# Oonoonba 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

Oonoonba State School was first opened in 1920 and is steeped in history.  In 2002 a new school was built on its current site in the middle of a newly developing estate called Fairfield Waters. The school on its new site opened with 156 students and in 2018 has an enrolment of 503 students from Prep to Year 6.  The school is an Independent Public School and is enrolment managed.

The school offers all Key Learning Areas and students in Years 5 & 6 study Chinese as an additional language.  Oonoonba State School is an inclusive school with an established Special Education Program which caters for students with a disability in mainstream classes.  Students across the school are also provided with opportunities to participate in Culture, Defence and Auslan Clubs.

A strong relationship exists with the neighbouring C&K Kindergarten on site and surrounding Day Care Centres as well as the local cluster of state primary and secondary schools. Our motto is *'Seek Knowledge and Truth'* which aligns with the valuable opportunities we provide for students to achieve in academic, social and emotional, cultural and sporting pursuits. Our culture of high expectations and developing responsibility through our values of Care and Compassion, Cooperation, Common Sense, Consideration, Courtesy and Communication, and our Peer Support Program, provide a strong platform for a safe and supportive environment.

Our belief statement, '*Our students are worth whatever it takes*', epitomises the strength of the community. The Oonoonba State School community works together to ensure a great school. We are very proud of our school.

# Principal's Foreword

This report contains an overview of the successful implementation of a year's work at Oonoonba State School.  The success is due to the hard work, expertise and collaborative work of the staff, parents and students within the school community.

**School Progress towards its goals in 2017**

- In 2017 the school goal was for 80% or higher of our cohort of students to achieve an A, B or C in English.  We successfully achieved this goal with 89% of students achieving an A, B or C in English across P-6.

- In other key areas of the curriculum, 89% of students achieved an A, B or C in Maths and in Science, 93% of students achieved an A, B or C.

**Future Outlook**

During 2017, a School Review by the School Improvement Unit occurred and a new four year Strategic Plan 2018-2021 was developed.  Our explicit improvement agenda for 2018 is a result of the collaborative work undertaken by the community and we have identified the following areas to focus on.

- Literacy – improving writing in all KLA's across P-6
- Numeracy – improving Number in Maths across P-6
- Building student capacity for 21st century engagement through Wellbeing and Positive Behaviour for Learning

During the first semester of 2018 we have focussed on our journey to improve standards in writing, specifically sentence structure, audience and vocabulary. Students are experiencing success and have achieved improvement by writing every day to develop automaticity in handwriting, as well as practicing composing texts towards the assessment tasks. Staff have engaged in professional development to enhance understanding of the focussed work.

Our Positive Behaviour for Learning team has been established and has participated in training days and is working with the staff to articulate and develop a framework. Parents and students will be engaged in this process as the year progresses. Through this framework, students and staff wellbeing as well as Family and Community Engagement will feature and align with the respective frameworks.

During Semester Two, we will continue our work in the above areas and move the focus to Mathematics by analysing data and identifying areas for improvement.

# Our School at a Glance

## School Profile

**Coeducational or single sex:**        Coeducational

**Independent Public School:**          Yes

**Year levels offered in 2017:**        Prep Year - Year 6

**Student enrolments for this school:**

|  | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|---|---|---|---|---|---|
| **2015** | 555 | 266 | 289 | 27 | 93% |
| **2016** | 559 | 259 | 300 | 30 | 93% |
| **2017** | 524 | 244 | 280 | 29 | 94% |

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**
Oonoonba State School has an Index of Community and Socio-Economic Advantage (ICSEA) of 1006. The student population comprises 7.4% of Indigenous students, 3.6% Students with a verified disability, and 14% from the Defence Forces. Retention of students is 82%.

Students are enrolled from the catchment areas including Oonoonba, Idalia, and parts of Annandale.

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**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 | 24 | 24 | 23 |
| Year 4 – Year 6 | 28 | 25 | 26 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

# Curriculum Delivery

**Our Approach to Curriculum Delivery**
At Oonoonba SS we implement the Australian Curriculum from Prep to Year 6.  During 2017 our Leadership team was asked to present the work that we were leading at our school to other schools in the North Queensland Region in Quality Teaching and Learning and Digital Technologies.  Other schools have visited our school to "watch our work."

- Students are provided with instruction that meets their needs through the differentiation provided by class teacher with the support of teacher aides and support teachers.
- Teacher practice is based on evidence driven instruction.
- Staff work collaboratively to case manager individuals who require support to meet benchmarks, or to be challenged.
- Students participate in pre tasks and teachers identify needs to provide instruction to meet these needs.
- Teachers meet with their Year Level Cohort of teachers and leaders to collaborate on planning the delivery of the curriculum, to discuss student work, moderate and assess samples of student work against a guide to meet the Australian Curriculum standards.
- As reported in the School Review, "Teachers unpack the 'A' exemplar, learning intentions and success criteria for the unit with students in an endeavor to further raise standards for learning and promote student engagement in the teaching and learning process."
- Learning goals are established and align to the current work students are undertaking.
- The Gradual Release of Responsibility is implemented to develop independent workers.
- Learning Walls provide a visual of the salient information to help students to understand the task that they are working on and a place where they revisit to remind them of what it is they need to do.  Learning walls are used to help students in completing the task.
- Established staff Collaborative Inquiries occur to discuss student work and 'where to next' for the teaching and learning process.
- Five questions for teachers (5Q4T) and students (5Q4S) have been developed to assist teachers and students to articulate their work.
- Feedback is provided on a regular basis to students.

**Co-curricular Activities**
- Sporting Schools
- Eisteddfod
- Chinese Speaking competition
- Opti-Minds
- Culture Club
- Mount Stuart Cluster Band
- Inter-house and Interschool Sport
- Camps
- Arts Council Performances
- Life Education
- Lapathon
- Book Week Parade

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- Under 8's Celebration
- Open days and transition days into Prep and Secondary School
- Fringe Ephemera Art
- Clubs – Culture, Bible and Auslan
- Choir
- Band
- Instrumental Music
- Adopt a Cowboy
- Transition programs from kindy to Prep and Year 6 to secondary school
- Peer Support
- Oonoonba's Got Talent

**How Information and Communication Technologies are used to Assist Learning**

Information and Communication Technologies (ICT) are used as an integral part of achieving the outcomes of the curriculum. A new computer lab was established with the funds from IPS hence, students can access two computer labs, as well as computers in all classrooms and in the Resource Centre. Ipads are being introduced with the aim to continue to expand the number and use across the school. ICT is used in alignment with the curriculum tasks to be completed.

Teachers communicate with parents online or via email about student behaviour, assessment and student progress through a variety of apps and websites.

# Social Climate

**Overview**

Oonoonba State School provides a very caring and inclusive environment for all staff, students and the school community. Our values, 6C's are embedded and are alive in daily school life. Visitors to our school report often about what a great, calm school it is. Parents and students agree as reported in the School Opinion Survey that "*this is a good school.*" 98% of Staff agree that they feel "*that their school is a safe place to work*".

The school staff provide a range of opportunities to meet the diverse needs in the school including Auslan Signing Choir, games room to interact with students with diverse or high needs where they can be taught social skills, Culture, Defence and Chappy Clubs, access to staff including a Chaplain, Guidance Officer, Defence School Mentor, Head of Special Education Services, Indigenous Teacher Aide and Support Teachers.

Our school engages in a Peer Support program which provides training for students in Year 6 to be leaders and conduct lessons for students in mixed year levels. Topics taught include, 'How to make friends, Resilience, Coping with change, Anti-Bullying', as well as other modules. Teachers facilitate and support the Year 6 leaders during the lesson delivery. In addition, the school provides Life Education, Physical Education and Health lessons, as well as activities to fundraise for a number of charities.

As part of becoming an Independent Public School, a School Council was established. Parents and staff were elected to this position. We also have a strong Parents and Citizens Association and many volunteers who assist in the classroom, tuckshop or at other fundraising events. Volunteers participate in mandatory training to ensure expectations of the school and Department of Education are understood.

Positive Partnership meetings are held twice a year to engage parents, students and school staff to meet together to set goals for the student to achieve. Parents value this opportunity to engage in such a partnership. In addition parents and family are welcome at any of our activities and events including Athletics and Swimming carnivals, Lapathon, Book week costume parade, Chinese Cultural Evening, Music evenings, weekly Parades, Under 8's week and many more.

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The School Review conducted by the School Improvement Unit identified that, "Staff members are enthusiastic and positive about their role. They take pride in accepting, supporting and encouraging the academic learning of students."

**Parent, Student and Staff Satisfaction**

**Parent opinion survey**

| Performance measure | | | |
|---|---|---|---|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016) | 92% | 96% | 95% |
| this is a good school (S2035) | 93% | 98% | 95% |
| their child likes being at this school* (S2001) | 97% | 98% | 95% |
| their child feels safe at this school* (S2002) | 95% | 98% | 95% |
| their child's learning needs are being met at this school* (S2003) | 87% | 91% | 94% |
| their child is making good progress at this school* (S2004) | 86% | 91% | 92% |
| teachers at this school expect their child to do his or her best* (S2005) | 98% | 98% | 98% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 91% | 98% | 93% |
| teachers at this school motivate their child to learn* (S2007) | 92% | 98% | 94% |
| teachers at this school treat students fairly* (S2008) | 92% | 93% | 89% |
| they can talk to their child's teachers about their concerns* (S2009) | 95% | 100% | 95% |
| this school works with them to support their child's learning* (S2010) | 86% | 95% | 95% |
| this school takes parents' opinions seriously* (S2011) | 88% | 92% | 88% |
| student behaviour is well managed at this school* (S2012) | 85% | 89% | 83% |
| this school looks for ways to improve* (S2013) | 96% | 94% | 93% |
| this school is well maintained* (S2014) | 97% | 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) | 92% | 94% | 91% |
| they like being at their school* (S2036) | 97% | 89% | 80% |
| they feel safe at their school* (S2037) | 93% | 91% | 91% |
| their teachers motivate them to learn* (S2038) | 99% | 96% | 95% |
| their teachers expect them to do their best* (S2039) | 99% | 97% | 97% |
| their teachers provide them with useful feedback about their school work* (S2040) | 99% | 93% | 96% |

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| Performance measure | | | |
|---|---|---|---|
| **Percentage of students who agree# that:** | **2015** | **2016** | **2017** |
| teachers treat students fairly at their school* (S2041) | 90% | 85% | 83% |
| they can talk to their teachers about their concerns* (S2042) | 92% | 91% | 83% |
| their school takes students' opinions seriously* (S2043) | 91% | 91% | 77% |
| student behaviour is well managed at their school* (S2044) | 86% | 81% | 68% |
| their school looks for ways to improve* (S2045) | 94% | 93% | 88% |
| their school is well maintained* (S2046) | 92% | 95% | 85% |
| their school gives them opportunities to do interesting things* (S2047) | 93% | 90% | 85% |

**Staff opinion survey**

| Performance measure | | | |
|---|---|---|---|
| **Percentage of school staff who agree# that:** | **2015** | **2016** | **2017** |
| they enjoy working at their school (S2069) | 100% | 98% | 94% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 97% | 98% |
| they receive useful feedback about their work at their school (S2071) | 88% | 88% | 90% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 93% | 94% | 94% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 98% | 97% | 92% |
| student behaviour is well managed at their school (S2074) | 88% | 88% | 86% |
| staff are well supported at their school (S2075) | 92% | 90% | 92% |
| their school takes staff opinions seriously (S2076) | 94% | 93% | 83% |
| their school looks for ways to improve (S2077) | 100% | 98% | 96% |
| their school is well maintained (S2078) | 100% | 95% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 98% | 93% | 90% |

\* 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.

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**Parent and community engagement**

As mentioned above, the school provides opportunities for parents/carers to engage in Positive Partnership Meetings, volunteering time in the classroom, Tuckshop or excursions. In addition, parents during 2017 were consulted in relation to the future education for their children as a new strategic plan was being developed for the next four years.

Parents and Carers are consulted and form part of the decision making processes as their children enter our school including students with diverse needs. Where possible, other agencies are consulted and form part of the team to ensure all stakeholder needs are met for the benefit of the child.

In 2017 our students and staff were featured as part of 'Every student with disability succeeding' policy and a video was taken to showcase the great work occurring for diverse students here at Oonoonba.

A Playgroup is also offered at Oonoonba State School in partnership with the William Ross State High School Early Childhood Vocational Education Training students which is well attended by the community. Early Childhood Educators in our local geographical area have established an Early Childhood Network group which meets regularly to benefit our young children in our local community.

Transitions and Information Sessions are held by our school for parents and children from Early Childhood Centres and Kindergartens whilst William Ross State High School personnel visit our school for parents and students transitioning to Secondary school. These ongoing sessions assist parents and students to be better prepared for their new setting the following year.

**Respectful relationships programs**

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Our Responsible Behaviour Plan highlights the school community expectations about how staff, students and parents are expected to interact and communicate with each other.

Personal safety is addressed through regular discussions and reminders about our values, 6C's in addition to programs including Life Education, Daniel Morcombe curriculum units, Cyber-safety and talks, highlighting information in the newsletter to coincide with national recognition days. Students are taught about five safe people in their lives and how to recognize, react and report when they, or others, are unsafe.
A Chaplain is part of our school community as well as Guidance Officer and Defence School Mentor as well as all other staff, who develop strong relationships with students so they feel safe.

Days like Harmony days are promoted and celebrated to assist students to understand its importance. Our whole of school Peer Support program provides important lessons on how to communicate and care for one another and to respect each other and be inclusive of all in the community.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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** | **2015** | **2016** | **2017** |
| Short Suspensions – 1 to 10 days | 34 | 41 | 22 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

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# Environmental Footprint

**Reducing the school's environmental footprint**

During 2017 the school continued to implement programs such as paper and battery recycling and compost programs. Students shared their work with other students in the school when learning about aspects of the curriculum for example, Year 4 examined how litter around the school impacted on the environment then discussed this at parade. Weekly reminders were provided to students about ensuring that the school was litter free. Water management plan was devised and approved by the Townsville City Council due to water restrictions. Where possible, air conditioners were switched off.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|---|---|---|
| **Years** | **Electricity kWh** | **Water kL** |
| 2014-2015 | 282,385 | 13,579 |
| 2015-2016 | 271,160 | 11,809 |
| 2016-2017 | 227,534 | 4,498 |

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
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**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**

| 2017 WORKFORCE COMPOSITION | | | |
|---|---|---|---|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 45 | 30 | <5 |
| Full-time Equivalents | 37 | 17 | <5 |

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**Qualification of all teachers**

| TEACHER* QUALIFICATIONS | |
| --- | --- |
| **Highest level of qualification** | **Number of classroom teachers and school leaders at the school** |
| Doctorate | |
| Masters | 3 |
| Graduate Diploma etc.** | 3 |
| Bachelor degree | 38 |
| Diploma | 1 |
| 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 **$40,533**

The major professional development initiatives are as follows:

- YuMi Maths

- Reading and Writing Workshop

- Beginning Teachers Workshop

- Literacy Continuum Workshop

- Seven Steps to Writing Workshop

- Student Support Workshop

- First Aid Training

- Enhancing Leadership Workshop

- Chinese Language Teacher National Conference

- Happy Schools Subscription

- OneSchool Finance

- OneSchool Student Support

- OneSchool Unit Planning Workshop

- Learning Fairs

- Literacy Workshop

- Early Start

- Age Appropriate Pedagogies

- Growth Mind Set

- Team Building

- Independent Public School Alliance Conferences

- The Arts

- Science, Technology, Engineering and Maths

- Beginning Teachers Workshop

- School Based Mentoring

- Workplace Health and Safety

- Mandatory Training

- Curriculum School Assessment modules

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% | 97% |

**Proportion of Staff Retained from the Previous School Year**
From the end of the previous school year, 92% 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% | 95% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 88% | 87% | 91% |

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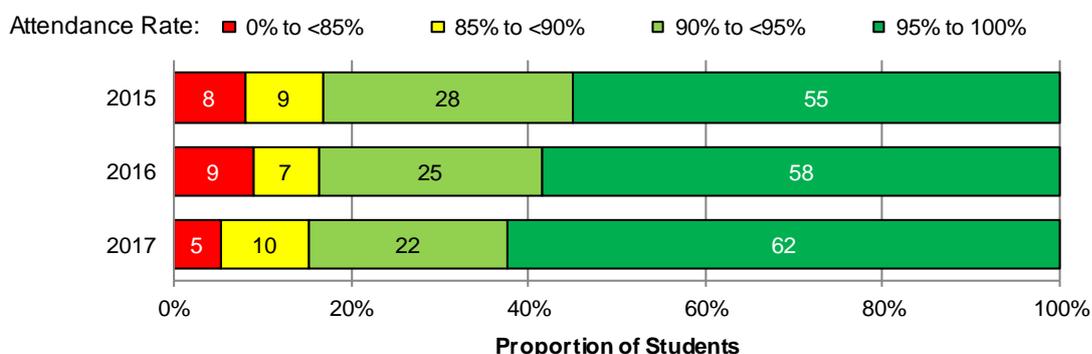
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| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |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



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% |
| --- | --- | --- | --- | --- |
| 2015 | 8 | 9 | 28 | 55 |
| 2016 | 9 | 7 | 25 | 58 |
| 2017 | 5 | 10 | 22 | 62 |

Proportion of Students

## 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.

Oonoonba State School offers a challenging and engaging environment to support our students' learning. Every week at parade the year level with the most improved attendance for the previous week is awarded a trophy. Individual students who are not attending are followed up with a phone call by class teachers and followed by letters generated from the office in line with DET procedures. Roll marking is conducted twice daily and SMS texts are sent out to check on attendance a short time after roll marking.
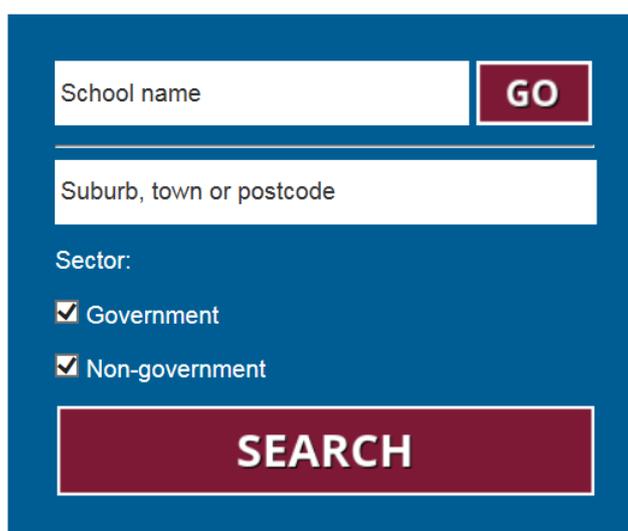
Some key strategies to increase attendance are offering differentiated learning programs, attendance trophies at weekly parade awarded to year level with most improved attendance for the previous week, follow up phone calls, home visits if required.

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# 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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School name    **GO**

Suburb, town or postcode

Sector:

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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.

# Conclusion

Oonoonba State School community worked hard throughout 2017 to ensure we collaboratively achieved and provided the best opportunities for our students. We continue to excel in our achievements and continue to attract quality staff. By becoming an Independent Public School this provided the school with the opportunity to challenge our practices and to ensure we strived for improvement.

Our Strategic Plan 2018-2021, which was collaboratively developed in consultation with the community in 2017 has positioned us well for the future as Leaders in Education.

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