Oakwood State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

School overview

Oakwood School values and strives to provide quality education for all students in a caring and supportive environment. We believe increating 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.

School progress towards its goals in 2018

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 awareness and understanding of the Writing strategy to all stakeholders through communication channels – school newsletter, website, EIA, parades
- ✓ Provided opportunity for parents to engage with writing pedagogy through identified whole school events
- ✓ Deepened staff knowledge understanding and pedagogical practice of the 4 writing procedures
- ✓ Developed a shared understanding and commitment to developing writing stamina with reference to the general capabilities in the Australian Curriculum and across all Key Learning areas
- ✓ Provided time for teaching staff to plan effectively for Writing using data to inform the teaching and learning program aligned to the Australian Curriculum
- ✓ Analysed student data regularly to inform improvement, guide teaching practices and prompt early intervention
- ✓ Provided challenging learning opportunities for students to demonstrate their potential through quality samples of writing

Future outlook

Parent and Community Engagement Strategy

Full Implementation of the Australian Curriculum

Targeted Strategies to maintain and increase student numbers in the U2Bs from Years 3 through to Year 6 in Reading and Numeracy

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 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	102	101	115
Girls	47	43	50
Boys	55	58	65
Indigenous	1	3	8
Enrolment continuity (Feb. – Nov.)	93%	85%	89%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	18	22	23
Year 4 – Year 6	27	31	22
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

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

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)	96%	100%	100%
• this is a good school (S2035)	92%	100%	100%
• their child likes being at this school* (S2001)	96%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	96%	100%	100%
• their child is making good progress at this school* (S2004)	96%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	96%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	96%	88%
• teachers at this school motivate their child to learn* (S2007)	96%	100%	94%
• teachers at this school treat students fairly* (S2008)	85%	96%	94%
• they can talk to their child's teachers about their concerns* (S2009)	96%	100%	88%
• this school works with them to support their child's learning* (S2010)	96%	100%	100%
• this school takes parents' opinions seriously* (S2011)	84%	87%	81%
• student behaviour is well managed at this school* (S2012)	96%	96%	100%
• this school looks for ways to improve* (S2013)	100%	92%	100%
• this school is well maintained* (S2014)	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	97%	94%
• they like being at their school* (S2036)	100%	97%	100%
• they feel safe at their school* (S2037)	93%	83%	100%
• their teachers motivate them to learn* (S2038)	93%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	87%	100%
• teachers treat students fairly at their school* (S2041)	100%	90%	94%
• they can talk to their teachers about their concerns* (S2042)	92%	90%	94%
• their school takes students' opinions seriously* (S2043)	100%	93%	100%
• student behaviour is well managed at their school* (S2044)	96%	68%	88%
• their school looks for ways to improve* (S2045)	100%	93%	94%
• their school is well maintained* (S2046)	100%	90%	100%
• their school gives them opportunities to do interesting things* (S2047)	96%	87%	94%

Percentage of students who agree# that:	2016	2017	2018

* 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)	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)	88%	89%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	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%	89%
• student behaviour is well managed at their school (S2074)	100%	100%	89%
• staff are well supported at their school (S2075)	88%	100%	78%
• their school takes staff opinions seriously (S2076)	88%	100%	89%
• their school looks for ways to improve (S2077)	100%	100%	89%
• their school is well maintained (S2078)	88%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	88%	100%	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

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 education 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

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	2	7	4
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	50,649	54,406	66,415
Water (kL)			

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.
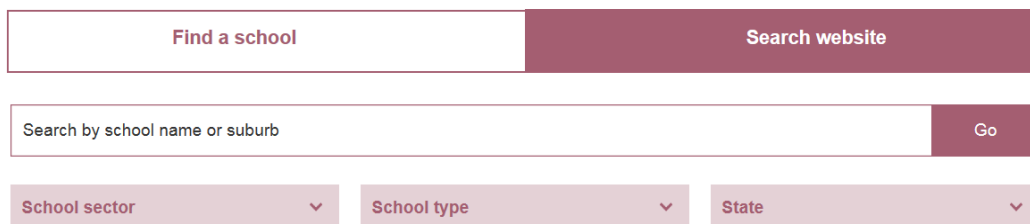
School funding

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.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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	9	10	0
Full-time equivalents	7	5	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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	9
Diploma	
Certificate	

*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 $9,000.

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 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.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	94%	93%	93%
Attendance rate for Indigenous** students at this school	DW	92%	86%

* 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	Year level	2016	2017	2018
Prep	94%	91%	93%	Year 7			
Year 1	95%	93%	92%	Year 8			
Year 2	93%	95%	91%	Year 9			
Year 3	95%	94%	93%	Year 10			
Year 4	94%	93%	94%	Year 11			
Year 5	96%	88%	93%	Year 12			
Year 6	93%	94%	92%				

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	8	7	33	53
2017	13	17	23	47
2018	17	10	29	44

Proportion of Students (0% to 100%)
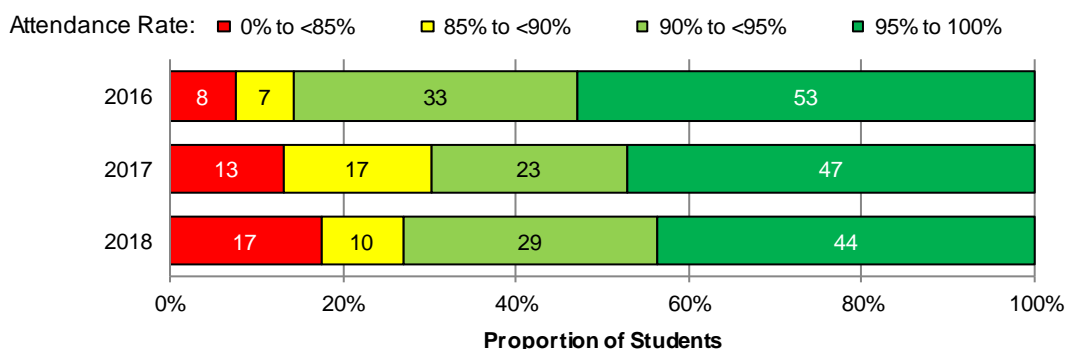
Description of how this school manages non-attendance

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 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.

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 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.

Find a school	Search website

Search by school name or suburb	Go

| School sector ⌄ | School type ⌄ | State ⌄ |

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

View School Profile

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

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.