

Vale View State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

Contact information

Postal address	873 Drayton Connection Road Vale View 4352
Phone	(07) 4696 2158
Fax	(07) 4696 2011
Email	principal@valeviewss.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	Mark Hooson

From the Principal

School overview

Established in 1931 Vale View State School is a multi-age co-educational state school situated 10km south of Toowoomba. The classrooms are organised according to ability levels, catering for the varying needs of students within a supportive environment. The successful curriculum has a central focus of high levels of literacy and numeracy, with the levels of the remaining syllabuses delivered primarily as stand-alone subjects. The distinctive features within this design include allowing opportunities for each student to be challenged and extended with a strong emphasis on social skills and individualised programs. As all students are driven to the school, a strong focus is on the positive parent/teacher relationships in the continual development of the student. Vale View State School continues to grow in enrolments due to development in the area and the positive feedback from existing parents and students.

School progress towards its goals in 2018

Successful Learners

Improve Literacy Achievement

- ✓ Writing – explicit teaching of writing skills and clear feedback given to students on how to improve (continuing in 2019)
- ✓ Reading – use of a consistent sight word program and explicit teaching of decoding and comprehension skills (achieved).

School Performance

Identify Focus for Student Improvement

Student data – consistency of practices used to identify areas for student improvement (continuing in 2019).

Showcase Awards

Regional Winner – Excellence in inclusive education (1-12 program), Excellence in Early and Primary School years (iAIM 100 km club)

Regional Recommendation - Excellence in Early and Primary School years (The pathway to success in a digital age)

Future outlook

1. Improve Literacy Achievement

- ✓ Writing – explicit teaching of writing skills with a focus of sentences, and clear feedback given to students on how to improve.
- ✓ Reading – use of a consistent sight word program and explicit teaching of decoding and comprehension skills.

2. School Performance

Student data – refinement of data collection and consistency of practices used to identify areas for student improvement.

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	94	76	86
Girls	46	37	43
Boys	48	39	43
Indigenous	4	4	4
Enrolment continuity (Feb. – Nov.)	100%	95%	99%

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

Our student numbers have remained steady and is currently 88 which has resulted in us maintaining a permanent fourth teacher. We also continue to draw students from outside our catchment which is evidence that we are a school that is actively sort after by parents both within and outside our community.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	20	21
Year 4 – Year 6	28	20	20
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

Vale View uses C2C documents based on ACARA for our curriculum delivery.

The main features are:

- Four English units per year to allow for greater depth of delivery and time for classroom intervention
- Internal moderation once a term for writing tasks to ensure consistency of assessment.
- A strong focus on purposeful use of student data to ensure student learning needs are being met.

Co-curricular activities

- Instrumental music program currently has 24 students participating
- Student leadership program
- Chess lesson are offered to Years 5 and 6 students participate in local competitions
- 'STEM shack' provides STEM activities for students
- We also have introduced Play Group on Wednesdays from 9.00 am to 10.30 am.

How information and communication technologies are used to assist learning

We have maintained our ratio of one computer for every three students. Laptops are used in each classroom

to help with literacy uses an interactive whiteboard. The P-2 classes also have access to iPads. Programs such as Mathletics, Spelling City, Reading Eggs, and Reading Eggspress are commonly used to assist learning. Digital Technologies are taught to all students by a specialist technology teacher. After school digital technologies are taught via our 'Code Red' program. Lunch-time programs such as 'Pilots of Vale View' allow students to pilot small drones. Lego robotics, dash robots, Scratch, Code.org resources support the teaching of digital technologies throughout all classes.

Social climate

Overview

Our students are very tolerant of each other and their safety is of utmost importance. Our school rules are explicit and student behaviour is tracked weekly. Parents are informed about their child's behaviour every five weeks through a behaviour report.

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)	100%	100%	100%
• this is a good school (S2035)	100%	93%	100%
• their child likes being at this school* (S2001)	100%	97%	100%
• their child feels safe at this school* (S2002)	100%	97%	100%
• their child's learning needs are being met at this school* (S2003)	100%	93%	100%
• their child is making good progress at this school* (S2004)	96%	93%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	93%	100%
• teachers at this school motivate their child to learn* (S2007)	96%	93%	100%
• teachers at this school treat students fairly* (S2008)	93%	93%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	96%	93%	100%
• this school takes parents' opinions seriously* (S2011)	100%	97%	100%
• student behaviour is well managed at this school* (S2012)	100%	97%	100%
• this school looks for ways to improve* (S2013)	100%	97%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* 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)	100%	100%	94%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	89%	89%	100%
• teachers treat students fairly at their school* (S2041)	96%	79%	94%
• they can talk to their teachers about their concerns* (S2042)	93%	89%	100%
• their school takes students' opinions seriously* (S2043)	96%	89%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	88%
• their school looks for ways to improve* (S2045)	96%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	95%	100%

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

* 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 are made to feel welcome at Vale View State School through the following measures:

- _ Community meet and greet at the beginning of the year
- _ Parents are encouraged to meet with teachers for interviews to discuss student progress with over 80% attendance recorded in 2017
- _ Parents help out in classrooms with activities
- _ Parents run our school tuckshop one day a fortnight
- _ Playgroup

Respectful relationships education programs

The school has developed a culture that focuses on appropriate, respectful, equitable and healthy relationships. Social skills lessons are taught as part of our HPE curriculum as well as specialised lessons run by our Special Education Teacher across all classes. The 'You Can Do It' program focuses on and recognises students who show confidence, resilience, get along with others, organization, and persistence. 'Parenting Ideas' newsletters are used as a support resource for parents.

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	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
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

Red cycle program (recycling of soft plastics) was introduced in 2018.

School has its own water supply provided by water tanks.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	10,680	14,253	11,954
Water (kL)			

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.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus: 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin border and the text 'View School Profile' centered inside.

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	7	8	0
Full-time equivalents	6	3	0

*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	1
Graduate Diploma etc.*	0
Bachelor degree	4
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 \$4 730.

The major professional development initiatives are as follows:

- Literacy (writing)
- Using data
- Curriculum planning

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.	97%	98%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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%	96%	95%
Attendance rate for Indigenous** students at this school	87%	91%	86%

* 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

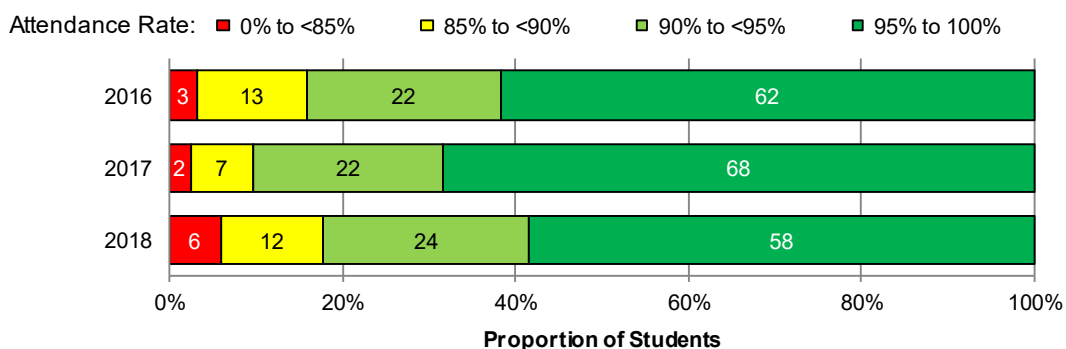
Year level	2016	2017	2018
Prep	97%	94%	95%
Year 1	95%	96%	95%
Year 2	93%	96%	95%
Year 3	93%	95%	95%
Year 4	97%	93%	93%
Year 5	94%	98%	91%
Year 6	96%	96%	97%

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.

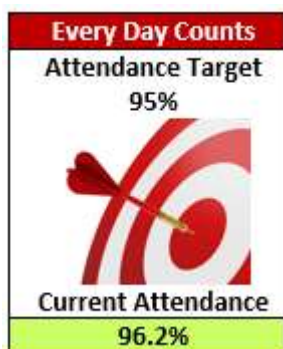
Student attendance distribution

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.



Each newsletter records the current attendance for the year.

All absences that are unexplained by 10 am are followed up by a phone call to the parent of the child.

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.

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.