



Oonoonba State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

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 currently has an enrolment of 529 students from Prep to Year 6. The school enrolment currently consists of 3% Indigenous students, 3% students with a disability and 16% students of Defence families. The school is enrolment managed.

The school offers all Key Learning Areas and students in Years 5 & 6 study Chinese as an additional language. An established Special Education Program operates for all students with a disability living in the catchment area. Students with a physical disability living outside the catchment area are eligible to attend. 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, provides a strong platform for a safe and supportive environment. The Oonoonba State School community works together to ensure a great school. We are very proud of our school.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

- **Maths**

Oonoonba SS trained a number of teachers as champions in YuMi Deadly Maths. Champions mentored year level and cohort teachers to implement YuMi pedagogy in classrooms. Teachers reported a growing interest in maths for students and improved results. The school teaching staff worked together with Queensland University of Technology for additional professional development.

YuMi Maths will continue to be embedded during 2017 and beyond.

- **Reading/Writing/Spelling, Grammar and Punctuation**

During 2016 while continued implementation and professional development occurred in reading, spelling and writing were the main foci. The Master Teacher was trained to deliver Seven Steps to Writing and this training for staff occurred at the beginning of 2016 and



throughout the year. In addition, an additional teacher was employed to provide professional training and learning in spelling. Both the Master Teacher and additional teacher worked with and mentored teaching staff to embed effective practices in writing and spelling. Writing and spelling results have significantly improved.

- **Digital Technology**

Beginning implementation of this curriculum area occurred with initial training for teaching staff. Nominated teachers participated in a department trial and were provided with additional training and these teachers trialed parts of the new curriculum with their classes. Teachers reported excitement with this curriculum area and this initiative will continue into 2017. Resources were purchased to assist in this curriculum area.

- **Principal and Teacher Capability**

All staff completed Annual Performance and Development plans and achieved success with these plans. A high level of engagement occurred and focus was given to priority areas. Staff reported a high level of satisfaction with their achievement.

- **Partnerships**

Strong partnerships continued to be initiated during 2016 including successfully becoming an Independent Public School. The school staff continued to work closely with cluster schools in particular our local primary schools and feeder secondary school.

Future Outlook

In line with the Department of Education and Training's recommendation for a sharp and narrow focus, Oonoonba SS is working towards **80% and higher students achieving an A, B, or C in English**. Whilst most year levels achieved this by end of 2016 it was agreed that greater work would be undertaken to further deepen teacher knowledge and understanding of English and a greater emphasis would be on quality assurance and moderation to ensure consistency of judgments.

An Instructional coaching model is being implemented and will extend across the year levels by the end of the year. Monitoring and tracking of student's learning occurs to indicate progress and to enable more support to be provided where required. A strong attention is on Year 3 and Year 5 in the first part of the year to support the research which shows there is a strong alignment between level of achievement data and NAPLAN.

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	539	262	277	28	93%
2015*	555	266	289	27	93%
2016	559	259	300	30	93%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

In 2016 Oonoonba SS comprised of students from within the catchment of suburbs of Oonoonba, Idalia and parts of Annandale with 20% of families from Defence organisations, 6% of students were Indigenous and students with a disability comprised of 6%. Students with a physical disability were enrolled from out of catchment.

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	22	24	24
Year 4 – Year 7	23	28	25
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

Oonoonba SS offers the following curriculum in line with the Australian Curriculum:

- English, Mathematics, Science, History, Geography, Health and Physical Education, The Arts, Technology and Religious Education (optional)
- Languages other than English, Chinese for Years 5 and 6 students

Curriculum is monitored and assessed in line with the Australian Curriculum. Written reports are issued twice yearly at the end of each semester while Positive Partnership Meetings (oral interviews) with the class teacher, special education teacher if applicable, the student and parents/carers, are held in Term 1 and Term 3 to set goals for the term.

Co-curricular Activities

- Inter-house and Interschool sport
- Instrumental music
- Eisteddfod
- Camps for Years 5 and 6
- Cluster school band
- Chinese speaking competition
- Readers' Cup
- Life Education
- Variety of Arts performances
- Peer Support
- Under 8's
- Transition programs for Prep and Year 6 into secondary school
- Opti-Minds
- Science and Technology challenges with feeder secondary schools
- Sporting Schools
- Adopt-a-Cowboy
- Culture Club

How Information and Communication Technologies are used to Assist Learning

Every classroom teacher has a laptop and classrooms use digital projectors and whiteboards, with half of the school fitted with interactive whiteboards. Every classroom has a bank of computers and teachers and students have access to a lab with thirty computers as well as a number of computers in the Resource Centre. An additional lab is to be created in 2017.

Every teacher has an ipad for use in the classroom and can borrow from each other or additional ipads which are allocated generally to students with a disability. Students access online courses including spelling city, literacy planet and other relevant apps and programs. A range of digital devices are also available for digital technologies including bee-bots.

Social Climate

Overview

The school-wide approach used to create and maintain a safe and supportive and disciplined learning environment is based on our values of the 6C's including courtesy, cooperation, care and compassion, communication, common sense and consideration. These are introduced on enrolment and explicitly taught at the beginning of the year as well as throughout the year. These are further discussed on a regular basis in classrooms, at parade and in the newsletter.

Peer Support is a school wide program implemented which explicitly teaches students skills to assist in understanding and ensuring resilience, coping with change, making friends, bullying and other relevant topics.

Students participate in a Life Education program each year learning about relevant age appropriate topics around healthy life styles. Students engage in health lessons and smart moves as well as have “brainy snacks” at around 10.00am each day to assist them to keep healthy and focussed for their learning.

A range of support personnel is available for students to access in addition to these staff providing essential support on a day to day basis in the classroom and playground. A chaplain and guidance counsellor are employed two days a week, a behaviour support teacher one day per week, as well as two Support teachers Literacy and Numeracy and Defence School Transition Aide full time. External agencies are initiated to support students and families as required.

Parents and students report a very high level of satisfaction (98%) with aspects of the school involving safety and inclusion as well as general satisfaction with the school.

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)	96%	92%	96%
this is a good school (S2035)	94%	93%	98%
their child likes being at this school* (S2001)	98%	97%	98%
their child feels safe at this school* (S2002)	96%	95%	98%
their child's learning needs are being met at this school* (S2003)	90%	87%	91%
their child is making good progress at this school* (S2004)	88%	86%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	91%	98%
teachers at this school motivate their child to learn* (S2007)	94%	92%	98%
teachers at this school treat students fairly* (S2008)	92%	92%	93%
they can talk to their child's teachers about their concerns* (S2009)	96%	95%	100%
this school works with them to support their child's learning* (S2010)	96%	86%	95%
this school takes parents' opinions seriously* (S2011)	88%	88%	92%
student behaviour is well managed at this school* (S2012)	94%	85%	89%
this school looks for ways to improve* (S2013)	98%	96%	94%
this school is well maintained* (S2014)	100%	97%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	92%	94%
they like being at their school* (S2036)	97%	97%	89%
they feel safe at their school* (S2037)	97%	93%	91%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	98%	99%	96%
their teachers expect them to do their best* (S2039)	98%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	93%
teachers treat students fairly at their school* (S2041)	95%	90%	85%
they can talk to their teachers about their concerns* (S2042)	94%	92%	91%
their school takes students' opinions seriously* (S2043)	95%	91%	91%
student behaviour is well managed at their school* (S2044)	79%	86%	81%
their school looks for ways to improve* (S2045)	96%	94%	93%
their school is well maintained* (S2046)	95%	92%	95%
their school gives them opportunities to do interesting things* (S2047)	95%	93%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	98%
they feel that their school is a safe place in which to work (S2070)	98%	100%	97%
they receive useful feedback about their work at their school (S2071)	97%	88%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	93%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	98%	97%
student behaviour is well managed at their school (S2074)	83%	88%	88%
staff are well supported at their school (S2075)	93%	92%	90%
their school takes staff opinions seriously (S2076)	93%	94%	93%
their school looks for ways to improve (S2077)	98%	100%	98%
their school is well maintained (S2078)	98%	100%	95%
their school gives them opportunities to do interesting things (S2079)	98%	98%	93%

* 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 considered partners in the school and in the education of their child/ren. Twice yearly parents and carers are invited to participate in Positive Partnership meetings (oral interviews) with their child and the child's class teacher to discuss their education and set goals. Furthermore, teachers, parents and carers together with all other relevant specialists meet regularly to ensure students with diverse needs fully access the curriculum and to plan and document curriculum and other adjustments as required. Parents and carers are encouraged to contact the school at any time to arrange a meeting should they wish to do so or communication is also through email. Some teachers also use other digital platforms to communicate with parents and carers.

Parents and carers are encouraged to assist in all aspects of the school including the classroom, tuckshop, general P&C activities as well as camps and excursions. The school is involved in a range

of community activities for example, working with local artists as part of Strand Ephemera and creating art for display in the local suburb.

Respectful relationships programs

Personal safety and awareness is taught through the Health curriculum as well as through additional programs including Life Education. The school was also fortunate in 2016 to have a visit from the Morcombe's and through this visit students have learnt the "recognise, react and report" strategy.

Regular revision about our 6C's and through the enactment of our Peer Support program and Responsible Behaviour plan, students continue to learn the messages of safety.

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	21	34	41
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

The school actively embeds measures to ensure students understand the environmental footprint. Strategies include making sure the doors and windows are closed when the air condition is operating and turning it off in cooler months and opening up. In addition to this a water plan exists to save water and recycling programs are embedded practice.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	253,682	19,888
2014-2015	282,385	13,579
2015-2016	271,160	11,809

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	48	35	<5
Full-time Equivalent	38	18	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	1
Bachelor degree	43
Diploma	2
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 2016 were \$64 532.88

The major professional development initiatives are as follows:

- YuMi Maths
- Reading and Writing Workshop
- Beginning Teachers Workshop
- Principals Conference
- 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

Mentoring Beginning Teachers,

- Beginning Teachers Workshop
- Peer Learning Circles
- In House Mentoring

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%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% 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).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	88%	87%

*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%.

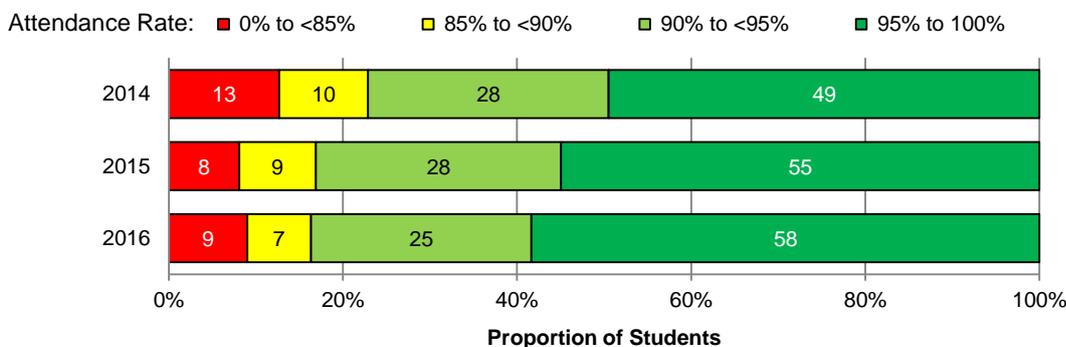
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	93%	92%	93%	92%	93%	92%	93%					
2015	95%	94%	95%	94%	93%	93%	94%						
2016	93%	95%	94%	94%	94%	94%	93%						

*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.

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.

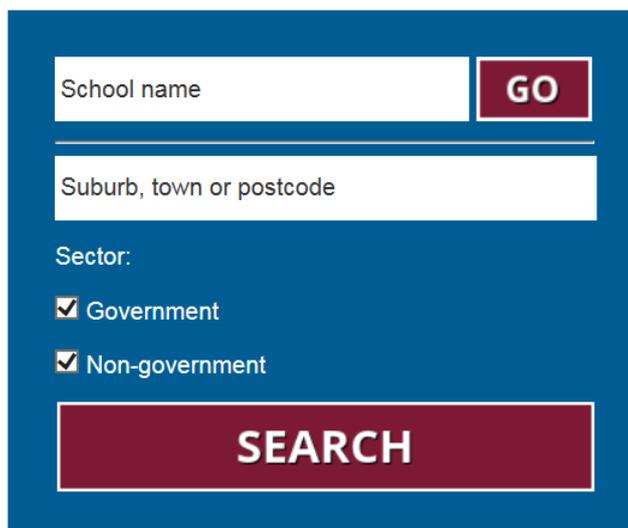
Some key strategies to increase attendance are offering differentiated learning programs, attendance trophies at weekly parade awarded to year level with most improved attendance for the previous week, follow up phone calls, home visits if required.

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



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a white input field labeled "School name" with a red "GO" button to its right. Underneath is another white input field labeled "Suburb, town or postcode". Below that, it says "Sector:" followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

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.

Conclusion

Oonoonba State School works collaboratively with all stakeholders to ensure success for every student to achieve their full potential. We are very proud of our school.

