



Oxenford State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

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## School Overview

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 your child's unique learning capabilities and needs. Our students achieve excellent results in a range of standardised tests of English and mathematics. We also offer an extensive program of enrichment activities as well as vibrant music, LOTE and student leadership opportunities and programs. Skilled support staff manage a range of targeted interventions to assist students who face learning challenges and difficulties. Our school utilises technology to enhance teaching and learning. The varied offerings at Oxenford State School reflect our school motto "Knowledge Brings Growth".

Oxenford State School promotes positive behaviours for learning through – being safe, being respectful and being a learner.

## Principal's Forward

### Introduction

Oxenford State School was established in 1987. The co-educational school caters for students from preparatory to Year 6 (P-6). The school focuses on providing a safe, positive learning environment for all students and staff. High standards of behaviour are expected from students which is outlined in the *school's Responsible Behaviour Plan*.

At Oxenford State School we take great pride to identify and respond to each child's learning needs. Our students continue to improve in their academic achievements including NAPLAN.

Our skilled staff implement a range of learning opportunities that cater for each individual student. Students are continually monitored and intervention and extension are provided within the classroom and through extra-curricular activities. The varied activities offered at Oxenford State School allow our students to excel through academics, sport, music, LOTE, STEM challenges and community engagement.

Oxenford State School believes in developing the potential of each student, this report provides comprehensive information on the achievements of the school during 2016. It details our school's progress towards our stated goals and includes data and commentary on curriculum offerings, student learning outcomes and school opinion.

### School Progress towards its goals in 2016

The Improvement Agenda at Oxenford State School for 2016:

**Reading:** Improvement is sought in the teaching of Reading across all year levels to ensure all students achieve Australian Curriculum standards

**Number:** Improvement is sought in the teaching of Number across all year levels to ensure all students achieve Australian Curriculum standards

**Differentiation:** Consolidate approaches to differentiation in all classrooms, utilising a framework that ensures the learning needs of all students are met

**Engagement:** Improvement of attendance rates

Significant professional development was provided for teachers to support the teaching of reading. Support from regional literacy coaches for teachers in Years 3 and 5 was a focus in Semester 2. Teachers worked on consistency of practice for diagnostic testing processes. An improvement in NAPLAN Reading in 2016 was evident.

Teacher in-service in ACARA Mathematics curriculum, use of C2C units and a focus on quality assessment tasks for all strands was a focus. Mathematics better utilised and embedded in homework tasks.

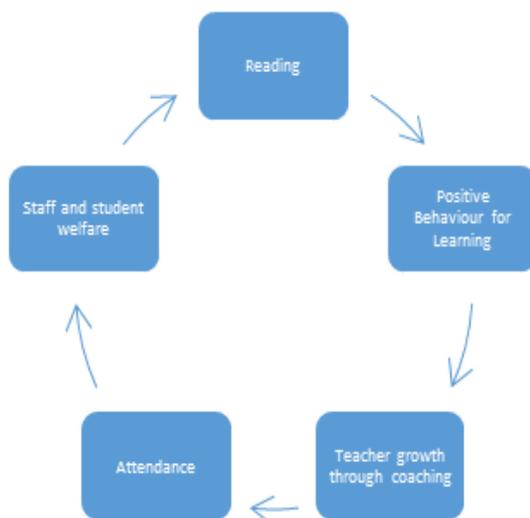
Use of differentiation in literacy blocks and the implementation on LOX across all classrooms during 2016. Learning Support model enhanced and the establishment of the SNAC process to identify learning needs for individual students.

Range of processes utilised to improve student attendance. Weekly focus on assembly including school trophies for highest attendance class. Information and statistics provided in newsletter and a school data wall displayed in the school foyer. Improvement evident, not consistently reaching the school target of 95%.

Investigation, training and introduction of PBL process, focus for full implementation in 2017.

## Future Outlook

As outlined in the Oxenford State School Annual Implementation Plan for 2017, the key improvement agendas are:



**Reading focus:** create a whole school reading program that embeds a common language and consistent teaching approach, outlining our expectations of student achievement, how to differentiate learning and our school specific signature reading practices.

**Positive Behaviour for Learning focus:** embed school values through the consistent use of the PBL framework across Prep to Year 6. Review and rewrite the Behaviour Plan for Oxenford State School.

**Teacher growth through coaching focus:** embed coaching for all teachers in the area of Reading, through the establishment of a school coaching framework including:

- Use of data for learning
- Clear learning intentions and success criteria
- Explicit instruction and gradual release of responsibility
- Explicit, descriptive feedback

**Attendance focus:** continue strategies from 2016, improve the process for recording of student absences in Oneschool.

**Staff and student welfare focus:** Offer a range of in school programs that support student wellbeing including establishing a peaceful place for students to calm. Train a WPHS Adviser and create a WPHS Committee.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	614	299	315	21	93%
<b>2015*</b>	571	276	295	14	93%
<b>2016</b>	556	279	277	19	91%

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 2016, 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

### Overview

The majority of students enrolled at Oxenford State School are of an Anglo-European background. Many families have lived in the Oxenford area for a long time and current students are the children of previous Oxenford students. The newest families are mostly from the United Kingdom and New Zealand. There is a small percentage of indigenous students and only 3 students who have a non-English speaking background.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	23	22
Year 4 – Year 7	24	25	27
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Oxenford State School offers a quality education in the key learning areas of English, Mathematics, Science, History, Geography, The Arts, Technology, Health and Physical Education and LOTE (Japanese). Music, Health and Physical Education and Japanese are taught by specialist teachers. The school demands a strong focus on Literacy and Numeracy across all key learning areas.

In 2016, distinctive curriculum programs included:

Intervention in Reading and Number

Pastoral care programs including, 'Positive Behaviour for Learning', chaplaincy, behaviour management and social skills

Sport – Interschool sport program, cross country, swimming and athletics

Technology supported learning programs across the curriculum

Arts Excellence through choir, band program and strings

Special Education Programs (SEP) including lunch clubs, specially tailored education programs, facilitation of specialist advisor programs for students with diagnosed disabilities and the support of special learning needs as required

Early Childcare Education Centres links to build relationships and transition programs

### **Co-curricular Activities**

A wide range of co-curricular activities are available for students at Oxenford State School including:

- Strings Program
- Instrumental Program
- Choir
- Interschool sport
- Cross Country
- Swimming Carnival
- Athletics Carnival
- Reader's Cup
- Camps
- Under 8's Day
- ANZAC Day march
- Tournament of the Minds
- Premier's Reading Challenge
- Participation in local high school programs
- Student Council

### **How Information and Communication Technologies are used to Assist Learning**

Students have access to various zones across the school, where they can use various ICTs before school and during lunch breaks.

Having interactive touch panels in each room provides our teachers and students with rich opportunities to engage, actively participate and interact across lessons. To compliment the touch panels, our school subscribes to a number of online resources enabling teachers and students access to thousands of digital books, and other digital resources that support and enhance curriculum work.

We have a Green Room with green screen technology, allowing classes opportunities to create presentations and projects in a fun, engaging and creative way.

## **Social Climate**

### **Overview**

Oxenford State School has identified through school opinion data that it needs to be part of the state wide Positive Behaviour for Learning program (PBL) We are committed to creating and maintaining a safe, respectful and responsible learning environment through the explicit teaching of the following rules:

- Be a Learner
- Be Respectful
- Be Safe

In the 2016 School Opinion Survey:

- 78% of parents indicated that student behaviour is well managed at Oxenford State School.
- 78% of students indicated that student behaviour is well managed at Oxenford State School.

The school has a range of programs to support the social development of students. This includes the introduced school wide positive behaviour support program and anti-bullying strategies. The school routinely analyses behaviour data and actively teaches social skills in the form of a fortnightly lesson. Positive behaviour choices are recognised with a range of tangible rewards.

At Oxenford State School we implement a playground support program which involves senior students supporting younger students to make positive behaviour choices in the playground. Our school is supported by the services of a Guidance Officer for three days a week and a Chaplain for two days each week. We also enjoy access to various community services through referral programs.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	97%	95%
this is a good school (S2035)	97%	99%	91%
their child likes being at this school* (S2001)	100%	100%	96%
their child feels safe at this school* (S2002)	100%	98%	92%
their child's learning needs are being met at this school* (S2003)	93%	93%	89%
their child is making good progress at this school* (S2004)	93%	94%	89%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	98%	93%
teachers at this school motivate their child to learn* (S2007)	93%	95%	92%
teachers at this school treat students fairly* (S2008)	93%	94%	89%
they can talk to their child's teachers about their concerns* (S2009)	90%	95%	97%
this school works with them to support their child's learning* (S2010)	89%	92%	92%
this school takes parents' opinions seriously* (S2011)	85%	95%	88%
student behaviour is well managed at this school* (S2012)	93%	93%	78%
this school looks for ways to improve* (S2013)	96%	96%	91%
this school is well maintained* (S2014)	93%	98%	90%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	95%	95%
they like being at their school* (S2036)	97%	96%	92%
they feel safe at their school* (S2037)	99%	93%	90%
their teachers motivate them to learn* (S2038)	99%	93%	97%
their teachers expect them to do their best* (S2039)	99%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	93%	98%
teachers treat students fairly at their school* (S2041)	92%	94%	93%
they can talk to their teachers about their concerns* (S2042)	89%	88%	91%
their school takes students' opinions seriously* (S2043)	96%	96%	87%
student behaviour is well managed at their school* (S2044)	86%	79%	78%
their school looks for ways to improve* (S2045)	100%	96%	98%
their school is well maintained* (S2046)	93%	88%	90%
their school gives them opportunities to do interesting things* (S2047)	97%	93%	94%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	97%	85%
they feel that their school is a safe place in which to work (S2070)	97%	97%	79%
they receive useful feedback about their work at their school (S2071)	83%	86%	67%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	91%	89%
students are encouraged to do their best at their school (S2072)	100%	97%	97%
students are treated fairly at their school (S2073)	97%	92%	79%
student behaviour is well managed at their school (S2074)	83%	75%	54%
staff are well supported at their school (S2075)	90%	89%	67%
their school takes staff opinions seriously (S2076)	86%	89%	64%
their school looks for ways to improve (S2077)	97%	94%	74%
their school is well maintained (S2078)	86%	97%	82%
their school gives them opportunities to do interesting things (S2079)	93%	94%	69%

\* Nationally agreed student and parent/caregiver items

# '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

The importance of parents and teachers working together is strongly promoted at Oxenford. Parents are encouraged and supported in working within the school through:

- Classroom volunteer programs
- Parent / Teacher meetings
- P&C meetings, activities and events
- School assemblies
- Class celebrations and culminating activities
- The school website
- Parent information sessions
- Working with teachers to develop, support and review individual learning plans across a range of abilities

## Respectful relationships program

Oxenford has implemented programs that focus on appropriate, respectful and healthy relationships. This includes the whole school PBL (Positive Behaviour for Learning) approach as well as:

- Life Education
- Chaplaincy lead programs including breakfast club
- Guidance Officer programs including social skills and Rocks and Water Program
- Strong focus on ANZAC Day and welcoming local veterans to the school annual assembly
- Involvement in Active Travel to School Program

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	42	61	64
Long Suspensions – 6 to 20 days	0	1	0
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.

## Environmental Footprint

### Reducing the school's environmental footprint

School uses a range of strategies including tank water, school garden to supply canteen, recycling bins.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	136,498	1,476
2014-2015	141,971	1,373
2015-2016	148,268	1,677

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.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

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Sector:

Government

Non-government

Where it states '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.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	45	23	<5
Full-time Equivalents	36	16	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	0
Bachelor degree	33
Diploma	6
Certificate	0

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ \$41,050

The major professional development initiatives are as follows:

The major professional development initiatives were as follows:

- Mandatory staff training modules
- Reading strategies
- Positive Behaviour for Learning
- Beginning Teacher Mentoring
- First Aid
- Upper Two Bands – high yield strategies
- ACARA unpacking
- Collaborative planning
- Moderation
- SSP
- Fountas and Pinnell - reading
- Interagency collaboration

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	89%	92%

\*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

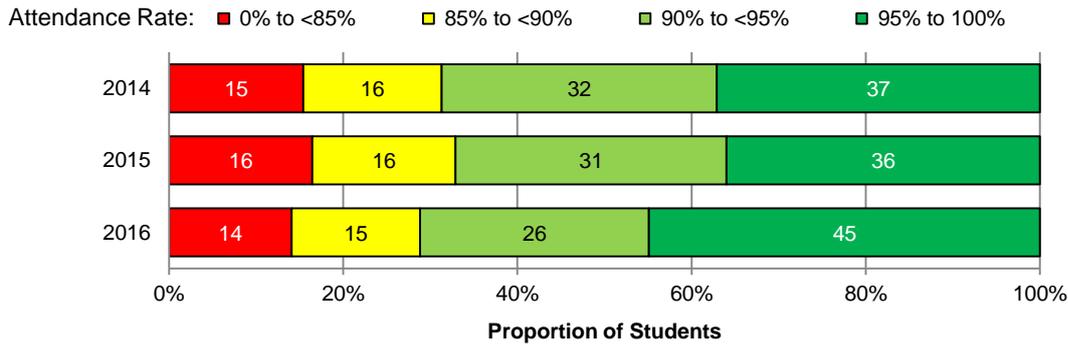
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	90%	90%	91%	92%	92%	90%	91%					
2015	92%	91%	91%	91%	92%	92%	92%						
2016	92%	91%	91%	91%	93%	93%	92%						

\*Attendance rates effectively count 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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

Class rolls are marked through Oneschool twice a day.

To maximise attendance and reach the school target when frequent absenteeism occurs, teachers and Administration contact parents to discuss and offer support. At times referral to SNAC team occurs or relevant external agencies are accessed.

Attendance graphs are displayed in the school office foyer for each class and are sent to teachers weekly to share with their class. Attendance trophies are awarded on assembly and shared in the newsletter.

## NAPLAN

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

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

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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.

