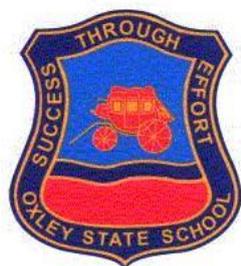


Oxley State School
Queensland State School Reporting
2013 School Annual Report



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Principal's foreword

Queensland State School Reporting

2012 School Annual Report



Introduction

This report contains a wide range of information regarding our school. The report outlines the progress, achievements and significant outcomes for the past 12 months and previews the future direction of the school. The school has a growing student population and has been able to maintain its strong 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 strong improvement in Literacy and Numeracy in most NAPLAN areas was achieved in 2013. It was particularly pleasing to see the improvement in the percentage of students achieving above National Minimum Standard and increased number of students in Years 5 and 7 achieving in the upper two bands. 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 2013

In 2013 school improvement continued to be focused on improving Literacy and Numeracy. Results in NAPLAN testing indicate strong growth in both overall results and upper 2 bands [U2B] in particular. Year 5 U2B results in Reading Writing, Spelling and Numeracy were statistically above the nation as was results for Writing, Grammar and Punctuation and Numeracy in Year 7. Overall results showed significant improvement in Year 3 writing, Year 5 Grammar and Punctuation and Year 7 numeracy. School staff attribute the improvement to focus on explicit teaching as a primary pedagogy.

Explicit teaching continued to be implemented and embedded as the primary pedagogical framework. Most class teachers were able to attend a Fleming seminar provided under the Building Capacity initiative of the Metropolitan Region.

As part of the school's improvement agenda the Administrative team of Principal, Deputy Principal and Head of Curriculum continued to develop their knowledge and skills in Instructional leadership. The team changed their work practices to allow greater time to be devoted to inclass teaching, mentoring and coaching of class teachers.

The school implemented strategies to prepare for Year 7 attending high school in 2015. Admin visits to Corinda high school was undertaken to view new facilities and Corinda Deputy principal visited our school to speak with parents and Year 6 & 7 students regarding the transition to high school. A 2014 plan for continued contact with Corinda High was developed. Our school ran a combined Year 5,6 & 7 trip to Canberra in 2013 to allow all students the opportunity to attend. This is a biennial event.

The school strengthened and broadened its leadership through training 2 staff members to become Literacy Coaches. These coaches developed their leadership skills along with the Principal, DP. And HOC. A special leadership learning circle was initiated to allow all staff interested to develop their leadership capability.

Data for indigenous students indicated that there was little or no significant variation in achievement results from non indigenous students.

Future outlook

The key priorities for the school in 2014 are to:

1. Improve students results in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy through:-
 - Focus on quality explicit teaching practices for all students
 - Maximise student attendance at school

2. Further strengthen the learning climate through:-
 - Embedding the You Can Do It! Program across the whole school.
 - Maximising student attendance at school

3. Provide effective transition for Year 6 and 7 students to High School

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	486	238	248	95%
2012	510	250	260	96%
2013	517	238	279	97%

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

Characteristics of the student body:

Characteristics of the student body:

Oxley State School students are drawn for 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 the 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. Indigenous students account for 5% of the total number of students enrolled.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	23	22
Year 4 – Year 7 Primary	25	24	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	6	11	21
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

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. Regular subjects do not need to be listed. Outline in dot point form salient features of the school's curriculum.

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 – A special assembly is held to celebrate our diversity as a country and the diversity of student cultures and backgrounds represented in our student population.

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

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

Leadership Program – Students in Year 6&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 was extended to include Year 5 students to ensure all students had the opportunity to attend the camp prior to attending high school in Year 7. In 2014 an adventure school camp for Year 4 and 5 students is planned.,

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 desktop computers, laptop computers and ipads.

In 2014 the school engaged a teacher with expertise in learning technology to assist teachers and to provide professional development.

Social climate

In 2013 the school gained the services of a school chaplain. The services provided were highly valued by students, staff and the P&C. This program enhanced the already positive social climate that exists in the school and is regularly commented upon by visitors to the school. The School Opinion Survey indicates that 100% of parents agreed that their child feels safe at Oxley SS. 96% of surveyed students agreed with this statement. The school uses the 'You Can Do It' program as the basis for social skills learning and development. The school's Responsible Behaviour Plan for Students outlines the strategies used to ensure bullying actions are dealt with swiftly and decisively. All students are taught how to identify, respond to and report bullying actions. The school actively supports the victim of bullying through counselling and skill development e.g. resilience. The perpetrator is supported through counselling and compulsory reflection sessions. The school's high level responses e.g. suspension are invoked when necessary to ensure a safe environment.

Our school at a glance

Parent, student and staff satisfaction with the school

The table below that the overall satisfaction of students, parents and staff is very high and increasing in most areas. Of particular note is the improvement in students' perception with regard to the manner in which behaviour is managed at school, rising from 78% in 2012 to 87% in 2013.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	95%	97%
their child is making good progress at this school* (S2004)	86%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	94%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	95%	97%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%
this school works with them to support their child's learning* (S2010)	95%	100%
this school takes parents' opinions seriously* (S2011)	84%	97%
student behaviour is well managed at this school* (S2012)	86%	97%
this school looks for ways to improve* (S2013)	100%	97%
this school is well maintained* (S2014)	95%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	94%
they like being at their school* (S2036)	92%	93%
they feel safe at their school* (S2037)	96%	96%
their teachers motivate them to learn* (S2038)	96%	97%
their teachers expect them to do their best* (S2039)	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	93%	92%
teachers treat students fairly at their school* (S2041)	84%	89%
they can talk to their teachers about their concerns* (S2042)	82%	88%
their school takes students' opinions seriously* (S2043)	78%	87%
student behaviour is well managed at their school* (S2044)	78%	87%
their school looks for ways to improve* (S2045)	95%	93%

Our school at a glance

their school is well maintained* (S2046)	95%	90%
their school gives them opportunities to do interesting things* (S2047)	84%	89%

Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	90%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	97%
student behaviour is well managed at their school (S2074)	90%
staff are well supported at their school (S2075)	83%
their school takes staff opinions seriously (S2076)	87%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	100%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Parents are encouraged to be actively involved in their child's education through volunteering in classrooms, attending P&C meetings, contributing to online surveys, attending open days, Parent/Teacher meetings and parent teacher interviews. An online volunteer parent survey group has been established to provide parents the opportunity to provide feedback on a range of school operations and to provide suggestions for future development. Several classes have set up virtual classrooms and/or email exchange systems. A parent support group assists with the school's Music program. The Parents and Citizens Association provides an official voice for parents as well as providing valuable funds through fund raising activities. The P&C also runs a very successful school tuckshop and a uniform shop.

Reducing the school's environmental footprint

The school monitors electricity and water usage and encourages staff and students to engage in practices to reduce electricity and water usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	194,421	1,999
2011-2012	187,782	1,658
2012-2013	217,282	1,341

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

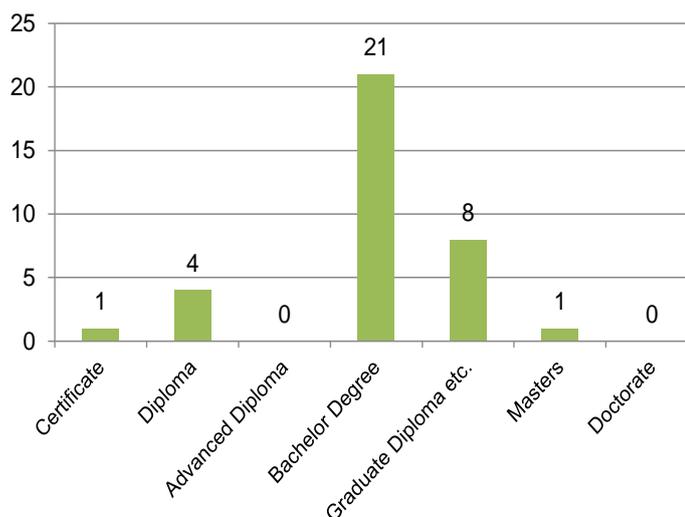
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	35	16	0
Full-time equivalents	28	11	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	4
Advanced Diploma	0
Bachelor Degree	21
Graduate Diploma etc.	8
Masters	1
Doctorate	0
Total	35



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

Our staff profile

The total funds expended on teacher professional development in 2013 were \$ 11330 . The major professional development initiatives are as follows:

Implementation of explicit teaching

Implementation of Australian Curriculum

Work Place health and Safety

Mandatory Training – eg CPR

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

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 2013 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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

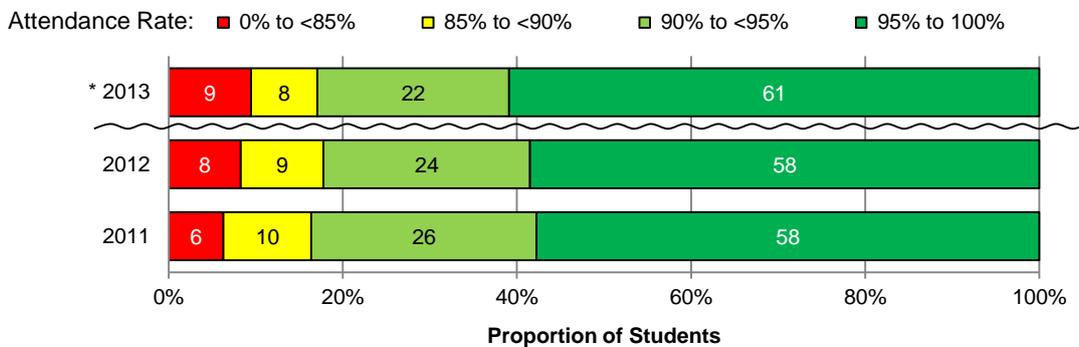
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	95%	94%	95%	95%	95%	96%	93%
2012	96%	94%	95%	95%	95%	93%	94%
2013	94%	93%	95%	94%	95%	94%	93%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

The school actively monitors student attendance. In 2014 Classroom teachers marked electronic rolls. Classroom teachers monitor unexplained absences and follow up with parents through email or letter contact. Irregular attendance patterns are noted and brought to the attention of the Administration who work with parents to ensure students attend school. SMS-PR-029: Managing Student Absences procedures are implemented when necessary to ensure attendance.

A range of proactive strategies to encourage attendance every day at school will be implemented in 2014.

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.

Find a school

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Search by suburb, town or postcode

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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

5% of the schools enrolment identify as indigenous. There is little or no significant difference in attendance, attainment or retention for these students.