



Vienna Woods State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Vienna Woods State School, located in Alexandra Hills, caters for Prep – Year 7 in a smaller school environment (250 students). Our school aims to provide students with a high quality education that equips them with the knowledge, skills and attributes needed to be successful in the future; an education which enables students to participate in and contribute to an economically, culturally, and socially vibrant society. Our dedicated and highly qualified staff are committed to the achievement of high standards in learning and teaching. They continuously strive to improve their knowledge and skills as educators and co-learners in a dynamic and stimulating teaching environment. At our school, staff are highly motivated and skilled to help all students achieve their very best. Classrooms are double spaced and well resourced with Interactive Whiteboards and computers. Programs in Music, Physical Education, Library, LOTE (Italian), and Instrumental Music are delivered by specialist teachers. Our school also offers literacy and numeracy support, Special Education Program support, speech therapy, support for English as a Second Language, a Chaplain and a Guidance Officer. Schools play a significant role in the lives of children as they grow and develop. Students, parents and staff at Vienna Woods State School are actively involved in the life of the school and share a commitment to its future development and growth. Our programs are supported by the effective management of student behaviour in the classroom and in the playground. To this end, the school community has developed a code of behaviour from which our school and classroom rules have been generated. We have set very high standards at Vienna Woods. Our vision is for every child, in every lesson, every day to achieve their full potential.

Principal's Forward

Introduction

Vienna Woods State School Annual Report provides parents, students and members of our school community with information about our achievements over the past year and provides information on our progress towards our planned goals and aspirations for the future.

Vienna Woods State School is a small school providing a warm, supportive environment where all students are given the best opportunity to reach their potential. Our students learn in spacious, well equipped classrooms and play in expansive grounds. Vienna Woods strives to meet the needs of students as they progress through their education and establish a foundation for lifelong learning. We implement the Australian Curriculum providing differentiation for individual abilities and learning styles. We have qualified and dedicated teachers strongly committed to the school and students.

School Progress towards its goals in 2016

Explicit focus on improving reading and numeracy.

Naplan Results have shown improvement in – Year 3 mean: Reading, Writing, Spelling, Grammar and Punctuation statistically similar to the nation and Numeracy, numerically above the nation
Year 3 upper two bands: Reading, Writing and Grammar and Punctuation statistically similar to nation and Spelling and Numeracy, numerically above the nation. Year 5 upper two bands: Reading and Writing statistically above nation.

All year 3 and 5 Strands in percentage above minimum standards are statistically above or numerically above the nation.

Continue to embed Positive Behaviour for Learning practices to support student well being, behaviour and attention to learning.

Our SET and EBS Data shows our Positive Behaviour for Learning practices are embedded and successfully supporting all students to operate successfully in the school environment. We have moved to Tier 2 and have initiated Classroom Problem Solving Teams.

Future Outlook

In 2017 Vienna Woods State School is focussed on:

Explicit focus on Reading and Numeracy to Increase the percentage of students meeting minimum standards and in the upper two bands in Reading and Numeracy

Continuing to develop teacher capacity through using current research, professional development and feedback

Refining and embedding Vienna Woods Well being program

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	222	107	115	29	94%
2015*	219	105	114	18	95%
2016	237	114	123	29	89%

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.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Vienna Woods State School is a coeducational school with students from Prep to Year 6. Our student population comes from a diverse range of socio economic, cultural and religious backgrounds. This population includes Maori, Sudanese, and Asian students. Indigenous students comprise approximately 10% of the student population. Our school supports students with disabilities integrating them fully in to mainstream classrooms. The majority of our students enrol in Prep and continue their schooling through to Year 6.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	23	23
Year 4 – Year 7	27	26	24
Year 8 – Year 10			
Year 11 – Year 12			

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Continued implementation of The Australian Curriculum.
- Introduced Coding and Robotics
- Continued use of C2C programs as a resource along with ACARA and QCAA.

- Developed wellbeing framework
- Documented Assessment and Reporting Framework across all year levels with standards and targets. Data captured on Oneschool.
- Continued scheduled Maths and Reading groups across all classes of the school with additional trained support personnel timetabled to assist with differentiated tasks. These groups occur for 30 mins each for four days per week.
- Documented Reading Program of comprehension strategies across all year levels in the school with focussed strategies in each term.
- Scheduled additional support programs across the school to further support school focus areas of the teaching of reading and maths. Foundation Q completed with all Prep and Year 1 students, as well as small language groups with Preps and Year 1 students to assist the school's Speech Pathologist.

Co-curricular Activities

- Leadership Program
- Chaplaincy Club
- Readers Cup
- Technology Team
- Deadly Choices
- Homework Club
- Dance Club
- Mentoring Program

How Information and Communication Technologies are used to Assist Learning

Vienna Woods State School operates within Education Queensland's Managed Operating Environment which provides students and staff with access to a school based information network and allows access to the EQ network.

ICT's are utilised in all classrooms at Vienna Woods SS to enhance learning. The school subscribes to Mathletics and Sunshine Reading online. Ed Studios are provided for students to access learning while at home. A range of digital technology eg. Computers, laptops, digital cameras, ipads, printers, interactive whiteboards and beebots are provided, utilised and integral to the completion of units.

The school is gradually installing wi-fi to enable more flexibility when using devices.

The ICT committee and district advisory staff provide inservice on a regular basis to enhance the skills of teacher and teacher aides. All teachers hold their ICT certificate with four staff holding their pedagogical licence.

Social Climate

Overview

Vienna Woods State School provides a very supportive classroom environment which caters for the full range of students. The school has implemented the framework to be a Positive Behaviour for Learning school. School rules are clearly defined and displayed in all classrooms and outside play environment. The Responsible Behaviour Plan is supported by well structured and consistent processes for classrooms and playground participation. The school accesses the assistance of further services both within the Education Department and outside agencies, as required, for students who may require further support.

A social skills program is implemented in all classrooms where lessons are taught to reinforce the school rules each week. Awards for demonstrating these social skills are handed out during assemblies. 'Gotcha Awards' are also given to students who show they are following the school rules.

The school is developing programs in conjunction with the Salvation Army and a grant from the Amanda Flynn Foundation to support the wellbeing of staff and students.

The school benefits from the services of a Chaplain two days a week. Our Chaplain supports children in classrooms, provides lunch time activities and social skills programs.

A breakfast club is provided once a week by the Cornerstone Church.

Students are organised in single and composite classroom arrangements with all classes from Prep to Year 6 enjoying the benefit of double classrooms spaces.

The school benefits from a high level of commitment from administration, staff, support personal and the parent body. Our School Opinion Survey reflects the high satisfaction parents and students have in the processes and climate of our school.



The school has a close relationship with the local high school – Alexandra Hills SHS and is also strongly supported by local community groups such as the Salvation Army, Cornerstone Church, Smith Family, RSL and Harvest Church.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	95%	91%
this is a good school (S2035)	93%	95%	91%
their child likes being at this school* (S2001)	93%	100%	87%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	93%	100%	91%
their child is making good progress at this school* (S2004)	100%	95%	91%
teachers at this school expect their child to do his or her best* (S2005)	93%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	95%	91%
teachers at this school motivate their child to learn* (S2007)	93%	100%	91%
teachers at this school treat students fairly* (S2008)	93%	91%	83%
they can talk to their child's teachers about their concerns* (S2009)	86%	100%	100%
this school works with them to support their child's learning* (S2010)	86%	100%	91%
this school takes parents' opinions seriously* (S2011)	93%	95%	83%
student behaviour is well managed at this school* (S2012)	93%	95%	86%
this school looks for ways to improve* (S2013)	93%	100%	83%
this school is well maintained* (S2014)	100%	95%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	95%	98%
they like being at their school* (S2036)	97%	95%	91%
they feel safe at their school* (S2037)	92%	96%	90%
their teachers motivate them to learn* (S2038)	95%	99%	95%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	92%	96%	97%
teachers treat students fairly at their school* (S2041)	92%	96%	90%
they can talk to their teachers about their concerns* (S2042)	92%	94%	90%
their school takes students' opinions seriously* (S2043)	96%	96%	89%
student behaviour is well managed at their school* (S2044)	86%	88%	84%
their school looks for ways to improve* (S2045)	99%	97%	93%
their school is well maintained* (S2046)	96%	99%	92%
their school gives them opportunities to do interesting things* (S2047)	99%	97%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	95%	100%
they receive useful feedback about their work at their school (S2071)	100%	95%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	94%	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%	95%	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

Vienna Woods State School focuses on building strong home/school partnerships to support student learning and development. We encourage and welcome parents to share in the educational journey and implement a range of strategies:

- Parent Information meetings held both during the day and evenings.
- P & C and Parent Group committees meet monthly and assist with the School's strategic planning, formulating policies and fundraising.
- Parent/ Teacher interviews conducted each semester and all parents invited to meet with their child's teacher to discuss progress.
- Regular meetings and phone calls with parents of students with a disability to inform and monitor progress
- Regular meetings with parents of students identified for Individual Curriculum Plans to inform and monitor progress
- Parent curriculum information sessions
- Class overviews of learning provided to parents each term.
- Parent volunteers in the classroom
- Mother/ Fathers, Grandparents -Special Days
- Newsletters to keep parents informed and celebrate achievements
- Up to Date Website
- Special events such as Under 8's Day, ANZAC Day, Sports Days, Assemblies, Literacy, Science, NAIDOC weeks, Carols night, Discos and Year 6 Graduation

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Vienna Woods State School is a Positive Behaviour for Learning School. Our Responsible Behaviour Plan details our consistent and fair school practices and policies. Vienna Woods has focused on developing a framework to support student wellbeing in line



with Education Queensland policy guidelines. We have utilised a grant through the Amanda Flynn Foundation in conjunction with the Salvation Army to develop the school's wellbeing program.

Teachers explicitly teach lessons each week on aspects of social and emotional wellbeing. Within the health program as well as the Wellbeing Program we focus on developing students' awareness of personal safety, and develop students' knowledge and skills to be able to resolve conflict without violence and to recognize, react and report when they, or other are unsafe.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	8	9	26
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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.

Environmental Footprint

Reducing the school's environmental footprint

In 2016, efforts continued to reduce our environmental footprint. We have continued to reduce waste and recycle as much material as possible such as cans, paper and print cartridges. All appropriate food is composted each day and the compost used by our Gardening club in our gardens. Tank water is used to water the ovals. We continue to work with Redlands City Council on their REDSWAP program to increase education about reducing our environmental footprint. We have now achieved a 3 star rating from 'Cleaner, Greener, Schools'. The Student Council have increased their commitment to supporting the initiatives in place and educating the whole school community through assemblies and newsletters.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	123,385	483
2014-2015	121,165	992
2015-2016	118,861	755

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.

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 <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.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	23	18	0
Full-time Equivalents	17	10	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	2
Graduate Diploma etc.**	1
Bachelor degree	19
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$19 599.76.

The major professional development initiatives are as follows:

Teaching of Reading

Wellbeing

Digital Technology

Effective Classroom Management

First Steps in Maths

Neuro Science for Educators

Oral Language

Emergent Literacy

Mandatory Training - Code of Conduct, Student Protection, Asbestos Training, Asthma, Anaphylaxis

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	92%	90%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

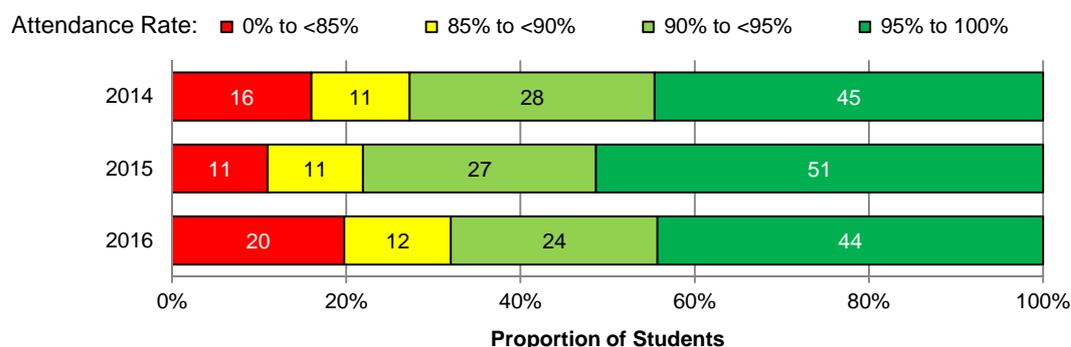
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	88%	91%	91%	93%	95%	94%	94%	DW					
2015	93%	93%	91%	91%	92%	94%	94%						
2016	91%	92%	92%	94%	91%	90%	93%						

*Attendance rates effectively count 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.

Electronic Roll marking is completed by each teacher on a daily basis, in the morning and the afternoon. Students must be signed out early or in late through the school office. An electronic SMS is sent to parents who have not advised the school of a child's absence each morning. Unexplained absences are regularly followed up by admin staff, notes sent home and also requests for information made during parent/ teacher interviews. Parents are requested to notify the school providing a reason for a child's absence. Families of students with excessive absences are contacted by the Principal both by phone and by letter.

Discussions about 'Every Day Counts' are constant and evident in newsletters and assemblies.

NAPLAN

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.

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Non-government

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