

Oxley State School (0079)

Queensland State School Reporting

2012 School Annual Report



Postal address Bannerman Street Oxley 4075

Phone (07) 3716 2444

Fax (07) 3716 2400

Email the.principal@oxleyss.eq.edu.au

Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Principal

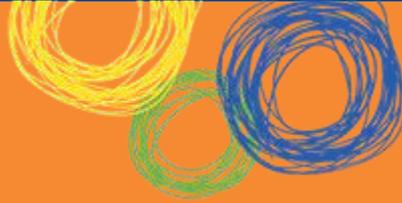
Principal's foreword

Introduction

This report contains a wide range of information on aspects of the school. The report outlines the progress, achievements and significant outcomes for the past 12 months and previews future direction of the school. The school has a growing student population and has maintained its community feeling. There is a low number of student disciplinary absences and a high level of satisfaction from staff and parents. An analysis of students results on the My School website reveals that steady improvement in Literacy and Numeracy in most NAPLAN areas was maintained in 2012. It was particularly pleasing to see the improvement in the percentage of students achieving above National Minimum Standard. It is a source of pride for the school that it enjoys very high levels of student, parent and staff satisfaction. The high level of expenditure on professional development reflects the school's values of ensuring that highly skilled and knowledgeable teachers are implementing a high quality educational program. The school has worked hard to improve the attendance rates of students believing this to be a key factor in improving student outcomes. Readers of this report are provided with links to the MY School website where detailed information on student performance and school financial information can be found.

School progress towards its goals in 2012

- Improve reading, writing, numeracy and science performance for every student- Steady improvement- In 2012 for Literacy and Numeracy NAPLAN results indicate that the school performed similar with the Nation as a whole with regard to the percentage of students above National Minimum Standard. This was a distinct improvement on past years.
- Implement Australian Curriculum and continue to provide quality teaching and assessment that align with QCAR and ACARA – National curriculum was successfully implemented in English, Maths and Science in 2012.
- Increase parent participation in student learning – high percentage attendance at parent teacher interviews and parent information evenings.
- Continue to improve outcomes for Indigenous students. – Improvement similar to non-indigenous students was achieved.
- Manage the transition of Year 7 to High School. – Major school and community concerns successfully addressed.
- Implement shared and sustained leadership.- HOC added to leadership team with a strong emphasis on instructional leadership.
- Continue to develop an expert teaching team – adoption of explicit teaching model as primary pedagogical model – 3 year implementation plan developed.



Oxley State School (0079)
Queensland State School Reporting
2012 School Annual Report

Future outlook

- Core Priority - Reading
- Core Priority - Numeracy
- Core Priority - Science
- Australian Curriculum implementation - History
- Productive partnerships with school community stakeholders – refine and develop partnership with the P&C
- Year 7 to high school transition – partnership with Corinda High
- High quality teaching practices – implementation of Explicit Teaching based on Fleming model
- Instructional leadership development – implement coaching and feedback program
- Review model for deployment of staff – refine model for allocation of teacher aide time
- Align resource use to school and systemic targets
- Develop a four year facilities plan.
- Reduce carbon footprint
- Implement shared and sustained leadership – identify and provide relevant PD to aspiring leaders
- Core Priority - Closing the gap between the attendance and outcomes of Indigenous and non-Indigenous students
- Continuous monitoring of student achievement



Oxley State School (0079)

Queensland State School Reporting

2012 School Annual Report

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	458	215	243	92%
2011	486	238	248	95%
2012	510	250	260	96%

Student counts are based on the Census (August) enrolment collection.

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. The latest ICSEA data identifies upward trend in socio-economic profile. 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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	23	23
Year 4 – Year 10	26	25	24



Oxley State School (0079)

Queensland State School Reporting

2012 School Annual Report

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	7	6	11
Long Suspensions - 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings:

Gifted and Talented Identification and Support – This program is aimed at identifying students with very high levels of ability in a range of areas and providing them with opportunities to achieve to their potential.

Special Needs Program and Learning Support – There are a wide range of programs provided to support students who have special learning needs – physical/intellectual/social disability, specific learning needs.

English as an Additional Language/Dialect – A specialist teacher provides support for students for whom English is another language.

LOTE – Chinese is taught to students in Years 6 and 7.

Extra curricula activities

Instrumental Music program- Brass, woodwind and percussion tuition for students in Years 5, 6 and 7. Proficient students are eligible to join the school band.

Senior and Junior Choir – All students are eligible to join the choirs – Junior choir for P-3 students and Senior choir for Years 4-7 students.

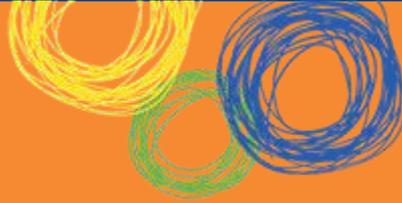
Percussion Group – MUD COMPANY – Students learn to play a range of percussion instruments.

Interschool sport – Interschool sport is played in Years 5, 6 & 7. Sports include Touch football, Netball, Soccer and Rugby League

Under 8s Day – This day is a celebration for this age group. Children in P-2 participate in a wide range of sensory stimulating activities.

Harmony Day – This day celebrates our diversity as a country and the diversity of student cultures and backgrounds represented in our student population.

NAIDOC Day – This day is held each year in July. It recognizes and celebrates aboriginal and Torres Strait islander culture and heritage.



Oxley State School (0079) Queensland State School Reporting 2012 School Annual Report

Friendship Club- This club operates each week in the Resource Centre. The friendship club provides alternative lunchtime activities for students in a supervised inside environment.

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]. In 2013 this will be extended to include Year 5 students to ensure all students have the opportunity to attend the camp prior to high school.

Skipping Club – Students learn to skip at a highly proficient level – aimed at fun and fitness.

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies refers to a wide variety of both hardware devices and software, that may be used to collect, organise, present and store information. These technologies are recognised as tools integral to our modern world, which must be effectively mastered in order to open the doors to, not only access information, but as a means of sharing and communicating.

ICTs are used in all year levels and in all curriculum areas as a method of engaging students in learning, enabling the world to become part of the classroom, making experiences more real, current, relevant and interactive. Students from the Prep Year are actively familiarised with technologies which form such a vital component in our learning and for social communication.

Oxley State School utilises its school-wide Internet and network coverage to bring to the classroom top quality learning materials, including multi-media and online learning, and embracing the flexibility and interactivity now offered via a number of devices, including Ipads.

Social climate

Oxley State School boasts an extraordinarily supportive and welcoming social climate, with its programmes and educational student welfare initiatives receiving very high levels of parental support and satisfaction.

This is clearly reflected in the 2012 School Opinion Survey data, in which parents indicated 100% satisfaction in the following areas, among others:

- My child likes being at school.
- My child feels safe at school.
- Teachers at this school expect my child to do his or her best.
- Teachers at this school are interested in my child's wellbeing.
- I would recommend this school to others.
- This is a good school.

Students are actively encouraged to adopt and display the 5 pillars of success; Resilience, Confidence, Persistence, Organisation and 'Getting Along' with peers through the You Can Do It! social skills programme practiced in every classroom. The proactive skilling of students with a range of positive social behaviours provides students with acceptable social strategies to manage their own behaviour, and understand and effectively interact with others. Bullying is not tolerated in any form at the school, and protocols and procedures for managing incidents are clearly documented in the Schools' Responsible Behaviour Plan, which is understood by students and implemented effectively by staff.



Oxley State School (0079)

Queensland State School Reporting

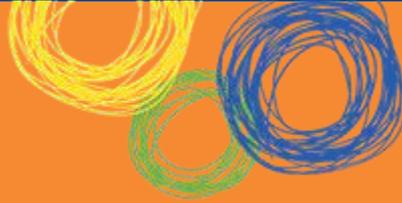
2012 School Annual Report

Parent, student and staff satisfaction with the school

The overall satisfaction level of parents is very high when compared to national and State levels. Students rate the school highly overall though there is a significant number of students concerned with the overall behaviour of students. The morale of the staff in 2012 was very high and over 90% of staff reported that they enjoyed high level access to professional development.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	95.5%
their child is making good progress at this school*	86.4%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	86.4%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	95.2%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	95.0%
this school takes parents' opinions seriously*	84.2%
student behaviour is well managed at this school*	86.4%
this school looks for ways to improve*	100.0%
this school is well maintained*	95.2%



Oxley State School (0079)

Queensland State School Reporting

2012 School Annual Report

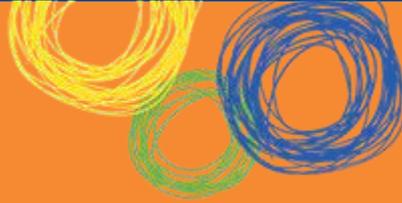
Performance measure (<i>Nationally agreed items shown*</i>)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	94.8%
they like being at their school*	91.8%
they feel safe at their school*	95.9%
their teachers motivate them to learn*	95.9%
their teachers expect them to do their best*	96.9%
their teachers provide them with useful feedback about their school work*	92.7%
teachers treat students fairly at their school*	84.4%
they can talk to their teachers about their concerns*	82.5%
their school takes students' opinions seriously*	78.4%
student behaviour is well managed at their school*	78.1%
their school looks for ways to improve*	94.8%
their school is well maintained*	94.8%
their school gives them opportunities to do interesting things*	83.5%

Performance measure (<i>Nationally agreed items shown*</i>)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	91.4%
with the individual staff morale items	95.7%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.



Oxley State School (0079)

Queensland State School Reporting

2012 School Annual Report

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. The school's website was redesigned in 2012. This provided a more user friendly environment. An online Parent feedback group is planned for 2013 to provide all parents the opportunity to contribute to the future development of the school.

Reducing the school's environmental footprint

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

Environmental education is incorporated in units of work in the classroom particularly Science, SOSE and English. The school encourages reduction in power usage through designating air-conditioning running temperatures, and turning off lights and fans 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. A significant reduction in water consumption in 2011-2012 can be attributed to a combination of higher rainfall and rapid response to leaking taps. Environmental footprint indicators, 2010-2011

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	137,810	2,036
2010-2011	194,421	1,999
2011-2012	187,782	1,658

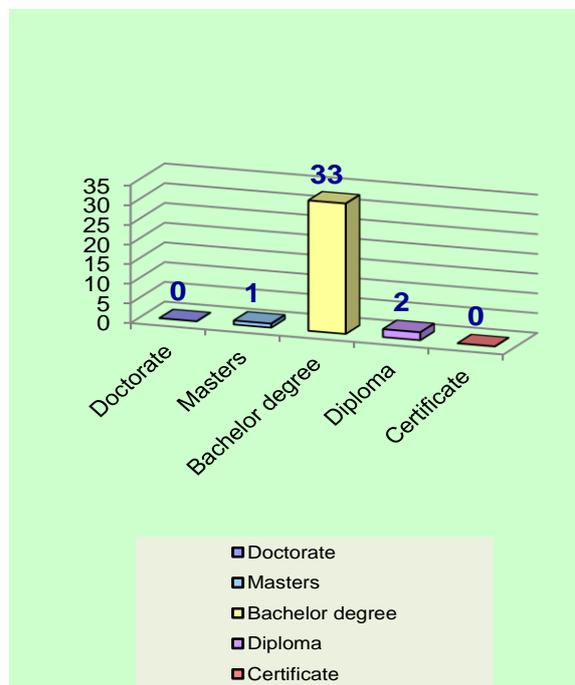
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	36	17	0
Full-time equivalents	29	11.5	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	33
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$19627. The major professional development initiatives are as follows:

Improving Pedagogy – attendance of teachers and Admin at Fleming inservice

Mathematics- First Steps in maths inservice for all classroom teachers

First Aid courses for Admin staff and CPR training for all teachers and teacher aides

Literacy – A range of PD opportunities were accessed to improve proficiency and understanding of aspects of Literacy learning

Early Childhood – access by P-3 teachers to update

Educational Leadership – attendance at conferences and specific PD opportunities

The proportion of the teaching staff involved in professional development activities during 2012 was 98%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.5%	94.6%	95.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96.5% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector Government
 Non-government

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

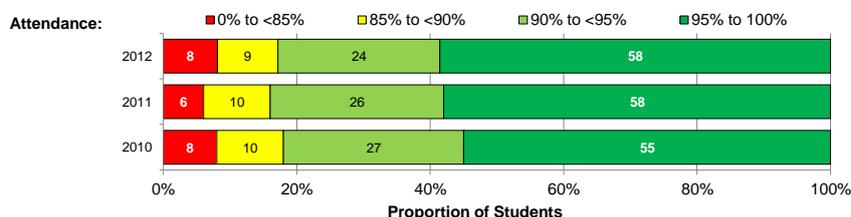
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	95%	94%	94%	95%	94%	95%	95%					
2011	95%	94%	95%	95%	95%	96%	93%					
2012	96%	94%	95%	95%	95%	93%	94%					

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 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.

Attendance of school, on every possible day, is vital to ensure that a child has a complete coverage of the school curriculum and continues to develop social skills invaluable for later life. Regular absences or late arrival at school has been shown to have direct correlation to underachievement. Arriving at school only 10 minutes late each day equates to 1 ½ weeks of lost learning time each year. An absence of one day a fortnight equated to 4 weeks of lost learning time each year. Policies and procedures have been developed and are enforced at Oxley State School, to assist in and ensure the attendance of every child.

All Class Rolls are marked electronically twice each day. Parents inform the Office or Class Teachers via notes of phone communication, explaining these absences. If no advice is received, calls are made to the home, to enquire about the student's wellbeing. Notes are sent home, via the Class Teacher, requesting that parents acknowledge and explain absences. Late arrivals and Early Departures are co-ordinated and recorded through the Office.

In instances in which attendance is irregular or in which an absence is prolonged, or the reasons supplied are not reasonable, communication is opened by the school through letters and phone calls, to establish a dialogue in order to ensure that all students are able to access a comprehensive and recognised educational programme.

Performance of our students

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a yellow "SEARCH" button.

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

In 2012 the attendance of indigenous students was 2% points lower than that of non-indigenous students. With regard to academic grading there was no discernable gap between the achievement of indigenous students and that of non-indigenous students.