School Improvement Unit
Report

Vienna Woods State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Vienna Woods State School from 13 to 15 July 2015. It provides an evaluation of the school's performance against the nine domains of the National School Improvement Tool. It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>12 Heffernan Road, Alexandra Hills</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>South East</td>
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<tr>
<td>The school opened in:</td>
<td>1985</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>219</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>8 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>8 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>941</td>
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<tr>
<td>Year principal appointed:</td>
<td>2012</td>
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<tr>
<td>Number of teachers:</td>
<td>9 classroom teachers</td>
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<tr>
<td>Nearby schools:</td>
<td>Alexandra Hills State School, Alexandra Hills High School, Hilliard State School</td>
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<td>Significant community partnerships:</td>
<td>Smith Family, Adopt-a-Cop, Salvation Army, World Vision Kids, Hope Mentoring Program, Bunnings, Harvest Church, Police-Citizens Youth Club (PCYC) and Queensland Police, Deadly Choices, Redlands Community Centre, Cleveland Returned and Services League (RSL)</td>
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<tr>
<td>Unique school programs:</td>
<td>Homework Club, Student 2 Student Reading Program, Deadly Choices, PCYC Indigenous Games, pre-Prep Program</td>
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1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s assistant regional director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal and Head of Curriculum (HOC)
  - 12 classroom and specialist teachers
  - Six teacher aides
  - Two non-teaching staff
  - 13 students
  - President of the Parents and Citizens’ (P&C) Association
  - Six parents
  - Five community partners and members
  - Local high school deputy principal

1.4 Review team

Michelle D’Netto Internal Reviewer, SIU (review chair)
Peter Doyle Internal Reviewer, SUI
Evan Willis Internal Reviewer, SIU
Mary Ann Pearce External Reviewer
2. Executive summary

2.1 Key findings

- There is a well-established culture of support across the school

  Student learning and wellbeing needs are well supported and central to school based decision making. The learning needs of all students are acknowledged and appropriate learning experiences provided to ensure successful outcomes.

  There is a strong sense of collegial support amongst staff and the wider community. The leadership team are seen as responsive and supportive. The school is viewed positively by the school community and its partners.

- There is a strong culture of improvement which is articulated in policy practice and resources.

  The school has commenced implementation of Positive Behaviour for Learning (PB4L) to establish school-wide expectations for learning and behaviour. There is a significant improvement in student behaviour, as is evident in the decline of disciplinary absences, anecdotal evidence and school data.

  There is long-term improvement (2008-2014) in the school’s performance of the National Assessment Program – Literacy and Numeracy (NAPLAN) across all areas, especially in Year 3. In 2014, all strands for Year 3 and Year 5 were comparable to Similar Queensland State Schools.

- The improvement agenda targets literacy, numeracy and staff capacity building.

  The school leadership team is committed and united in their pursuit of improved learning outcomes for all students. The leadership team has documented, articulated and implemented the strategies for student improvement.

  Reading, writing, spelling and oral language are the priority areas in the agenda. Structures and processes are in place to support the extensive agenda.

- The school has adopted research-based pedagogy to inform its pedagogical framework and supporting practices.

  The school’s framework reflects the Dimensions of Teaching and Learning (DoTL) with the gradual release of responsibility model and aspects of Marzano’s, Art and Science of Teaching\(^1\) embedded. The leadership team recognises that teacher practice and its consistent delivery is essential to improving student learning.

The school is working towards a formal process of observation and feedback to support teachers' practice.

- A well-structured and monitored curriculum plan is embedded across the school.

Strong curriculum leadership is evident within a process of curriculum planning, implementation and ongoing cycles of review and refinement.

Teacher curriculum documents are aligned to the whole school curriculum plans and closely monitored by the Head of Curriculum.

- The school has a strong data culture.

The school leaders and staff have strong data literacy skills. A comprehensive range of data is regularly collected, analysed and used to inform teaching practices and curriculum content across the school.
2.2 Key improvement strategies

- Develop consistent pedagogical practices across the school based on the school’s preferred pedagogical framework.

- Establish formal mechanisms for observation, coaching and feedback cycles.

- Continue to embed the PB4L processes to maintain the improvement trends in student behaviour.

- Strengthen the trajectory for improvement (NAPLAN) for students capable of achieving in Upper Two Bands (U2B) with increased rigor and high expectations for learning.