



Oxenford State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

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From the Principal

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 offers the latest technologies to enhance teaching and learning. The varied offerings at Oxenford State School reflect our school motto "Knowledge Brings Growth".

School progress towards its goals in 2018

Improvement Priority 1. Reading	
Strategies	
Consistent reading practices across the school	
<ul style="list-style-type: none"> Identify 2018 non-negotiables in OSS Agreed Practices and provide explicit professional development to ensure consistent implementation. 	Embedded
<ul style="list-style-type: none"> Students have individual reading goals using explicit reading behaviours aligned to Literacy Continuum 	Ongoing
<ul style="list-style-type: none"> Provide information to the parent community on the reading process and implementation of reading comprehension strategies. 	Ongoing
Use data to drive improvement	
<ul style="list-style-type: none"> Analyse student performance achievement and data to inform the teaching and learning of reading through 5 week data cycles and reviews 	Reviewed
<ul style="list-style-type: none"> Use data walls to track, monitor and collaborate on improvement strategies, individual student growth and distance travelled 	Ongoing
Early Years focus	
<ul style="list-style-type: none"> Implement one domain of Age Appropriate Pedagogies 	Ongoing
<ul style="list-style-type: none"> Coaching provided to support early years teachers both in and out of the classroom 	Ongoing
<ul style="list-style-type: none"> Targeted intervention in P-2 	Embedded
<ul style="list-style-type: none"> Strengthen community links 	Embedded
Improvement Priority 2. Positive Behaviour for Learning	
Strategies	
Embed tier 2 PBL practices	
<ul style="list-style-type: none"> Implement programs for students that support their welfare specific to social skills, executive functioning, emotional, friendships and resilience. 	Embedded
<ul style="list-style-type: none"> Continue behaviour data collation, tracking and analysis to inform the implementation of targeted programs and use of resources. 	Embedded
Embed reviewed Responsible Behaviour Plan	
<ul style="list-style-type: none"> Share Responsible Behaviour Plan aligned with PBL framework with community. 	Embedded
<ul style="list-style-type: none"> Promote consistency of PBL practices and hold high expectations 	Embedded
Improvement Priority 3. Attendance	
Strategies	
Raise expectation of student attendance to 93%	
<ul style="list-style-type: none"> Develop attendance strategy 	Reviewed
<ul style="list-style-type: none"> Hold high expectations that 'Everyday Counts' 	Embedded
<ul style="list-style-type: none"> Monitor attendance rates, support individual students to improve. 	Embedded

Future outlook

The 2019 Annual Implementation Plan focus on the following areas.

Quality Teaching and Learning	Strategy – Embed the Australian Curriculum across all year levels. <ul style="list-style-type: none"> Ensure that the Australian Curriculum is accessible for every student, at their level. All aspect of P-12 Curriculum, Assessment and Reporting Framework are implemented across the whole school. Prepare for the full implementation of the Australian Curriculum in 2020. Implement and manage actions to ‘Close the Gap’ for academic achievement.
	Strategy – Implement consistent pedagogical practices across all year levels <ul style="list-style-type: none"> Embed Explicit Instruction areas of focus as identified by staff- Elements 5, 13 & 14. Engage teaching staff in regular professional learnings about ‘Explicit Instruction’.
	Strategy – Provide feedback, mentoring and/or coaching to all teachers <ul style="list-style-type: none"> Provide opportunities for collaborative working between teachers and Leaders of Learning in relation to the ‘what and how’ of teaching to maximise student outcomes and improvement. Implement a formal mentoring and/or coaching program to encompass all teaching staff.
Know our students	Strategy – Students engaging and learning, achieving and successfully transitioning <ul style="list-style-type: none"> Actively engage in Leading Learning Collaborative with Dr Lyn Sharratt and other SER schools. Continuous data analysis for learning, of learning, to ensure a focus on quality teaching and learning. Implement an Inclusive Education Action Plan with a central focus on building teacher capabilities.
	Strategy – Teachers employing high quality, evidence based teaching practices focused on success for every student <ul style="list-style-type: none"> Explicit development of teachers’ classroom management skills through Essential Skills for Classroom Management and Classroom Profiling. Continue to embed Tier 1 Positive Behaviour for Learning strategies across the whole school.
School Culture	Strategy – Prioritise student and staff wellbeing <ul style="list-style-type: none"> Implement a Whole School Wellbeing Framework. Continue to implement student well-being programs (eg. Rock & Water, The Engine Room & Social Skilling). Implement staff wellbeing programs though the social club.
	Strategy – Engage parents and community members <ul style="list-style-type: none"> Continue refining communication and consultation with students, parents and the community to enhance student wellbeing and learning Hold events that celebrate student achievements based on attendance, behaviour and academic success. (eg. Hoot Shop, Attendance Awards, Principal’s Party & Academic Awards) Hold quality whole school events to build community spirit and culture. Showcase student and staff achievements to whole community.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	556	558	525
Girls	279	273	247
Boys	277	285	278
Indigenous	19	15	18
Enrolment continuity (Feb. – Nov.)	91%	95%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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. Students come from a wide range of socioeconomic and cultural backgrounds. This provides a rich diversity to the composition of our school. There is evidence of a very high level of understanding of acceptance of diversity across all levels of the school.

There is a small percentage of indigenous students and students who have a non-English speaking background.

The school leadership team and staff promote and maintain an environment that is reflective of its high expectations of personal success for all individual students. We promote the belief that all students can achieve high expectations and that all students can learn successfully.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	24	23
Year 4 – Year 6	27	24	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The Staff of Oxenford State School believe that every child can learn and should be supported in their learning journey.

Oxenford State School follows the Australian Curriculum and implements this through Curriculum into Classroom (C2C) units. The following subjects are taught within school

English

Mathematics

Science

Humanities and Social Sciences

The Arts
Health and Physical Education
Technologies
Languages - Japanese

Each term teachers participate in joint planning of the units of work to be delivered. Participation in a moderation process for English and Mathematics, ensures that there is transparent and objective review of all student work.

We continued to map individual student progress in a number of ways. Various forms of assessment, monitoring and reporting methods are consistently employed in and across year levels. This ensures that provision of additional support/extension can be provided to those individual students with a specific learning need. For instance, students with a disability are enrolled into the Special Education Program (SEP). They have an Education Adjustment Plan (EAP) and are integrated into the classroom with varying degrees of support. Some students in the SEP as well as others who are not, may also have a more highly individualised learning program.

All LAs and KLAs for all students are formally reported on twice yearly. Face to face parent-teacher interviews are held two times a year with a "Meet and Greet" held at the beginning of each year. Parents do not have to wait for these junctures to discuss their child's progress and are encouraged to make an appointment at any time to talk with the teacher.

Co-curricular activities

- Strings Program
- Instrumental Program – Band and Strings
- Choir
- Eisteddfod
- Interschool sport
- Cross Country
- Swimming Carnival
- Athletics Carnival
- STEAM
- Reader's Cup
- Under 8's Day
- ANZAC Day march
- Premier's Reading Challenge
- Participation in local high school programs
- Student Council
- Student Leadership programs
- Excursions and Camps

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 complement 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.

Pods of iPads are borrowed by classes to extend their learning opportunities.

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 and Be Safe.

In the 2018 School Opinion Survey indicated a lift in the percentage of parent responses that their child likes being at this school. Students continued to respond that teachers have high expectations of them. While staff have responded positively that the school looks for ways to improve.

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 offer access to various community services through referral programs.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	92%	91%
• this is a good school (S2035)	91%	94%	87%
• their child likes being at this school* (S2001)	96%	92%	96%
• their child feels safe at this school* (S2002)	92%	92%	91%
• their child's learning needs are being met at this school* (S2003)	89%	90%	84%
• their child is making good progress at this school* (S2004)	89%	90%	89%
• teachers at this school expect their child to do his or her best* (S2005)	97%	97%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	90%	91%
• teachers at this school motivate their child to learn* (S2007)	92%	93%	89%
• teachers at this school treat students fairly* (S2008)	89%	88%	82%
• they can talk to their child's teachers about their concerns* (S2009)	97%	99%	91%
• this school works with them to support their child's learning* (S2010)	92%	95%	84%
• this school takes parents' opinions seriously* (S2011)	88%	91%	80%
• student behaviour is well managed at this school* (S2012)	78%	76%	69%
• this school looks for ways to improve* (S2013)	91%	90%	86%
• this school is well maintained* (S2014)	90%	88%	78%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	95%	93%
• they like being at their school* (S2036)	92%	96%	90%
• they feel safe at their school* (S2037)	90%	94%	91%
• their teachers motivate them to learn* (S2038)	97%	100%	93%
• their teachers expect them to do their best* (S2039)	99%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	97%	96%
• teachers treat students fairly at their school* (S2041)	93%	88%	83%
• they can talk to their teachers about their concerns* (S2042)	91%	86%	93%
• their school takes students' opinions seriously* (S2043)	87%	89%	87%
• student behaviour is well managed at their school* (S2044)	78%	81%	85%
• their school looks for ways to improve* (S2045)	98%	96%	97%
• their school is well maintained* (S2046)	90%	95%	91%
• their school gives them opportunities to do interesting things* (S2047)	94%	96%	98%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	85%	89%	95%
• they feel that their school is a safe place in which to work (S2070)	79%	87%	85%
• they receive useful feedback about their work at their school (S2071)	67%	74%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	75%	88%
• students are encouraged to do their best at their school (S2072)	97%	96%	93%
• students are treated fairly at their school (S2073)	79%	82%	90%
• student behaviour is well managed at their school (S2074)	54%	73%	73%
• staff are well supported at their school (S2075)	67%	79%	75%
• their school takes staff opinions seriously (S2076)	64%	81%	88%
• their school looks for ways to improve (S2077)	74%	88%	95%
• their school is well maintained (S2078)	82%	66%	95%
• their school gives them opportunities to do interesting things (S2079)	69%	71%	89%

* 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
- Parent Forums
- School assemblies
- Class celebrations and culminating activities
- The school website
- School FaceBook page
- Parent information sessions
- Working with teachers to develop, support and review individual learning plans across a range of abilities
- Working bees

Parents are part of the consultation process when developing specific programs for their child. This includes stakeholders meetings, parent teacher interviews, meeting for the Guidance Officer or Leadership team.

Respectful relationships education programs

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

- The HUB and Engine Room
- Chaplaincy lead programs including breakfast club and Rock and Water Program
- Guidance Officer programs including social skills

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	64	40	52
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

In 2018, our school continued to take steps to reduce energy usage through behavioural changes. Pleasingly there was a decrease in electricity consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	148,268	148,975	146,430
Water (kL)	1,677	1,380	1,680

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	40	23	0
Full-time equivalents	35	14	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	7
Graduate Diploma etc.*	7
Bachelor degree	20
Diploma	9
Certificate	5

*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 2018 were \$24 970.

The major professional development initiatives are as follows:

- Mandatory Department Training
- Explicit Instruction – Train the Trainer- Archer & Hughes
- Senior First Aid including CPR updates
- Speech Sounds Pic- Phonics Training
- Phomemic Awareness – Michael Heggerty
- Age Appropriate Pedagogy training – Teachers & Teacher Aides
- QASSP Principal's Conference
- iEducate Conference – System Technician
- High Performing Teams
- Difficult Conversations
- Aspiring thinkers

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	93%	93%
Attendance rate for Indigenous** students at this school	92%	90%	93%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	93%	94%
Year 1	91%	93%	93%
Year 2	91%	92%	94%
Year 3	91%	92%	93%
Year 4	93%	92%	93%
Year 5	93%	95%	92%
Year 6	92%	92%	92%

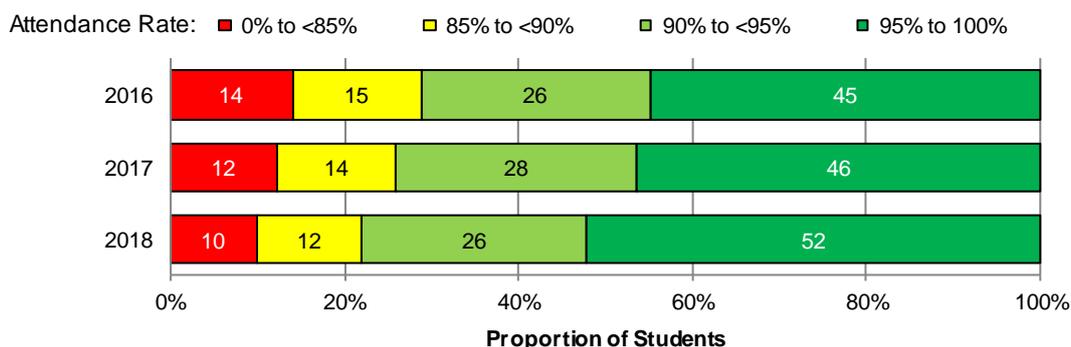
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 Student Enhancement Team occurs or relevant external agencies are accessed.

Attendance graphs are displayed at fortnightly assemblies 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.