

# Oxenford State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	90 Michigan Drive Oxenford 4210
Phone	(07) 5585 7666
Fax	(07) 5585 7600
Email	principal@oxenfordss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Ms Vicki Marchmont - Principal

## Principal's foreword

### Introduction

Every student is valued at Oxenford State School. Our teachers, school leadership and support staff nurture positive and productive relationships with students and families. At Oxenford State School we take great care to identify and respond to each child's unique learning capabilities and needs. Our students achieve excellent results in a range of standardised tests of English and Mathematics. Our skilled support staff manage a range of targeted interventions to assist students who face learning challenges and difficulties and extend the capabilities of our gifted students. Our school offers the latest technologies to enhance teaching and learning. The varied offerings at Oxenford State School reflect our school motto "Knowledge Brings Growth".

We are proud of the many achievements we get to celebrate at Oxenford State School - academic excellence, social and emotional development, sporting brilliance and cultural excellence to name just a few. Students have a diverse range of opportunities to find and develop their unique strengths, be that in leadership, sports, music, choir, art, public speaking, academic or other individual pursuits.

Oxenford State School believes in developing the potential of each student.

This report represents comprehensive information on the activities of Oxenford State School during the 2015 school year. It details our school's progress and achievements towards our stated goals and includes data and commentary on curriculum offerings, student learning outcomes, school opinion survey outcomes along with various other data.

The strength of our school continues to be the excellent teaching in the school and the strong and supportive environment, where we build and maintain positive and caring relationships between staff, students and parents. I believe this annual report provides an overview of our school and demonstrates our accomplishments in achieving our vision. We invite you to visit our school where we can show you our proudest achievement, our engaged, positive and successful students.

## School progress towards its goals in 2015

Our school goals for 2015 were:

- To improve Literacy and Numeracy results in NAPLAN 2015 across Years 3 and 5 meeting higher school targets that are comparable to National Standards
- To improve student learning outcomes in Science in P – 6
- To improve confidence and competence in utilising the Australian Curriculum with growth in teacher capacity and improved pedagogy
- To improve attendance rates for all students
- To improve School Opinion Survey data for Parents, Staff and Students
- To enhance school community partnerships

During 2015 teachers worked hard to facilitate great teaching and learning for their students. The Australian Curriculum was successfully implemented in all year levels in English, Mathematics, Science, History and Geography. Highlights of 2015 include improvements in the School Opinion Survey and improvements in student performance in NAPLAN tests. Community partnerships continued to be developed and relationships and communication between parents and school staff were enhanced.

The key outcomes were:

1. The 2015 NAPLAN results identify school performance relating to Upper Two Bands (U2B) is below Similar Queensland State Schools (SQSS) in both Year 3 and Year 5 in the priority areas of reading and numeracy. Mean Scale Score (MSS) data indicates both Years 3 and 5 reading and numeracy results are similar to SQSS. 2015 MSS percentiles have declined from 2014.

National Minimum Standard (NMS) identifies reading as statistically similar and numerically above Queensland State Schools (QSS) in Years 3 and 5, with numeracy above QSS in Year 3 and below in Year 5.

2. 2015 saw the continued utilisation of the Australian Curriculum in the areas of English, Mathematics, Science, History and Geography. Academic expectations were increased in all year levels and curriculum areas and our Assessment and Reporting Framework was adjusted to ensure alignment with Australian Curriculum expectations.

3. The Oxenford SS Pedagogical Framework was revised to ensure consistent pedagogical practices throughout the school. The vision is for continuous improvement in pedagogy so that every day, in every classroom, every student is learning and achieving. Teachers are provided with the framework to:

- INSPIRE student enthusiasm for learning
- DIFFERENTIATE instruction to promote personalised learning
- ENABLE student learning
- CONNECT new learning with prior learning, students' experiences, underlying concepts and principles
- CHALLENGE students to apply new learning to unfamiliar problems and real-life situations
- TRANSFORM classrooms into 21st century learning communities.

4. Personalised learning is evident in all classrooms as teachers use student data to inform their differentiated teaching strategies. Teachers use individual student data to form Individual Learning Profiles to identify and enable Individual Learning Pathways.

5. The C & K Kindergarten is strongly supported by our school community, with two groups operating throughout the year. Outside School Hours Care is providing a service in response to the needs of our school community. Many families have been utilising this service on a regular basis, both during the school terms and in the school holidays.

6. In most areas of the 2015 School Opinion Survey there were significant improvements. Of particular note is that in the Parent Response there was 95% - 100 % satisfaction for the following questions:

- This is a good school
- I would recommend this school to others
- Teachers at this school are interested in my child's wellbeing
- My child's (Literacy) English skills are being developed at this school
- My child's (Numeracy) Mathematics skills are being developed at this school
- Teachers at this school provide my child with useful feedback about his or her school work.
- See detailed results below.

### Future outlook

Our purpose: To provide students with the knowledge, skills and confidence to maximise their potential, contribute to our school and society to build a better nation.

The 2015 Annual Implementation Plan identified the following key priorities for school improvement:

- Improvement is sought in the teaching of Reading and Number across all year levels to ensure all students achieve Australian Curriculum standards
- Aligning teaching practice with the Oxenford SS Pedagogical Framework, identifying areas for improvement and implementing targeted strategies
- Improving Attendance rates across all year levels within the school
- Improving partnerships between the P & C, industry partners and the school community so that they are positive and productive

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	556	259	297	17	94%
2014	614	299	315	21	93%
2015	571	276	295	14	93%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Students enrolled at Oxenford State School are mainly of an Anglo-European background. Many families have lived in the Oxenford area for a long time, while some are newly arrived families from overseas countries, mainly New Zealand and the United Kingdom. A very small percentage of students are indigenous and only a few have a non-English speaking background.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	22	21
Year 4 – Year 7 Primary	25	24	21
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	27	42	61
Long Suspensions - 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

#### Our distinctive curriculum offerings:

- Active engagement with ICTs for learning – the use of smart boards in every teaching space, iPads, eLearning studio, and wireless computer access
- Every student has access to 24 hour learning programs including Mathletics and Reading Eggs
- Specialist Science and Technology Laboratory
- Japanese as Language Other Than English (LOTE) Years 4, 5 & 6
- Specialist Physical Education and Music lessons – Prep – Year 6

#### Extra curricula activities

- School Leadership program and Student Council
- Performing Arts Program – Instrumental Music (Junior and Senior Band, and Strings Ensemble) and Junior and Senior School Choir
- Sports Program – District Cluster Sports – Rugby League; Soccer; Netball; Touch Football; Cross Country; Athletics
- Tournament of the Minds
- Readers' Cup Challenge
- Premier's Reading Challenge
- Oxenford's Got Talent
- School Performance Concert

## **How Information and Communication Technologies are used to improve learning**

Students live in a technological world where information and communication technologies (ICTs) are integral to everyday situations. Our school curriculum provides learning and assessment opportunities that allow students to inquire, create and communicate with ICTs, and to use ICTs safely and responsibly to manage, store and locate information.

Our students have Smart Boards and computers in every teaching space, an eLearning Centre, access to banks of laptops, iPads, iPods, Digital Cameras, and other 21st century learning devices. Our teachers use these technologies to assist students with their learning and ICTs are integrated into all curriculum areas.

Our students report in the 2015 School Opinion Survey:

- 98.8% satisfaction that they are encouraged to use computers and other technologies at the school for learning
- 98.8% satisfaction that they use computers and technology at the school for learning.

## Social Climate

Oxenford State School is a positive and supportive school and our practices are aligned to the Nine Values for Australian Schooling. Our school plan focuses on developing a supportive school environment and responsible positive behaviour in all students. This plan acknowledges that positive behaviours are best fostered in a supportive environment where:

- People are responsible for their actions.
- People are encouraged to choose their behaviour.
- The right to learn and teach is valued and protected.
- Courtesy is expected from all people at all times.
- There is consistency and fairness in procedures and consequences.
- Children are encouraged to reach their potential.
- There is a focus on the needs of children.
- Positive behaviour is promoted and nurtured.
- People are valued and appreciated.
- Tolerance, sharing and support for others are displayed.
- There is pride in the school and self.
- Respect is displayed for people and property.
- The vital role of parents is recognised and promoted.

Students who have exhibited positive attitudes in and out of class are recognised and acknowledged for their behaviour. The limited instances of bullying in our school are addressed immediately, ensuring a safe environment. We provide a range of pastoral care programs and work with external agencies to provide students with vital information to keep them safe in the broader community.

Our school services students from a wide variety of backgrounds. For students identified with social, emotional and/behavioural needs, support exists within the school. Intervention or support is available from the Guidance Officer, Teachers, Teacher Aides, School Chaplain and other members of our Student Support Team. Our school chaplaincy program commenced in 2012 and continues to have a positive impact on the school community.

In 2015, our parents stated that they are:

- 100% satisfied that their child likes being at this school
- 100% satisfied that the school has a strong sense of community
- 100% satisfied that the school is interested in their child's wellbeing
- 100% satisfied that the school is approachable and responsive to parent enquiries
- 100% satisfied that their child is safe at this school
- Over 94% satisfied that the school treats students fairly

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	93%	97%
this is a good school (S2035)	100%	97%	99%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	92%	100%	98%
their child's learning needs are being met at this school (S2003)	100%	93%	93%
their child is making good progress at this school (S2004)	100%	93%	94%
teachers at this school expect their child to do his or her best (S2005)	92%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	93%	98%
teachers at this school motivate their child to learn (S2007)	100%	93%	95%
teachers at this school treat students fairly (S2008)	92%	93%	94%
they can talk to their child's teachers about their concerns (S2009)	100%	90%	95%
this school works with them to support their child's learning (S2010)	100%	89%	92%
this school takes parents' opinions seriously (S2011)	100%	85%	95%
student behaviour is well managed at this school (S2012)	92%	93%	93%
this school looks for ways to improve (S2013)	91%	96%	96%
this school is well maintained (S2014)	92%	93%	98%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	97%	95%
they like being at their school (S2036)	97%	97%	96%
they feel safe at their school (S2037)	96%	99%	93%
their teachers motivate them to learn (S2038)	99%	99%	93%
their teachers expect them to do their best (S2039)	99%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	97%	97%	93%
teachers treat students fairly at their school (S2041)	94%	92%	94%
they can talk to their teachers about their concerns (S2042)	96%	89%	88%
their school takes students' opinions seriously (S2043)	96%	96%	96%
student behaviour is well managed at their school (S2044)	90%	86%	79%
their school looks for ways to improve (S2045)	99%	100%	96%
their school is well maintained (S2046)	96%	93%	88%
their school gives them opportunities to do interesting things (S2047)	97%	97%	93%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	97%	97%
they feel that their school is a safe place in which to work (S2070)	100%	97%	97%
they receive useful feedback about their work at their school (S2071)	94%	83%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	89%	91%



Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
students are encouraged to do their best at their school (S2072)	97%	100%	97%
students are treated fairly at their school (S2073)	100%	97%	92%
student behaviour is well managed at their school (S2074)	100%	83%	75%
staff are well supported at their school (S2075)	97%	90%	89%
their school takes staff opinions seriously (S2076)	100%	86%	89%
their school looks for ways to improve (S2077)	100%	97%	94%
their school is well maintained (S2078)	100%	86%	97%
their school gives them opportunities to do interesting things (S2079)	94%	93%	94%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

### Parent and Community Engagement

Parent involvement and the development of positive relationships/partnerships are encouraged through the following strategies:

- Individual enrolment interviews for every student enrolling in the school
- Parent/Teacher interview evenings scheduled once a semester
- Monthly P & C Meetings
- Newsletters – published fortnightly sent electronically and posted on school website.
- Assemblies and school events e.g. Mothers' Day/Fathers' Day/Under 8's Day
- Sporting competitions and performance evenings
- Interviews in relation to individual student needs e.g. academic, behaviour, social development
- Development of ICPs for students with disabilities
- Class Newsletter every term
- Workshops for parents – eg Literacy workshop for parents of Early years students
- Volunteers assisting in library, classrooms, tuckshop and other areas of school life.
- 

### Reducing the school's environmental footprint

This school is committed to reducing its environmental impact. A number of key initiatives have been formulated and implemented over the past three years to ensure that this school community is a participant in ensuring that the planet has a sustainable future.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	134,385	758
2013-2014	136,498	1,476
2014-2015	141,971	1,373

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

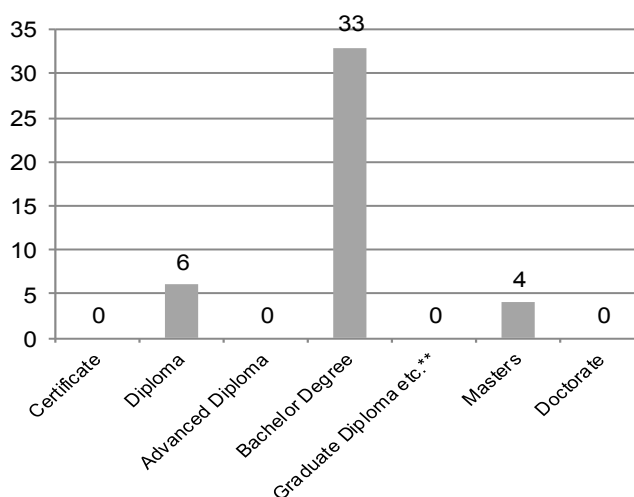
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	43	22	<5
Full-time equivalents	36	16	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	33
Graduate Diploma etc.**	0
Masters	4
Doctorate	0
<b>Total</b>	<b>43</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 16 039.41

The major professional development initiatives are as follows:

- Australian Curriculum Implementation
- Curriculum and ICT/eLearning Cafes
- OneSchool Training
- Literacy and Numeracy Programs
- Pedagogical Framework
- WPH&S training
- Student Protection
- Code of Conduct

The proportion of the teaching staff involved in professional development activities during 2015 was 96%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

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

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

#### Find a school

---

Sector:

Government

Non-government

## SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	87%	89%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

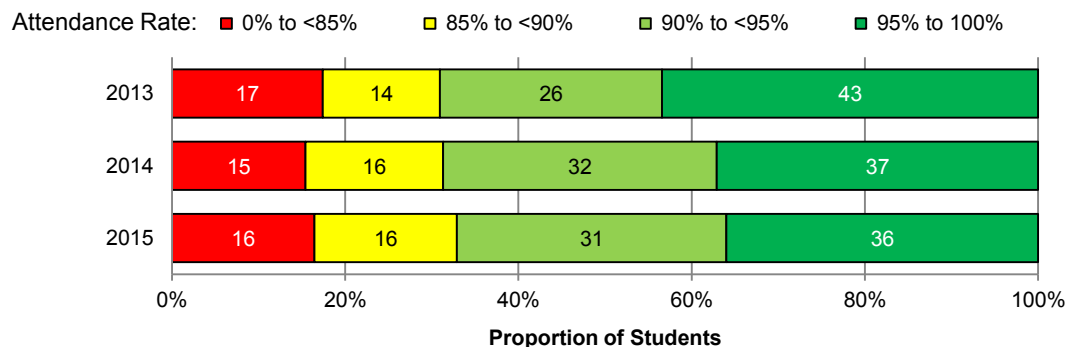
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	92%	92%	91%	92%	89%	91%	91%					
2014	92%	90%	90%	91%	92%	92%	90%	91%					
2015	92%	91%	91%	91%	92%	92%	92%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked twice a day using OneSchool. To maximise attendance rates, when frequent absenteeism occurs, teachers and Administration contact parents/carers to discuss the non-attendance. Where necessary other processes may be applied including referral to Student Support Committee, Guidance Officers and relevant external agencies. Attendance graphs for each class are sent to teachers weekly for perusal and discussion within their classrooms. Attendance Trophies are awarded at each assembly for the class with the highest attendance. Winners are noted in the school newsletter.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

## Find a school

---

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.