Oakenden 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

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School Overview

Oakenden State School provides a quality educational program for students from Preparatory Year to Year 6 in a rural multiage setting, 30km south west of Mackay. The curriculum offers children opportunities in all 8 key learning areas, with a strong focus on Literacy and Numeracy and the QCAR Essential Learnings. The school is led by a teaching principal with a range of support staff and a highly supportive school community. Parents work collaboratively through a supportive Parents and Citizens Association which endeavours to assist with the educational program as well as the development of the facilities and services for the students in this community. The school is well resourced with 2 teaching areas and a library. With a 1:1 computer ratio all students have access to computers as well as interactive whiteboards, robotic kits, a well stocked library, a tennis court and a wide range of sporting equipment. The school is involved in a wide range of extra curricula activities across academic, cultural and sporting arenas. 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. When graduating from Oakenden State School, students leave as effective communicators and life long learners who will thrive in society, now and into the future.

Principal's Foreward

Introduction

This report gives a snapshot of the 2016 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.

These goals are colour coordinated. Please follow the key below;

	Not accomplished
	Working with
	Accomplished

School Progress towards its goals in 2016

During 2016 the priorities outlined in the Annual Implementation Plan (AIP) included;

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 partnerships with school stakeholders	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.	Instructional leadership development	Continue the PPDP process. Implement Developing Performance Processes for all staff.

Future Outlook

1.	Continuous monitoring of student achievement	Building staffs capability to enter and interpret student diagnostic data. To create a culture of using visual and relevant resources that engage students in their learning, for example: learning walls in the classroom.
2.	Numeracy	Developing consistency in the delivery of numeracy across the whole school. Ensuring assessment is aligned and timely by implementing a whole school scheduled moderation assessment framework.
3.	Reading	Developing consistency in the delivery of reading across the whole school. Ensuring assessment is aligned and timely by implementing a whole school scheduled moderation assessment framework.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	12	8	4	DW	92%
2015*	19	9	10	DW	92%
2016	18	7	11	DW	95%

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

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, most of our students have siblings in the classroom. Enrolment is very stable in the school and we are currently educating a fifth generation student.

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	7	14	19
Year 4 – Year 7			

*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
✓ 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 six

Co-curricular Activities
✓ Mackay Whitsunday Regional Chess Competition and training days
✓ GRIP Leadership conference for year 6 students

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- ✓ As part of the Sandy Creek small schools cluster students participate in numerous sporting events, such as: football and netball carnivals, athletics and cross country carnivals.
- ✓ Under 8's activities, biggest morning tea event, Whitsunday Voices conference
- ✓ Whole school camp including students from prep- year 6

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, 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 laptops 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. Lego robotics and bee bots are available to interested students for developing their building and programming skills.

Social Climate

Overview

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. Programs to cater for our diverse student cohort, social skills and learning support are implemented into the daily curriculum to cater for individual learning needs.

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

Parent opinion survey

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

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Student opinion survey

Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	80%	89%	50%
their school takes students' opinions seriously* (S2043)	100%	67%	83%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	83%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	83%	100%	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	100%	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)	83%	100%	100%
their school takes staff opinions seriously (S2076)	83%	100%	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)	83%	100%	100%

* 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

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 of 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;

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- ✓ Attending twice monthly playgroup;
- ✓ Transporting students to extra-curricular activities;
- ✓ Working bees around the school grounds.
- ✓ Attending our school camps

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, a fortnightly newsletter and a fortnightly parade. Parents are involved in parent/student/teacher interviews at the end of term 1 and 3 or whenever requested. These interviews are to reflect on progress made and plan goals for future improvement.

Respectful relationships programs
Through the implementation of the Australian curriculum Health and Physical Education program, the school has developed and implemented teaching strategies that focus on appropriate, respectful and healthy relationships.

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	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.

Environmental Footprint

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. We offer an electronic newsletter to save paper waste and we separate our rubbish into rubbish and recycling and keep our grounds free from rubbish.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	5,759	0
2014-2015	9,147	
2015-2016	4,820	

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.**

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Find a school

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	2	4	0
Full-time Equivalents	1	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $ 3,346.87

The major professional development initiatives are as follows:

- ✓ Naplan training
- ✓ School budget training
- ✓ Oral Language workshop
- ✓ Inclusive Education Conference
- ✓ AAP (Age Appropriate Pedagogy) training and conference
- ✓ First Aid training

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.	97%	100%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 71% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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).	94%	97%	96%
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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

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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		88%	97%	94%	96%	93%							
2015	98%		92%	98%	96%	99%	97%						
2016	98%	94%	98%	93%	100%	95%	99%						

*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:
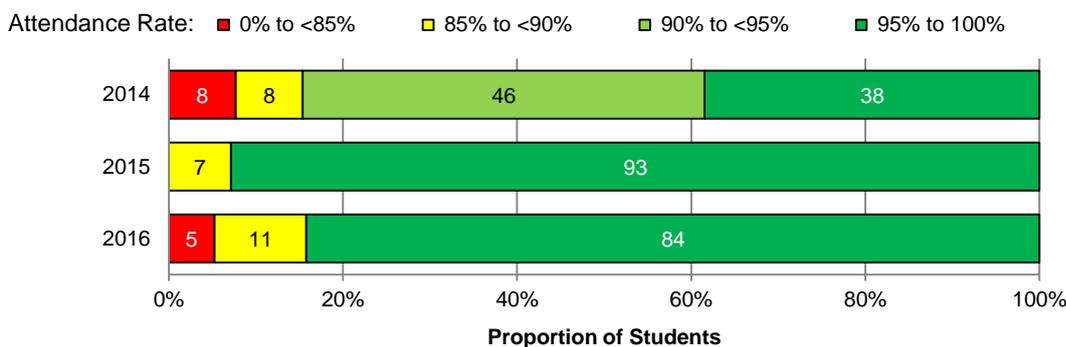
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

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.

NAPLAN

In 2016, we had students in Years 3 and 5 who sat the NAPLAN test. During the period from 2014 to 2016 when a year level participated in NAPLAN 100% of Year 3 and 5 students were at or 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.**

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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.

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