondary schools at 87% in 2015.

Future outlook

Victoria Point State High School's 2015 – 2018 Strategic Plan outlines key areas for improvement for the period identified. The specific and explicit goals and targets for improvement in Literacy and Numeracy – particularly achieving greater than 20% of students in Upper 2 Bands across all strands of NAPLAN. A-E performance in Years 8 to 10, particularly in core subjects of English, Maths and Science and an aspirational target pass rate of not less than 80%.

A focus on year 10 pathways and student case management to ensure success to post-school destinations guaranteed. Senior school performance remains a high priority with targets of not less than 100% of Year 12 achieving a QCE, and a target of 85% of OP eligible students achieving an OP 1 to 15.

A school wide attendance target of 92% continues for 2016. Disciplinary absences have a target of on-going reduction by means of support and intervention measured in a continuing decrease of student disciplinary absences long term. A focus on new and continued approaches to re-engagement and transition for eligible students to high school and on to further education, training and employment forms a priority for the school in 2016.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1147	519	628	64	88%
2014	1099	487	612	51	90%
2015	1213	524	689	63	88%

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.

Characteristics of the student body:

Our students are drawn from a broad socio-economic spectrum, largely from the localities of Victoria Point, Redland Bay, Mt Cotton, Russell and Macleay Islands. Our families' backgrounds as reported in national census indicate a largely aspirational demographic. Trades, semi-professional, professional and administrative occupation groups represent the parent community. Growth and other factors have seen the ICSEA index of 988 in 2008 drift towards to 954. A proportion of the parent community in need are provided significant school based support through a range of networked school based and external agency professionals who work collaboratively to "safety net" these families. Inclusive principles impact on school education service delivery.

Our focus on pathways and programs, explicit expectations and high standards have underscored recent developments in the school and developed a school culture for learning and achieving.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	23	23
Year 11 – Year 12	19	19	19

*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	138	186	264
Long Suspensions - 6 to 20 days	36	9	18

Exclusions	16	3	16
Cancellations of Enrolment	6	10	19

* 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

Curriculum is offered and delivered in Junior Secondary (Years 7, 8 and 9) and Senior Secondary (Years 10, 11 and 12) settings on the one campus.

Junior Secondary core subjects have adopted the Australian Curriculum and each elective transitioning its course structures through 2014 – 15. Years 7-10 retention rates remain consistent demonstrating the attraction of programs and pathways to the Redlands community with secondary school age students.

Victoria Point State High School has strategically planned its curriculum to maximise student opportunities and assist students to plan their pathway. Our "Fields of Learning" provide broad foundations of study from year 7 to focused and specialised studies in year 12 across the spectrum of future education and employment in Creative Industries, Science Technology and Mathematics, Health Humanities and Enterprise and Languages Other Than English.

Highly sort after specialised studies through VPSHS Academy – Programs of Excellence build high performance in Academia, Dance and Media, Science, Engineering and Technology, Robotics and AFL. Industry, community and sporting organisation partnerships lend authenticity to learning and high levels of student engagement. Students are required to maintain satisfactory progress to remain enrolled in a Program of Excellence. Each Program of Excellence align their studies to new and emerging areas of professional and vocation employment applicable to the 21st century.

Year 10 is a transition year to senior schooling and where students identify their eligible options to the senior phase of learning.

Year 11 is an introductory year to senior summative studies. Both year 10 and year 11 have the highest rate of movement to alternative learning, training or earning options.

Senior Secondary has a strong emphasis on pathways and success. Approximately 40% of Year 12 students are University bound with an emphasis on course selection and completion with a target of 95% success rate of tertiary entrance, 100% completion of a Queensland Certificate of Education or QCIA and 75% of students achieving a Certificate 2 or above VET qualification far exceeded in 2015 for eligible students. Senior courses will directly link fields of learning to post-school destinations as the end in mind, as opposed to individual and eclectic subject choices.

Extra curricula activities

A wide range of co-curricular and extra-curricular activities are offered within the school, for example:

- Programs of Excellence compete in local and wider community competitions and provide a range of community services that enable students to build their specialised knowledge and promote positive partnerships;
- Academic students enter and compete in national competitions and work as teams to build high order thinking skills;
- Arts students enter and compete in eisteddfods and competitions that recognise talented individuals and teams and their contribution to the cultural diversity of the Redlands;
- Sports students enter and compete in local and wider community school based and sponsored competition rounds;
- Students seeking additional qualifications have the opportunity to enrol in short courses that build and recognise industry skills.

The Victoria Point State High School Learning and Leadership Framework provides scope for students to engage in a range of programs that are integral to developing school culture, a sense of pride and belonging and developing latent leadership skills and individual responsibility towards the school community, inclusive within:

- Whole School Leadership;
- Peer Leaders Program;
- Student Governance;
- Local and Global Community Programs.

The Victoria Point State High School Homework Centre is run by teachers on a voluntary basis 4 afternoons per week free of charge and is well frequented by students.

Student support services such as the school Chaplain and Youth Support Officer organise a range of community, fund-raising and school-based activities.

How Information and Communication Technologies are used to improve learning

Students enrolled in year 12 are deployed a device for learning and are able to engage with instructional practices which are becoming more digitised, accessible and embedded as effective tools.

The school is innovative with virtual learning spaces and places, trialling mobile technologies and applications, and re-configuring the concept of libraries in the 21st century as information and knowledge creation "hubs" as opposed to repository of finite knowledge and information.

Victoria Point State High School moved toward Bring Your Own Device (BYOD) in 2015, providing and presenting preparatory information for newly enrolling and existing families. This program provides students with the opportunity to bring a personally owned tablet or laptop for classroom use.

Social Climate

As a certified *Mindmatters school*, Victoria Point State High aims to create and maintain a healthy organisation that is caring and purposeful. The school has a strong student support focus with significant resources, systems and strategies being applied. To improve student service and learning outcomes a Learning & Leadership Framework continues to be reviewed with on-going stakeholder input.

Our work to build resilience in our school culture for learning emphasises belief that all students regardless of background can be successful beyond expectation, that every child deserves to be taught well and with equity and inclusivity, that high standards and expectations underpin core values that every child should be successful.

Our students are supported by a range of internal and external human resources including:

- Guidance Officers and Career Counsellors;
- Chaplaincy and Youth Support Workers;
- School Based Nurse and Police Officers;
- Internal and External Programs which develop and encourage strategies for students to build resiliency, recognise self-worth and foster positive and productive relationships.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	89%	94%
this is a good school (S2035)	87%	89%	94%
their child likes being at this school (S2001)	87%	91%	94%
their child feels safe at this school (S2002)	83%	91%	97%
their child's learning needs are being met at this school (S2003)	91%	82%	94%
their child is making good progress at this school (S2004)	91%	89%	88%
teachers at this school expect their child to do his or her best (S2005)	91%	88%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	86%	84%	91%
teachers at this school motivate their child to learn (S2007)	77%	82%	88%
teachers at this school treat students fairly (S2008)	86%	83%	94%
they can talk to their child's teachers about their concerns (S2009)	82%	87%	94%
this school works with them to support their child's learning (S2010)	82%	83%	94%
this school takes parents' opinions seriously (S2011)	74%	80%	93%
student behaviour is well managed at this school (S2012)	74%	80%	84%
this school looks for ways to improve (S2013)	83%	87%	93%
this school is well maintained (S2014)	91%	84%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	93%	92%
they like being at their school (S2036)	88%	81%	89%
they feel safe at their school (S2037)	85%	88%	90%
their teachers motivate them to learn (S2038)	92%	80%	89%
their teachers expect them to do their best (S2039)	96%	93%	98%
their teachers provide them with useful feedback about their school work (S2040)	89%	88%	92%
teachers treat students fairly at their school (S2041)	78%	67%	81%
they can talk to their teachers about their concerns (S2042)	78%	68%	77%
their school takes students' opinions seriously (S2043)	76%	67%	79%
student behaviour is well managed at their school (S2044)	63%	64%	73%
their school looks for ways to improve (S2045)	92%	83%	95%
their school is well maintained (S2046)	81%	72%	85%
their school gives them opportunities to do interesting things (S2047)	92%	86%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	88%	78%	86%
they feel that their school is a safe place in which to work (S2070)	93%	84%	78%
they receive useful feedback about their work at their school (S2071)	74%	58%	70%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	79%	84%
students are encouraged to do their best at their school (S2072)	95%	82%	94%
students are treated fairly at their school (S2073)	94%	78%	87%
student behaviour is well managed at their school (S2074)	60%	49%	45%
staff are well supported at their school (S2075)	61%	55%	60%
their school takes staff opinions seriously (S2076)	68%	53%	60%
their school looks for ways to improve (S2077)	88%	73%	84%
their school is well maintained (S2078)	74%	53%	67%
their school gives them opportunities to do interesting things (S2079)	79%	70%	74%

'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

School to community communications and marketing remains a point of focus across 2015 and into 2016, developing particular marketing and communications strategies that are identifiable with a school brand. A drive to higher aspirations, parent and community engagement and valuing learning through explicit teaching of and exposure to being responsible for one self and outcomes is continuing to be well received by the parent community and reinforced as shown in the school's student engagement data.

Systems of regular reporting via report cards 3 times per year and face to face interviews twice yearly continue. Additionally Year 10 pathways and subject selection evenings are conducted each year in terms 2 and 3 respectively. The small but strong P&C meets once per month. Parent support groups continue to provide assistance to our Programs of Excellence.

New initiatives to engage parents in 2015 have impacted on key school priorities. Support and intervention strategies, use of social networking media and SMS messaging, explicit information giving and communications of school policy, events and celebrations and use of personalised postcards have been successful to improve relationships. The launch of the new VPSHS website at the beginning 2014 and 2015 facelift to the school newsletter represent the school's commitment to involving parents in their child's education.

Reducing the school's environmental footprint

The school participates in the national solar schools project and has taken steps to reduce energy consumption and contribute to reduction of environmental impacts. Participation in "Cleaner Greener Schools" project is anticipated to yield greater reductions in use of resources.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	346,093	6,007
2013-2014	358,139	0
2014-2015	387,895	21,129

*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.

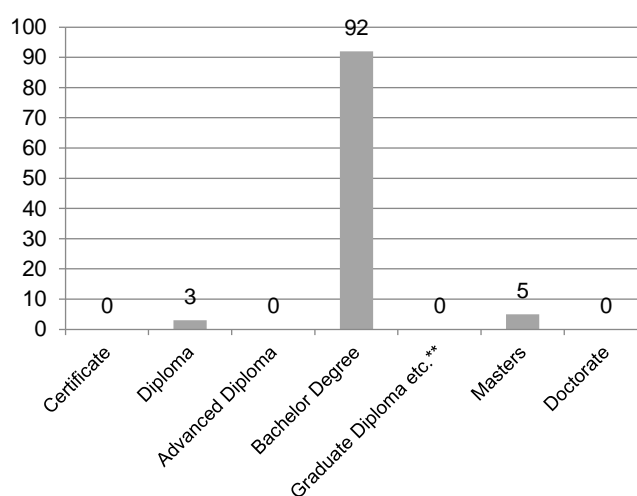
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	100	38	0
Full-time equivalents	92	28	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	92
Graduate Diploma etc.**	0
Masters	5
Doctorate	0
Total	100



*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 were \$62 000.

The major professional development initiatives are as follows:

In-kind and peer professional development is a feature of the school's professional development regime to skill staff to deliver the goals of the Strategic Plan and Annual Implementation Plan.

The priorities for professional learning are aimed at these including – Pedagogy by adopting the Art & Science of Teaching as the framework of practice across the school, developing professional learning teams within that process, curriculum enhancement through the teaching of Reading and the introduction of explicit instruction surrounding Critical and Creative Thinking Skills within the Australian Curriculum, raising A-E performance of students and on-going Literacy and Numeracy.

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.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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).	88%	89%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	81%	83%

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 Secondary schools was 90%.

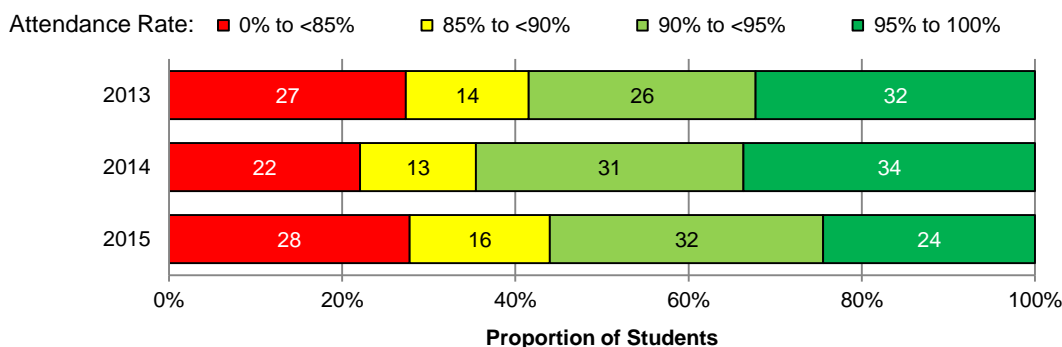
Student attendance rate for each year level (shown as a percentage)												
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013								89%	89%	86%	88%	89%
2014								90%	88%	89%	89%	90%
2015							89%	88%	87%	85%	89%	87%

*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.



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.

Student absences are managed in execution of Education Queensland policy.

In 2015, a continued focus to improve student engagement and set significantly higher targets for attendance than state school averages aims to ensure efforts are focussed on the importance of and value for learning.

Communications with parents and carers has been a priority with a more rigorous attention to the application of parental obligations and rejuvenating school culture through explicit high expectations, recognition and reward and sense of belonging.

Rolls are marked electronically in every teaching lesson and Family Group in the a.m. SMS text messaging is used to inform parents, 3 consecutive days absence attracts personalised parental attention, non-compliance measures are systematically dealt with and non-participation of senior students initiates show cause cancellation of enrolment.

Strong support and intervention measures have been established for students in the compulsory schooling phase for years 8 to 10 inclusive. Incentives for high rates of attendance include qualifying for extra-curricular and events attended by invitation only.

Aspirational attendance targets have been set for each and every student as part of their personal learning plans.

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**.

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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	62%	70%	72%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	64%	50%	47%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	172	179	171
Number of students awarded a Queensland Certificate of Individual Achievement.	2	2	3
Number of students receiving an Overall Position (OP)	63	69	68
Percentage of Indigenous students receiving an Overall Position (OP)	29%	20%	38%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	54	78	70
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	144	156	125
Number of students awarded an Australian Qualification Framework Certificate II or above.	122	125	109
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	164	176	167
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	86%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	78%	59%	66%
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.	99%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	93%	94%

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

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	9	17	23	13	1
2014	7	15	19	23	5
2015	4	21	20	23	0

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

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	95	92	71
2014	86	82	88
2015	35	79	67

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

The school has responded to national agenda and moved to offering Certificate 2 and above courses with the exception of the successful uptake of a Certificate I Construction course. Certificate II courses in the following fields were offered: Infrastructure and Resources, Furniture Making, Media, Tourism, Sport and Recreation. Certificate III courses offered include Media and Fitness. The school provided the opportunity for students to enrol in a Certificate II Hospitality and Certificate II Logistics instructed by an external provider in addition to timetabled classes.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The school has adopted a "Strong Programs, Strong Pathways" paradigm and as a result has been particularly successful in broadening its vocational pathways as shown in statistics above.

Personalised monitoring of years 10, 11 and 12 students is undertaken. The school's Data Plan provides for a range of data collection points, analyses and strategies for performance improvement, boosting the school's agility to respond to individual needs.

Explicit personalised monitoring, aspirational targets and the role of a Head of Department – Student Services to develop and implement strategies for the identification of students at risk of disengaging allow consultation with parents to design intervention and support programs. These programs necessarily include off site or alternative education providers accounting for the majority of early leavers. School-refuser rates are very low.