Oakenden State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

This report gives a snapshot of the 2014 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, individualized 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 2014

The Key Priorities for 2014
Core Priority – Reading
• Implement the Reading Framework which communicates how reading is taught at Oakenden.- developing
• Actions are - to ensure that literacy blocks are uninterrupted, focused and aligned with the reading framework and all staff undertake the How To Teach Reading online training package.- Completed
Core Priority – Writing
• Provide explicit instruction in writing and spelling as components of the daily 5 literacy program- developing
• Actions are - to revise the school spelling program and to train the staff using the NAPLAN writing guide to judge success- completed
Core Priority – Numeracy
• Explicitly teach the skills of problem solving- developing
• Actions are - to embed the CAMS and STAMS program into the Mathematics framework- developing
• Use national and regional assessment tools to identify skill gaps in Numeracy- completed
• Actions are - that all students from Year 2 sit the ICAS maths test and data from this, NAPLAN and PAT Maths drive learning programs in numeracy.- completed

Future outlook

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.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	13	6	7	93%
2013	16	9	7	88%
2014	12	8	4	92%

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

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		
	2012	2013	2014
Prep – Year 7	14	16	12

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

➢   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 8:1 or better

➢   Gifted and talented extension programs

➢   Learning support programs

Extra curricula activities

➢   Mackay Whitsunday Regional Chess Competition (9 students)

➢   Sporty Schools Program (Whole School)

➢   Whole School Camp

➢   UNSW Australasian Competition in Spelling, Writing, Computer, Science, Maths & Reading (Year 2 – 7)

➢   Running Club

➢   Garden club

➢   Opti-Minds

How Information and Communication Technologies are used to assist 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 ABC reading Eggs, 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			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school* (S2001)	100%	100%	DW
their child feels safe at this school* (S2002)	100%	100%	DW
their child's learning needs are being met at this school* (S2003)	100%	100%	DW
their child is making good progress at this school* (S2004)	100%	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	DW
teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
teachers at this school treat students fairly* (S2008)	100%	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
this school works with them to support their child's learning* (S2010)	100%	100%	DW
this school takes parents' opinions seriously* (S2011)	100%	100%	DW
student behaviour is well managed at this school* (S2012)	100%	100%	DW
this school looks for ways to improve* (S2013)	100%	100%	DW
this school is well maintained* (S2014)	100%	100%	DW

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
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%
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%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they can talk to their teachers about their concerns* (S2042)	100%		80%
their school takes students' opinions seriously* (S2043)	100%		100%
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:	2012	2013	2014
they enjoy working at their school (S2069)		100%	83%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	83%
their school takes staff opinions seriously (S2076)		100%	83%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	83%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Oakenden State school values its diverse and involved community. We have an active Parents and citizens group that meets monthly. Additionally two of our three teacher aides and cleaner are parents of our students. 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.

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 2015, 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.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	6,317	0
2012-2013	7,383	0
2013-2014	5,759	0

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	5	<5
Full-time equivalents	1	1	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	**2**
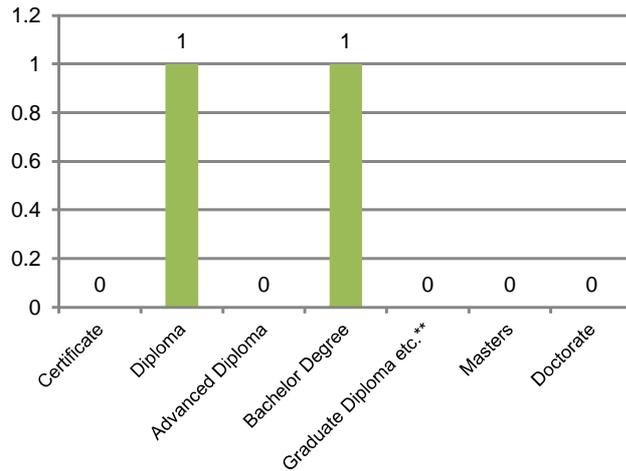
*Teaching staff includes School Leaders

**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 2014 were $ $6, 657.22

The major professional development initiatives are as follows:

- Data

- Strive Vocabulary Instruction

- Band 5-6 Leadership Day

- CPR

- The proportion of the teaching staff involved in professional development activities during 2014 was100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	93%	99%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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.**

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	94%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

| Student attendance rate for each year level (shown as a percentage)							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2012	90%	DW	95%			95%	DW
2013	99%	94%	98%	97%		93%	
2014	88%	97%	94%	96%	93%		

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year		
2014	8 / 8 / 46 / 38
* 2013	13 / 31 / 56
2012	31 / 8 / 62
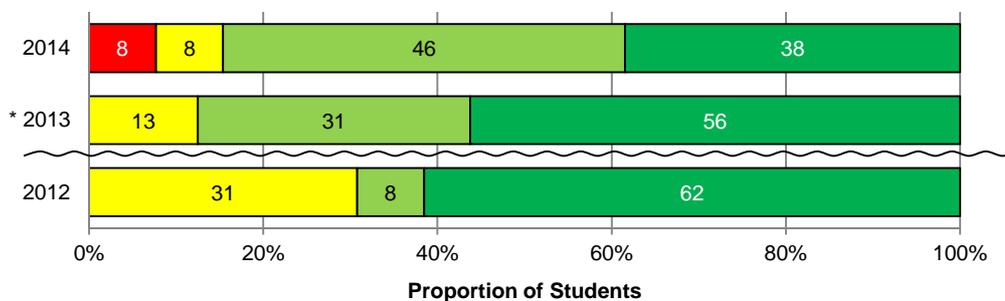
*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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 2014, we had students in Years 3 and who sat the NAPLAN test. During the period from 2012 to 2014 when a year level participated in NAPLAN 100% of Year 3 and 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.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Due to low student numbers data for 2014 has been withheld, however Indigenous perspectives are taught daily across the KLAs.