



Oakwood State School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Oakwood School values and strives to provide quality education for all students in a caring and supportive environment. We believe increasing a supportive environment where students have the opportunity to develop their academic potential, special interests and aptitudes by progressing at their own rate. We teach Life Long Learning skills to equip students to become positive members of the community; participating culturally, socially and morally in a changing society. We encourage the development of respect and tolerance towards others, regardless of individual differences. Oakwood School is a co-educational, Band 6 school located in a semi-rural area 7 km from Bundaberg. The community is very supportive of the school and its philosophy. While close to town the school remains the focal point of social and cultural activities. The community still considers Oakwood's 'family/small school' feel as its greatest strength. We are a motivated school focused on our students.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

As a school, Oakwood endeavoured to achieve a number of projects to ensure the continuation of learning achievement across all areas. The priorities that were initiated included:

- Promoted parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement
- Used multiple communication channels to communicate with parents eg email, SMS, telephone, web portal and letters
- Provided programs and opportunities for parents to build their capacity to support their child's learning
- Developed a shared understanding and pedagogical practice of the 5 reading procedures ie
1. Reading Aloud to students; 2. Modelled reading; 3. Shared Reading; 4. Guided Reading; and 5. Independent reading.
- Embedded comprehension strategies (Sheena Cameron – 9 key strategies) into the reading procedures
- Ensured early processes are in place to identify possible U2B students (Processes to commence in Prep). Put in place strategies to cater for these students e.g. differentiated processes to explicit teaching
- Developed and embedded clear and explicit school-wide expectations for teacher planning to document how the different needs of students are being met
- Reviewed assessment instruments so that they include diagnostic information to inform teaching, planning and pedagogy.

Future Outlook

- ✓ Parent and Community Engagement Strategy
- ✓ Implement the Australian Curriculum
- ✓ Implement a Framework for the Teaching of Reading
- ✓ Targeted Strategies to maintain and increase student numbers in the U2Bs from Years 3 through to Year 6
- ✓ School Improvement Unit priorities
- ✓ Implement the Developing Performance Framework for all staff

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	108	51	57	1	86%
2016	102	47	55	1	93%
2017	101	43	58	3	85%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Oakwood State School is a coeducational, Band 6 school located in a semi-rural area 7km from Bundaberg and services the community of Oakwood and its surrounding district. The community is very supportive of the school and its philosophy. Oakwood SS offers classes from Prep to Year 6.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	21	18	22
Year 4 – Year 6	27	27	31
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Oakwood State School offers a varied curriculum program in all key curriculum areas. It caters for every student and is challenging and supportive of their needs, interests and abilities. Distinctive offerings include:

- ✓ A vibrant Instrumental Music Program - woodwind, brass and percussion
- ✓ A full music, recorder and choir program
- ✓ Japanese as Languages Other Than English for Years 5 - 6
- ✓ A comprehensive support program for students with a disability
- ✓ An intensive Problem Solving program in Mathematics for students in Years 6 and 6
- ✓ All teachers are delivering the new National Curriculum through Education Queensland's Curriculum into the Classroom units of work.

Co-curricular Activities

The majority of students involve themselves in a number of extra-curricular activities including:

- Anzac Day ceremony
- Remembrance Day ceremony
- Project Club
- Green Thumb Club
- Free Dress days
- Discos
- Inter-house Sport
- Interschool and District sport
- School Camps
- Premier's Reading Challenge
- Regional Maths Team Challenge
- Inter-school Sport

How Information and Communication Technologies are used to Assist Learning

Oakwood is able to boast internet connectivity in each classroom space with multiple computers in each teaching area.

In addition, one computer laboratory is set up for focused, whole group instruction. The computer lab is fully air conditioned, with a fitted interactive whiteboard and data projector.

Teachers use computers across all curriculum areas. Most importantly, the computers are used as teaching and investigative tools, which allow children to search from protected sites for information that will further their learning.

Social Climate

Overview

The staff at Oakwood State School are committed to building quality relationships with students and parents and to providing a safe and engaging learning environment for all students. Oakwood's Responsible Behaviour Plan reflects this commitment and is continually referred to within the school-wide expectation matrix displayed and used within the school environment.

Oakwood offers a range of development strategies that continue to foster positive relationships between all school community members.

These include:

- Student Welfare Committee - supporting students with a disability, those with learning difficulties and other special groups within the school. For example Aboriginal and Torres Strait Islander students and gifted and talented students.
- School Leaders & Student Council - promoting the social development and leadership skills of students
- School Chaplain - visits the school twice a week providing pastoral care for all students from Prep - Year 6 and supports staff in helping students with special programs on an individual, small group and class basis

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	96%	100%
this is a good school (S2035)	100%	92%	100%
their child likes being at this school* (S2001)	88%	96%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	88%	96%	100%
their child is making good progress at this school* (S2004)	100%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	92%	96%
teachers at this school motivate their child to learn* (S2007)	100%	96%	100%
teachers at this school treat students fairly* (S2008)	75%	85%	96%
they can talk to their child's teachers about their concerns* (S2009)	88%	96%	100%
this school works with them to support their child's learning* (S2010)	88%	96%	100%
this school takes parents' opinions seriously* (S2011)	88%	84%	87%
student behaviour is well managed at this school* (S2012)	88%	96%	96%
this school looks for ways to improve* (S2013)	88%	100%	92%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	97%
they like being at their school* (S2036)	94%	100%	97%
they feel safe at their school* (S2037)	89%	93%	83%
their teachers motivate them to learn* (S2038)	94%	93%	100%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	87%
teachers treat students fairly at their school* (S2041)	83%	100%	90%
they can talk to their teachers about their concerns* (S2042)	83%	92%	90%
their school takes students' opinions seriously* (S2043)	83%	100%	93%
student behaviour is well managed at their school* (S2044)	89%	96%	68%
their school looks for ways to improve* (S2045)	94%	100%	93%
their school is well maintained* (S2046)	94%	100%	90%
their school gives them opportunities to do interesting things* (S2047)	100%	96%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	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)	92%	88%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	75%	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%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
staff are well supported at their school (S2075)	100%	88%	100%
their school takes staff opinions seriously (S2076)	100%	88%	100%
their school looks for ways to improve (S2077)	92%	100%	100%
their school is well maintained (S2078)	85%	88%	100%
their school gives them opportunities to do interesting things (S2079)	83%	88%	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

Parents are encouraged to:

- ✓ be good role models for our students
- ✓ establish open and reliable communication
- ✓ understand their responsibilities as parents and the effect they have on their child's behaviour
- ✓ visit the school often to meet and talk with the staff and other parents
- ✓ participate enthusiastically in 2-way reporting sessions – where the teacher and parents meet to discuss progress and sets goals for the future
- ✓ speak to the teachers and principal about any concerns
- ✓ read with and to their children regularly
- ✓ supervise their children's homework and take an interest in what they are learning at school
- ✓ read the school's fortnightly newsletter and other correspondence
- ✓ help out the school if possible e.g. classroom help, tuckshop, working bees, home baking etc.
- ✓ celebrate our achievements at special events

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

- ✓ Fun Friends Program
- ✓ Chappy Club
- ✓ Be Simply Your Best
- ✓ Boys Club
- ✓ Growth Mindset
- ✓ G.R.I.T. – Growth, Resilience, Integrity and Tenacity

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	2015	2016	2017
Short Suspensions – 1 to 10 days	3	2	7
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The school has worked hard over the past year to actively promote ways in which we can live more sustainably in our school community. Our students and staff have implemented practices and technologies that have reduced our impact on the environment.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	45,009	
2015-2016	50,649	
2016-2017	54,406	

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

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7	10	0

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	6	5	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	7
Diploma	
Certificate	

*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 2017 were \$10 000.

The major professional development initiatives are as follows:

- Code of Conduct
- Student Protection
- Anaphylaxis & Asthma
- First Aid
- Comprehension Strategies
- Pedagogical Practice
- School Wide Positive Behaviour Support
- Numeracy
- Daily Rapid Reading
- Whole School Reading Program
- Growth Mindset

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 82% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	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 2017 for all Queensland Primary schools was 93%.

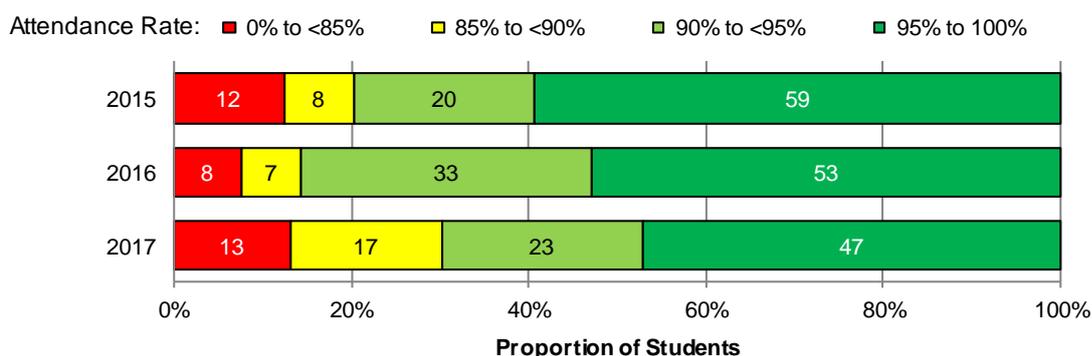
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	94%	96%	93%	94%	93%	94%						
2016	94%	95%	93%	95%	94%	96%	93%						
2017	91%	93%	95%	94%	93%	88%	94%						

*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 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 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 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 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.

Class rolls are marked before morning break and after the afternoon tea break. When a child is absent from school, written advice from the parents is requested on the child's return to school, or parents may phone the school.

Strategies for maximizing attendance:

- ✓ Pizza Party
- ✓ Weekly announcements on Parade
- ✓ Community Awareness Program

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**.

Find a school

School name

Suburb, town or postcode

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 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.