Principal’s foreword

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 their students.

School progress towards its goals in 2011

Vienna Woods State School achieved significant progress towards our 2011 goals in the following areas.

Literacy competency has been enhanced through the implementation of a school spelling program using “Words their Way”. Also through close work with the literacy coach developing teaching pedagogy in reading.

Teachers have been well prepared to implement the Australian curriculum in English, Maths and Science utilising the C2C units.

The Science Spark coached teachers and modelled lessons to improve pedagogy and embed the use of ICTs

All classrooms have interactive whiteboards and teachers are embedding the use of ICTs in their daily classroom practice.

New school facilities – Sports Hall and Resource Room have been built as part of the Building Education Revolution (BER) and provide purpose-built environments to enhance learning opportunities.

Future outlook

In 2012 our focus will be to implement the strategies determined through our Schools’ Annual Implementation Plan. Our three main focuses are:

Reading – Continued focus on improving reading comprehension to assist in improving literacy outcomes for all students.
Differentiation – Implementing the Australian Curriculum and adjusting the learning experiences to cater for all learners.

Data Analysis – Effectively using what we know about each child to inform the teaching practice and cater for their individualised learning.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>280</td>
<td>126</td>
<td>154</td>
<td>92%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Vienna Woods State School is a coeducational school with students from Prep to Year 7. Our student population comes from a diverse range of socio economic and cultural backgrounds. This population includes Maori, Sudanese, Polynesian and Asian students. Indigenous students comprise approximately 4% of the student population. The majority of our students enrol in Prep and continue their schooling through to Year 7.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>NA</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.3</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>38</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our distinctive curriculum offerings

Camping Program
Readers Club
Choir and Band Programs
Extension programs in partnership with Brisbane School of Distance Education
International competitions for Australian Schools (ICAS) – English, Spelling, Writing, Mathematics, Science, Computer

Extra curricula activities

Rugby League Team
Cheerleading Program
Leadership Program
Readers Cup

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.

ICTs are utilized in all classrooms at Vienna Woods State School to enhance learning. 80% of teachers have established an ED Studio so students can access learning while at home. A range of digital technology eg, Computers, laptops, digital cameras, printers and interactive whiteboards are utilised and integral to the completion of units.

The ICT committee provided inservice each week to enhance the skills of teachers. 80% of teachers hold their ICT Certificate.

Social climate

Vienna Woods State School provides a very supportive classroom environment which caters for the full range of students. The Responsible Behaviour Plan is supported by well structured and consistent processes for classroom and playground participation. Students are organised in single and composite classroom arrangements with all classes from year 1 to year 7 enjoying the benefit of a double classroom space.

A Social Skill program is implemented in all classrooms. 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 benefits from a high level of commitment from administration, staff, support personal and the Parent body.
Our school at a glance

Parent, student and teacher satisfaction with the school

The degree of satisfaction from both parents and students continues to improve as evidenced by the results below. These results acknowledge the efforts of the school and its teachers to provide a quality education for each and every child. Teacher morale is high and the staff willingly work together to support student learning and develop productive partnerships with our school community.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>76%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>81%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>90%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>96%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Building strong home/school partnerships to support student learning and development remains a focus for Vienna Woods State School. We 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 are invited to meet with their child’s teacher to discuss progress.
- Parent Volunteers in the classroom
- Mothers/ Fathers/ Grandparents special days
- Newsletters to keep parents informed and celebrate achievements
- Special Events such as Under 8’s Day, ANZAC Day, Sports Days, Assemblies, Carols Night, Discos and Yr 7 Graduation Evening.

Reducing the school’s environmental footprint
Our school at a glance

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

In 2011 efforts continued to reduce our environmental footprint. Water usage has been reduced through good management and maintenance program. The school has continued to build a paperless communication system whereby newsletters are emailed and an increased focus on the website. Solar panels have been maintained and application written to increase number of panels.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>94,432</td>
<td>886</td>
</tr>
<tr>
<td>2010</td>
<td>90,028</td>
<td>1,058</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>5%</td>
<td>-16%</td>
</tr>
</tbody>
</table>
## Our staff profile

### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>28</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>19</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>24</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

![Bar chart showing the number of teachers with different qualifications.](chart.png)
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $13,757.

The major professional development initiatives are as follows:
- Literacy coach
- Numeracy facilitator
- Science Spark
- ICT Mentoring
- Words their Way
- Introduction to ACARA

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 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/](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 'Search by school name', type in the name of the school you wish to view, and select <GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school’s entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>91%</td>
<td>91%</td>
<td>93%</td>
<td>91%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Roll marking is completed by each teacher on a daily basis in the morning and afternoon. Rolls are collected at the end of the week and information entered into SMS. Families of students with excessive absenteeism or late arrivals/early departures are contacted in writing by the Principal.

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/](http://www.myschool.edu.au/).
Performance of our students

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 ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

**Achievement – Closing the Gap**

We have eleven identified indigenous students. Specialised programs and in classroom support is provided by teacher aides to support the needs of our indigenous students. Differentiation occurs in all classrooms particularly in Literacy and Numeracy. All indigenous students had an attendance rate greater than 80%.