

## Our school at a glance

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### Principal's foreword

#### Introduction

Oxenford State School has focussed on the ongoing development of leadership and management structures within the school. The core of this focus has been on the rigour within curriculum with a strong emphasis on the development of the phases of learning. The administration team has developed clearly defined roles and responsibilities in relation to teaching and learning.

The prime objective throughout 2008 was to increase the pedagogical understanding of learning and the direct link with school resources. 2008 saw a school focus on Literacy and Numeracy across the school. This professional ongoing dialogue enhanced teacher professional understanding. Our staff spent the year realigning the school based curriculum documents to the Essential Learning Framework.

During 2007 the Early Years Intervention Program was introduced. This program has continued throughout 2008 with positive feedback received from families in relation to the confidence displayed by their child, as well as huge gains made in reading interest and abilities. Our school results also supported the ongoing implementation of this significant program for children at risk in the Early Years.

The Upper Primary Literacy Grant was used as the vehicle to support children in the Senior Years of our school. The employment of an additional teacher facilitated smaller groups for the children in years 6 and 7. This grant determined the high risk students and the support which was tailored to meet the child's needs within the classroom on a daily basis.

Children in the Middle Years were supported throughout 2008 by the Learning Needs Teacher and support team. The movement of the Learning Needs team to the middle years allowed the school to identify children earlier than previous timelines students' at risk and students' requiring support.

The whole school actively worked on the online Math program Mathletics. The Mathletics program is a web based program where students can log on, the student can then access their work from home. The advantage of this program is that families become involved in the program with their child. Parents commented favourably on the work carried out by their child. Children were enthusiastic to compete against their peers throughout the world. An exciting program where the focus is on maths and the language of mathematics.

Oxenford State School is committed to providing quality educational experiences that are connected to real life and have a future's perspective through a supportive and creative environment. Our aim is to provide a seamless education from Prep to Year 7. We believe that by providing state of the art Technology resources and instruction, we are equipping our students to be active and informed citizens for the 21<sup>st</sup> Century.

## Our school at a glance

Significant strategic outcomes and goals achieved include:

### LEARNING

Develop an understanding of QCAR and the ramifications for the curriculum

Staff reviewed the Essential Learning Placemat

Generic criteria sheets were developed across all year levels

A –E reporting framework and criteria sheets developed for all subject areas

School based moderation of learning experiences and results implemented

Professional Standards for Teachers continued to be developed

Further development of core curriculum documents across the school

### SCHOOLS

Whole of school approach to behaviour and curriculum clearly defined

Consistency developed within and across year levels

Acquired resources that met the needs of staff and students according to planned objectives

Development of leadership density with leadership roles allocated to staff and school requirements

### WORKFORCE

Curriculum coordination time allocated to team leaders to implement changes required within the curriculum

Utilising the strengths of staff to mentor other staff

Enhancing the professional development plans of staff to meet the systemic needs of our education system

Maintain the team approach and support within the school

## Future outlook

In 2009 Oxenford State School will focus on improving the following areas:

Embedding the scope and sequence from QSA

Continue to audit the essential standards against the school's core curriculum documents

Timely intervention from Prep – Year 7

School Based Moderation across all junctures of schooling

Improving the average score in reading, writing and numeracy in Years 3, 5 and 7 in comparison to test benchmarks

The percentage of students not requiring additional support in Year 2 Reading, Writing and Number

Ensuring that the school based moderation process has rigour. The process to be completed at planned, negotiated timelines

Oxenford State School to train a school based facilitator in First Steps Maths

First Steps Mathematics Training for all staff

## Our school at a glance

Professional development of all staff in relation to formal testing requirements

Action plan and realign programs and resources as required to enhance and support test results for all students.

### School Profile

Total student enrolments for this school: 499

Year levels offered: Prep to Year 7

Coeducational or single sex: The student cohort of Oxenford State School is coeducational

### Curriculum offerings

Our school curriculum framework has a distinct emphasis on the core elements of Literacy and Numeracy.

**Our distinctive curriculum offerings:**

- Music
- Technology
- Sporting
- Thinking skills through the teaching of Philosophy
- Values Education
- Chess

**Extra curricula activities:**

- Instrumental Music program – junior and senior strings
- Beginner Band and Senior Band
- Boys' Group
- Students performed at the Gold Coast Eisteddfod
- School based Oxenford Idol

**How computers are used to assist learning:**

The school is fully networked with technology playing a major role in all areas of the school. Smartboards are a teaching tool available in every classroom. The school also has a computer lab where all classes have access. Throughout 2008 the school staff became more aware of the need for an electronic paperless school. Some staff commenced their virtual classroom with positive feedback from parents and students.

2008 saw the Investing In Schools Program completed with banks of networked laptops available for all Years 6 and 7 students.

## Our school at a glance

### Social climate

*Student Council* representation from students in years 5, 6 and 7 allows for emergent issues to be addressed and support given for social conscience programs.

*Values Education:* Teaching of Philosophy the higher order thinking is taught explicitly across all year levels. Philosophical discussions are incorporated into all planned integrated learning units of work. Students are awarded through the school assembly's values certificates for acknowledgement of the values taught in their classrooms.

*Playground Leaders Program:* The Buddy Program operates in the junior sector of the school. Students in Year 6 assist younger children develop their play as well as assisting children to resolve any conflict issues in play.

*Supportive School Environment* has promoted a clearly articulated framework with which acceptable behaviours are acknowledged and non-compliant behaviour is managed within the framework of student behaviour.

Parent item response on social climate of the school in 2008 noted:

82.1% were satisfied or very satisfied that their child was happy to go to this school

78.6% were satisfied or very satisfied that their child was safe at this school

42.8% were satisfied or very satisfied with the behaviour of students at this school

46.4% were satisfied with student discipline in the school

78.5% were satisfied or very satisfied that their child was treated fairly at this school

Student item response on social climate of the school in 2008 noted:

60.6% were satisfied or very satisfied that they are happy to go to this school

58.4% were satisfied or very satisfied that they are safe at this school

24.6% were satisfied or very satisfied with the behaviour of students at this school

48.3% were satisfied or very satisfied that they are treated fairly at this school

School climate has undergone a dramatic overhaul throughout 2008. The school has aligned the management processes for student behaviour as well as the notification to families.

The general satisfaction within the student population in 2008 was 64.9% that this is a good school.

## Our school at a glance

### Involving parents in their child's education.

2008 saw the active participation of an empowered of the Parents and Citizens' Association. Parents became proactive and supporting of the parent body with parents seeking the opportunity to participate in the organisational management of the school and to provide services that directly met the needs of students.

The Association supported specific curriculum as well as enhancements throughout 2008, specifically Instrumental Music Uniforms, Sports Days and the purchase of sporting equipment. .

Oxenford State School actively encourages parents and community members to become involved in their child's education through:

Parent and Citizens' Membership

Training of parents to scan and change home readers

Encouraging parent attendance at culminating events

Encourage parent attendance at sports days

Encourage parent attendance at Under 8's Day and Days of Excellence

Quality Work Conferences where children share quality work with family members and carers

Providing Open Day for School Enrolments

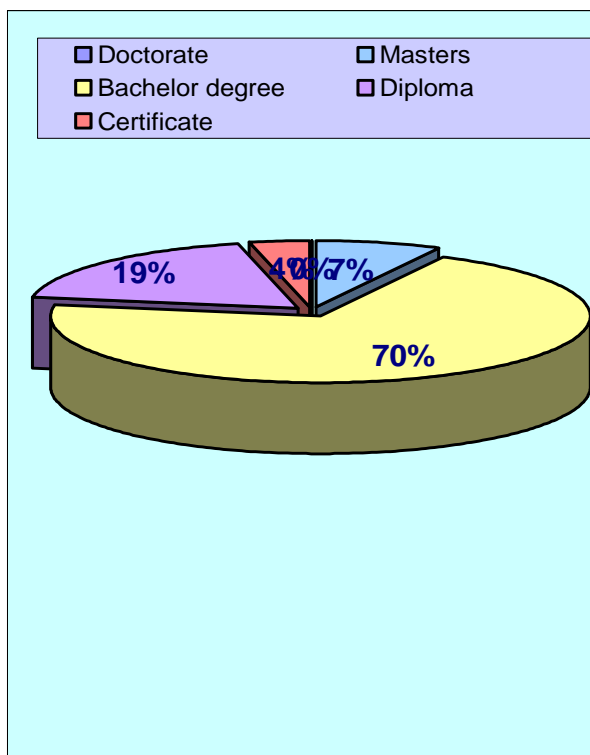
Encouraging parents to support school fund raising initiatives

Involving parents to be involved when compiling Educational Support Plans.

## Our staff profile

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	19
Diploma	5
Certificate	1



### Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 were \$17,300.
- The major professional development initiatives are as follows:
- Mindisghts Training
- Ongoing Senior First Aid Training for all staff
- Developmental Continua Training for Teachers new to the Year 2 Net
- Budget Training
- Workplace Health and Safety Conference
- Critical Incident Training
- Gold Coast Primary Teachers' Ball
- E-Learning for all staff
- Deputy Principals' Core Business Days
- Primary Teacher Science
- Technology in the Middle Years for staff and students
- Literacy Training for P – 3, Deputy Principal and Principal

## Our staff profile

- Hidden Disability
- QCAR Training
- Queensland Association of State School Principals
- Relaxation and Visualisation for Traumatized Children
- Calmer Classrooms Training
- The involvement of the teaching staff in professional development activities during 2008 was 89%.

### Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

### Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 98 % of staff was retained by the school for the entire 2008 school year.

## Performance of our students

### Student attendance

The average attendance rate as a percentage in 2008 was 93 %.

### Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	354	445	514
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008 88 %	74 %	97 %
Writing	Average score for the school	363	446	506
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008 88 %	85 %	85 %
Spelling	Average score for the school	349	451	524
	Average score for Queensland	366.7	462.0	528.0

## Performance of our students

	For the school the percentage of students at or above the national minimum standard.	2008	87 %	82 %	90 %
Grammar and Punctuation	Average score for the school		346	466	514
	Average score for Queensland		370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	89 %	84 %	92 %
Numeracy	Average score for the school		343	448	513
	Average score for Queensland		367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	91 %	90 %	97 %

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	75%
Writing	84%
Number	78%

## Performance of our students

### Value added

Oxenford State School is developing a balance within the curriculum where student needs and responsibilities in relation to learning are met. Children are responding to the rigour placed within our curriculum as well as striving for continuous improvement in the basics of literacy and numeracy. We have the school expectation that all children are capable of learning with the school focus centred on daily expectation and success. Throughout the school we discuss and reflect on striving to always achieve their individual personal best for all learners.

Intervention programs are essential to what we do. Learning needs was investigated as a year level, with the Learning Needs Teacher working in classrooms with students. This allowed for the tailoring of programs to suit the specific needs of the learner. Oxenford State School supports children and their emotional needs through the employment of a school based counsellor. This service allows children to receive a weekly session with a trained counsellor on site. This service is accessed through the school's special needs team.

### Parent, student and teacher satisfaction with the school

In 2008 75% of parents indicated that this is a good school.

The student opinion surveys continue to show no consistent trend. Student responses in 2008 continue to indicate general dissatisfaction.

All survey responses received from staff are significantly above state mean.

Our long term results are erratic and will continue to be monitored. Our focus is significantly placed on students and their learning.

Percentage of students, satisfied that they are getting a good education from our school 71%

Percentage of parents and caregivers, satisfied that they are getting a good education from our school 57%

Percentage of parents/caregivers satisfied that the school is a good school 75%

Percentage of school workforce satisfied with access to learning opportunities that relate to school and systemic initiatives 89%

Throughout 2008 the 86.5% of staff made a strong commitment to daily physical activity for students

Percentage of staff members satisfied with the morale in the school 95%