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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
Contact Person	Principal

Principal's foreword

Introduction

This report contains a range of information on aspects of the school. The school has a growing student population and has maintained its community feeling. There is a low number of students disciplinary absences and a high level of satisfaction from staff and parents. An analysis of students results in on the My School website reveals steady improvement in Literacy and Numeracy for Years 3 and 7. The high level of expenditure on professional development reflects the school's values of ensuring a highly skilled and knowledgeable teachers are implementing a high quality educational program.

School progress towards its goals in 2011

In 2011 the major goals were

- Improve Literacy and Numeracy Outcomes for all students
- Improve Science outcomes for all students
- Ensure deployment of human resources align with school priorities
- Use Professional Standards for teachers as a framework for professional development

The school has made significant progress in improving literacy and numeracy outcomes for all students.[Please refer to My School website.] A Literacy Coach continued to work with teachers to improve Reading across the school In 2011 a whole school differentiation strategy was implemented to compliment a whole school Thinking Skills program. A whole school Science approach used XXXX to improve the teaching of Science across the school. All teachers have completed Stage 2 of the Developing Performance Plan framework. This process will continue and complete its first cycle in 2012.

Future outlook

The key areas of focus in 2012 will be:

- implementation of the Australian curriculum in Literacy, Numeracy and Science.
- To continue to improve Reading and Numeracy outcomes for all students in Years P-7. Along with the Literacy coach a whole school approach to Guided reading will be implemented in 2012.
- Implement key recommendations of 2011 T&L audit. These key recommendations will be centred around improved pedagogy and will compliment the introduction of the Australian Curriculum.
- Align human, physical and financial resources to focus on improvement agenda. The development of a model to include teacher aides as integral members of the teaching team in every classroom will be central to this work.

School Profile

Coeducational or single sex: **Coeducational**Year levels offered: **Prep - Year 7**

Total student enrolments for this school:

Total Enrolment	C	E	Enrolment Continuity (Feb 2011 – Nov 2011)
486	238	248	95%

Characteristics of the student body:

Oxley State School students are drawn from the suburbs of Oxley and surrounding suburbs. A broad range of socio-economic backgrounds are represented from lower middle to upper middle range. Students come from a diverse range of ethnic and cultural backgrounds with Vietnamese and other Asian cultures being the most highly represented group after students from a European background. A range of African, Middle Eastern, and Pacific Island cultures are included in the cultural mix.

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

Phase	Average Class Size
Prep – Year 3	23.5
Year 4 – Year 7	24.7
All Classes	24

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	6
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings include:-
 Languages other than English[LOTE] – Chinese
 Oral Language program – Prep
 English as a Second Language Support [ESL] P-7
 'You Can Do It' – Social Skills program
 Thinking Skills Program – Years P-7
 Gifted and Talented program – Years P-7

Extra curricula activities

2 Arts Council performances per year
 Instrumental Music Program – Years 5-7 students are eligible to apply to be accepted in this program to learn a brass, woodwind or percussion instrument
 School Band – Children who have attained a set level of proficiency in the instrumental program join the school band.
 Senior Choir – Student sin Years 4-7 are invited to join the school choir. Senior Choir performs at in school and out of school events.
 Junior Choir – Students in Years 1-3 are invited to join the Junior Choir. The Junior Choir performs at mainly in school and a some out of school events.
 Interschool Sport Program – Years 5, 6&7 – Sports include Swimming, Athletics, Basketball, Softball, Soccer, Rugby League and Touch Football
 Leadership Program – Students in Year 7 are eligible to be elected as school, house or music captains. A student council is formed from elected class representatives from Years 4-7.
 School Camps – Years 4-7 [Canberra trip once every two years for Years 6 &7].
 Special Days of Celebration or Commemoration– Under 8s Day, ANZAC Day, Harmony Day, NAIDOC day, Education Week and Book Week celebrations.
 Friendship Club operates each week in the Resource Centre. The friendship club provides alternative lunchtime activities for students in a supervised inside environment.

How Information and Communication Technologies are used to assist learning

All classrooms are linked to the internet and the school has purchased a wide range of software to support key learning area programs. Interactive whiteboards have been installed in every classroom from P-7. The Resource Centre has a bank of 12 computers available for students. The Resource Centre has one fixed interactive whiteboard and one mobile interactive whiteboard. The Resource Centre has a multi-media room where students will learn to create a range of audio visual productions. The school uses Education Queensland's *One School* program to record student information, complete student reports, and store and analyse student data – Teachers develop units of work on *One School* and will use this capacity to implement the Australian Curriculum in through the Curriculum to Classroom [C2C] framework in 2012. The school's web page was redeveloped in 2011 ready for launch in Semester 1 2012.

Social climate

"*You Can Do It*" program provides the framework for the social climate of the school. The program aims at building resilience, personal organisation, persistence, confidence and getting along among students. In 2011 the school applied and was successful in obtaining funding to employ a chaplain. The chaplain will begin in Semester 2012. Anecdotal feedback from staff, parents and students who are new to the school strongly suggest that our social climate is very positive. The school has a no tolerance approach to bullying. The whole staff is committed to educating all students with regard to the behaviour that constitutes bullying. Students are explicitly taught a full range of strategies to deal with bullying. Students and parents are given a guarantee that every reported instance of bullying will be investigated and suitable consequences imposed.

Parent, student and teacher satisfaction with the school

As indicated in the table below the overall satisfaction of parents and staff was very high in 2011 with parents recording a 21% increase in satisfaction from the 2010 survey. The school's focus on providing high quality professional development of all staff is reflected in the data. 92% of parents rated their satisfaction level as high or very high. 74% of year 5 students were either satisfied or very satisfied that they were getting a good education at the school. The school's substantial investment in improving the skill levels of staff is reflected in the very high satisfaction rating for professional development.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	92%
Percentage of students satisfied that they are getting a good education at school	74%
Percentage of parents/caregivers satisfied with their child's school	92%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	93%
Percentage of staff members satisfied with morale in the school	92%

Involving parents in their child's education

Parents are encouraged to be involved in their child's education through an open invitation being extended to meet with the class teacher and/or Administration on a one to one basis. In addition parents are invited to participate actively in the work of the classroom as voluntary helpers. The P&C remains the major forum for parents to participate in the governance of the school. Invitations to special celebrations and events – Sports carnivals, Assemblies, Harmony day, NAIDOC day, Under 8s Day, Fathers' and Mothers' Day [Prep] and individual class events ensure all parents are valued as partners in learning. The school newsletter publishes a range of strategies for parents to assist their child's learning.

Reducing the school's environmental footprint

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

Most classes incorporate environmental education in units of work in the classroom. The school encourages reduction in power usage through designating air-conditioning running temperatures, and turning off lights when not in use. The school has had 9 solar panels installed. Power generated in these panels offset power drawn from the electricity grid. The school has 4 large water tanks installed. Collected rainwater is used to top up the swimming pool and for toilet flushing. In 2012 a Schools Environmental management Plan will be formerly implemented in the school.

Environmental footprint indicators, 2010-2011

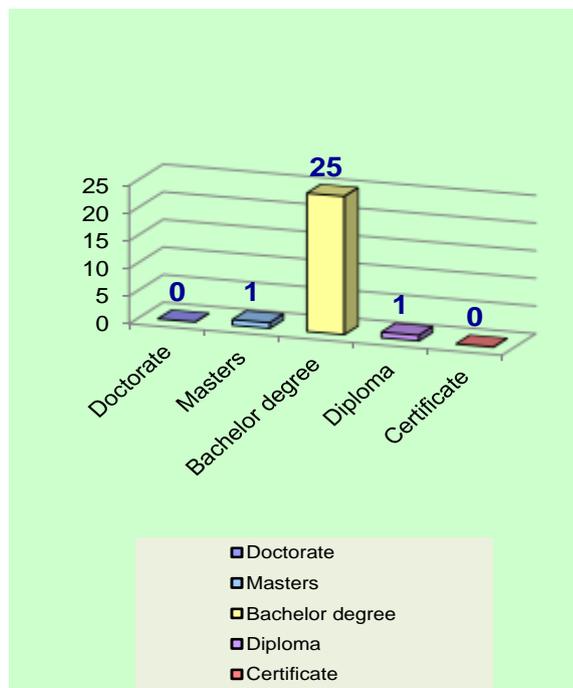
	Electricity KwH	Water KL
2011	194,421	1,999
2010	137,810	2,036
% change 10 - 11	41%	-2%

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	34	18	0
Full-time equivalents	27	12	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	25
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$15693.

The major professional development initiatives are as follows:

Literacy Coaching

Various Literacy inservice through Western learning Network
attendance at QASSP conference
attendance at Regional and Queensland Principal conferences
attendance at Regional and State BSM conferences

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, 91% 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/>. 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

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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

Key student outcomes

Student attendance - 2011

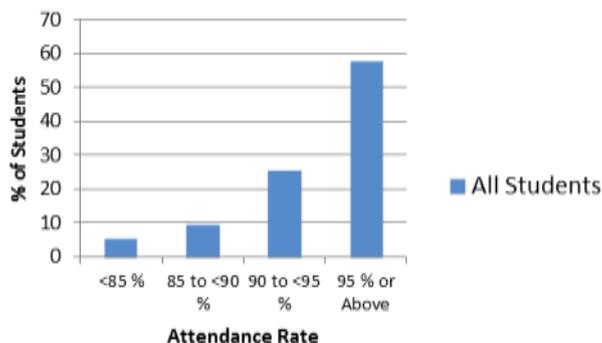
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 95%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

| Year |
|------|------|------|------|------|------|------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 95% | 94% | 95% | 95% | 95% | 96% | 93% |

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 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.

Class rolls are marked twice a day. When students are absent parents/caregivers are required to inform the school in writing, telephone or email. Students who arrive late to school must report to the office to receive a late slip. When students have been absent without notification for three days the parent will be phoned by the school. Where a pattern of repeated unexplained absence is apparent contact will be made with the parents to explain parental responsibilities in ensuring their child attends school. Formal DET policies regarding attendance are implemented where repeated and/or prolonged unexplained absenteeism is apparent

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.

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Search by suburb, town or postcode

Sector Government Non-government

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.

Achievement – Closing the Gap

Attendance and retention rates at Oxley State School are similar for indigenous student and non-indigenous students. Indigenous students achieved similar [or slightly higher gradings in some year levels] in A –E ratings on student report cards. This trend was reflected in [National Assessment Plan Literacy and Numeracy[NAPLAN] and Queensland Core Assessment Task [QCAT] systemic testing programs.