



Oxenford State School – Parents & Citizens Association General Meeting Minutes

Date	15 th February 2021
Attendance	Melanie Pearson, Tracy Burger, Katie-Jane Lawrence, Lucy Shepherd, Liz Cook, Patric Brady, Sharmain Brauer, Tarra Smith, Peta May, William Owen-Jones, Mark Boothman, Sue Clarke, Christine New, Priscilla Mulcahy, Kerry-Ann Hodda, Angela Geddes, Bronwyn Boyle, Vanessa Venter, Kate Priers
Apologies	Timothy Lawrence, Karen McDonogh & Chester Hikki
Meeting Chair	Melanie Pearson
Minutes By	Katie-Jane Lawrence
Meeting opened	3:17pm

1. Minutes of previous meeting

Distribution and confirmation of previous minutes of meeting dated 23rd November 2020.

Motion: *That the minutes of the previous General Meeting be accepted as true and correct.*

Moved:	Sue Clarke	Seconded:	Kerry-Ann Hodda	Carried:	Yes
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2. Business Arising from Previous Minutes

Not applicable.

3. Correspondence In/Out

Mail January

BOQ Statement

Comm Bank Statement

Cadbury Fundraising Booklet

Mail February

Australian Fundraising

Crown Concepts

Commbank Statement

School Gifts Mothers Day Stall Flyer

BOQ Statement

Australian Fundraising Slime Info Pack

Smart Gifts Mothers Day Stall Flyer

Bentley Towels Fundraising Information Sheet

Comm Bank Statement

P&C Qld Parent Talk

P&C Qld Insurance Renewal

Emails

P&C Qld Parent Talk in and out

Agenda Email to Members

Fundraising Emails

4. Business Arising for Correspondence

Not applicable.

5. President's Report

Melanie Pearson introduced herself and welcomed new families to our school.

Melanie provided an update on the water bubbler project with the first 2 water bubblers installed over the school holidays. 1 located in front of the library at the end of the year 2 block and 1 on the front oval

Bunnings Sausage Sizzle took place on Sunday 31st January 2021 and raised funds for the 2021 jointly funded school musical. Thank you to all the volunteers parents, P&C Members and school staff.

Dates for P&C in Term 1 & 2

- P&C AGM 29th March 2021
- Bunnings Sausage Sizzle 13th March 2021
- School Disco – March TBC
- Eater Raffle – Date TBC
- Cross Country Sausage Sizzle TBC
- Mothers Day Stall / Breakfast – Possible Dates 5th & 7th May

P&C are still looking for 2021 projects to focus on and all suggestions are welcome.

See full report in Appendix.

Motion: *Accept the Presidents report as true and correct*

Moved:	Angela Geddes	Seconded:	Kerry-Ann Hodda	Carried:	Yes
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6. Treasurer Report

Income since last meeting as follows;

Bunnings Sausage Sizzle Profit \$1,390.47

Uniform Shop \$15,661.00

Main Bank Account as at 31st January 2021 is \$50,244.01

Building Fund Account as at 31st January 2021 is at \$11,138.25

Audit will be submitted beginning of March for Boutique Audit Solutions.

Katie-Jane Lawrence – P&C Secretary also noted a sum of \$2,746.16 deposited for Christmas Raffle Fundraising with cost of holding raffle at \$39.00 total profit \$2,707.16 – Motion to move these funds to the BOQ Building Fund Account.

P&C Financial & Treasurer Report attached.

Motion: *The P&C Financial Treasurer report is true and correct and motion to move Christmas Raffle Profits to BOQ Building Fund Account*

Moved:	Kerry-Ann Hodda	Seconded:	Christine New	Carried:	Yes
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7. Subcommittee Reports

7.1 Book Club/Fair – Natalie Baker

Not applicable.

7.2 Uniform Shop – Sue Clarke

- Stock sold 24th November 2020 – 14th February 2021
656 items totalling \$15,661.00 – gross profit \$958.40 (average profit of \$29.15%)
- Stock on Hand \$24,173.92
- Stock on Order – Polo Shirts 250 - \$5,293.75.

Due to the new walkway being constructed over the holidays the uniform shop was moved to the Computer Lab which worked out really well with a lot more room for students and parents to try on uniforms. Thank you to all of our wonderful volunteers.

We only ran out of a few items size 6 Bradman shirts and size 6 skorts and we are now running low on several items.

Request approved to write off 3 shirts that were samples from previous suppliers and do not have school logo but could donate to the school to use as spares.

Request to change to selling only one type of hat bucket or wide brim due to the large minimum order quantities. It was decided by members of P&C and Principal that both hats would remain as students like both of the hats. Smaller order quantities mean that price of hats will go up by \$1 per hat.

Request to order hats, sports shirts, shorts, skorts & music shirts with total order being \$6,318.60.

Full Uniform shop report attached in Appendix.

Motion: The *Uniform Shop report is true and correct, Approval of Write off and donation of three old supplier sample shirts with no logo to the school & Uniform Shop Order approved*

Moved:	Kerry-Ann Hodda	Seconded:	Vanessa Venter	Carried:	Yes
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7.3 Fundraising Report

Bunnings Sausage Sizzle raising total profit for the School Musical of \$1,390.47

P&C would like to hold a Disco at the end of term 1 – Agreed Disco would be held, Mr Brady will advise of suitable date.

Request to begin purchase of Mothers Day Stall items. This was agreed and budget to be set by Executive Team over the coming week.

No report provided at this meeting.

Motion: The *Fundraising & Event information is true and correct, disco approved and Mothers Day Stall Purchases can go ahead upon receipt of subject from Executive Team*

Moved:	Sue Clarke	Seconded:	Christine New	Carried:	Yes
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7.4 Grants – Chester Hiki

Not applicable.

7.5 Infrastructure – Melanie Pearson on behalf of Juan Pearson

Not applicable.

8. Principal's Report

Mr Patric Brady welcomed everyone and thanked all attendees,

Day 8 student enrolments for Oxenford State School 541.

Prep Building after renovations has been handed over to the school with only minor defects to be completed. Covered walkway has three week completion date subject to weather, hold up during the school holidays due to rain and footing holes needing to be drained of water numerous times.

Air Conditioning Update – Prep D room will have air conditioning installed this Friday due to the needs of one of our schools students with Reginal office funding this installation.

Remainder of the school air conditioning is going out to tender again to include upgrades for two buildings Project is predicted to be completed by end of September.

Welcome to new staff (see report) Farewell to Mrs Kay who has advised she will be retiring at the end of March. Several staff are also on Long Service Leave.

Full school review and quadrennial school review – See Executive Summary attached

Student Code of Conduct – Responsible Behaviour Plan for Students

New document has been discussed and endorsed by P&C. New document is listed on the school website and parent feedback will be sought.

Out of School Hours Care – Tender Process

Helping Hands has been given the supplier contract to deliver the Out of School Hours Care Program. The P&C Executive Team, Schools Business Manager and myself met with Priscilla Mulcahy, Community Partnership Manager, Helping Hands Network.

See attached full report from Principal.

Motion: *Principal Report & Financial Report be accepted as true and correct*

Moved:	Sue Clarke	Seconded:	Tracy Burger	Carried:	Yes
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9. Motions on Notice

Not applicable.

10. General Business

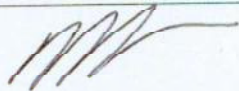
- Emails received for discussion from Sarah Haynes and were read out in full in regards to the following;
 - The use of Kooraburra Stationary Supplies – Response was that the supplier is required by the Department to be put out to tender. Tenders are not chosen based on what the school gets from each supplier that does not come into the tender process at all. In this case Kooraburra came in at the best price in the tender process.
 - Eating times – School will address this directly.
 - SSP Monsters sight word program – School will dress this directly.Emails have been forwarded onto the Leadership Team of Oxenford State School to answer directly.
- Pricilla from Helping Hands Network spoke briefly and advised of many exciting things to come for the Helping Hands Program over the new few years. Pricilla expressed that the Helping Hands Network is excited to be appointed as OHSC for Oxenford State School for the next 9 years and they are looking forward to building our relationships. Pricilla will be back at a future meeting to discuss OHSC programs in further detail.
- William Owen-Jones advises quotes are being sought for bollards out the front out our school and hopes to have an update shortly.

- Katie-Jane Lawrence – Secretary would also like to log in a remaining \$50 Coles Myer gift card from the Christmas Raffle for use for the Mothers Day Raffle – Gift Card given to Angela Geddes P&C Fundraising Co-Ordinator.
- Vanessa suggested P&C do a survey of students and parents to decide what they would like funds raised for and run consecutive projects at once. P&C will organise a survey ASAP.

11. Applications for New Memberships called

No new applications

Meeting Closed:	5:16pm
Next Meeting	Monday 29 th March 2021 AGM & General Meeting 6pm

These minutes are endorsed as a true and accurate record			
Signed:		Date:	22/4/2021
Name:	Melanie Pearson	Position:	President



GENERAL MEETING AGENDA

15th February 2021 @ 3:15pm in School Library

Attendance book to be passed around or confirmed over MIS and completed before the meeting opens.

Opening of meeting and welcome by the Chair – Melanie Pearson

We shall respect other member's opinions, welcome ideas and support each other.

1. Apologies
2. Confirmation of minutes of previous meeting
3. Business arising from minutes of previous meeting
4. Correspondence inward or outward:
5. Business arising from correspondence:
6. Table Executive Committee's decisions (if any):
Term 1 2021 School Resource Scheme Raffle Donation
7. President's Report
8. Treasurer's Report: Lucy Shepherd
9. Subcommittee Reports
 - 9.1 Book Club/Fair – Natalie Baker
 - 9.2 Uniform shop – Sue Clarke
 - Stocktake Term 4 Report
 - Sales Report
 - Proposed motion to stock 1 type of school hat due to minimum order quantities
 - 9.3 Fundraising report – Angela Geddes & Kerry-Ann Hodda
10. Principal's Report – Patric Brady
11. Motions on Notice
12. General Business
Discussion on community program involvement for the year – Proposal to support Friends with Dignity Australia School Scholarship and Resource Programs
13. Application for New Memberships called

Next meeting:

AGM Monday 29th March 2021 @ 6pm in the Library



Oxenford State School – Parents & Citizens Association General Meeting Minutes

Date	23 rd November 2020
Attendance	Melanie Pearson, Tracy Burger, Katie-Jane Lawrence, Lucy Shepherd, Liz Cook, Patric Brady, Sharmain Brauer, Sue Clarke, Chester Hikki, Kerry-Ann Hodda, Vicki Diefenbach, Julia Mpoumpis, Kim Maroski & Kristy Walsh
Apologies	Timothy Lawrence, Mark Boothman, Angela Geddes & Karen McDonogh
Meeting Chair	Melanie Pearson
Minutes By	Katie-Jane Lawrence
Meeting opened	3:25pm

1. Minutes of previous meeting

Distribution and confirmation of previous minutes of meeting dated 19th October 2020.

Motion: *That the minutes of the previous General Meeting be accepted as true and correct.*

Moved:	Kerry-Ann Hodda	Seconded:	Tracy Burger	Carried:	Yes
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2. Business Arising from Previous Minutes

Not applicable.

3. Correspondence In/Out

Mail – In

Bank Statements

Emails – In

William Owen Jones Traffic

Bubbler Cooler Quote

Emails – Out

Notification of meeting dates

Reminder of meeting dates

Distribution of agenda to members

Follow up William Owen Jones

4. Business Arising for Correspondence

Not applicable.

5. President's Report

Melanie Pearson thanked volunteers, parents & staff for support of the Election Day/ Year 6 Social Fundraising BBQ on 31st October 2020, Colour Run on 30th November 2020, Year 6 Social Event.

Melanie also provided a 2020 recap and personal thank you to everyone whom supported her throughout the 2020 school year. Melanie indicated an intention to run for President at the 2021 AGM for another year.

Melanie wished everyone a safe and happy holidays.

See full report in Appendix.

Motion: *Accept the Presidents report as true and correct*

Moved:	Kerry-Ann Hodda	Seconded:	Lucy Shepherd	Carried:	Yes
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6. Treasurer Report

Income since last meeting as follows;

Democracy Sausage Sizzle / Year 6 Social Raffle \$944.00

Colour Explosion – Still awaiting final figures but approximately \$6,000.00

Uniform Shop \$7,762.00

Grant Monies \$20,165.00

Main Bank Account as at 31st October 2021 \$52,928.70

Building Fund Account as at 31st October 2021 \$6,013.51

P&C Financial & Treasurer Report attached.

Motion: *The P&C Financial Treasurer report is true and correct*

Moved:	Sue Clarke	Seconded:	Tracy Burger	Carried:	Yes
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7. Subcommittee Reports

7.1 Book Club/Fair – Natalie Baker

- Issue 8 – Last bookclub of 2020 will be delivered this week
- Book Fair number 2 buy 1 get 1 free. \$3000 worth of ales so \$6,000 worth of books going home with students.
- Natalie thanked everyone who helped with the bookfairs throughout the year.

Book Club Report attached.

Motion: *The Book Club report is true and correct.*

Moved:	Kerry-Ann Hodda	Seconded:	Sue Clarke	Carried:	Yes
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7.2 Uniform Shop – Sue Clarke

- Formal polo shirts have had a price increase from supplier.
- Music Shirts will be ordered at beginning 2021
- Stock sold \$7,762.21
- Stock on Hand \$34,579.39
- Stock on Order \$5,293.75

- Request for end of year sale 1 polo and 1 sports shirt \$40.00 and 2 Size 2 everyday shirts \$40.00 to try and sell some more. These sales are until the last day of school only.
 - Trading hours for new year before school starts as agreed at the meeting;
 - Monday 18th January 2pm - 6pm
 - Tuesday 19th January 9am – 12pm
 - Wednesday 20th January 9am - 12pm
 - Thursday 21st January 2pm – 4pm
 - Friday 22nd January 2pm – 4pm

Full Uniform shop report attached in Appendix.

Motion: The Uniform Shop report is true and correct & Approval of Uniform Shop Sale

Moved:	Tracy Burger	Seconded:	Kerry Ann Hodda	Carried:	Yes
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7.3 Fundraising Report

Colour Run profit to date approx. \$6,000 still awaiting final figures.
No report provided at this meeting.

Motion: The Fundraising & Event information is true and correct

Moved:	William Owen-Jones	Seconded:	Kerry-Ann Hodda	Carried:	Yes
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7.4 Grants – Chester Hiki

Not applicable.

7.5 Infrastructure – Melanie Pearson on behalf of Juan Pearson

Bubblers still to be ordered. Discussions as to which bubblers will be ordered 1 for front oval, 1 near library both will have bubbler and water bottle refill station, 2 recycled plastic bubblers on the upper over area and 2 water cooling bubbler system that attach to existing bubblers within the school. Katie-Jane Lawrence presented these quotation and with monies raised towards this project for the Building Fund this year there are adequate funds to be able to purchase all of the above items.

Copy of cooler quotation attached.

Motion: The above bubblers will be purchased by P&C using BOQ Building Fund monies

Moved:	William Owen-Jones	Seconded:	Tracy Burger	Carried:	Yes
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8. Principal's Report

Patric Brady discussed upcoming events;

- Student Leaders will be announced for 2021 this coming week
- OHSC review and selection will be completed this week
- Full School review Wednesday – Friday this week
- Thursday 3rd Student Awards Ceremony – Parents of Students receiving an award will only be permitted to attend
- Christmas concert will be filmed during school time and send to parents to watch
- Swimming Carnival will be no parents this year.
- Year 6 Graduation – 2 parents per child Monday 7th December at 6:30pm at Helensvale State School
- Principal party 2nd December will be a pool party and required 1280 hoots and 94% attendance
- Meet the Teacher 7th December.

- Air conditioning will not be installed this year.
- \$33,000 computer replacement project underway.
- Vicky Diefenbach is leaving us to return to classroom teaching at Ipswich State School Year 1 – Will be very sad to see her go and we wish her all the best.

See attached full report from Principal.

Motion: *Principal Report & Financial Report be accepted as true and correct*

Moved:	William Owen-Jones	Seconded:	Vicky Diefenbach	Carried:	Yes
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9. Motions on Notice

Not applicable.

10. General Business

School Musical

Kristy Walsh, Kim Maroske & Julia Mpoupis presented a funding request for a proposed School Musical in the 2021 School Year. The proposed musical is The Lion King Junior Experience. The musical will be for all grades.

Breakdown of costs were provided, details of location, collaborations, full term by term planner also provided. Request that this project be a joint funding venture between the School & P&C with the amount of \$3,000 each being provided to fund the musical.

It was agreed that P&C will provide \$3,000 and Patric Brady agreed School will provide the other \$3,000.

See attached full proposal / funding request application.

Motion: *P&C to provide \$3,000 funding towards to 2021 School Musical Project.*

Moved:	Chester Hikki	Seconded:	William Owen-Jones	Carried:	Yes
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11. Applications for New Memberships called

No new applications

Meeting Closed:	4:45pm
Next Meeting	Monday 15 th February 2021

These minutes are endorsed as a true and accurate record

Signed:		Date:	
Name:	Melanie Pearson	Position:	President

Oxford State School P&C Association

President's Report February 2021

Welcome everyone & thank you for attending our February general meeting, I would also like to welcome all the new families to Oxford State School.

For those who don't know me my name is Melanie Pearson and I have two daughters at the school who are in Year 1 & 3.

Water Bubbler Project: I am very please to advise that all our fundraising efforts in 2020 have paid off and the first 2 water bubblers have been installed, they are located on the front oval & up by the library, from what I have been told the students absolutely love them. Big thank you everyone that supported our fundraisers in 2020.

Please Note – There are still two more bubblers to be install, however we are awaiting the go ahead from Sharmain & Patric before we order them.

Bunnings Sausage Sizzle: A big Thank you to everyone that volunteer at the BBQ on Sunday 31st of January your time & support is greatly appreciated. I would also like to Thank Cheryl from Barkers Delight for donating the bread and to everyone in the school community that came down an supported the fundraiser.

The sausage sizzle was a success and all funds raised will be set aside for the School Musical, as in 2020 the P&C agreed to support the Musical and fund \$3,000 to help with production costs. – refer to Treasurer report for figures.

Things Happening in Term 1 & 2:

- P&C AGM 29th of March
- Bunnings Sausages Sizzle – Saturday 13th of March
- School Disco – March Date TBC - refer to Events / Fundraising Report
- Easter Raffle - Date TBC to run alongside the schools Easter Bonnet Parade
- Cross Country Sausage Sizzle – March 31st
- Mother's Day Stall / Mother's Day Breakfast - possible dates May 5th & 7th

The P&C are still looking for a project for 2021 to focus on, we welcome anyone from our school community to offer ideas on what that project could be.

Thank you again for attending this afternoons meeting, 2021 is going to be a great year for the Students at Oxford State School. I am round the school most mornings & afternoons If you need anything at all or just want to chat please come an say Hi.

Melanie Pearson
P&C President Oxford State School

Treasurer's Report

15th February 2021

Our income since our last meeting in November has been from the uniform shop, the Bunnings Sausage Sizzle.

Our Bunnings Sausage Sizzle made a profit of \$1,390.47.

The uniform shop has made \$15,661.00 of sales since our last meeting in November 2020.

The main bank account as at 31st January 2021 is \$50,244.01 and our BOQ School Building Fund as at 31st January 2021 is \$11,138.25.

Our audit will be at the beginning of March 2021.

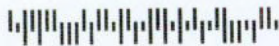
Lucy Shepherd
Treasurer
P&C Oxenford State School

Oxenford State School P&C Association

Profit and Loss

23 November, 2020 - 15 February, 2021

	TOTAL
Income	
Donations/ Contributions Received	300.00
Sales - Containers for Change	96.20
Sales - Fundraising	12,332.86
Sales - Uniforms	31,427.48
Unapplied Cash Payment Income	25.00
Uncategorised Income	250.00
Total Income	A\$44,431.54
Cost of Sales	
Cost of sales	1,240.05
Total Cost of Sales	A\$1,240.05
GROSS PROFIT	A\$43,191.49
Other Income	
Interest income	3.50
Total Other Income	A\$3.50
Expenses	
Bank charges and fees	491.48
Meals and entertainment	2,068.00
Purchases	275.90
Total Expenses	A\$2,835.38
Other Expenses	
Reconciliation Discrepancies	151.25
Total Other Expenses	A\$151.25
NET EARNINGS	A\$40,208.36



041

OXENFORD STATE SCHOOL P C ASSOC
19 MICHIGAN DR
OXENFORD QLD 4210

Account Number 06 4224 10013445

Statement
Period 1 Nov 2020 - 30 Nov 2020

Closing Balance \$36,946.92 CR

Enquiries 13 1998
(24 hours a day, 7 days a week)

Cheque Acct Bearing Interest

If this account has an attached overdraft limit or facility which is secured over your primary place of residence or over a residential Investment property you should ensure that the property is insured in accordance with the terms and conditions of the mortgage. If you have any queries about your insurance cover you should contact your insurer. Information on property insurance can also be found on www.moneysmart.gov.au. Note, if this account has an attached overdraft limit or facility and we send you a statement every 4 or 6 months, we will update your [statement preference](#) to every 3 months as part of changes made to the new Banking Code of Practice from 1 July 2019.

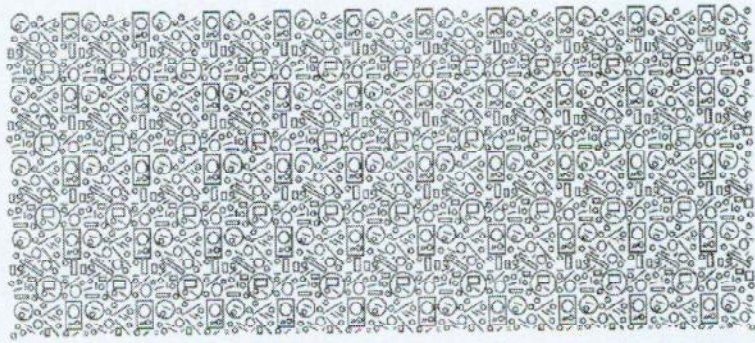
Name: OXENFORD STATE SCHOOL P&C ASSOCIATI

Note: Have you checked your statement today? It's easy to find out more information about each of your transactions by logging on to the CommBank App or NetBank. Should you have any questions on fees or see an error please contact us on the details above. Cheque proceeds are available when cleared.

The date of transactions shown here may be different on your other transaction lists (for example, the transaction list that appears on the CommBank app).

Date	Transaction	Debit	Credit	Balance
01 Nov 2020	OPENING BALANCE			\$52,928.70 CR
02 Nov	Cash Dep Branch HELENSVALE 159.60 coin ele bbq		785.00	\$53,713.70 CR
02 Nov	Cash Dep Branch HELENSVALE		159.60	\$53,873.30 CR
02 Nov	CBA MERCHANT FEE 5353109490341297 Value Date: 31/10/2020	80.47		\$53,792.83 CR
02 Nov	POS 54222700 31 OCT		339.00	\$54,131.83 CR
04 Nov	Direct Credit 445511 COUNTRYWIDE AUST 20201104-2-9		364.80	\$54,496.63 CR
04 Nov	POS 54222700 04 NOV		148.00	\$54,644.63 CR
05 Nov	POS 54222700 05 NOV		18.00	\$54,662.63 CR
10 Nov	Transfer to other Bank NetBank Raffle link set up	39.00		\$54,623.63 CR
10 Nov	Transfer to other Bank NetBank Bbq utensils	43.12		\$54,580.51 CR
10 Nov	Transfer to CBA A/c NetBank Bbq coles expenses	97.40		\$54,483.11 CR
10 Nov	Transfer to other Bank NetBank Year 6 BBQ ice	20.00		\$54,463.11 CR
10 Nov	Transfer to other Bank NetBank Woolies bun bbq	175.00		\$54,288.11 CR





Date	Transaction	Debit	Credit	Balance
10 Nov	Transfer to other Bank NetBank Grace Grace	103.27		\$54,184.84 CR
10 Nov	Transfer to CBA A/c NetBank Foam machine	582.00		\$53,602.84 CR
10 Nov	Transfer to CBA A/c NetBank Slime	150.00		\$53,452.84 CR
10 Nov	Transfer to CBA A/c NetBank Play equip grant	11,805.20		\$41,647.64 CR
10 Nov	Transfer to other Bank NetBank Year 6 photobooth	200.00		\$41,447.64 CR
10 Nov	Transfer to other Bank NetBank Year 6 Food Truck	150.00		\$41,297.64 CR
10 Nov	Transfer to CBA A/c NetBank 2021 backpack	123.50		\$41,174.14 CR
10 Nov	Transfer to CBA A/c NetBank 2021 backpack	123.50		\$41,050.64 CR
11 Nov	Direct Credit 445511 COUNTRYWIDE AUST 20201111-2-9		63.36	\$41,114.00 CR
11 Nov	POS 54222700 11 NOV		1,206.00	\$42,320.00 CR
12 Nov	Transfer to CBA A/c NetBank Shade sails grant	8,360.00		\$33,960.00 CR
12 Nov	Transfer to other Bank NetBank Year 6 BBQ reimb	138.05		\$33,821.95 CR
12 Nov	Transfer to other Bank NetBank Bunn BBQ reimb	177.39		\$33,644.56 CR
12 Nov	Cash Dep Branch HELENSVALE 1 uniform shop sales		18.00	\$33,662.56 CR
12 Nov	POS 54222700 12 NOV		18.00	\$33,680.56 CR
18 Nov	Direct Credit 445511 COUNTRYWIDE AUST 20201118-2-9		359.04	\$34,039.60 CR
18 Nov	POS 54222700 18 NOV		1,000.00	\$35,039.60 CR
19 Nov	Cash Dep Branch HELENSVALE 1 uniform shop sales		120.00	\$35,159.60 CR
19 Nov	POS 54222700 19 NOV		18.00	\$35,177.60 CR
23 Nov	Transfer to other Bank NetBank Year 6 Photobooth	250.00		\$34,927.60 CR
23 Nov	Transfer to other Bank NetBank Year 6 Photobooth	250.00		\$34,677.60 CR
24 Nov	Transfer to other Bank NetBank Yr 6 food truck	1,318.00		\$33,359.60 CR
24 Nov	POS 54222700 24 NOV		128.00	\$33,487.60 CR
25 Nov	Direct Credit 445511 COUNTRYWIDE AUST 20201125-2-9		332.16	\$33,819.76 CR

Date	Transaction	Debit	Credit	Balance
25 Nov	POS 54222700 25 NOV		118.00	\$33,937.76 CR
26 Nov	Cash Dep Branch HELENSVALE 1 uniform shop sales		20.00	\$33,957.76 CR
26 Nov	Transfer From KATIE-JANE LAWRENCE Social Meal for Katie Lawrence		17.00	\$33,974.76 CR
26 Nov	POS 54222700 26 NOV		146.00	\$34,120.76 CR
29 Nov	Transfer from CBA NetBank RaffleLinkProceeds		2,746.16	\$36,866.92 CR
30 Nov	POS 54222700 30 NOV		80.00	\$36,946.92 CR
30 Nov	2020 CLOSING BALANCE			\$36,946.92 CR

Opening balance	-	Total debits	+	Total credits	=	Closing balance
\$52,928.70 CR		\$24,185.90		\$8,204.12		\$36,946.92 CR

Your Credit Interest Rate Summary

Date	Balance	Standard Credit Interest Rate (p.a.)	Special Interest Rate (p.a.)	Total Interest Rate (p.a.)
30 Nov	\$0.00 and over	0.10% RBA - TCR	-1.90%	0.00%

Note. Interest rates are effective as at the date shown but are subject to change.



STATEMENT

Account Number: **10642717**
 BSB: 124176
 From 01-Nov-2020 to 30-Nov-2020

Business Cheque Account

Account Details	Statement Summary
Oxenford State School P & C Association School Building Fund	Opening Balance \$ 6,013.51 cr
Details as at 30-Nov-2020	Total Credits \$ 9,477.40 cr
	Total Debits \$ 0.00 dr
	Credit Interest FYTD \$ 2.48 cr
	Closing Balance \$ 15,490.91 cr

Posting Date	Transaction Details	Debit	Credit	Balance
2020				
01-Nov	Opening Balance			6,013.51 cr
09-Nov	Direct Credit Gofundraise Pt Y Gfrau61676		1,461.76	7,475.27 cr
17-Nov	Deposit Colour Run		1,646.50	9,121.77 cr
19-Nov	Deposit Colour Run		256.00	9,377.77 cr
20-Nov	Deposit Colour Run		10.00	9,387.77 cr
24-Nov	Direct Credit Gofundraise Pt Y Gfrau62022		5,942.40	15,330.17 cr
25-Nov	Deposit Colour Run		160.00	15,490.17 cr
30-Nov	Interest		0.74	15,490.91 cr
30-Nov	Closing Balance			15,490.91 cr
Total Debits & Credits		0.00	9,477.40	

Overdrawn Rate is 17.20% p.a.

Credit Interest Rates

Effective Date: 18/12/2003

Amount	Interest Rate p.a.
\$1 and over	0.15%

Interest rates are subject to change. Interest for Not-for-profit organisations is calculated on the minimum monthly balance and paid monthly on the last day of the month. Interest for the last day of the month will be paid in the following month.

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Statement Integrity

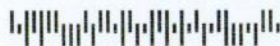
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SECURITY ALERT FOR PIN AND PAC HOLDERS – visit www.boq.com.au

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Privacy and Confidentiality

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041

OXENFORD STATE SCHOOL P C ASSOC
19 MICHIGAN DR
OXENFORD QLD 4210

Account Number 06 4224 10013445

Statement
Period 1 Dec 2020 - 31 Dec 2020

Closing Balance \$38,641.95 CR

Enquiries 13 1998
(24 hours a day, 7 days a week)

Cheque Acct Bearing Interest

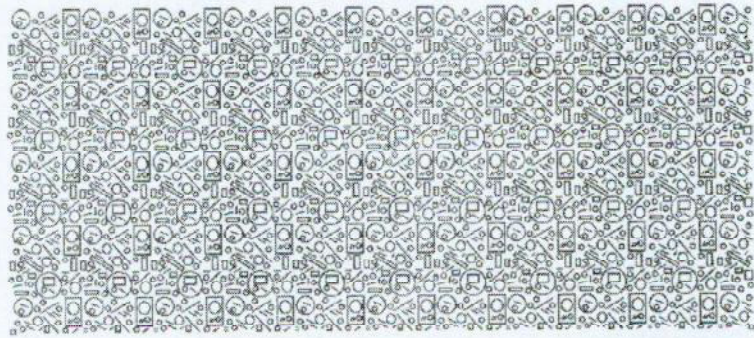
If this account has an attached overdraft limit or facility which is secured over your primary place of residence or over a residential investment property you should ensure that the property is insured in accordance with the terms and conditions of the mortgage. If you have any queries about your insurance cover you should contact your insurer. Information on property insurance can also be found on www.moneysmart.gov.au. Note, if this account has an attached overdraft limit or facility and we send you a statement every 4 or 6 months, we will update your statement preference to every 3 months as part of changes made to the new Banking Code of Practice from 1 July 2019.

Name: OXENFORD STATE SCHOOL P&C ASSOCIATI

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Date	Transaction	Debit	Credit	Balance
01 Dec 2020	OPENING BALANCE			\$36,946.92 CR
01 Dec	Transfer From MRS LUCY SHEPHERD Social Meal for LUCY and DJ		34.00	\$36,980.92 CR
01 Dec	Cash Dep Branch HELENSVALE 1 CHRISTMAS RAFFLE		226.00	\$37,206.92 CR
01 Dec	Transfer From INNOVATION3 HOLDINGS PTY L Refund of overpaid 250		250.00	\$37,456.92 CR
01 Dec	Cash Dep Branch HELENSVALE 1 YR 6 SOCIAL RAFFLE		1,000.00	\$38,456.92 CR
01 Dec	Cash Dep Branch HELENSVALE 1 tracey meal		17.00	\$38,473.92 CR
01 Dec	Transfer From KERRY-ANN HODDA KHodda Social Dinner		17.00	\$38,490.92 CR
02 Dec	Direct Credit 445511 COUNTRYWIDE AUST 20201202-2-9		67.20	\$38,558.12 CR
02 Dec	CBA MERCHANT FEE 5353109490341297 Value Date: 30/11/2020	149.41		\$38,408.71 CR
03 Dec	Direct Credit 069999 BJS BOND REFUND #51039		200.00	\$38,608.71 CR
03 Dec	Transfer to other Bank NetBank Book Fair Oct	1,240.05		\$37,368.66 CR



Date	Transaction	Debit	Credit	Balance
03 Dec	Cash Dep Branch HELENSVALE 1 yr6 social		20.00	\$37,388.66 CR
03 Dec	Cashed Chq No. 000372 HELENSVALE	200.00		\$37,188.66 CR
03 Dec	Transfer From MELANIE PEARSON Y6 Social Mel Ang		32.00	\$37,220.66 CR
03 Dec	POS 54222700 03 DEC		324.00	\$37,544.66 CR
04 Dec	Transfer From ZOE FOX Marli Elefantis		20.00	\$37,564.66 CR
04 Dec	Transfer to CBA A/c NetBank Yr 6 Soc Furniture	250.00		\$37,314.66 CR
04 Dec	Transfer From Mr JEREMY STEPHEN WARD B. Ward yr6 social		20.00	\$37,334.66 CR
05 Dec	Transfer From JASON CHARLWOOD year 6 social		40.00	\$37,374.66 CR
07 Dec	Transfer From MELANIE PEARSON Nikita Y6Meal		15.00	\$37,389.66 CR
08 Dec	Transfer From RIKKI BOOTH CREDIT TO ACCOUNT		20.00	\$37,409.66 CR
08 Dec	POS 54222700 08 DEC		38.00	\$37,447.66 CR
09 Dec	Direct Credit 445511 COUNTRYWIDE AUST 20201209-2-9		865.92	\$38,313.58 CR
11 Dec	Cash Dep Branch HELENSVALE		151.25	\$38,464.83 CR
11 Dec	Reversal 11/12/20 Cash Dep Branch HELENSVALE	151.25		\$38,313.58 CR
11 Dec	Cash Dep Branch HELENSVALE YEAR 6 SOCIAL		151.25	\$38,464.83 CR
11 Dec	Cash Dep Branch HELENSVALE BCAGDW YR6 SOCIAL		60.00	\$38,524.83 CR
16 Dec	Direct Credit 445511 COUNTRYWIDE AUST 20201216-2-9		117.12	\$38,641.95 CR
31 Dec	2020 CLOSING BALANCE			\$38,641.95 CR

Opening balance	-	Total debits	+	Total credits	=	Closing balance
\$36,946.92 CR		\$1,990.71		\$3,685.74		\$38,641.95 CR

Your Credit Interest Rate Summary

Date	Balance	Standard Credit Interest Rate (p.a.)	Special Interest Rate (p.a.)	Total Interest Rate (p.a.)
31 Dec	\$0.00 and over	0.10% RBA - TCR	1.90%	0.00%

Note. Interest rates are effective as at the date shown but are subject to change.



Bank of Queensland Limited
ABN 32 009 656 740
AFSL No. 244616
BOQ Centre
Level 6, 100 Skyring Terrace
Newstead Qld 4006
GPO Box 898, Brisbane 4001
Telephone 1300 55 72 72
Facsimile (07) 3212 3399
www.boq.com.au

STATEMENT

Account Number: **10642717**
BSB: 124176
From 01-Dec-2020 to 31-Dec-2020

Business Cheque Account

Account Details	Statement Summary
Oxenford State School P & C Association School Building Fund	Opening Balance \$ 15,490.91 cr Total Credits \$ 26.38 cr Total Debits \$ 4,680.42 dr Credit Interest FYTD \$ 3.86 cr Closing Balance \$ 10,836.87 cr
Details as at 31-Dec-2020	

Transactions				
Posting Date	Transaction Details	Debit	Credit	Balance
2020				
01-Dec	Opening Balance			15,490.91 cr
09-Dec	Pay Anyone To Blc International Pt 064173 010320767 lb2-72656641	70.40		15,420.51 cr
09-Dec	Pay Anyone To Blc International Pt 064173 010320767 lb2-72666941	52.80		15,367.71 cr
09-Dec	Deposit Colour Run		25.00	15,392.71 cr
11-Dec	Pay Anyone To Blc International Pt 064173 010320767 lb2-25921018	4,557.22		10,835.49 cr
31-Dec	Interest		1.38	10,836.87 cr
31-Dec	Closing Balance			10,836.87 cr
	Total Debits & Credits	4,680.42	26.38	

Overdrawn Rate is 17.20% p.a.

Credit Interest Rates

Effective Date: 18/12/2003

Amount	Interest Rate p.a.
\$1 and over	0.15%

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Your Statement

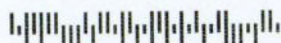
Statement 134

(Page 1 of 2)

Account Number 06 4224 10013445

Statement Period 1 Jan 2021 - 31 Jan 2021

Closing Balance \$50,244.01 CR

Enquiries 13 1998
(24 hours a day, 7 days a week)

041

OXENFORD STATE SCHOOL P C ASSOC
19 MICHIGAN DR
OXENFORD QLD 4210

Cheque Acct Bearing Interest

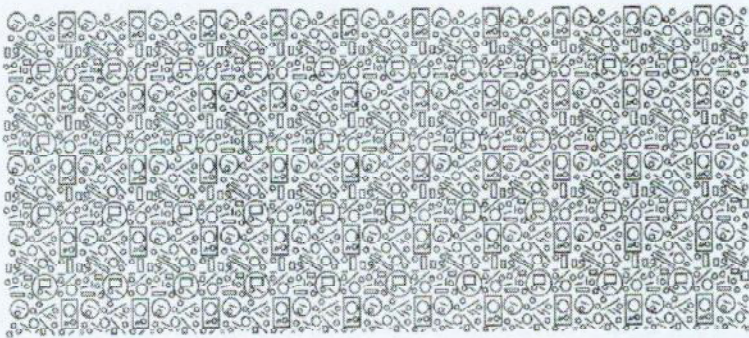
If this account has an attached overdraft limit or facility which is secured over your primary place of residence or over a residential investment property you should ensure that the property is insured in accordance with the terms and conditions of the mortgage. If you have any queries about your insurance cover you should contact your insurer. Information on property insurance can also be found on www.moneysmart.gov.au. Note, if this account has an attached overdraft limit or facility and we send you a statement every 4 or 6 months, we will update your statement preference to every 3 months as part of changes made to the new Banking Code of Practice from 1 July 2019.

Name: OXENFORD STATE SCHOOL P&C ASSOCIATION

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Date	Transaction	Debit	Credit	Balance
01 Jan 2021	OPENING BALANCE			\$38,641.95 CR
02 Jan	CBA MERCHANT FEE 5353109490341297 Value Date: 31/12/2020	50.18		\$38,591.77 CR
13 Jan	Transfer to other Bank NetBank Yr 6 Social balloo	200.00		\$38,391.77 CR
15 Jan	Direct Credit 301500 QLD Scout Recycl Scout Rec V4656		96.20	\$38,487.97 CR
18 Jan	POS 54222700 18 JAN		1,512.00	\$39,999.97 CR
19 Jan	POS 54222700 19 JAN		2,062.00	\$42,061.97 CR
20 Jan	POS 54222700 20 JAN		1,274.00	\$43,335.97 CR
21 Jan	POS 54222700 21 JAN		1,306.00	\$44,641.97 CR
22 Jan	POS 54222700 22 JAN		1,244.00	\$45,885.97 CR
27 Jan	Cash Dep Branch WESTFIELD COOMERA 9 uniform shop		1,293.00	\$47,178.97 CR
27 Jan	Cashed Chq No. 000373 WESTFIELD COOMERA	100.00		\$47,078.97 CR
27 Jan	Direct Credit 445511 COUNTRYWIDE AUST 20210127-2-9		1,199.04	\$48,278.01 CR
27 Jan	POS 54222700 27 JAN		846.00	\$49,124.01 CR
28 Jan	POS 54222700 28 JAN		864.00	\$49,988.01 CR



Date	Transaction	Debit	Credit	Balance
29 Jan	POS 54222700 29 JAN		256.00	\$50,244.01 CR
31 Jan 2021	CLOSING BALANCE			\$50,244.01 CR

Opening balance	-	Total debits	+	Total credits	=	Closing balance
\$38,641.95 CR		\$350.18		\$11,952.24		\$50,244.01 CR

Your Credit Interest Rate Summary				
Date	Balance	Standard Credit Interest Rate (p.a.)	Special Interest Rate (p.a.)	Total Interest Rate (p.a.)
31 Jan	\$0.00 and over	0.10% RBA - TCR	-1.90%	0.00%

Note. Interest rates are effective as at the date shown but are subject to change.

STATEMENT

Account Number: 10642717

BSB: 124176

From 01-Jan-2021 to 31-Jan-2021

Business Cheque Account

Account Details	Statement Summary
Oxenford State School P & C Association School Building Fund	Opening Balance \$ 10,836.87 cr
	Total Credits \$ 1.38 cr
	Total Debits \$ 0.00 dr
Details as at 31-Jan-2021	Credit Interest FYTD \$ 5.24 cr
	Closing Balance \$ 10,838.25 cr

Posting Date	Transaction Details	Debit	Credit	Balance
2021				
01-Jan	Opening Balance			10,836.87 cr
31-Jan	Interest		1.38	10,838.25 cr
31-Jan	Closing Balance			10,838.25 cr
	Total Debits & Credits	0.00	1.38	

Overdrawn Rate is 17.20% p.a.

Credit Interest Rates

Effective Date: 18/12/2003

Amount	Interest Rate p.a.
\$1 and over	0.15%

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Oxford State School - P and C Association Uniform Shop Monthly Report

Date of meeting

15 February 2021 – 3.15pm

1. Summary of matters arising from previous meeting

1. Stocktake 8 December 2021 - \$33,644.73.

2. Correspondence In/Out

Nil

3. Financial Statements

Stock Sold 24 November 2020 to 14 February 2021

656 items totalling \$15,661.00 – gross profit \$958.40. (average profit of 29.15%)

Stock on Hand \$24,173.92

Stock on Order Polo shirts – 250 shirts - \$5,293.75.

It was busy as usual at beginning of school. We had to work out of the computer lab due to the work at the front of the school. We had a few dedicated volunteers to help make this time run as smoothly as possible and with the hooking system things ran quite well. I would like to sincerely thank the wonderful volunteers who helped at this time.

We only ran out of a couple of items (Size 6 Bradman shirts and Size 6 skorts) and we are low on quite a lot of items, but a polo order is due for delivery any day and I will be submitting an order request for other items later in this report.

4. Matters for approval by P&C

1. **Write-off approval** – We have 3 shirts that were samples from previous suppliers. They do not have the school logo on them, so I am reluctant to sell them as second hand. I propose the we donate them to the school for "Spares".

2. I am asking the P&C to discuss selling only one type of hat. We currently sell both bucket and wide brim hats. We sell slightly more bucket hats, but not by much.

The problem with having two styles is storage of stock. The minimum order for each type of hat is 200, however, for a cost of \$1.00 extra per hat they will reduce that to 100 per style. This is still a very large number to store.

Upon reading the Departments "Student dress code" procedure, there is quite a lot involved in reviewing the dress code. I have attached copies of the "Student dress code" procedure and the "Checklist – developing, reviewing and implementing a student dress code".

Stock order workings February 2021

With view to ordering later in the year

Purchasing				Selling			
	Number	Cost	Selling price	Total	Total Profit	Gross Profit/Item	Percentage
Hats	100	\$1,315.00	\$18.00	\$1,800.00	\$485.00	\$4.85	36.88%
Sports Shirts	170	\$2,336.60	\$20.00	\$3,400.00	\$1,063.40	\$6.26	45.51%
Shorts	40	\$454.00	\$16.00	\$640.00	\$186.00	\$4.65	40.97%
Skorts	30	\$519.00	\$20.00	\$600.00	\$81.00	\$2.70	15.61%
Music Shirts	55	\$1,694.00	\$35.00	\$1,925.00	\$231.00	\$4.20	13.64%
Total orders:		\$6,318.60		\$8,365.00	\$1,815.40		

Hat order workings February 2021

With view to ordering later in the year

	On Hand	Sold Last 12 Months	Difference	Required	Price	Total
Hat - Bucket - L/XL	26	14	12	0	\$13.15	\$0.00
Hat - Bucket - M/L	5	46	-41	20	\$13.15	\$263.00
Hat - Bucket - S/M	26	146	-120	50	\$13.15	\$657.50
Hat - Bucket - XS/S	10	55	-45	30	\$13.15	\$394.50
Hat - Bucket - XXS/XS	36	12	24	0	\$13.15	\$0.00
Total Buckets	103	273	-170	100		\$1,315.00
	(Minimum Order - 100)					
Hat - Wide Brim - L/XL	13	12	1	0	\$14.58	\$0.00
Hat - Wide Brim - M/L	15	23	-8	0	\$14.58	\$0.00
Hat - Wide Brim - S/M	73	61	12	0	\$14.58	\$0.00
Hat - Wide Brim - XS/S	45	18	27	0	\$14.58	\$0.00
Hat - Wide Brim - XXS/XS	45	3	42	0	\$14.58	\$0.00
Total Wide Brim	191	117	74	0		\$0.00
	(Minimum Order - 100)					\$1,458.00

Delivery time - 3 weeks +

Sports shirt order workings February 2021

With view to ordering later in the year

	On Hand	Sold Last 12 Months	Difference	Required	Price	Logo	Total Price Each	Price for Order
Bradman - Size 04	21	17	4	0	\$9.95			
Bradman - Size 06	0	34	-34	20	\$9.95	\$3.28	\$13.23	\$264.60
Bradman - Size 08	15	30	-15	10	\$9.95	\$3.28	\$13.23	\$132.30
Bradman - Size 10	11	24	-13	10	\$9.95	\$3.28	\$13.23	\$132.30
Bradman - Size 12	8	11	-3	20	\$9.95	\$3.28	\$13.23	\$264.60
Bradman - Size 14	9	6	3	0	\$9.95			
Bradman - Size 16	8	1	7	0	\$9.95			
Bradman - Size 18	1	0	1	0	\$12.95			
Bradman - Size S	4	1	3	0	\$12.95			
Totals	77	124	-47	60				\$793.80
Elliott - Size 04	3	20	-17	20	\$9.95	\$3.28	\$13.23	\$264.60
Elliott - Size 06	1	39	-38	20	\$9.95	\$3.28	\$13.23	\$264.60
Elliott - Size 08	8	25	-17	20	\$9.95	\$3.28	\$13.23	\$264.60
Elliott - Size 10	17	16	1	0	\$9.95			
Elliott - Size 12	21	10	11	0	\$9.95			
Elliott - Size 14	6	7	-1	10	\$9.95	\$6.05	\$16.00	\$160.00
Elliott - Size 16	3	2	1	10	\$9.95	\$6.05	\$16.00	\$160.00
Elliott - Size 18	1	2	-1	0	\$12.95			
Elliott - Size S	4	1	3	0	\$12.95			
Totals	64	122	-58	80				\$1,113.80
Fraser - Size 04	32	11	21		\$9.95			
Fraser - Size 06	17	22	-5	10	\$9.95	\$4.35	\$14.30	\$143.00
Fraser - Size 08	18	13	5	10	\$9.95	\$4.35	\$14.30	\$143.00
Fraser - Size 10	15	15	0	10	\$9.95	\$4.35	\$14.30	\$143.00
Fraser - Size 12	22	6	16	0	\$9.95			
Fraser - Size 14	9	8	1		\$9.95			
Fraser - Size 16	3	2	1		\$9.95			
Fraser - Size 18	0	0	0		\$12.95			
Fraser - Size 22	4	0	4		\$12.95			
Fraser - Size S	4	1	3		\$12.95			
Totals	92	67	25	30				\$429.00
Total All shirts	233	313	-80	170				\$2,336.60
Logo prices - minimum 10 per logo size and colour (Different logos for bigger sizes)								
10-24	25-49	50-99	100-249	250				
\$6.05	\$4.35	\$3.28	\$2.34	\$2.09				

Delivery time - 2-3 weeks

Shorts order workings February 2021

With view to ordering later in the year

	On Hand	Sold Last 12 Months	Difference	Required	Price	Total
Shorts - Size 02	3	32	-29	20	\$11.35	\$227.00
Shorts - Size 04	26	37	-11		\$11.35	
Shorts - Size 06	41	13	28		\$11.35	
Shorts - Size 08	3	38	-35	20	\$11.35	\$227.00
Shorts - Size 10	71	11	60		\$11.35	
Shorts - Size 12	40	17	23		\$11.35	
Shorts - Size 14	88	3	85		\$11.35	
Shorts - Size 16	18	7	11		\$11.35	
Shorts - Size Large	4	9	1		\$12.95	
Shorts - Size XL	6					
Totals	300	167	133	40		\$454.00

?

Delivery time – few days

Skorts order workings February 2021

With view to ordering later in the year

	On Hand	Sold Last 12 Months	Difference	Required	Price	Total
Skorts - Size 03	0	0	0	10	\$17.30	\$173.00
Skorts - Size 04	21	21	0		\$17.30	\$0.00
Skorts - Size 06	0	38	-38	20	\$17.30	\$346.00
Skorts - Size 08	34	31	3		\$17.30	\$0.00
Skorts - Size 10	32	24	8		\$17.30	\$0.00
Skorts - Size 12	30	22	8		\$17.30	\$0.00
Skorts - Size 14	34	4	30		\$17.30	\$0.00
Skorts - Size 16	3	3	0		\$17.30	\$0.00
Totals	154	143	11	30		\$519.00

?

They now have Size 3 skorts. Shall we get some? (Not sure why they're not size 2 though)

Delivery time – few days

Music shirts order workings February 2021
With view to ordering later in the year

	On Hand	Sold Last 12 Months	Difference	Required	Price	Total
Size 04	0		0	5	\$30.80	\$154.00
Size 06	0		0	10	\$30.80	\$308.00
Size 08	0		0	10	\$30.80	\$308.00
Size 10	0		0	10	\$30.80	\$308.00
Size 12	0		0	10	\$30.80	\$308.00
Size 14	0		0	5	\$30.80	\$154.00
Size 16	0		0	5	\$30.80	\$154.00
Sub Total	0	0	0	55		\$1,694.00
Plus freight						\$8.00
Totals						\$1,702.00

Oxenford State School

Principal's Monthly Report

February 2021 P&C Association General Meeting

Start of the school year.

Day 8 enrolment data – We will be informed this Friday of allocations for staffing. At this stage there is no need to change class groupings. If there is, then parents of the classes will be informed directly.

Infrastructure Projects

Prep Building – defect works to be completed. Air conditioning being installed in Prep d room this Friday. Regional office is funding this.

Covered Walkway – problems with weather and unidentified services under the ground where footing need to be placed. Meeting this Friday with the project manager.

Air Conditioning – Going out to tender again. To include the electrical upgrade for two buildings. Project is predicted to be completed by the end of September.

Water Bubblers have been installed. Thank you.

Staffing

There have been a number of staffing changes due to staff on leave. We welcome the following new teachers to our staff.

Michelle Le	Prep B
Sabrina Belinha	Year 1C
Sue White	Year 4C
Megan Pyno	Year 4D
Tarra Smith	Head of Department – Curriculum – Term 1
Amy Morgenstern	Speech-Language Pathologist

Mrs Di Kay has indicated that she will retire in March.

Mrs Cathy Simpson will start LSL in two weeks for the terms 2 and 3.

Mrs Delma Parker will start LSL at the end of the term.

Throughout the year there will be teachers returning from leave. As changes need to be made then students and parents of effected classes will be informed. Every effort is made to ensure there is continuity of learning for all classes, however teachers need to return from leave from time to time. I ask that parents understand that I can't always say why a staff member is on leave due to privacy.

Full School Review & Quadrennial School Review

Executive Summary provided and discussed.

Will be uploaded to the school website this week.

A number of weekly parents sessions will be held over the next two terms

A parent survey will be sent home – asking parents for feedback

Student Code of Conduct - Responsible Behaviour Plan for Students

New document discussed.

New document is listed on the school website.

Parent feedback will be sort on the document. – in particular the 4 policies.

Out of school Hours Care- Tender process

Helping hands has been given the supplier contract to deliver the Out of School Hours Care program.

The P&C executive and myself met with Priscilla Mulcahy, Community Partnership Manager, Helping Hands Network.

We look forward to working with Helping Hands to enhance and support their program for our studnets.

Every Student is Our Student

Explicit Improvement Agenda

School Culture

that relates positively to our values, expectations and relationships within the whole school community

Precision

how we use evidence to identify the 'right' work and do the 'work right' through the School Improvement Model

Alignment

our shared understanding of the Australian Curriculum

Intentional Collaboration

the deliberate actions we take to work together, learn together and improve together

Dates ahead

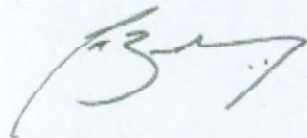
Swimming Lessons Year 3-6 Week 6 + Year 2/3

School Photos March 9

NDA March 19

NDA Incursion March 26 – Backflips against bullying. No cost to students.

Student Leader Badge Ceremony TBC



Patric A Brady
Principal

School Financial Snapshot

Oxenford State School (1970)

Period 202102 (Feb 2021)
as at 15-Feb-2021 11:13 AM



What we own	\$347,819.32
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What others owe us	
---------------------------	--

Parents	\$7,208.78	
Others	\$11,495.85	\$18,704.63

Sub total of what we own	<u>\$366,523.95</u>
---------------------------------	----------------------------

LESS

What we owe others	\$34,002.23
---------------------------	--------------------

What we are committed to spend	\$122,335.28
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What funds we hold for other bodies	\$18,152.82
(E.g. Student Council, Regional Office and Sports Boards)	

Sub total of what we owe	<u>\$174,490.33</u>
---------------------------------	----------------------------

We own more than we owe	<u>\$192,033.62</u>
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Cost price of school assets	\$791,167.08
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Amounts held by the school in the current year for asset replacement and future projects	\$0.00
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Balance Sheet Summary Report

Oxenford State School - (1970)

Period 202102 as at
15-Feb-2021 11:14:21 AM



<i>Account Group</i>	<i>Account</i>	<i>Account description</i>	<i>Amount</i>
ASSETS	101201	General Bank Account	347,819.32
	104001	Receivables - Students	7,208.78
	104002	Receivables - Other	78.65
	109001	GST Input Credit Control	8,652.59
	109003	GST Clearing	1,264.61
	115011	Deposits Made	1,500.00
	162001	Plant & Equipment	791,167.08
	172001	Plant & Equipment - Accum Depr	-791,167.08
			<u>366,523.95</u>
LIABILITIES	200001	Payables	-25,762.48
	200002	Credit Card Advance Control Account (Staff)	6,843.51
	200003	CBA/MCC Control Account (MCC)	-7,331.27
	205501	GST - Revenue Control	-908.48
			<u>-27,158.72</u>
		Net Assets/(Liabilities)	<u>339,365.23</u>
EQUITY	340001	Accumulated Surplus/Deficit	-324,260.07
	400000-599999	SURPLUS/DEFICIT FOR YEAR	-15,105.16
			<u>-339,365.23</u>

Budget Overview Report

Oxenford State School - 1970

Report Date: 15-Feb-2021 11:11 AM

Budget Quarter 1

Period: 202102 | Cost Centre: % | Cost Centre Manager: %

User: Brauer, Sharmain (197000017527)



	Year to Date			Annual		Original Budget
	Actual	Budget	Variance	Comment	Budget	
Opening Balance	-324,260	0	324,260	Over Budget	0	0
Revenue	-133,330	0	133,330	Over Budget	0	0
Expense	258,713	0	-258,713	Over Budget	0	0
Global Trading Activities	-10,560	0	10,560	In Surplus	0	0
Representative Sports	0	0	0		0	0
Administered Cluster Funds	0	0	0		0	0
Non-Curricula Activities	-7,593	0	7,593	In Surplus	0	0
Balance of Operating Funds	-217,030	0	217,030		0	0
Provisions	0	0	0		0	0
Balance of Funds Available	-217,030	0	217,030		0	0
Memo figure: System Cost Centres (not included in above totals)						
	0	0	0		0	0

Transactions have occurred in System Cost Centres. Validate that the transactions are correct.

Oxenford State School - 1970
Opening Balance Detail

Period: 202102 | Cost Centre: % | Cost Centre Manager: %

		Year to Date					Annual			Original Budget		
		Committed	Purchased	General Ledger	Actual	Budget	Variance	% Variance	Budget		Remaining	% Remaining
999000	Retained Earnings	0.00	0.00	-324,260.07	-324,260.07	0.00	324,260.07	-100 %	0.00	324,260.07	-100 %	0.00
9990	Retained Earnings	0.00	0.00	-324,260.07	-324,260.07	0.00	324,260.07	-100 %	0.00	324,260.07	-100 %	0.00
Total		0.00	0.00	-324,260.07	-324,260.07	0.00	324,260.07	-100 %	0.00	324,260.07	-100 %	0.00
Opening Balance Detail Total		0.00	0.00	-324,260.07	-324,260.07	0.00	324,260.07	-100 %	0.00	324,260.07	-100 %	0.00

Oxenford State School - 1970
Revenue Budget Cost Centres

Revenue Budget Cost Centres											
Revenue	Year to Date					Annual			Original Budget		
	Committed	Purchased	General Ledger	Actual	Budget	Variance	% Variance	Budget		Remaining	% Remaining
101000 Indigenous Education Grant	0.00	0.00	-2,584.74	-2,584.74	0.00	2,584.74	-100 %	0.00	2,584.74	-100 %	0.00
1010 Indigenous Education Grant	0.00	0.00	-2,584.74	-2,584.74	0.00	2,584.74	-100 %	0.00	2,584.74	-100 %	0.00
102500 Groundscore Allowance Grant	0.00	0.00	-6,045.00	-6,045.00	0.00	6,045.00	-100 %	0.00	6,045.00	-100 %	0.00
1025 Groundscore Allowance Grant	0.00	0.00	-6,045.00	-6,045.00	0.00	6,045.00	-100 %	0.00	6,045.00	-100 %	0.00
103400 Interest Received	0.00	0.00	-525.51	-525.51	0.00	525.51	-100 %	0.00	525.51	-100 %	0.00
1034 Interest Received	0.00	0.00	-525.51	-525.51	0.00	525.51	-100 %	0.00	525.51	-100 %	0.00
104900 Other Revenue	0.00	0.00	-101.50	-101.50	0.00	101.50	-100 %	0.00	101.50	-100 %	0.00
104911 Helping Hands	0.00	0.00	-8,949.67	-8,949.67	0.00	8,949.67	-100 %	0.00	8,949.67	-100 %	0.00
1049 Other Revenue	0.00	0.00	-9,051.17	-9,051.17	0.00	9,051.17	-100 %	0.00	9,051.17	-100 %	0.00
106600 School Grant	0.00	0.00	-29,589.00	-29,589.00	0.00	29,589.00	-100 %	0.00	29,589.00	-100 %	0.00
1066 School Grant	0.00	0.00	-29,589.00	-29,589.00	0.00	29,589.00	-100 %	0.00	29,589.00	-100 %	0.00
108000 Student Resource Scheme Revenue	0.00	0.00	-80.00	-80.00	0.00	80.00	-100 %	0.00	80.00	-100 %	0.00
108010 SRS Instrumental Music	0.00	0.00	-2,840.00	-2,840.00	0.00	2,840.00	-100 %	0.00	2,840.00	-100 %	0.00
1080 Student Resource Scheme Revenue	0.00	0.00	-2,920.00	-2,920.00	0.00	2,920.00	-100 %	0.00	2,920.00	-100 %	0.00
109200 Voluntary Financial Contributions	0.00	0.00	-10,080.50	-10,080.50	0.00	10,080.50	-100 %	0.00	10,080.50	-100 %	0.00
1092 Voluntary Financial Contributions	0.00	0.00	-10,080.50	-10,080.50	0.00	10,080.50	-100 %	0.00	10,080.50	-100 %	0.00
111100 Great Results Guarantee/Investing for Success	0.00	0.00	-68,145.00	-68,145.00	0.00	68,145.00	-100 %	0.00	68,145.00	-100 %	0.00
1111 Great Results Guarantee/Investing for Success	0.00	0.00	-68,145.00	-68,145.00	0.00	68,145.00	-100 %	0.00	68,145.00	-100 %	0.00
111300 HR Transformation	0.00	0.00	-4,388.93	-4,388.93	0.00	4,388.93	-100 %	0.00	4,388.93	-100 %	0.00
1113 HR Transformation	0.00	0.00	-4,388.93	-4,388.93	0.00	4,388.93	-100 %	0.00	4,388.93	-100 %	0.00
Revenue Total	0.00	0.00	-133,329.85	-133,329.85	0.00	133,329.85	-100 %	0.00	133,329.85	-100 %	0.00
Revenue Budget Cost Centres Total	0.00	0.00	-133,329.85	-133,329.85	0.00	133,329.85	-100 %	0.00	133,329.85	-100 %	0.00

Oxenford State School - 1970
Expense Budget Cost Centres

Period: 202102 | Cost Centre: % | Cost Centre Manager: %

Expense	Year to Date						Annual		Original Budget		
	Committed	Purchased	General Ledger	Actual	Budget	Variance	% Variance	Budget		Remaining	
										Remaining	% Remaining
200100 Asset Replacement Program	0.00	34,680.00	34,680.00	69,360.00	0.00	-69,360.00	-100 %	0.00	-69,360.00	-100 %	0.00
2001 Asset Replacement Program	0.00	34,680.00	34,680.00	69,360.00	0.00	-69,360.00	-100 %	0.00	-69,360.00	-100 %	0.00
200410 Positive Behaviour for Learning	0.00	0.00	2,570.00	2,570.00	0.00	-2,570.00	-100 %	0.00	-2,570.00	-100 %	0.00
2004 Behaviour Support	0.00	0.00	2,570.00	2,570.00	0.00	-2,570.00	-100 %	0.00	-2,570.00	-100 %	0.00
200900 Chaplaincy	0.00	20,280.00	0.00	20,280.00	0.00	-20,280.00	-100 %	0.00	-20,280.00	-100 %	0.00
2009 Chaplaincy	0.00	20,280.00	0.00	20,280.00	0.00	-20,280.00	-100 %	0.00	-20,280.00	-100 %	0.00
201124 Mathematics	0.00	0.00	51.25	51.25	0.00	-51.25	-100 %	0.00	-51.25	-100 %	0.00
2011 Curriculum	0.00	0.00	51.25	51.25	0.00	-51.25	-100 %	0.00	-51.25	-100 %	0.00
201500 Education Support Program	0.00	0.00	244.42	244.42	0.00	-244.42	-100 %	0.00	-244.42	-100 %	0.00
2015 Education Support Program	0.00	0.00	244.42	244.42	0.00	-244.42	-100 %	0.00	-244.42	-100 %	0.00
201900 Facilities	0.00	47,085.28	29,238.45	76,323.73	0.00	-76,323.73	-100 %	0.00	-76,323.73	-100 %	0.00
2019 Facilities	0.00	47,085.28	29,238.45	76,323.73	0.00	-76,323.73	-100 %	0.00	-76,323.73	-100 %	0.00
202100 Health and Physical Education	0.00	0.00	1,309.09	1,309.09	0.00	-1,309.09	-100 %	0.00	-1,309.09	-100 %	0.00
2021 Health and Physical Education	0.00	0.00	1,309.09	1,309.09	0.00	-1,309.09	-100 %	0.00	-1,309.09	-100 %	0.00
202700 Information and Communication Technology Education	0.00	0.00	225.35	225.35	0.00	-225.35	-100 %	0.00	-225.35	-100 %	0.00
2027 Information and Communication Technology Education	0.00	0.00	225.35	225.35	0.00	-225.35	-100 %	0.00	-225.35	-100 %	0.00
203200 Literacy & Numeracy	10,300.00	0.00	7,365.60	17,665.60	0.00	-17,665.60	-100 %	0.00	-17,665.60	-100 %	0.00
2032 Literacy & Numeracy	10,300.00	0.00	7,365.60	17,665.60	0.00	-17,665.60	-100 %	0.00	-17,665.60	-100 %	0.00
203400 Locally Funded Salaries & Wages	0.00	0.00	8,559.91	8,559.91	0.00	-8,559.91	-100 %	0.00	-8,559.91	-100 %	0.00
2034 Locally Funded Salaries & Wages	0.00	0.00	8,559.91	8,559.91	0.00	-8,559.91	-100 %	0.00	-8,559.91	-100 %	0.00
203500 Management	0.00	0.00	2,749.25	2,749.25	0.00	-2,749.25	-100 %	0.00	-2,749.25	-100 %	0.00
2035 Management	0.00	0.00	2,749.25	2,749.25	0.00	-2,749.25	-100 %	0.00	-2,749.25	-100 %	0.00
204300 Photocopying	0.00	0.00	1,129.76	1,129.76	0.00	-1,129.76	-100 %	0.00	-1,129.76	-100 %	0.00
2043 Photocopying	0.00	0.00	1,129.76	1,129.76	0.00	-1,129.76	-100 %	0.00	-1,129.76	-100 %	0.00

Oxenford State School - 1970
Expense Budget Cost Centres

Expense Budget Cost Centres											
Expense	Year to Date					Annual			Original Budget		
	Committed	Purchased	General Ledger	Actual	Budget	Variance	% Variance	Budget		Remaining	% Remaining
204400 Professional Development	0.00	0.00	1,809.34	1,809.34	0.00	-1,809.34	-100 %	0.00	-1,809.34	-100 %	0.00
2044 Professional Development	0.00	0.00	1,809.34	1,809.34	0.00	-1,809.34	-100 %	0.00	-1,809.34	-100 %	0.00
205100 Security	0.00	0.00	1,112.00	1,112.00	0.00	-1,112.00	-100 %	0.00	-1,112.00	-100 %	0.00
2051 Security	0.00	0.00	1,112.00	1,112.00	0.00	-1,112.00	-100 %	0.00	-1,112.00	-100 %	0.00
205600 Teacher Replacement	0.00	0.00	1,833.76	1,833.76	0.00	-1,833.76	-100 %	0.00	-1,833.76	-100 %	0.00
2056 Teacher Replacement	0.00	0.00	1,833.76	1,833.76	0.00	-1,833.76	-100 %	0.00	-1,833.76	-100 %	0.00
205800 Telecommunications	0.00	0.00	79.72	79.72	0.00	-79.72	-100 %	0.00	-79.72	-100 %	0.00
2058 Telecommunications	0.00	0.00	79.72	79.72	0.00	-79.72	-100 %	0.00	-79.72	-100 %	0.00
206000 Utilities	0.00	0.00	12,652.55	12,652.55	0.00	-12,652.55	-100 %	0.00	-12,652.55	-100 %	0.00
2060 Utilities	0.00	0.00	12,652.55	12,652.55	0.00	-12,652.55	-100 %	0.00	-12,652.55	-100 %	0.00
206200 The Arts - Performing	0.00	0.00	1,076.33	1,076.33	0.00	-1,076.33	-100 %	0.00	-1,076.33	-100 %	0.00
2062 The Arts - Performing	0.00	0.00	1,076.33	1,076.33	0.00	-1,076.33	-100 %	0.00	-1,076.33	-100 %	0.00
206700 Direc: to Market Planned Maintenance	0.00	9,990.00	11,090.00	21,080.00	0.00	-21,080.00	-100 %	0.00	-21,080.00	-100 %	0.00
2067 Planned Maintenance	0.00	9,990.00	11,090.00	21,080.00	0.00	-21,080.00	-100 %	0.00	-21,080.00	-100 %	0.00
206800 Direct to Market Routine Breakdown Maintenance	0.00	0.00	797.01	797.01	0.00	-797.01	-100 %	0.00	-797.01	-100 %	0.00
2068 Unplanned Maintenance	0.00	0.00	797.01	797.01	0.00	-797.01	-100 %	0.00	-797.01	-100 %	0.00
207000 Great Results Guarantee/Investing for Success	0.00	0.00	6,753.25	6,753.25	0.00	-6,753.25	-100 %	0.00	-6,753.25	-100 %	0.00
2070 Great Results Guarantee/Investing for Success	0.00	0.00	6,753.25	6,753.25	0.00	-6,753.25	-100 %	0.00	-6,753.25	-100 %	0.00
299800 School Purchased Salary Clearing	0.00	0.00	11,050.47	11,050.47	0.00	-11,050.47	-100 %	0.00	-11,050.47	-100 %	0.00
2998 School Purchased Salary Clearing	0.00	0.00	11,050.47	11,050.47	0.00	-11,050.47	-100 %	0.00	-11,050.47	-100 %	0.00
Expense Total	10,300.00	112,035.28	136,377.51	258,712.79	0.00	-258,712.79	-100 %	0.00	-258,712.79	-100 %	0.00
Expense Budget Cost Centres Total	10,300.00	112,035.28	136,377.51	258,712.79	0.00	-258,712.79	-100 %	0.00	-258,712.79	-100 %	0.00

Oxenford State School - 1970
Global Trading Activities

Period: 202102 | Cost Centre: % | Cost Centre Manager: %

Global Trading Activities	Year to Date					Annual		Original Budget
	Committed	Purchased	General Ledger	Actual	Budget	Variance	% Variance	
400010 Excursions/Camps/Sport	0.00	0.00	-10,560.00	-10,560.00	0.00	10,560.00	-100 %	0.00
4000 Global Trading Activities	0.00	0.00	-10,560.00	-10,560.00	0.00	10,560.00	-100 %	0.00
Global Trading Activities Total	0.00	0.00	-10,560.00	-10,560.00	0.00	10,560.00	-100 %	0.00
Global Trading Activities Total	0.00	0.00	-10,560.00	-10,560.00	0.00	10,560.00	-100 %	0.00

Oxford State School - 1970
Non-Curricula Activities

Period: 202102 | Cost Centre: % | Cost Centre Manager: %

Non-Curricula Activities		Year to Date						Annual		Original Budget		
		Committed	Purchased	General Ledger	Actual	Budget	Variance	% Variance	Budget		Remaining	% Remaining
700010	T-Shirts	0.00	0.00	424.31	424.31	0.00	-424.31	-100 %	0.00	-424.31	-100 %	0.00
700011	STUDENT COUNCIL	0.00	0.00	-5,708.79	-5,708.79	0.00	5,708.79	-100 %	0.00	5,708.79	-100 %	0.00
700014	Retail-Canteen	0.00	0.00	-2,308.34	-2,308.34	0.00	2,308.34	-100 %	0.00	2,308.34	-100 %	0.00
7000	Non-Curricula Activities	0.00	0.00	-7,592.82	-7,592.82	0.00	7,592.82	-100 %	0.00	7,592.82	-100 %	0.00
Non-Curricula Activities Total		0.00	0.00	-7,592.82	-7,592.82	0.00	7,592.82	-100 %	0.00	7,592.82	-100 %	0.00
Non-Curricula Activities Total		0.00	0.00	-7,592.82	-7,592.82	0.00	7,592.82	-100 %	0.00	7,592.82	-100 %	0.00

Oxenford State School

Executive Summary



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Oxford State School** from **25 to 27 November 2020**.

The report presents an **evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#)**. It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Scott Curtis	Internal reviewer, EIB (review chair)
Imogen Stager	Peer reviewer
Bob Cole	External reviewer

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Curriculum (HOD/C), Business Manager (BM), system technician, guidance officer, three administration officers, 26 teachers, 12 teacher aides, 66 students and 46 parents.

Community and business groups:

- Oxenford State School Parents and Citizens' Association (P&C) and director C&K Oxenford Community Kindergarten.

Partner schools and other educational providers:

- Deputy principal Helensvale State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2018-2021
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	School newsletters and website
School improvement goals	Responsible Behaviour Plan for Students
School pedagogical framework	School Opinion Survey
School based curriculum, assessment and reporting plan	School Assessment Plan

The provision of feedback to teachers is detailed within the Annual Implementation Plan (AIP).

The leadership team recognises the importance of formal instructional rounds including coaching, modelling and feedback process to provide teachers with further opportunity to develop teaching practice. Some teachers articulate the opportunity to watch others work through self-determined collegial arrangements. Some teachers identify the desire to be involved within classroom profiling. Conversations with teachers indicate that an observation, feedback and coaching model is yet to be consistently utilised across the school.

The school recognises that students require adjustments to their learning to be optimally engaged and challenged.

Teaching staff express belief in the need to support all students regardless of their academic capability. School leaders have begun building teacher knowledge in the whole-school approach to differentiated teaching and learning. The school is aware of the need to build greater knowledge and understanding in all staff in relation to inclusive education practices.

Whole-school provision for the delivery of the Australian Curriculum (AC), including year level plans, is established within the school.

The three levels of planning make clear what and when teachers should teach and what students should learn. The school leadership team has begun to implement professional learning regarding the AC to support teaching teams in their curriculum planning, teaching, assessing and reporting. Teaching staff express that they appreciate the opportunity to participate in consistent collaborative planning processes. The school leadership team is aware of the need for consistent planning practices to enhance student learning outcomes and to quality assure curriculum planning processes.

Students speak with confidence regarding their goals.

Students receive regular and timely feedback regarding their learning. Teachers and students articulate that feedback is provided through a range of means. Feedback occurs through diagnostic and formative assessments, and after summative assessments. Student goal setting is a prominent feedback mechanism. Students are able to articulate their goals and are aware of what they are required to do to achieve their goals.

The school enjoys the support of an active Parents and Citizens' Association (P&C).

Members pride themselves on working together effortlessly and endlessly to help support the school and provide students with valuable opportunities. The P&C actively engages with many school activities and contributes through significant community fundraising to enhance school facilities and resources.

Oxenford State School

Executive Summary





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1.2 School context

Location:	Michigan Drive, Oxenford	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	521	
Indigenous enrolment percentage:	4.2 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4.8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	12.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1019	
Year principal appointed:	Term 4 2018	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

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2. Executive summary

2.1 Key findings

Staff members are united in their commitment to improving learning outcomes for all students.

The daily work of staff members embodies the school's motto of *'Knowledge Brings Growth'*. Staff embrace the school's mission of *'Every Student Succeeding. Engaging productive learners and respectful participants in society'*. Staff have nurtured a caring and positive learning culture. The school's expectations, *'Be Safe, Be Respectful and Be a Learner'*, are prominently displayed throughout the school and underpin school-wide approaches to teaching, learning, and relationships.

The leadership team places a high priority on the school-wide analysis and discussion of data.

Cohort case management involves year level teams undertaking student data discussions in conjunction with instructional strategies. This approach supports staff to identify blockers to learning and undertake collaborative discussion for a range of teaching approaches to support student learning.

An established cyclical process to undertake staff, sector and case management meetings is apparent.

Meetings occur every three weeks with staff identifying that year level meetings take place informally. Many staff members identify strong levels of personal and professional support from colleagues throughout the school. Staff express a desire for the use of an increased number of collaborative processes to provide greater staff voice in whole-school decision-making processes where appropriate. Staff members speak of a need for greater transparency to allow a fuller understanding and ownership of whole-school decisions that affect their daily operations.

Positive Behaviour for Learning (PBL) processes are utilised to encourage and support appropriate behaviour.

Staff and parents articulate a strong sense of pride in the overall behaviour of the student population that leads to the best possible learning outcomes for all students. It is acknowledged that student behaviour is of a high standard in most classrooms. The PBL team meets fortnightly to review PBL data, determine priorities and report back to the staff. Teacher compliance with the requirements of the school's PBL processes varies.



The provision of feedback to teachers is detailed within the Annual Implementation Plan (AIP).

The leadership team recognises the importance of formal instructional rounds including coaching, modelling and feedback process to provide teachers with further opportunity to develop teaching practice. Some teachers articulate the opportunity to watch others work through self-determined collegial arrangements. Some teachers identify the desire to be involved within classroom profiling. Conversations with teachers indicate that an observation, feedback and coaching model is yet to be consistently utilised across the school.

The school recognises that students require adjustments to their learning to be optimally engaged and challenged.

Teaching staff express belief in the need to support all students regardless of their academic capability. School leaders have begun building teacher knowledge in the whole-school approach to differentiated teaching and learning. The school is aware of the need to build greater knowledge and understanding in all staff in relation to inclusive education practices.

Whole-school provision for the delivery of the Australian Curriculum (AC), including year level plans, is established within the school.

The three levels of planning make clear what and when teachers should teach and what students should learn. The school leadership team has begun to implement professional learning regarding the AC to support teaching teams in their curriculum planning, teaching, assessing and reporting. Teaching staff express that they appreciate the opportunity to participate in consistent collaborative planning processes. The school leadership team is aware of the need for consistent planning practices to enhance student learning outcomes and to quality assure curriculum planning processes.

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The school enjoys the support of an active Parents and Citizens' Association (P&C).

Members pride themselves on working together effortlessly and endlessly to help support the school and provide students with valuable opportunities. The P&C actively engages with many school activities and contributes through significant community fundraising to enhance school facilities and resources.



2.2 Key improvement strategies

Build collaborative whole-of-school structures and processes to support collective understanding and engagement regarding school operations, priorities and resourcing.

Collaboratively refine staff culture, understanding and expectation regarding PBL to support the consistent application of agreed structures and processes with Quality Assurance (QA) mechanisms.

Provide opportunities for staff to be involved in regular coaching and mentoring processes, including observation and feedback, to support the desired pedagogical approaches of the school.

Afford opportunities for all staff to develop knowledge, understanding and a repertoire of inclusive practices.

Build systematic QA practices across the school to ensure the intended curriculum is enacted with fidelity.

National School Improvement Tool

ISBN

978-1-74286-198-2 [hardcopy]

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The National School Improvement Tool (tool) was developed by the Australian Council for Educational Research for the Commonwealth Department of Education, Employment and Workplace Relations based on a series of national consultations conducted during 2012.

This tool incorporates material developed by Professor Geoff Masters for the Australian Council for Educational Research in collaboration with the Queensland Department of Education, Training and Employment.

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www.acer.edu.au/nsit

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Foreword

Research is revealing the powerful impact that school leadership teams can have in improving the quality of teaching and learning. Effective leaders create cultures of high expectations, provide clarity about what teachers are to teach and students are to learn, establish strong professional learning communities and lead ongoing efforts to improve teaching practices.

The *National School Improvement Tool* was endorsed by the Standing Council on School Education and Early Childhood (SCSEEC) at its meeting on 7 December 2012 and has been made available to all Australian schools for use in their school improvement planning from 2013.

The *National School Improvement Tool* brings together findings from international research into the practices of highly effective schools and school leaders. The *Tool* assists schools to review and reflect on their efforts to improve the quality of classroom teaching and learning. It supports school-wide conversations – including with parents and families, school governing bodies, local communities and students themselves – about aspects of current practice, areas for improvement and evidence that progress is being made.

The *Tool* does not describe everything that effective schools do, but focuses on those practices that are most directly related to school-wide improvements, and thus outcomes for students. In this sense, the *Tool* can be thought of as a core element of more comprehensive school improvement programs, frameworks and initiatives.

The ultimate goal of school improvement is to improve outcomes for students, including levels of achievement and wellbeing. For this reason, direct measures of student outcomes are essential to all school improvement efforts. However, ‘school improvement’ fundamentally means improving what a school does. The *Tool* provides evidence about a school’s day-to-day work to complement, and possibly shed light on, measures of student outcomes.

The *Tool* consists of nine inter-related ‘domains’. Although the *Tool* has been designed to enable a judgement in relation to each domain separately, experience suggests that the most effective way to use the *Tool* is to make observations and gather evidence broadly about a school’s practices before focusing on individual domains. Schools may then decide to give priority to particular domains in their improvement efforts.

A key feature of the *Tool* is the set of performance levels, ‘Low’, ‘Medium’, ‘High’ and ‘Outstanding’. These levels enable schools to make judgements about where they are on their improvement journeys, to set goals and design strategies for improvement, and to monitor and demonstrate school improvement over time.

Further information about the *Tool* and its use is provided in this booklet.

1

An explicit improvement agenda

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

The assessment of this domain includes consideration of the extent to which:

- the governing body, school principal and other school leaders are united, committed to and explicit about their core objective – to improve learning outcomes for all students in the school;
- the school has made an effort to understand current student achievement levels, and how achievement levels have changed over time, including for students in social inclusion priority groups, students at risk of disengaging or who have disengaged from schooling, and students facing disadvantage, including students with a disability, those from non-English speaking backgrounds, Aboriginal and Torres Strait Islander students, those from low-SES backgrounds and regional and remote areas;
- explicit targets for improvement in student achievement levels have been set and communicated to parents, staff and the wider school community;
- school staff are united in their commitment to improve the quality of teaching and learning throughout the school and to address obstacles to school-wide improvement;
- the school communicates clearly that it expects all students to learn successfully and has high expectations for student attendance, engagement and outcomes;
- the school has clearly articulated strategies for improving levels of student achievement and wellbeing; and
- progress towards targets is monitored and initiatives and programs are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

Outstanding

The school leadership group, including, where appropriate, the governing council, has developed and is driving an explicit and detailed local school improvement agenda. This agenda is expressed in terms of specific improvements sought in student performances, is aligned with national and/or system-wide improvement priorities and includes clear targets with accompanying timelines which are rigorously actioned.

The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities.

There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible. Teachers take responsibility for changes in practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.

High

The school has developed an agenda for improvement in partnership with parents and the community and school leaders can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters, parent-teacher meetings and on the school website using a variety of formats to suit local needs.

The leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timelines.

The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements.

There is evidence of a school-wide commitment to every student's success and staff of the school tell stories of significant student improvement.

Medium

The principal and other school leaders articulate a shared commitment to improvement, but limited attention has been given to specifying detail or to developing a school-wide approach (eg, plans for improvement may lack coherence, be short term or without a whole-school focus). Plans for improvement do not appear to have been clearly communicated, widely implemented or to have impacted significantly on teachers' day-to-day work. Targets for improvement are not specific (eg, not accompanied by timelines).

The school's focus on data is driven more by external requirements (eg, NAPLAN, My School) than by an internal desire for good information to guide school decision making and to monitor progress.

Although there is an expressed commitment to improvement, this is not reflected in a high level of enthusiasm for personal change on the part of staff. The communication of performance data to the school community tends to be sporadic and/or is limited only to information that the school is required to report.

Low

There is no obvious plan for improving on current achievement levels. School leaders appear to be more focused on day-to-day operational matters than on analysing and understanding school data, setting targets for whole-school improvement or communicating an improvement agenda to the school community.

Minimal attention is paid to data and there is very limited communication of school results or of intentions for improvement to parents, families and the wider school community.

Expectations for significant school improvement are low and staff tend to 'explain' current achievement levels in terms of students' socioeconomic backgrounds and/or geographical location. There is little evidence that the staff of the school have a shared commitment to improving outcomes for every student, and this appears to be contributing to a culture of underperformance. There is little evidence that the school is looking to external sources to identify evidence-based strategies for improvement.

2

Analysis and discussion of data

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

The assessment of this domain includes consideration of the extent to which:

- the school has developed and is implementing a plan for the systematic collection of a range of student outcome data including both test data and quality classroom assessments;
 - the school has identified and can demonstrate that it is using tests and other assessment tools to monitor school-wide achievement and progress in areas of national focus such as literacy, numeracy, science, cross-curricular skills and attributes, and levels of student resilience, wellbeing, and social and emotional development;
 - the school uses data to identify starting points for improvement and to monitor progress over time;
 - arrangements have been put in place for the collection and analysis of school-wide data and for summarising, displaying and communicating data, including to parents and the school community;
 - all teaching staff have access to a broad range of student achievement and wellbeing data and use it to analyse, study and display individual and cohort progress;
- professional development is provided to build staff skills in analysing and interpreting data;
 - school leaders, as part of their responsibilities, regularly work with their teams to review achievement data relating to their areas;
 - time is set aside for in-depth staff discussions of achievement data and of strategies for the continuous improvement of student outcomes;
 - the school includes in its data gathering input and feedback from students and parents;
 - the school systematically monitors other performance data, including data relating to student attendance, school disciplinary absences and other behavioural data, school completion, student destinations and stakeholder perceptions and engagement;
 - data are used in building a culture of self-evaluation and reflection across the school; and
 - the school uses data to inform school-level decisions, interventions and initiatives.

Outstanding

The principal and other school leaders clearly articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda. The school has established and is implementing a systematic plan for the collection, analysis and use of a range of student achievement and wellbeing data. Test data in areas such as literacy, numeracy and science are key elements of this plan.

Data are used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. A high priority has been given to professional development aimed at building teachers' and leaders' data literacy skills. Staff conversations and language reflect a sophisticated understanding of student assessment and data concepts (eg, value-added; growth; improvement; statistical significance).

Teachers are given test data for their classes electronically and are provided with, and use, software to analyse, display and communicate data on individual and class performances and progress, including comparisons of pre- and post-test results. Teachers routinely use objective data on student achievement as evidence of successful teaching.

High

There is evidence that the principal and other school leaders view reliable and timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of data on student achievement and wellbeing.

One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data, and summarising, displaying and communicating student outcome data for the school. The school has ensured that appropriate software is available and that at least these assigned staff have been trained to undertake data analyses.

Time is set aside (eg, on pupil free days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at whole-school and team levels. The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, take action and monitor progress.

Medium

School leaders pay close attention to data provided to them about the performance of the school (eg, NAPLAN results; Year 12 results) and identify areas in which the school is performing relatively poorly or well.

Tests (eg, commercially available reading tests) may be used by some teachers, but generally are not used as part of a whole-school assessment strategy.

An ad hoc approach exists to building staff skills in the analysis, interpretation and use of classroom data.

Software may be used for the analysis of school results, including the performances of priority groups, but analyses generally do not extend to studies of improvement or growth.

School data are presented to staff in meetings, but presentations tend to be 'for information' rather than a trigger for in-depth discussions of teaching practices and school processes. Information about the school's performance is communicated to the school community, but may lack explanation or analysis. There is limited engagement with parents and families around school data.

Low

There is very little evidence of school leaders' practical use of school-wide student outcome data. There is either no annual data collection plan for the school or the plan is being implemented in a minimalist fashion. The school makes little or no use of tests beyond those that the school is required to use.

Teachers do not systematically analyse test and other data for their classes and teachers make little use of data to reflect on their teaching. The school is unable to demonstrate how data have been used in meetings or with parents to analyse and discuss current achievement levels and strategies for improvement.

3

A culture that promotes learning

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

The assessment of this domain includes consideration of the extent to which:

- the school promotes and maintains an environment reflective of its high expectations that all students will learn successfully;
- the staff of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community;
- interactions between staff, students, parents and families are caring, polite and inclusive;
- the school views parents and families as integral members of the school community and partners in student learning;
- the school places a high priority on student and staff wellbeing and has processes in place to provide both academic and non-academic support to address individual needs;
- the school appreciates and values students' varying cultural backgrounds and works to build the cultural competence of school staff;
- the school has clear strategies to promote appropriate behaviour - including agreed responses and consequences for inappropriate student behaviour - and the school provides sufficient support for teachers to implement these policies;
- the school works to create an attractive and stimulating physical environment that supports and encourages learning;
- the school promotes a culture of inquiry and innovation, where creative exploration and independent learning are valued; and
- all students and staff have an obvious sense of belonging, all parents are welcomed and all staff, students and parents speak highly of the school.

Outstanding

The school ethos is built around high expectations and a commitment to excellence. There is an expectation that every student will learn and achieve positive outcomes. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. There are no obvious behavioural problems, very high rates of school attendance and engagement, and staff morale is sustained at a high level. There is a happy, optimistic feel to the school.

High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students. Parents and families are valued as partners in student learning, and parents, school leaders and teachers work together in mutually supportive ways. There is a strong sense of belonging and pride in the school.

A strong collegial culture has been established. Teachers have an overt and shared commitment to the improvement of teaching and an openness to critique by colleagues. This is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching.

High

The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. There are very few obvious behavioural, attendance or engagement problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers.

There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Individual talents are valued. Class 'busy work' is kept to a minimum, and an attempt is made to ensure that all students are engaged in challenging, meaningful learning.

Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.

Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning. There are agreed guidelines on such matters as greeting visitors, taking messages, and responding to queries promptly and respectfully.

Staff morale is generally high.

Medium

Classrooms are generally orderly, although some are more so than others. Non-attendance is an issue for a small minority of students. However, many other students appear to be minimally engaged in productive learning activities.

The school effectively implements its policies, for example, by ensuring that disruptive behaviour, bullying and harassment are dealt with promptly. The school has clear expectations for how students should behave and interact with one another, and in the main, relationships are caring and respectful. Some staff time is taken up dealing with behaviour problems.

Most parents take an obvious interest in their children's learning. Engagement is primarily through regularly scheduled parent-teacher interviews.

Staff morale is satisfactory.

Low

Behavioural problems, disengagement and non-attendance are issues for a significant proportion of students. In a number of classrooms students are clearly not engaged in productive learning activities.

The school may have policies and agreed procedures relating to student behaviour but these appear to have had little impact in practice. Much of the time of school leaders and teachers is taken up dealing with inappropriate behaviour. Interactions between parents, staff and students are not always productive and respectful. Staff tend not to value or engage parents as partners in student learning.

Some teachers appear to work in isolation from colleagues. Staff morale is low and staff turnover is high.

4

Targeted use of school resources

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

The assessment of this domain includes consideration of the extent to which:

- the school has processes to identify and respond to student needs through the allocation of staff and resources;
- staff are deployed in ways that best address the learning needs of all students in the school and that make best use of available staff expertise and interests;
- there are school-wide programs and approaches for students requiring additional or specialist support;
- in its use of discretionary school funds, the school gives priority to initiatives aimed at improving outcomes for students;
- flexible curriculum delivery arrangements have been established to enable staff to better address the needs of individual learners;
- the school effectively uses its physical environment and available facilities to maximise student learning; and
- the school budget aligns local and system priorities.

Outstanding

The principal and other school leaders have given a very high priority to understanding and addressing the learning needs of all students in the school. This is reflected in the implementation of systematic strategies for identifying student needs and the development of creative school-wide solutions for addressing those needs.

A school-wide process has been established for identifying specific student learning needs. This process includes systematic testing to establish learning gaps and special needs. School records of individual student needs, achievements and progress are maintained centrally and shared across year levels.

A range of initiatives (eg, across-class and across-grade groupings for literacy and numeracy; the sharing of specialist teachers with neighbouring schools, if they exist) is being implemented to make more effective use of available resources to enhance teaching and learning. The school deploys staff in ways that make best use of their expertise (eg, specialist reading/science teachers).

High

The principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school and are sourcing and applying available resources to meet those needs.

The school has developed processes (eg, systematic testing and assessment) for identifying student learning needs, although there may not always be good school records of student achievement and progress.

Programs to meet individual learning needs (eg, programs for gifted students, students with learning difficulties, students for whom English is a second language, Indigenous students, refugees) are prioritised, where possible, in the school budget.

Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work.

Medium

The school uses its human and physical resources to address the needs of students, although this may not be preceded by a systematic analysis of those needs.

Specialist diagnostic testing is organised for a small number of students with special needs, but teachers do not routinely administer tests to better understand specific learning difficulties (eg, problems in learning to read) or individual learning needs (eg, LBOTE, gifted).

There are very few school-wide programs or policies designed to address the learning needs of particular student groups (eg, gifted students, students with disabilities, students for whom English is a second language). School leaders encourage teachers to address individual learning needs in classrooms, but there are very few agreed school-wide strategies for doing this.

Physical learning spaces are used creatively and technology is accessible to the majority of staff and students.

Low

The improvement of student outcomes does not appear to be the driving consideration in the allocation of school resources (eg, the use of discretionary school funds).

There is very little, if any, systematic testing of students to identify individual learning needs.

The school does not always make best use of available staff expertise.

School leaders have developed very few, if any, school-wide policies or programs to address individual needs, which are left to classroom teachers.

School learning spaces tend to be used traditionally, with limited flexibility to support different kinds of learners and learning.

5

An expert teaching team

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

The assessment of this domain includes consideration of the extent to which:

- the school places a priority on attracting, retaining and developing the best possible teachers;
- the leadership team has strategies in place to assist teachers to continue to develop and share deep understandings of how students learn subjects/content, including pre-requisite skills and knowledge, common student misunderstandings and errors, learning difficulties and effective interventions;
- teachers in the school are experts in the fields in which they teach, have high levels of confidence in teaching in those fields and are eager to expand their subject knowledge to learn how to improve on their current teaching practices;
- the school expects all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning;
- the principal and other school leaders lead and model professional learning in the school;
- the principal and other school leaders build networked school relationships that support leadership development, including principal-principal mentoring relationships;
- school leaders ensure that opportunities are created for teachers to work together and to learn from each other's practices, including through online professional communities;
- the school works to ensure the continuity of a culture of collaboration and teamwork over time across cohorts of teachers;
- the school uses agreed formal processes to manage unsatisfactory performance; and
- the school has in place a professional learning plan and associated budget to support local and, where appropriate, system priorities.

Outstanding

The teaching staff of the school are experts in the fields in which they teach and have very high levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies.

Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices. The sharing and showcasing of best practice are common. In team meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review the effectiveness of lessons.

School leaders place a very high priority on the ongoing professional learning of all staff and on the development of a school-wide, self-reflective culture focused on improving classroom teaching.

School leaders participate in professional learning activities, learning alongside teachers, and the school supports teachers to continue formal study and celebrates professional success.

High

There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.

There is a documented professional learning plan and the school has arrangements in place for mentoring and coaching. Teachers visit each other's classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them.

Attention is paid to strengths and weaknesses in the school-wide team, with strategies in place to recruit staff with particular expertise, to train staff to address particular needs, and to support staff who find it difficult to commit to the school's improvement agenda.

The school provides opportunities for teachers to take on leadership roles outside the classroom.

Medium

The school undertakes professional learning activities, although these may not always focus on the development of knowledge and skills required to improve student learning and there may not be a coherent, documented learning plan.

The principal and leadership team are seen as supportive of, but not generally involved in, the day-to-day practice and learning of teachers.

Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring or coaching arrangements in place.

The school is implementing a formal process for conducting professional discussions with staff.

The school's professional learning agenda is made explicit to staff at induction, and in staff handbooks.

Where it is necessary to manage unsatisfactory staff performance, this is done professionally and effectively, and in accordance with agreed guidelines.

Low

The development of a professional school-wide team does not appear to be a driving consideration of the principal or other school leaders (eg, no reference is made to the National Professional Standards for Teachers, there are no mentoring arrangements in place, teachers work largely in isolation from one another 'behind closed doors').

There is little evidence that school leaders are proactive in the recruitment and retention of staff.

There is little sense of a whole-school coordinated approach to professional learning and a low priority is given to enhancing staff performance.

6

Systematic curriculum delivery

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

The assessment of this domain includes consideration of the extent to which:

- the school has an explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach and students should learn;
- the plan for curriculum delivery is shared with parents, families and the wider community and feedback is sought on ways to make the school curriculum responsive to local needs;
- staff of the school are familiar with and work within the school's shared curriculum expectations;
- the curriculum is used as a basis for ongoing staff discussions about the best ways to maximise student learning and wellbeing;
- school leaders focus attention and energy on priority curriculum areas and on ensuring that all students are proficient in the basics, as well as on the appropriate key learning areas in Years 10-12;
- the school curriculum includes a strong focus on the development of cross-curricular skills and attributes such as literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding.;
- a priority is given to constructing learning experiences that are accessible, engaging and challenging for all students, including those with particular needs;
- the school places a priority on making the curriculum locally relevant and adopts a strengths-based approach to recognising, valuing and building on students' existing knowledge and skills;
- assessment processes are aligned with the curriculum and are designed to clarify learning intentions, establish where individual students are in their learning, diagnose details of student learning (eg, gaps in knowledge and understanding), and to monitor learning progress across the years of school;
- reporting processes are aligned with the curriculum and designed to provide parents, families and students themselves with information about the achievement of curriculum intentions and progress over time; and
- professional development is provided to build staff skills in curriculum planning and development.

Outstanding

The school has a clearly documented whole-school plan for curriculum delivery. This plan is aligned with the Australian or other approved curriculum and, where appropriate, system curriculum documents. The plan makes explicit what (and when) teachers should teach and students should learn. The curriculum delivery plan is being implemented throughout the school and is shared with parents and the wider community.

A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.

Considerable attention has been given to ensuring 'vertical' alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years. General capabilities and cross-curriculum priorities are understood, valued and used as active learning streams for all students.

A high priority in curriculum planning is given to the progressive development of students' deep understandings of concepts, principles and big ideas within learning areas, as well as to the ongoing development of cross-curricular skills and attributes, including teamwork, critical thinking, problem solving, and the evaluation of information and evidence.

The school places a priority on making the curriculum locally relevant and accessible to all students and values and builds on to students' existing knowledge and varying backgrounds.

High

The school's curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements. The curriculum delivery plan reflects a shared vision (by the school's governing body, principal, school leadership team, and teachers) for the school, and provides a context for delivering the curriculum as detailed in the Australian or other approved curriculum and, where relevant, system curriculum documents.

The school curriculum plan and curriculum delivery (including the time allocated to particular learning) balance requirements to address all learning areas, to give priority to English, mathematics and science, and to embed the fundamental skills of literacy, numeracy and higher order thinking in all school subjects.

The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers and that the curriculum plan is the reference against which flexible delivery is designed, assessment tasks are developed and student learning is reported. Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with disabilities and other particular needs.

Medium

The school has a documented plan for curriculum delivery that includes year level and term plans, but the progression of learning from year to year is not always obvious and the relationship between the pieces of the plan (the year, term and unit plans) would benefit from further clarification.

School leaders talk about embedding fundamental cross-curricular skills such as literacy, numeracy and higher order thinking within all subjects, but there is little evidence that school-wide strategies are in place to drive a consistent approach. Literacy tends to be seen as the responsibility of English teachers and numeracy, the responsibility of mathematics teachers.

Discussions about curriculum delivery tend to be sporadic and reactive with a year level focus rather than being driven by a leadership team with a whole-school approach.

Low

School leaders and teachers have limited familiarity with national or system-wide curriculum documents.

The school may have a documented plan for curriculum delivery but there is little evidence that the whole-school plan drives the lesson plans of individual teachers.

The enacted school curriculum is not seen as a central concern of all teachers (eg, it is not a regular topic of conversation, a focus for assessment design or a framework against which student learning is reported).

7

Differentiated teaching and learning

The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

The assessment of this domain includes consideration of the extent to which:

- teaching practices across the school reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support;
- teachers work at understanding where students are in their learning – including their current knowledge, skills, learning difficulties and misunderstandings – to identify starting points for teaching;
- teachers work to ensure that all students – including high-achieving students – are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness, interests, aspirations and motivations;
- teachers consult with parents and with students themselves to ensure that reasonable adjustments are made to meet the needs of students with disabilities, including through the development of individual learning plans;
- teachers closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making;
- teachers encourage and assist students to monitor their own learning and to set goals for future learning;
- communication with parents and families provides information about where students are in their learning, what progress they have made over time, and what they might do to support their children's further learning; and
- tailored, early and sustained interventions are in place for students identified as requiring additional support, including students returning to school after a period of absence/disengagement.

Outstanding

The school leadership team actively promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. It is recognised throughout the school that some students require significant adjustments to their learning programs (eg, accelerated programs, special support) if they are to be optimally engaged and challenged, and individual learning plans have been developed for those students requiring them. Differentiation is a priority of the school and a feature of every teacher's practice.

Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities. Reports to parents and carers include details of how learning opportunities have been tailored to individual needs and of the progress individuals have made.

High

School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness. This includes the systematic use of assessment instruments (standardised assessment tasks and teacher developed assessment tools) to establish where individuals are in their learning and to identify skill gaps and misunderstandings. Teachers also are encouraged to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression.

Planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided, including multiple pathways for transition to external studies (eg, apprenticeships) for students in Years 10-12. Students' workbooks also illustrate differentiated tasks and feedback.

Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.

Medium

School leaders are committed to success for all, but do not drive a strong classroom agenda to assess and identify individual learning needs or to differentiate teaching according to students' needs.

Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching, but this appears to be at the initiative of individual teachers rather than a school-wide expectation.

Some use is made of differentiated teaching (eg, differentiated reading groups in the early primary years), but in most classes teachers teach the same curriculum to all students with similar levels of individual support.

Regular assessments of student learning are undertaken, but these often are summative and disconnected (eg, relating to different topics) rather than exploring long-term progress in students' knowledge, skills and understandings over time.

Reports to parents generally do not show progress or provide guidance to parents on actions they might take.

Low

School leaders do not place a high priority on teachers identifying and addressing individual learning needs, but are more focused on ensuring that all teachers are teaching the core year level curriculum.

Little or no classroom use is made of assessment instruments to establish starting points for teaching. Assessments tend to be used only to establish summatively how much of the taught content students have learnt.

Teachers tend to teach to the middle of the class, with the expectation that some students will not master the content, and finding ways to occupy more able students who finish work early.

Reports to parents tend to be summative reports of how students have performed, with little guidance on what parents might do to assist in their children's learning.

8

Effective pedagogical practices

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

The assessment of this domain includes consideration of the extent to which:

- the school leadership team keeps abreast of research on effective teaching practices;
- the school leadership team establishes and communicates clear expectations concerning the use of effective teaching strategies throughout the school;
- school leaders, including the principal, spend time working with teachers, providing feedback on teaching and, where appropriate, modelling effective teaching strategies;
- school leaders actively promote a range of evidence-based teaching strategies, including:
 - creating classroom and applied learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn
 - connecting new material to past learning and assisting students to see the continuity in their learning over time
 - demonstrating explicitly what students are to do, discussing this with students, and then questioning and checking that learning is occurring
 - promoting deep learning by emphasising underlying principles, concepts and big ideas that are developed over time
 - setting high expectations for every student's progress and ambitious targets for improving classroom performances
 - working to build students' beliefs in their own capacities to learn successfully and their understanding of the relationship between effort and success
 - providing regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress
 - routinely evaluating the effectiveness of teaching and using these evaluations to make adjustments to practice; and
- school leaders provide teachers with ongoing detailed feedback on their classroom practices.

Outstanding

The principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. They demonstrate a strong conviction that improved teaching is the key to improved student learning and have clear and well-known positions on the kinds of teaching that they wish to see occurring.

All teachers and leaders are committed to identifying, understanding and implementing better teaching methods, and a high priority is given to evidence-based teaching strategies (strategies that have been demonstrated through research and practice to be highly effective).

School leaders spend time working with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.

High

School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of doing this, although the principal and other senior leaders may not themselves have clear positions on the kinds of teaching they wish to see occurring across the school or be 'hands on' in driving improved teaching practices.

There is a particular focus on improved teaching methods in reading, writing, mathematics and science, and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas.

Clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student action are key elements of the school's push for improved teaching and learning.

Medium

School leaders are explicit about their desire to see effective teaching occurring throughout the school, but are less clear about what this might look like. They do not appear to be driving a strong agenda to improve and/or enhance teaching practices across the school, except perhaps indirectly through a focus on school results and targets. School leaders take a close interest in the school's literacy and numeracy results, but generally do not engage in discussions with staff about effective teaching strategies.

Discussions of specific teaching practices are rare and generally occur only in the context of concerns about a teacher's performance.

There is some clarity about what students are expected to learn, but a lack of balance in teaching methods (eg, over-reliance on whole-group teaching or very little explicit teaching).

Low

School leaders do not appear to have strong views on the characteristics of highly effective teaching. There is little evidence that they are driving an agenda to change or enhance teaching practices across the school.

The principal and other school leaders spend very little time on issues related to teaching. Questions of pedagogy appear to be viewed solely as the responsibility of teachers. There is little obvious school-wide discussion or consideration of highly effective teaching methods.

There may be a lack of explicitness about what students are expected to know and be able to do as a result of classroom activities, very little explicit teaching, limited attention to individual learning needs, or low expectations on the part of teachers that all students in the room will master the content of lessons. Classroom activities frequently have the appearance of 'busy work'.

9

School- community partnerships

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

The assessment of this domain includes consideration of the extent to which:

- the school builds partnerships with parents, families, local businesses and community organisations (including allied health, family support, counselling and rehabilitation services) to improve opportunities and outcomes for students;
- the school identifies potential community partners on the basis of their capacity to contribute to improved student achievement and/or wellbeing;
- identified partners are involved in collaborative planning and are committed to the purposes and objectives of the partnership;
- the senior leadership teams in the partner organisations are involved, committed and play a role in achieving staff commitment and participation within their organisations;
- there is clarity around partner roles and responsibilities;
- major partnership decisions are made collaboratively and partnership activities are designed to make best use of partners' expertise;
- goals, progress and achievements are systematically and regularly monitored and refined as required;
- adequate resources are committed to ensure the effectiveness and success of partnerships;
- the school collects evidence to evaluate whether partnerships are having their intended impact in improving outcomes for students; and
- the school's partnerships are sustainable and have become an accepted part of the culture of the school community and partner organisations.

Outstanding

The school leadership team makes deliberate and strategic use of partnerships with families, local businesses and community organisations to access intellectual, physical and/or other resources not available within the school for the purposes of improving student outcomes. There is a range of currently operating partnerships, each carefully planned and designed to enhance student outcomes (for example, to broaden student knowledge, build new skills, develop more positive attitudes, increase engagement levels, create applied learning opportunities for students, or facilitate successful transitions to work or further education or training).

Each partnership has been established in response to an identified need. Considerable effort has been put into understanding students' needs, identifying appropriate partners to address those needs, planning the details of partnership programs and clarifying partner roles and responsibilities.

Careful consideration has been given to the benefits of the partnership to each participating partner. Explicit processes are in place to ensure ongoing and effective communication – sometimes across networks of partners – and there are documented plans for monitoring and reviewing the effectiveness of each partnership.

The school's partnerships are being successfully implemented and appear to be adequately resourced and sustainable. There is clear evidence that partnerships are having their intended impact.

High

The school has established one or more partnerships with families, local businesses and/or community organisations with the express purpose of improving outcomes for students. Partnerships have generally been initiated by the senior leadership team and have their support.

Each partnership brings staff and students of the school together with external partners such as families, other education or training institutions, local businesses and/or community organisations. All partners have a high level of understanding of, and commitment to, the purposes of the partnership and clear objectives have been set, expressed in terms of improved outcomes for students.

Attention has been given to communication and to the sharing of experiences within the partnership; however, there may be no formal plan for reviewing the partnership's outcomes and effectiveness.

There is evidence that the school's partnerships are being implemented as intended. However, there may be limited evidence of improved student outcomes as a result of partnership activities – possibly because there has been insufficient time for them to demonstrate an effect.

Medium

The school has external 'partnerships', but rather than being built around a coherent, jointly planned program of activities to improve outcomes for students, these 'partnerships' tend to be mutually convenient arrangements (eg, exchanges of expertise or the sharing of facilities between institutions or organisations). Such 'partnerships' often are established by individual members of staff and have limited whole-school support or engagement.

The student needs that partnerships are designed to address may not be made explicit and, rather than being carefully planned, individual partnerships tend to be opportunistic in nature. Communications between partners are largely unplanned and infrequent.

No plans exist to systematically review the effectiveness of partnerships, which typically are very dependent on the efforts of a small number of individuals and so have limited sustainability.

Low

There is no evidence of planned, deliberate partnerships with other institutions or organisations. Contacts with families, other education and training institutions, local businesses and community organisations, when they occur, are limited to isolated events. Although references may be made to 'partnerships', these partnerships are not based on collaboratively planned programs of activities with clear goals, roles and responsibilities.



OXENFORD STATE SCHOOL

Student Code of Conduct 2021-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

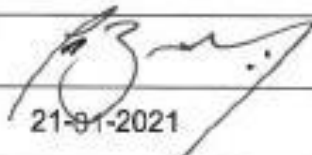
Contact Information

Postal address:	90 Michigan Drive, Oxenford Queensland 4210
Phone:	07 5585 7666
Email:	admin@oxenfordss.eq.ed.au
School website address:	www.oxenfordss.eq.edu.au
Contact Person:	Mr Patric A Brady (Principal)

Endorsement

Principal Name: Mr Patric A Brady

Principal Signature:



Date: 21-01-2021

P&C President Name: Mrs Melanie Pearson

P&C President Signature:



Date: 21-01-2021

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Purpose

Oxenford State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Oxenford State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

Oxenford State School has a long and proud tradition of providing high quality education to students from across the remote north west of Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Oxenford State School values are:

Fair Go, Care & Compassion, Responsibility, Honestly & Trustworthiness, Integrity, Respect, Freedom, Doing your best, Understanding, Tolerance and Inclusion.

Oxenford State School Behaviour Expectations are:

Be Safe, Be Respectful and Be a Learner.

These values and behaviour expectations have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Oxenford State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Oxenford State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none">teaching behaviours in the setting they will be usedbeing consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into accountproviding refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need themasking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none">there is a clear connection between the skills taught in the interventions and the school-wide expectations.interventions require little time of classroom teachers and are easy to sustainvariations within each intervention are limitedinterventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

	<p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for <u>few students</u> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Consideration of Individual Circumstances

Staff at Oxenford State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Student Wellbeing

Oxenford State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

Oxenford State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Oxenford State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the College can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Oxenford State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

Oxenford State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Student Support Network

Oxenford State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Oxenford State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal, Head of Inclusive Practices or the Guidance Officer.

Role	What they do
Principal	leadership of Student Support Services to promote an inclusive, positive school culture monitors attendance, behaviour and academic data to identify areas of additional need
Deputy Principal	leadership of Student Support Services to promote an inclusive, positive school culture monitors attendance, behaviour and academic data to identify areas of additional need
Head of Inclusive Practices	leadership of Student Support Services to promote an inclusive, positive school culture supports students with disabilities, their families and teachers. supports some students to access speech-language pathologists, occupational therapists, physiotherapists and specialised teachers, Autism Coaches or Advisory Visiting Teachers of impairments collaborate with stakeholders and teachers to provide strategies and resources to enhance planning and opportunities, in an effort to include students to achieve the best possible outcomes
Guidance Officer	provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Teachers	responsible for student welfare of all students in their class provides continuity of contact for students and their families through the seven years of schooling ensures students feel safe and comfortable and want to come to school

	nurtures a sense of belonging to the class, year level and school. supports other students if needed
Chaplain	provides care to the school community implements social/emotional programs and lunchtime activities assists with classroom activities answers spiritual questions

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the school principal.

Whole School Approach to Discipline

Oxford State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Oxford State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Oxford State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.



PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students,

Be Safe
Be Respectful
Be a Learner

Students

Below are examples of what these PBL expectations look like for students across the school.

Be Safe	
Everywhere	<ul style="list-style-type: none"> - Be in the right place at the right time. - Keep hands, feet and objects to yourself. - Follow directions. - Enter and exit rooms in orderly manner. - Stay in the school grounds. - Wear your school hat when outside. - Clean up after yourself. - Transition to and from class in an orderly manner
Classroom	<ul style="list-style-type: none"> - Enter and exit room in an orderly manner. - Follow classroom rules. - Use equipment appropriately. - Raise your hand to speak. - Talk in turn. - Keep hands and feet to yourself. - Move appropriately around the room. - Ask for permission to leave class and take a pass with you.
Bus	<ul style="list-style-type: none"> -Keep hands, feet and objects to yourself and inside bus. -Be road wise when getting on and off bus. -Be ready to be on the bus. -Wear a seatbelt. -Use an inside voice. -Use the bus gate. -Have your name marked off the bus roll.
Scooter & Bikes	<ul style="list-style-type: none"> - Walk Bike / scooter along school path to bike cage. - Always wear a helmet. - Lock bike to bike rack. - Take helmet to classroom (have name on helmet.) - Use the footpaths. - Cross the road at the appropriate places.

Eating Areas & Tuckshop	<ul style="list-style-type: none"> - Sit down to eat. - Keep hands, feet and objects to yourself. - Quiet voices. - Wait patiently in line.
Playground	<ul style="list-style-type: none"> - Use equipment for intended purpose - Stay in designated areas. - Be Sun Smart, finish playing when bell goes, go to the toilet, get a drink and line up quietly. - Eat only at eating times.
Hall & Assemblies	<ul style="list-style-type: none"> - Walk to and from the hall in an orderly. - Use equipment correctly. - Sit quietly while waiting for instructions
Toilets	<ul style="list-style-type: none"> - Have a 'Out of Class Pass' - Wash/Dry hands. - Leave food and drinks out of the toilets. - Go, flush, wash, leave. - Use the toilet facilities correctly. - Report damage to an adult.
Be Respectful	
Everywhere	<ul style="list-style-type: none"> - Care for self, others and environment. - Use appropriate language and actions. - Whole body listening. - Use manners. - Speak respectfully to others all of the time.
Classroom	<ul style="list-style-type: none"> - Respect others' right to learn. - Listen when others are speaking. - Use appropriate language and actions. - Work quietly so others may continue to learn. - Raise hand to speak. - Be honest.
Bus	<ul style="list-style-type: none"> - Show respect to driver and all passengers. - Follow bus driver instructions immediately. - Use appropriate language and actions. - Sit in seat for journey
Scooter & Bikes	<ul style="list-style-type: none"> - Be aware of others when riding. - Use your own bike / scooter. - Only enter the bike enclosure if you have a bike/ scooter in there. - Leave other bikes/ scooters alone.

Eating Areas & Tuckshop	<ul style="list-style-type: none"> - Eat only your food - Use manners - Ask to go to the toilet at class eating areas - Wait patiently in line at the Tuckshop. - Place rubbish in bins. - Eat in designated area. - Sit while eating. - Do not walk around the school while eating. - Wait to be dismissed.
Playground	<ul style="list-style-type: none"> - Display school values when playing with others. - Return playground equipment to proper area. - Listen to/for instructions. - Share with others. - Be honest. - Speak respectfully to others.
Hall & Assemblies	<ul style="list-style-type: none"> - Sit quietly. - Listen when others are speaking. - Stand tall and straight with hands by side for the Acknowledgement of Country and the National Anthem. - Applaud with respect. - Use the stairs to enter and exit the stage.
Toilets	<ul style="list-style-type: none"> - Go, flush, wash, leave. - Respect privacy of others.
Be a Learner	
Everywhere	<ul style="list-style-type: none"> - Be organised and prepared for learning. - Have a positive attitude to learning. - Be an active life-long learner. - Use school resources to support your learning.
Classroom	<ul style="list-style-type: none"> - Be organised. - Challenge yourself, take a risk. - Listen actively. - Follow instructions. - Take Pride in your work, Always try your best. - Keep work, workspace and classroom tidy. - Maintain neat bookwork.
Bus	<ul style="list-style-type: none"> - Follow instructions. - Be on time.

Scooter & Bikes	- Follow road rules and be a safe rider.
Eating Areas & Tuckshop	- Make appropriate choices. - Recycle your lunch wrappers.
Playground	- Return to class on time. - Be a problem solver. - Be a responsible learner. - Learn to play with others.
Hall & Assemblies	- Listen and participate actively
Toilets	- Conserve water. - Leave promptly. - Use the toilet facilities correctly.

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

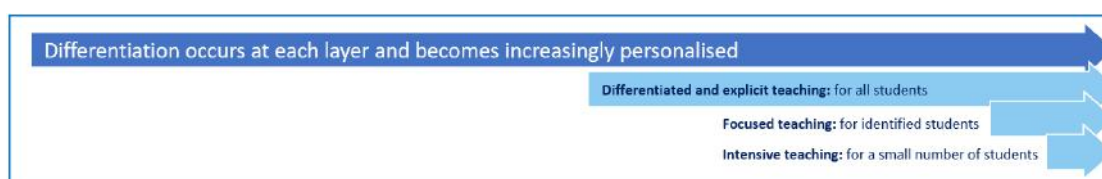
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Differentiated and Explicit Teaching

Oxenford State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Oxenford State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Oxenford State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Oxenford State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Zones of Regulation
- Rock and Water
- Second Step Outdoor Program
- Engine Room
- Check Ins
- Functional Based Assessment.
- Flourish
- Men's Shed

For more information about these programs, please speak with the Head of Inclusive Practices.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with

individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Oxenford State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

The disciplinary consequences model used at Oxenford State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection

- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Oxenford State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Oxenford State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is encouraged that student's parent/carer attends the re-entry meeting along with the student. It is offered to ensure the correct support for the student is discussed to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Oxenford State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students.

The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Oxenford State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- Mobile/Smart phone devices which have not been handed into the office on arrival at school

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students

are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

**** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).**

Responsibilities of State School staff at Oxenford State School:

- do not require the student's consent to search school property such as
- lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a
- dangerous item (for example, a knife) in their school bag, prior to seeking
- consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Oxenford State School ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Oxenford State School Student Code of Conduct is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Oxenford State School do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Oxenford State School Student Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or
- state school staff it is available for collection.

Use of mobile phones and other devices by students

Rationale

The use of mobile phones and other devices with the capacity to receive calls and messages and similar electronic devices in class is disruptive to the learning environment of all students and must not be used.

Students wishing to use these devices in special circumstances should negotiate arrangements with the Deputy Principal or Principal. It is an expectation that while the students are in our care, all communication between students and parents should go through the Administration Office.

Implications

It is acknowledged that there are times when it is beneficial for students to have access to a mobile phone and smart watch e.g. Contact parents for emergencies or confirm pick-ups. It is for this reason they are not banned, but it must be understood they are brought into school at the child's risk.

Mobiles are not to be turned on during school hours, and are to be left at the school office during the school day. A student will be directed to hand the mobile device in if they are found to have one on themselves or possession. If this happens a second time, they will be placed in the strong room until the Principal or delegate discusses the issue with the relevant parent.

'In phone' cameras are not to be used anywhere a normal camera would be considered inappropriate. This policy also applies to students during school excursions, camps and extra-curricular activities.

Responsibilities

- Mobile telephones and other electronic equipment are used at their owner's risk.
- No liability will be accepted by Oxenford State School in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the school's negligence.
- Teachers are not to look after them or take responsibility for their safe keeping.
- Students must give the mobile device to the office to be stored securely each school day.
- Students will sign in and sign out the device.

Non-Compliance

Appropriate action will be taken against any student who

- uses a mobile phone or other devices in an unlawful manner
- uses a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security

- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- photographs or films other individuals without their consent or who sends harassing or threatening messages.

Disciplinary action will be taken against any student who uses a mobile phone to harass or bully another student or staff member.

Special Circumstances Arrangement

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Oxenford State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Oxenford State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Oxenford State School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Oxenford State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as



- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Oxenford State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Oxenford State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

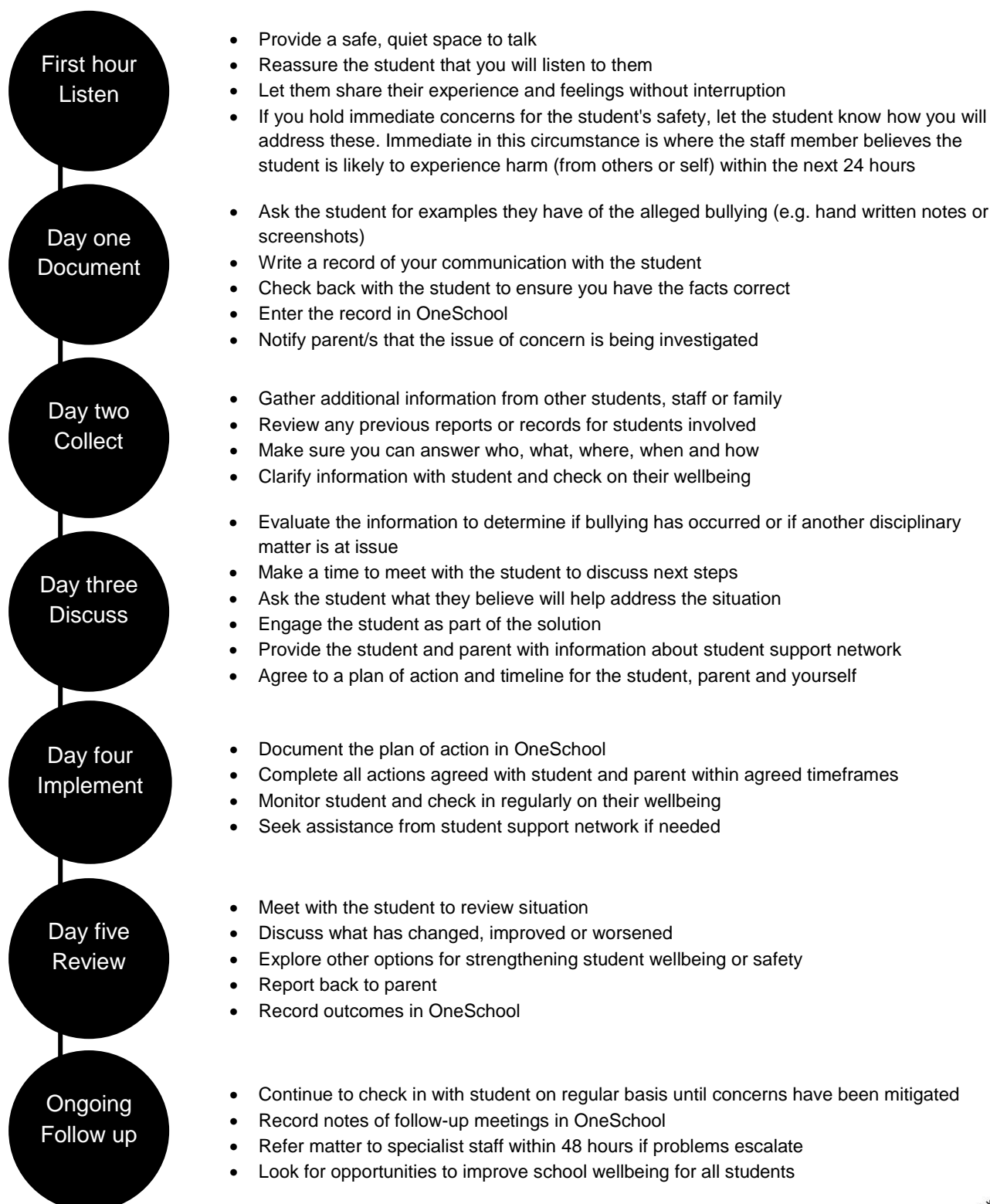
Oxford State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – Patric A Brady 0755857666



Cyberbullying

Cyberbullying is treated at Oxenford State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. Parents can inform the principal of the incident as well.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Oxenford State School may face in-school disciplinary action, such as restart or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the principal.

Oxenford State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

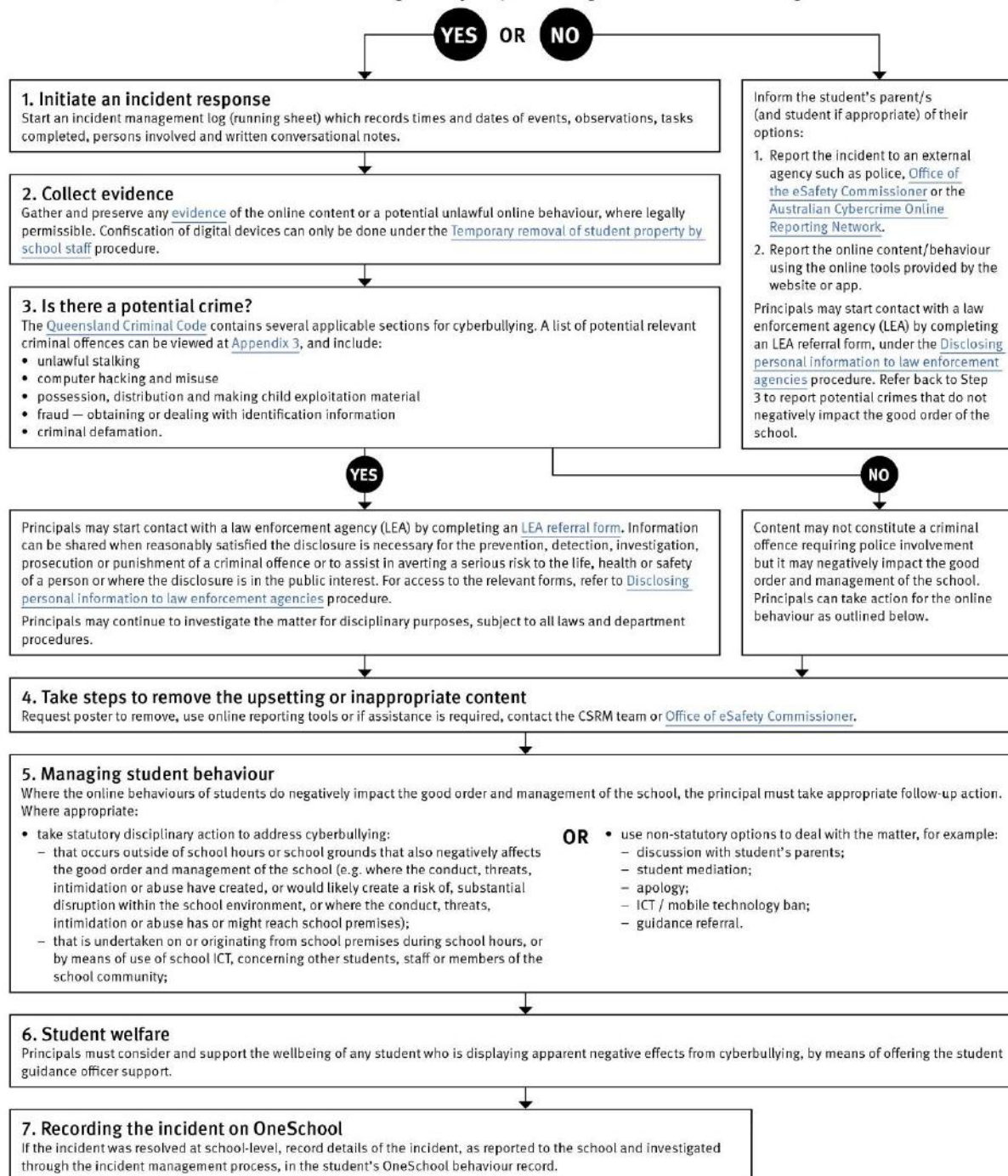
Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online incident management guidelines](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management of the school?**



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Oxenford State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Oxenford State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Oxenford State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Oxenford State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Oxenford State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Oxenford State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

School staff at Oxenford State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

Oxenford State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. Internal review: [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).