Oakleigh 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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Contact Information

Postal address:	Buxton Street Ashgrove 4060
Phone:	(07) 3510 2888
Fax:	(07) 3510 2800
Email:	principal@oakleighss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Suzanne Carstairs (Principal)

School Overview

Oakleigh State School is a beautiful school meeting the needs of families in the suburbs of Ashgrove, Enoggera, Newmarket and Alderley in Brisbane's inner west. Oakleigh's families are focused on making the most of every opportunity. Our curriculum standards are excellent, with priorities accentuating literacy and numeracy, the arts and healthy, active lifestyles. Oakleigh families pride themselves on being committed to 'Growing Oakleigh'. This is our mission. We seek to 'Grow Oakleigh' in every way. This includes concepts such as: Growing Oakleigh scientifically; Growing Oakleigh minds; Growing Oakleigh bodies. Based around our proud history, we build strong, positive relationships as the foundation for a life of learning. We seek excellence in all we do, with our halls ringing to the sounds of active, engaged and happy students. Teachers and parents cooperate to create strong bonds that strengthen learning, seeking the best for all children. Oakleigh is a school that cares; and is cared for by all who have been a part of it.

Principal's Forward

Introduction

School Progress towards its goals in 2016

2016 proved to be an exciting, active year of learning at Oakleigh State School.

In response to our Annual Implementation Plan, we:

- Grew as an expert teaching team, by:
  - Undertaking cycles of teacher action research cycles
  - Providing literacy coaching for teachers
  - Engaging in reading and writing professional development Analysing literacy and numeracy data
  - Identifying key goals for teaching of reading and writing
  - Expanding the Age Appropriate Pedagogies project to include year one
  - Implementing the Oakleigh State School Pedagogical Framework   -
  - Using a range of professional learning models and resources to embed the key concepts of the Digital Technologies Curriculum as we worked towards implementation.
  - Demonstrated excellence in curriculum knowledge, innovation and delivery, through:

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- Engaging teaching teams in student learning data conversations
- Collaboratively developing AC units of work in HASS (History, Science, Digital Technologies)
- Embedding the gradual release model
- Focusing on feedback and assessment
- Moderating assessment judgements
- Fostered a culture that promotes learning
  - Introducing the You Can Do It! program
  - Attained the 'sustaining' phase of the Digital Citizenship Program (eSmart)
  - Expanded the Parent and Community Engagement committee
  - Involving our community and industry links to implement the 'Young Innovators Program"

Future Outlook

In 2017, Oakleigh will continue to move the strategic agenda forward, by targeting:

- Practitioner Inquiry cycles of action research
- Further embedding the research of Age Appropriate Pedagogies into classroom practice
- Reviewing and refining the School Pedagogical Framework
- Identifying whole school strategies for problem solving, and writing
- Identifying and documenting whole school strategies for writing
- Developing a schoolwide diagnostic writing assessment and building teacher capacity in writing
- Developing age-appropriate maths pedagogy and learning programs in Prep and Year 1 (AAP)
- Strengthening alignment between curriculum and assessment
- Ongoing Staff learning through mentoring and coaching program
- Engaging in data conversations
- Developing a Student Support Framework that ensures all students are improving.
- Working with our community to create a vision for STEM/STEAM at our school
- Working with the Technologies Curriculum as we work towards full implementation in 2020

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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	525	267	258	5	96%
2015*	488	245	243		95%
2016	470	230	240	2	97%

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

Oakleigh students are very keen to be involved in the life of the school. The gender distribution is even and over 90% of students continue at Oakleigh. Oakleigh students are distinguished by their love of learning and their willingness to be involved in all that is a part of schools. For many, they attain a sense of storybook schooldays, where they are on an adventure to be the best they can.

Oakleigh students seek to make the most of every opportunity. They are engaged in the learning process while being very encouraging and supportive of each other. Being an Oakleigh student means so much to so many, as evidenced by the number who are second or third generation Oakleigh students. For many, they are already Oakleigh's community of tomorrow.

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	23	24	22
Year 4 – Year 7	25	26	26
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery
- Oakleigh offers a curriculum that encompasses all learning areas.
- A strong focus on priority learning areas of English, Maths, Science and Humanities and Social Sciences
- Excellent programs in Humanities & Social Sciences, Health and Physical Education, The Arts (Dance, Drama, Visual Arts, Music), Technologies and Languages (Japanese)
- Curriculum units designed to build general student capabilities in literacy and numeracy, Information and Communication Technology (ICT), creative and critical thinking, social and personal skills, ethical and intercultural understanding.

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- Learning units and programs are contextualised and adapted by teachers to meet student and community needs
- A broad, balanced and consistent assessment and reporting culture which aligns to the Australian Curriculum achievement standards
- Assessment and reporting practices which ensure regular and clear feedback to students and parents on student achievement and progress
- Early adoption of the Digital Technologies Curriculum.

Co-curricular Activities

This was an exciting year for Oakleigh as our students were exposed to a huge variety of extra-curricular and co-curricular activities. Students accessed the usual offers in Music and Sport such as:

- Interschool sporting teams
- North/West District selection
- AFL – Queensland Cup
- Angel Strings
- G.R.I.P.P.S. – Advanced Music Camp
- Fanfare – Regional Music Camp
- Northside Junior Music
- Running club and coaching
- Beginners Strings camp
- Strings Tour
- School music concerts

Other activities across further interest areas for students included:

- SmARTS club (lunchtime art club)
- Chess club and tournament
- North West district Maths tournament
- TGSHS Excellence in Visual Arts program
- Mt Coot-Tha Young Writers
- Maker Space activities in the Library
- Reader's Cup
- District Leadership Camp
- Crochet club
- Games Club (Lunch time games activities)
- ICT Explorers (ICT Team Challenge)

We look forward to continually developing and adjusting the activities we offer students to ensure they have an opportunity to excel and participate in a range of activities. Parents and community assistants are assisting more with running these activities.

- A strong focus on student personal and social wellbeing including the You Can Do It! Program across P-6
- A large range of exciting programs and events to challenge and extend students in ICT and Digital Technologies
- An innovative library which includes Maker Spaces and promotion of literature through reading events and challenges
- Environmental programs and events which actively involve students in sustainability projects

An excellent sports and movement program which includes a range of sports days and events, community based initiatives such as Footsteps Fridays (an Active School Travel initiative), and many opportunities for fun and fitness with peers

- Excellent arts program offered by specialist teachers which is showcased in school concerts and performances, presentation and showcase evenings, and student participation in local area performances and competitions
- A structured leadership program, with opportunities for students to take leadership roles and build their leadership capabilities
- A comprehensive camp program which builds resilience, independence and collaboration and connections with peers for all year levels

How Information and Communication Technologies are used to Assist Learning

Our journey with ICTs and now Digital Technologies is one that has been shared in state-wide and National forums. From our beginning focus on ICT as a General Capability to our early adoption of the Digital Technologies Curriculum, we have strategically approached each step, with our community as active partners. ICT is interwoven through our school's pedagogical framework and is used when it supports, enables or extends student learning. Our widely respected BYO (Bring your own device) program is implemented in Yrs 4-6 and the narratives we share through our Tech WEB and social media outlets demonstrates how powerful learning can be when pedagogy is the driver and technology the accelerator.

Coaching and other professional learning opportunities are offered to staff as part of the role of Head of Innovation and this plays an integral role in shaping the way ICT is used to improve learning. The Head of Curriculum and Head of Innovation also work closely with teams of teachers as they plan units, ensuring that there is clear alignment between curriculum intent and the use of ICT to meet this intent.

A focus for Oakleigh State School in 2016 was the implementation of the Digital Technologies Curriculum. As part of this, we worked with our staff to understand the clear differences between ICT and Digital Technologies as there is a significant shift in students simply using and creating with ICT to students being confident creators of digital solutions. The implementation of this curriculum continues in 2017.

Our school currently offers an after-school program which is one avenue through which ICTs and Digital Technologies are being used in order to empower students to make a difference. Titled 'The Young Innovator Program', this program utilises parental expertise, teacher assistance and industry links to offer a wide range of exciting and innovative workshops involving children from Prep to Year 6. This program is evolving constantly and is a wonderful opportunity for our whole community - offering amazing opportunities to our students, on-site and free PD to our teachers and a valuable chance for our parents to gain an insight into the way of the future.

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There are numerous narratives of our school's use of ICT and Digital Technologies available on our school's TechWeb at http://oakleigh.tech/

Social Climate

Overview

Oakleigh is recognised as a strong community school and this is highly valued by our families and promoted by the strong commitment to supporting student education programs and school events throughout the year.

The community can identify strongly with middle class values, attitudes and beliefs in terms of caring strongly for their children, working hard in a range of professional industries and an above average socio-economic status. Many are double income families, with high expectations and support a range of extra-curricular activities for their children to be involved in. The large majority of our students do not identify as having ESL or indigenous heritage.

The school and P&C support promoting healthy lifestyles, and encouraging pro-social behaviours. Human relationships education occurs in year 5 and 6 to ensure ongoing education and awareness of self and others, drug awareness, health promotion and relationship. The ESmart framework was adopted in late 2015, Cyber safety and digital citizenship, which also taught from year 3 onwards.

"The Oakleigh Way" remains a critical component of making Oakleigh a highly valued community asset. It features the values of respect, responsibility and safety and in 2014 resilience was added to become the fourth pillar of the Oakleigh Way. This is also the prime focus of the anti-bullying message. Oakleigh focuses on a positive message of being respectful, responsible, resilient and safe to promote healthy lifestyles and relationships.

Year 5 children participate in a leadership development program in preparation for leadership opportunities in year 6 which involves completing a series of tasks to demonstrate their leadership capabilities. This program is enhanced through the year 5 camp experience which is designed to celebrate student learnings in relation to their leadership skills.

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)	91%	93%	95%
this is a good school (S2035)	93%	97%	98%
their child likes being at this school* (S2001)	97%	97%	98%
their child feels safe at this school* (S2002)	98%	97%	100%
their child's learning needs are being met at this school* (S2003)	89%	92%	94%
their child is making good progress at this school* (S2004)	90%	92%	92%
teachers at this school expect their child to do his or her best* (S2005)	95%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	91%	92%
teachers at this school motivate their child to learn* (S2007)	89%	90%	92%
teachers at this school treat students fairly* (S2008)	90%	95%	94%
they can talk to their child's teachers about their concerns* (S2009)	95%	97%	97%
this school works with them to support their child's learning* (S2010)	85%	92%	90%
this school takes parents' opinions seriously* (S2011)	84%	89%	88%
student behaviour is well managed at this school* (S2012)	81%	94%	95%
this school looks for ways to improve* (S2013)	96%	97%	94%
this school is well maintained* (S2014)	93%	97%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	96%	98%
they like being at their school* (S2036)	97%	99%	99%

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Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they feel safe at their school* (S2037)	96%	95%	95%
their teachers motivate them to learn* (S2038)	97%	96%	98%
their teachers expect them to do their best* (S2039)	99%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	94%
teachers treat students fairly at their school* (S2041)	89%	90%	94%
they can talk to their teachers about their concerns* (S2042)	92%	82%	85%
their school takes students' opinions seriously* (S2043)	94%	90%	89%
student behaviour is well managed at their school* (S2044)	87%	80%	80%
their school looks for ways to improve* (S2045)	100%	97%	97%
their school is well maintained* (S2046)	97%	94%	93%
their school gives them opportunities to do interesting things* (S2047)	98%	92%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
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)	95%	81%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	85%	100%
students are encouraged to do their best at their school (S2072)	95%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	92%
student behaviour is well managed at their school (S2074)	84%	100%	100%
staff are well supported at their school (S2075)	95%	97%	93%
their school takes staff opinions seriously (S2076)	95%	97%	96%
their school looks for ways to improve (S2077)	95%	100%	100%
their school is well maintained (S2078)	89%	100%	93%
their school gives them opportunities to do interesting things (S2079)	95%	97%	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

We are blessed at Oakleigh State School to have wonderful support, strong parent and community partnerships and a true village approach. We have established a deliberate and strategic partnership with students, families, local businesses and other educational facilities through our Parent and Community Engagement committee (PaCE). This initiative strengthens local decision- making, collaboration and excellence in community partnerships and engagement.

With ongoing monitoring of programs and involvement, it is anticipated that parent and community engagement feedback and opinion survey data will continue on a sustained trajectory of improvement as the PaCE framework and other parent and community engagement systems are embedded as a way of operating at Oakleigh.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These programs include:
- Lessons developed through the Australian Curriuclum Curriculum that cover personal safety and strategies to keep self and others safe

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- The You Can Do It! Program teaches students about relationships with others
- Participation in awareness raising events such as 'Women's week', RACQ 'Streets Ahead program, and 'Walk to school day' help to educate our students about the importance of personal safety and respectful friendships.

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	2	3	1
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

Oakleigh State School continues to invest in our Gardening/Environmental program to promote green and sustainable initiatives.

In 2016 the school has continued with a successful recycling program. Several water tanks are utilised across the school to reduce water usage. We continue our efforts to reduce our electricity and water usage, we regularly remind teachers, students and staff to turn off unnecessary lights, fans and air conditioners. Our school and P&C continue to monitor and actively promote the reduction of the school's environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	161,028	3,999
2014-2015	74,072	1,591
2015-2016	47,428	272

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

School name [ ] **GO**

Suburb, town or postcode [ ]

Sector:

☑ Government

☑ Non-government

SEARCH

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	43	22	0
Full-time Equivalents	30	12	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	15
Bachelor degree	22
Diploma	1
Certificate	0

*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 $40 000.

The major professional development initiatives are as follows:

- NoTosh Practitioner Inquiry
- Mount Cootha Cluster professional learnings initiatives
- Higher Degree Research study
- Feedback
- Writing pedagogies
- Age Appropriate Pedagogies
- Digitech conference
- Sheena Cameron workshops

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.	96%	97%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	96%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%		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 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	95%	95%	95%	96%	94%	96%	96%	96%					
2015	96%	94%	95%	96%	96%	95%	96%						
2016	96%	95%	95%	95%	96%	97%	95%						

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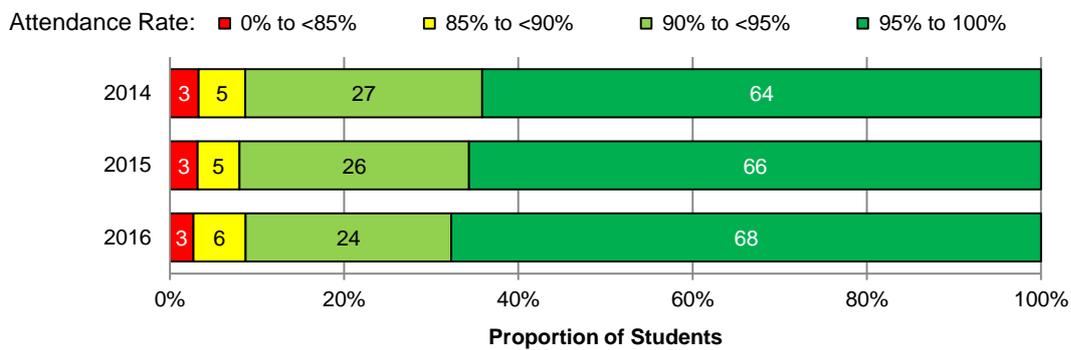
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording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

There is a high expectation that students attend school every day unless there is a satisfactory reason provided. Attendance is monitored daily and phone calls are made to parents if a child is away without notification. Teacher or administrator contact is made if there are ongoing attendance concerns.

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.**

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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 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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