

Oxley State School

Queensland State School Reporting

2014 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Oxley State School has a very dedicated staff that is committed to ensuring all students receive the educational experiences they require to meet their needs for the future. Oxley State School enjoys a reputation for providing an inclusive and nurturing environment where students are encouraged to reach their potential. Our commitment is to the development of the whole child which includes not only academic, sporting and cultural areas but also social and emotional aspects.

Our school motto *Success through Effort* is embedded in all of our actions and reflected in the relationships between teachers, students and the school community. Our belief that every child has the potential to succeed is underpinned by a philosophy of provision of opportunity.

This report contains a wide range of information regarding our school. At Oxley State School we believe that all students can achieve academic success.

- We believe that all students matter, every day.
- We share collective accountability for all student outcomes – we all own the data
- Curriculum delivery is underpinned by explicit instruction pedagogy and is a feature of every lesson in every classroom
- We have a school culture of high expectations

The report outlines the progress, achievements and significant outcomes for the past 12 months and previews the future direction of the school. Oxley State School is rich in the range of academic, cultural, artistic, physical and social activities that are encountered through our collaborative ownership to education. We are proud of our environment that encompasses a strong sense of community, open green spaces and sensitivity to our ecological footprint. Through high expectations for the provision of learning experiences, our focus is to build on the existing strengths of our students, while taking advantage of the wide range of opportunities that emerge.

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 2014. 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 3 and 5 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 2014

In 2014 our 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 were 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. Teaching staff 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 in class teaching, mentoring and coaching of class teachers.

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, Deputy Principal and Head of Curriculum. A special leadership learning circle was initiated to allow all staff interested to develop their leadership capability.

Future outlook

In 2015 our explicit improvement **goals** will focus on:

- The teaching and learning of Reading
- The teaching and learning of Writing
- Enhancing our Gifted and Talented provisions
- Further develop ICT infrastructure and hardware alongside the teaching and learning of ICT practices

During 2015 our school will continue working on:

- Aligning students' learning needs with curriculum development and teaching practices
- Ensuring all teachers model and utilise the Explicit Teaching process
- Refining of assessment, moderation and reporting practices that support the ACARA Framework

Pedagogy

- Developing a common and shared pedagogical framework through mentoring and coaching. Peer classroom, visits and feedback.
- Developing a shared and common understanding of educational practices within work programs
- Embedding the utilisation of Individualised Student Learning goals so that they are set, shared and regularly reviewed to promote student success
- Embedding differentiation practices into planning documents and teaching repertoires
- Differentiation framework for students documented via Individualised Learning Plans
- Enhancing communication between year level junctures via cohort meetings

Literacy

- The Explicit Teaching of Reading focussing on the a consistent approach to data collection and sharing
- The Explicit Teaching of Writing (via the 7 Steps to Writing Success model) focussing on a consistent approach to data collection and sharing
- "Spelling Mastery" approach to spelling has a full implementation across school from Prep to Year 6

Numeracy

- Analysis of data sets to identify approaches to gain consistency to the teaching of reading. Alignment of practices with ACARA requirements.

Retention, Attainment and Transition of Students

- School application of enrolment in state school policy regarding absences, reporting, exemptions

Curriculum Planning

- Continuing with implementation, shared planning and programmed moderation of the national curriculum learning areas. Over the four year strategic plan, continue the rollout implementation as required.

Intervention Processes and Strategies

- Through parent/ teacher interviews and newsletter, articulate support processes and intervention strategies that are utilised from a holistic to individual level.

Strategic knowledge, direction and importance

- Ensuring a component of the regular P&C meeting has a strategic focus with updates / initiatives / improvement agenda is presented / discussed / developed. Information reflected on web page
- Forming a School Council as an Independent Public School

Student Support

- Reviewing and enhancing programs that focus on students' social and physical wellbeing.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	510	250	260	96%
2013	517	238	279	97%
2014	535	247	288	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. ICSEA data identifies upward trend in the socio-economic profile. Our 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		
	2012	2013	2014
Prep – Year 3	23	22	23
Year 4 – Year 7 Primary	24	22	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	11	21	5

Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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

Oxley State School prides itself on the mix of and success of its extra-curricular activities. These fall into several areas, and participation is encouraged first and foremost, with opportunities provided for reaching a high level of performance. The following details these offerings:

Academic – Engagement with academic competitions as they arise such as ICAS, STEM and Maths tournaments

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 – for students in Year 4 – Year 7

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. Each class has a program planned for the development of skills in using the ICTs resource within their curriculum. Students develop skills that are transferable to programs that take place throughout the unit of work. 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 as an Information Communication Technology Coach.

Social Climate

The provision of pastoral care and the development of students' social growth are very important to us.

Student Leadership:

Leadership qualities are strongly emphasised in students at Oxley State School. Students are continually encouraged to be organised, show initiative, treat people fairly and display courage by 'giving things a go'. Students are encouraged to consider themselves 'ambassadors' of the school whenever they are in uniform and be great role models to other children.

Further leadership programs provide students in Years 5, 6 and 7 with opportunities to develop leadership skills and contribute to school decisions. Peer leaders and student leaders assist the Early Years students with games and social skills as well as raising funds for a nominated charity through the Student Council.

- Programs, based on Values Education, via the delivery of "You Can Do It" provide students with support and affirmation in relation to the development of virtues, citizenship, conflict resolution skills and the development of self-esteem.
 - The Program is further supported two days a week by a school Chaplain.
- Student behaviour in the playground is monitored and recorded by staff on duty – providing valuable information to track both positive and negative student interactions over time. This information is used to counsel and support students.
- An experienced Guidance Officer, Special Education Program Teacher and Support Teacher Literacy and Numeracy work at the school and are integral members of the school's Student Support Committee which is also the 'overarching umbrella' incorporating the Gifted and Talented Committee.

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. suspensions are invoked when necessary to ensure a safe environment.

The students, the staff and the parents of Oxley work co-operatively and collaboratively to generate a climate of trust and support. The school community works together as a whole to encourage and support learning. We encourage every student to achieve to their potential and celebrate successes. This is founded on respect for each other, including selves, and respect for institutions, which may include the physical properties of the school, as well as the non-tangible assets such as friendship, compassion and tolerance.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	86%
this is a good school (S2035)	100%	100%	89%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child likes being at this school* (S2001)	100%	100%	95%
their child feels safe at this school* (S2002)	100%	100%	93%
their child's learning needs are being met at this school* (S2003)	95%	97%	86%
their child is making good progress at this school* (S2004)	86%	94%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	94%	88%
teachers at this school motivate their child to learn* (S2007)	100%	100%	88%
teachers at this school treat students fairly* (S2008)	95%	97%	83%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	95%
this school works with them to support their child's learning* (S2010)	95%	100%	90%
this school takes parents' opinions seriously* (S2011)	84%	97%	89%
student behaviour is well managed at this school* (S2012)	86%	97%	90%
this school looks for ways to improve* (S2013)	100%	97%	95%
this school is well maintained* (S2014)	95%	100%	96%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	94%	92%
they like being at their school* (S2036)	92%	93%	89%
they feel safe at their school* (S2037)	96%	96%	95%
their teachers motivate them to learn* (S2038)	96%	97%	92%
their teachers expect them to do their best* (S2039)	97%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	93%	92%	95%
teachers treat students fairly at their school* (S2041)	84%	89%	84%
they can talk to their teachers about their concerns* (S2042)	82%	88%	87%
their school takes students' opinions seriously* (S2043)	78%	87%	89%
student behaviour is well managed at their school* (S2044)	78%	87%	81%
their school looks for ways to improve* (S2045)	95%	93%	94%
their school is well maintained* (S2046)	95%	90%	91%
their school gives them opportunities to do interesting things* (S2047)	84%	89%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	93%
they feel that their school is a safe place in which to work (S2070)		100%	96%
they receive useful feedback about their work at their school (S2071)		90%	78%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		97%	100%
student behaviour is well managed at their school (S2074)		90%	93%
staff are well supported at their school (S2075)		83%	80%
their school takes staff opinions seriously (S2076)		87%	76%
their school looks for ways to improve (S2077)		100%	96%
their school is well maintained (S2078)		97%	100%
their school gives them opportunities to do interesting things (S2079)		100%	84%

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

'Agree' represents the 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.

Involving parents in their child's education

Parents are encouraged to participate in their child's education from the outset. Opportunities for involvement are outlined at enrolment interviews, orientation sessions, parent teacher nights, curriculum information sessions, through information posted on the school website and in the school and class newsletters.

The philosophy of Oxley State School embraces communication between school and home and acknowledges that this is paramount. Open door policies facilitates further discussions between parents, teachers and students and are encouraged to provide school and home support for all students. Class teacher directed activities involving regular parent participation, be it in weekly reading group activities or weekly classroom help are also organised. Parents are also indirectly involved via the use of communication folders as required. Parents are encouraged to join with the school community to share their knowledge and expertise. Parents regularly join classroom teachers and assist with reading, maths, art, cooking and sport. Special events are widely supported by the school community. Irregular events include involvement at school discos, assemblies working bees and carnivals.

In class Voluntary Parent Support Programs operate, especially in the area of literacy where we have a number of keenly committed parents.

Parents have multiple opportunities for an active involvement in the school. These include the structured associations such as the Parents' and Citizens' Association, the various sub-committees of the P and C. In addition, there are meetings of the Class Representatives, a group of elected parents representing classes at a school and a social level.

Communication with parents is first class, with our weekly newsletter, published every Wednesday. An email copy is sent to those who prefer this way of receiving the newsletter, and it is also posted to the school website and via the QSchools app.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	187,782	1,658
2012-2013	217,282	1,341
2013-2014	200,383	1,296

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

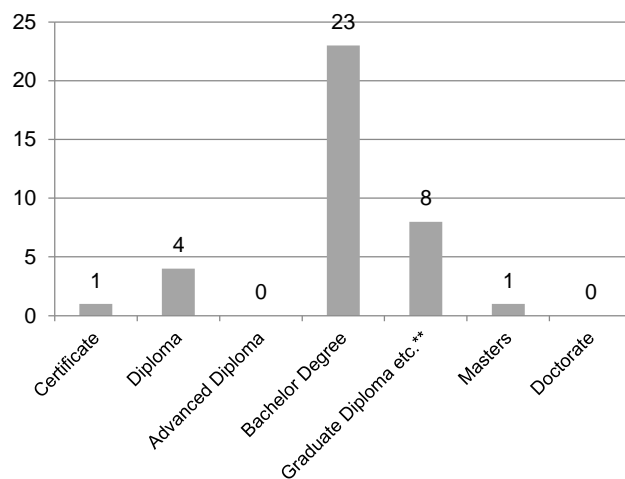
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	37	19	0
Full-time equivalents	29	12	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	4
Advanced Diploma	0
Bachelor Degree	23
Graduate Diploma etc.**	8
Masters	1
Doctorate	0
Total	37



*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

The total funds expended on teacher professional development in 2014 were \$26 761.80.

The major professional development initiatives are as follows:

- Whole of staff training in Explicit Model of Teaching and gradual Release of Responsibility (Fischer and Frey, Hattie, Archer)
- Teacher networking, Support teacher Literacy and Numeracy Networks, Special Education Teacher Networks
- Whole of School training in Pedagogy
- Curriculum – Term Curriculum Overviews and Planning proforma (planning days)
- Understanding and planning for differentiation
- ICT – eLearning committee also organised weekly workshops, held before school for interested staff members.
- Assessment and Reporting Frameworks – report card, moderation
- Digital technology – Tekkie Brekkie
- Gifted and Talented Education
- Inclusive Education
- Pre service Teacher Education
- Coaching and Mentoring
- Work Place health and Safety
- Mandatory Training – e.g. CPR; Student Protection

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%

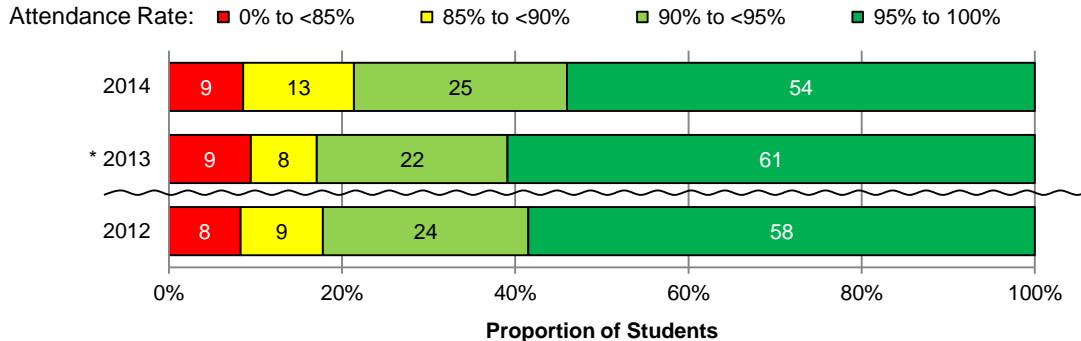
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	Year 8	Year 9	Year 10	Year 11	Year 12
2012	96%	94%	95%	95%	95%	93%	94%					
2013	94%	93%	95%	94%	95%	94%	93%					
2014	91%	94%	94%	95%	94%	95%	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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 an electronic roll twice a day, first up in the morning and immediately after the second lunch break. 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 then work with parents to ensure students attend school. SMS-PR-029: Managing Student Absences procedures are implemented when necessary to ensure attendance.

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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 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

5% of the school's enrolment identify as Indigenous. There is little or no significant difference in attendance, attainment or retention for these students.