

# Oakenden State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	177 Oakenden School Road Sarina 4737
Phone	(07) 4959 7272
Fax	(07) 4959 7160
Email	1238_principal@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	Mr. Daniel Evans (Principal)

## Principal's foreword

### Introduction

This report gives a snapshot of the 2015 school year which will reflect the pride our students, parents and teachers have in Oakenden State School. It is available through our school website or in a hard copy form the school office.

Decision making at Oakenden State School is guided by our school rules which describe the positive choices we make every day: Safe Choices, Fair Choices and Smart Choices.

Our goal is continuous improvement by every child, every day. Our small size and low teacher-student ratios allow us to achieve this through explicit, individualised instruction. It also means that no child is lost in our system and we are able to achieve high levels of educational attainment.

Visitors to Oakenden State School comment on the family dynamic which exists between our students. This is fostered in our safe, tolerant, disciplined learning environment.

Through our diversified inclusive approach to education, students have every opportunity to become active, reflective citizens who have the skills and desires to be lifelong learners.

### School progress towards its goals in 2015

#### The Key Priorities for 2015

- Reading:** Implementing the Reading Framework which communicates how reading is taught at Oakenden. Case managing students at risk of falling below the targets.
- Writing:** Provide explicit instruction in writing and spelling as components of the literacy and 7 Steps to Writing programs. Build staff expertise in the teaching of reading, writing and spelling.
- Numeracy:** Explicitly teach the skills of problem solving.  
Use national and regional assessment tools to identify skill gaps in maths.
- High quality teaching practices:** Model quality teaching practices. Facilitate professional conversations on a regular basis around pedagogical practice.
- Productive partnerships with school community stakeholders:** Offer the school facilities to community groups to hold their meetings or events.  
Implement Developing Performance Processes for all staff.

## Future outlook

### The Key Priorities for 2016

1. **Writing:** Provide explicit instruction in writing and spelling as components of the literacy and 7 Steps to Writing programs. Build staff expertise in the teaching of reading, writing and spelling.
2. **Numeracy:** Explicitly teach the skills of problem solving. Use national and regional assessment tools to identify skill gaps in maths.
3. **Continuous monitoring of student achievement:** Build staff ability to read individual student profiles.
4. **Productive parenterships with school stakeholder:** Offer the school facilities to community groups to hold their meetings or events. Continue to hold a community playgroup on site.
5. **High quality teaching practices:** Model quality teaching practices. Facilitate professional conversations on a regular basis around pedagogical practice.
6. **Instructoinal leadership development:** Continue the PPDP process. Implement Developing Performance Processes for all staff.

## 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	16	9	7	1	88%
2014	12	8	4	1	92%
2015	19	9	10	1	92%

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:

Our students are drawn primarily from farming families who are part of the sugar or cattle industries. English is the language spoken in all homes. Some students however identify culturally with the land of their grandparents' birth which includes the Torres Strait Islands. All families have one parent working full time and another working part time or in the home only. All primary students attend a non-denominational Christian Religious Education class once a week. As is to be expected in a small school, all but two of our students have siblings in the classroom. One of our parents are teacher aides and a grandparent is our cleaner. Enrolment is very stable in the school and we are currently educating a fifth generation student.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	16	7	7
Year 4 – Year 7 Primary			
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	0	0	0
Long Suspensions - 6 to 20 days	0	0	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.

## Curriculum delivery

### Our approach to curriculum delivery

- Extensive new technologies for 21st learning: One to one laptops and iPads, interactive white boards and Lego robotics
- Individualised instruction with a student: teacher ratio of 9:1 or better
- Age Appropriate Pedagogy – a range and balance to ensure a holistic approach to education.
- Multi-Age classrooms: Prep – Year Two and Year Three – Year Six.

### Extra curricula activities

- Mackay Whitsunday Regional Chess Competition
- Sporty Schools Program
- Whole School Camp
- UNSW Australasian Competition in Spelling, Writing, Computer, Science, Maths & Reading
- Running Club
- Garden club
- Robotics Club
- Opti-Minds

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

Information and communication technologies are a mainstay of teaching and learning in our multi-age setting. Qualified with a Digital Pedagogy Licence, our school principal has prioritised spending on new iPads to maintain the 1:1 student- iPad and laptop ratio. Site licences have been purchased to such quality websites as, IXL Maths, Spelling City, LEXIA, Reading Plus and a range of other applications to allow highly engaging content to be delivered and tracked to maximise outcomes.

iPads and iPods are loaded with suitable and engaging apps and are used in situations as diverse as interactive story telling for prep students, maths and English as a learning tool for multi-model presentations, as a practice tool for the Chess club and a as camera in visual arts. Students loan these devices out from the school to take home on a daily basis to complete any work necessary. A digital microscope is permanently available for use in the science area and a Nintendo Wii provides a

behaviour incentive. Lego robotics is available to interested students who choose to spend their lunch breaks building and programming.

### Social Climate

The school climate at Oakenden State School is one of a large extended family. Parents, students and teachers are very supportive of the school and share high expectations in relation to the curriculum, behaviour, resources and facilities.

Our very active Parents and Citizens Association work with the school administration team to provide the extra facilities and improvements to enhance the learning, safety and welfare of the children at the school.

Our Responsible Behaviour Plan encourages our children to take responsibility for their actions and rewards those who do the right thing. We have a 'no tolerance' to bullying with incidences mediated and reported to parents directly.

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

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	DW	100%
this is a good school (S2035)	100%	DW	100%
their child likes being at this school (S2001)	100%	DW	100%
their child feels safe at this school (S2002)	100%	DW	100%
their child's learning needs are being met at this school (S2003)	100%	DW	100%
their child is making good progress at this school (S2004)	100%	DW	100%
teachers at this school expect their child to do his or her best (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	DW	100%
teachers at this school motivate their child to learn (S2007)	100%	DW	100%
teachers at this school treat students fairly (S2008)	100%	DW	100%
they can talk to their child's teachers about their concerns (S2009)	100%	DW	100%
this school works with them to support their child's learning (S2010)	100%	DW	100%
this school takes parents' opinions seriously (S2011)	100%	DW	100%
student behaviour is well managed at this school (S2012)	100%	DW	100%
this school looks for ways to improve (S2013)	100%	DW	100%
this school is well maintained (S2014)	100%	DW	100%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)		100%	100%
they like being at their school (S2036)		100%	100%
they feel safe at their school (S2037)		100%	100%
their teachers motivate them to learn (S2038)		100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers expect them to do their best (S2039)		100%	100%
their teachers provide them with useful feedback about their school work (S2040)		100%	100%
teachers treat students fairly at their school (S2041)		100%	100%
they can talk to their teachers about their concerns (S2042)		80%	89%
their school takes students' opinions seriously (S2043)		100%	67%
student behaviour is well managed at their school (S2044)		100%	100%
their school looks for ways to improve (S2045)		100%	100%
their school is well maintained (S2046)		100%	100%
their school gives them opportunities to do interesting things (S2047)		100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	83%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	83%	100%
their school takes staff opinions seriously (S2076)	100%	83%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	83%	100%

# '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

Oakenden State school values its diverse and involved community. We have an active Parents and citizens group that meets monthly. The types of activities our parents are involved in are:

- Assistance with the running the Sandy Creek Cluster Cross Country that is held at Oakenden annually;
- Assisting with instructing children in extra curricula activities of their own interest e.g. Craft for the local show, Eisteddfod, Chess.
- Running the monthly tuckshop;
- Attending twice monthly playgroup;
- Transporting students to extra-curricular activities;
- Working bees around the school grounds.

- Attending our school camps
- Maintaining the grounds

Parents are informed of their child's progress and achievements on a regular basis through informal verbal and written communication as well as formal letters of recognition, weekly emails and a fortnightly newsletter. Parents are involved in parent/student/teacher interviews at the end of each term or whenever requested. These interviews are to reflect on progress made and plan goals for future improvement.

Parents are also invited to a community tennis night that is held a school every term. This provides the opportunity for parent interact with teacher and other staff at a social level.

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

During 2016, staff, students and parents maintained our commitment to reducing our environmental footprint. In 2012 we applied for and were successful in receiving a grant from the national Solar Schools Program and are awaiting the installation of our solar cells. We offer an electronic newsletter to save paper waste.. We separate our rubbish into rubbish and recycling and keep our grounds free from rubbish.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	7,383	0
2013-2014	5,759	0
2014-2015	9,147	

\*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.

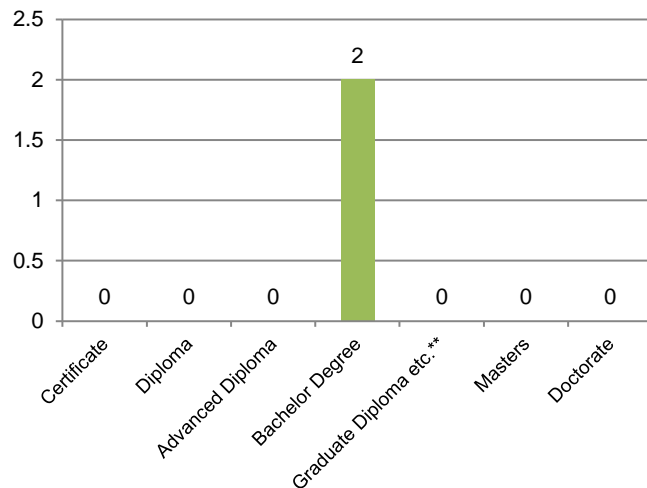
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	<5
Full-time equivalents	1	1	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>2</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 \$7 310

The major professional development initiatives are as follows:

- Mentoring
- Coaching and Feedback
- Ipad Training
- Writing
- Problem Solving

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	97%	100%

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

From the end of the previous school year, 83% 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).	95%	94%	97%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	DW

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%.

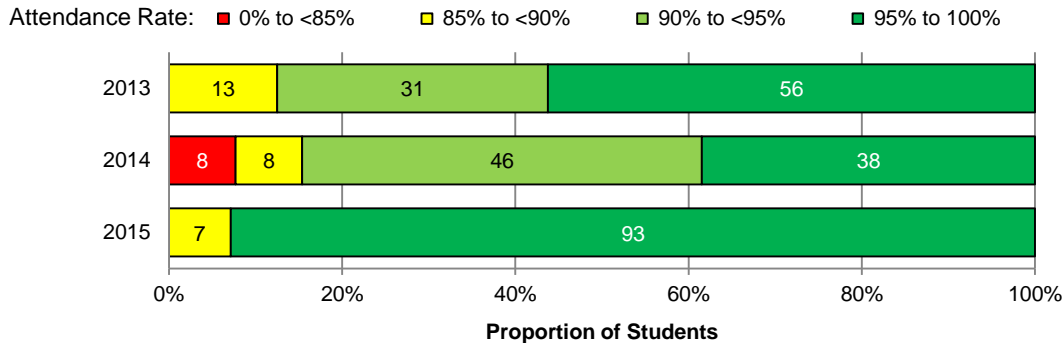
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	99%	94%	98%	97%								93%
2014		88%	97%	94%	96%	93%							
2015	98%		92%	98%	96%	99%	97%						

\*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 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.

Oneschool electronic roll marking is carried out at the start of the school day (8:30) and at the beginning of the afternoon session (1:00) daily.

Parents are contacted by the principal when absences are unexplained, continual or recurring. If the absence is more than 10 consecutive days, an exemption will be sought.

## 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.

In 2015, we had students in Years 3 and 5 who sat the NAPLAN test. During the period from 2012 to 2015 when a year level participated in NAPLAN 100% of Year 3 and 5 students were above the National Minimum Standard in reading, writing, spelling, grammar and punctuation and numeracy. Further, above 50% of year 3 and 5 students achieved results in the upper two bandings.

Individual school year's data has been withheld due to privacy issues due to low numbers in the relevant year levels.

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.