



Oakey State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training



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School Overview

Oakey State High School is a rural school with great student and staff spirit and a wonderful sense of community directed at getting the best outcomes for the young people of Oakey and its surrounding districts.

Established in 1964, Oakey SHS continues a proud history of academic achievement, sporting excellence and cultural vitality. Today a diverse student body enjoys a positive, energetic and revitalised educational experience preparing them for work and or further study. Our hardworking staff provide a disciplined and focussed Positive Behaviour for Learning environment supporting those young people who are self motivated but maintaining a demanding curriculum, particularly in the Junior Secondary Years to guarantee student success.

Oakey SHS prioritise attendance, behaviour (PBL) and the way we teach (Explicit Instruction) as cornerstones of lifelong learning. Students are able to access challenging courses and quality teaching leading to school success. Our school community actively support the values based education on offer at Oakey High.

Our Parents and Citizen's Association in partnership with local service organizations, employers and businesses provide a rich array of opportunities for our young people to become active and involved citizens in their local community. In 2016 100% of our year 12s attained a QCE and 93% of our graduates were awarded OP 1-15. We have more than 70 school based apprentices and trainees.

Principal's Foreword

Oakey State High offers diverse pathways for all students. We have more than 70 school based apprenticeships and traineeships at any one time. Many of these students access our Trade Training Centre or our commercial quality Beauty Salon. We also boast an OP 1-15 attainment of 93% in 2016. This is a school that cares and bases its programs around Respect, Excellence, Participation, Personality and Safety (REPPS).

Introduction

This 2016 School Annual Report provides our school community and prospective families with information about the Characteristics, operations, activities and outcomes of our school. This includes:

- Our major achievements across the school in 2016
- Our future goals for 2017
- An overview of school profile including its characteristics, operations and outcomes
- Teachers' qualifications and a summary of the professional development undertaken by our staff
- Student performance results and the key outcomes of the NAPLAN testing and Year 12 outcomes
- School Opinion Survey outcomes

School Progress towards its goals in 2016

During 2016 we achieved a range of outstanding outcomes. These included

- 100% of students obtained a QCE
- 93% of students obtained and OP 1-15
- Staff PD was conducted around the School Improvement Hierarchy
- Implementation of all current ACARA curriculum areas from years 7-10.

Future Outlook

Explicit Improvement Agenda Oakey High 2017- 3 priorities:

- Lift class, cohort and school **attendance to 92%**
- **PBL practices enacted** and embraced in all classes by teachers and students
- **Explicit Instruction opening and closing techniques** embedded and feedback offered.
-

Improvement Priority

WHOLE SCHOOL ACTIONS & DEPARTMENT SPECIFIC ACTIONS

All staff must encourage and support:

Attendance

- Culture that promotes Learning
- Effective Pedagogical Practices
- Expert Teaching Team
- School and community partnerships
- Analysis and discussion of data
- Every Day Counts: 100% attenders ceremony every term. *Every Day Counts* is part of school language.
- Every staff member knows class and CCP cohort attendance stats. Talks to them about the %.
- Awards for best CCP class in each grade, every term
- Vivo linked to attendance rewards
- Attendance showcased at every whole school parade and at every year level parade based on specific targets
- Attendance highlighted as a central part of the reward program at end of year
- Refocus importance of Monday and Friday attendance
- All attendance issues to be raised with the Attendance Officer
- Ensure all students with attendance barriers are supported and case-managed
- Promote community understanding of acceptable attendance and the impact of non-attendance on learning outcomes
- Undertake data collection as to why students do not attend - remove barriers.

School leaders, HOD and teachers collaborate to:

- Know cohort attendance rates and publicise them
- Contribute at a departmental level to all of the whole school actions- as relevant
- Build conversations around attendance into staff room discussion and department meetings.
- Refer students with attendance issues to the welfare team/Attendance Officer
- Ensure department has extra stationery for all students who do not have it
- Ensure you work with the Reading Team for support around literacy
- Have 'Every Day Counts' posters
- All attendance issues to be raised with the Attendance Officer
- YC to follow up with Attendance Officer around school excursion/activity non-attendance
- Support poor attenders by being positive around their attendance. Never say "what are you doing here?"
- Make "*Every Day Counts*" a part of your teacher talk.
- Call home for support around non-attenders (once) and then refer to Attendance Officer.
- Refer students with Attendance issues to the welfare team
- Refer students to DPs/Attendance Officer with attendance issues.
- Refer regularly to absence matrix.

- Create engaging lessons based on PBL culture
- In CCP every 5 weeks assist students with calculating their own attendance.
- Know that bullying and literacy are key antecedents to poor attendance
- Ask the student why they don't attend regularly and how can we help?
- Refer to absence day stats and support accordingly
- Promote Monday and Friday breakfast club.
- Reward 100% and 95% attenders on special parades (VIVO)

Positive Behaviour for Learning

- Culture that promotes Learning
- Effective Pedagogical Practices
- Expert Teaching Team
- School and Community Partnerships

The five school values (REPPS) displayed with elaborations in every classroom on the 'PBL board' and actively promoted by all school staff – paid and volunteer.

- Minor and Major Classification Table and associated flow chart of responsibility made clear to all and actioned – and also displayed in every classroom on PBL Board.
- Give four positives to every negative when engaging in classroom management strategies.
- Promotion of PBL on all whole of school parades
Engage the community to further the goals of PBL School leaders, HOD and teachers collaborate to:
- Analyse and discuss OneSchool student referral data relevant to each department and the school as a whole
- Use data to formulate interventions which target and eradicate undesirable student behaviour.
- Contribute at a departmental level to whole-school actions as required.
- Participate in the active promotion and utilisation of the PBL program in all areas of the school.
- Promote and support PBL within the school.
- Refer to and use the language of the five school values (REPPS) and PBL across the school
- Give four positives for each negative when engaging in classroom management strategies.
- Utilise strategies of Essential Skills in Classroom Management (ESCM)
- Explicitly teach and reinforce expected behaviours as part of every subject /class, using provided materials.
- Implement and reinforce universal classroom expectations.
- Consistently recognise, reward and reinforce desired behaviours

Explicit Instruction

- Effective Pedagogical Practices
- Expert Teaching Team
- Provide whole school PD for all teaching staff
- Develop a collegial reflective and coaching culture endorsed by the LCC
- Provide explicit direction around opening and closing lesson options
- Use consistent language of EI
- Follow up on SFD presentation with practical actions
- Offer feedback and peer observations
- Offer PD around opening and closing of lessons- incorporate as a regular topic in department meetings.
- Follow up on SFD presentation practical actions
- Focus on the opening and closing of lesson consistency
- Consider having peers offer feedback in your class
- Undertake professional reading during Improvement Agenda "staff meetings"

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	428	192	236	53	88%
2015*	473	221	252	63	89%
2016	465	220	245	76	92%

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

Oakey SHS boasts a vibrant cultural diversity including a 16% indigenous student enrolment, and Brazilian, Filipino and Cook Islander communities. Our ICSEA is 910.

Diverse employment options include two large meatworks, nearby coal mine, Army Aviation Training Centre, and many varied agricultural entities. Each of these industries provides many job opportunities. We have many students with English as an additional language and more than 30 students with a disability.

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			
Year 4 – Year 7		20	25
Year 8 – Year 10	21	20	22
Year 11 – Year 12	16	15	16

*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

Oakey State High School continues to be innovative in its implementation of study programs in both Junior and Senior Secondary.

The curriculum allows for students to progress through an exciting and motivating wide range of subject choices.

The senior secondary curriculum provides an outstanding and comprehensive range of choices. Our school in partnership with USQ allows direct entry to tertiary studies with Principal endorsement (Head Start). Our state of the art Trade Training Centre



allows students to partake in real-life activities and vocational education, which delivers pathways to future trades and employment. The school continues to offer a strong agriculture curriculum delivered onsite.

1. In the Junior school, the Australian Curriculum has been adopted in all subject areas, ensuring a consistency and quality of education for our students, on par with students around the country
2. For a small school we pride ourselves on the diversity of curriculum offerings available to our students. These options in the Junior School include participation in The Arts, Sciences including STEM and Agriculture, Humanities, Business, Design Technologies and Digital Technologies
3. In the Senior School our offerings are even more comprehensive and are aimed at providing clear pathways to post-schooling options and preparing our students to be active and successful participants in contemporary and future workplaces. Highlights of our Senior curriculum include:
 - a. pathways that prepare students for future study at University, including access to subjects through Brisbane School of Distance Education
 - b. a wide range of Vocational Education including Hairdressing, Hospitality and trades education including Automotive, Building and Construction and Engineering (supported through our state of the art Trade Training Centre), and Furnishing.
 - c. opportunities for students to combine work and schooling through school-based traineeships and apprenticeships
4. Our focus on holistic student well-being extends into all areas of teaching and learning as curriculum is tailored where appropriate to meet the needs of individual students through our Special Education Program and Individual Curriculum Plans

Extra curricular Activities

The school competes in interschool netball, cricket, basketball and rugby league competitions. Many staff and students participate in the annual *Peak 2 Park Fun Run* with one of the largest contingents in the region.

Show Teams compete at nine agricultural shows and field days, and the Brisbane Exhibition each year.

Our Drum Corps leads the annual Oakey Anzac Day march. Students have an opportunity to perform in our school choir, both at school events and in the wider community.

Students interested in University studies are encouraged to explore additional study opportunities such as HeadStart.

Big Buddy program for indigenous students.

There is rarely a whole community event in which our school is not involved.

Co-curricular Activities

Oakey High offers many co-curricular activities. Our performing and creative arts departments provide many excursions to shows and exhibitions, as does our Science Department.

A school instrumental program provides tuition and instruments for students.

Showcase and other productions involving our school based performing and visual arts students.

How Information and Communication Technologies are used to Assist Learning

Oakey High is a school community that understands the needs of 21st Century learners as Digital Citizens. Students at Oakey High are encouraged to utilise a variety of Information and Communication Technologies (ICT) as an integral aspect of their everyday learning, both in core and specialist subjects. Students are exposed to programming and coding, digital imaging, and other digital skills from Year 7, and are then offered opportunities to develop their skills in a variety of meaningful and real-life subject area scenarios in senior years. In 2016, Oakey State High was earmarked to be an early NAPLAN online participant in 2018. Our school employs a full-time ICT technician and also has a number of technology oriented staff, including teaching staff with Education ICT Masters Degrees.

Social Climate

Overview

Oakey High is a thriving Positive Behavior for Learning school. We explicitly teach students how to reach their best within our 5 values of Respect, Excellence, Personality, Participation. Our expectation walls are front and centre in all teaching spaces and outline our high expectations. The same expectations are central in every class room. We focus on actions, not individuals. Our P and C strives to involve the community in all its activities and runs a thriving tuck-shop. We have involved many businesses in Oakey with our reward system and they regularly give out VIVO awards to students who show respect in their place of business.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that: their child is getting a good education at school (S2016)	96%	82%	94%



Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this is a good school (S2035)	96%	82%	94%
their child likes being at this school* (S2001)	100%	82%	82%
their child feels safe at this school* (S2002)	93%	88%	94%
their child's learning needs are being met at this school* (S2003)	96%	94%	82%
their child is making good progress at this school* (S2004)	96%	76%	94%
teachers at this school expect their child to do his or her best* (S2005)	96%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	94%
teachers at this school motivate their child to learn* (S2007)	96%	88%	94%
teachers at this school treat students fairly* (S2008)	84%	82%	75%
they can talk to their child's teachers about their concerns* (S2009)	96%	94%	100%
this school works with them to support their child's learning* (S2010)	96%	88%	94%
this school takes parents' opinions seriously* (S2011)	96%	82%	87%
student behaviour is well managed at this school* (S2012)	81%	82%	65%
this school looks for ways to improve* (S2013)	96%	82%	94%
this school is well maintained* (S2014)	100%	88%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	96%	94%
they like being at their school* (S2036)	90%	93%	88%
they feel safe at their school* (S2037)	91%	95%	94%
their teachers motivate them to learn* (S2038)	94%	89%	87%
their teachers expect them to do their best* (S2039)	99%	97%	95%
their teachers provide them with useful feedback about their school work* (S2040)	96%	91%	91%
teachers treat students fairly at their school* (S2041)	84%	83%	75%
they can talk to their teachers about their concerns* (S2042)	78%	77%	76%
their school takes students' opinions seriously* (S2043)	82%	81%	83%
student behaviour is well managed at their school* (S2044)	78%	80%	82%
their school looks for ways to improve* (S2045)	97%	92%	94%
their school is well maintained* (S2046)	93%	86%	85%
their school gives them opportunities to do interesting things* (S2047)	93%	89%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	76%	90%
they feel that their school is a safe place in which to work (S2070)	100%	85%	90%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they receive useful feedback about their work at their school (S2071)	94%	61%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	82%	75%
students are encouraged to do their best at their school (S2072)	100%	90%	92%
students are treated fairly at their school (S2073)	94%	80%	92%
student behaviour is well managed at their school (S2074)	85%	54%	49%
staff are well supported at their school (S2075)	97%	44%	56%
their school takes staff opinions seriously (S2076)	97%	48%	61%
their school looks for ways to improve (S2077)	97%	76%	77%
their school is well maintained (S2078)	94%	80%	90%
their school gives them opportunities to do interesting things (S2079)	94%	73%	87%

* 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 have over 70 school based apprenticeships and traineeships which involves a wide cross section of the community as employers. We work closely with our main employers, the council and the library. We are also heavily involved with the indigenous health service Goondir.

The school runs various activities where we invite parents to be a part of their child's schooling life including SET Planning, meet and greet nights for year 7. We visit all of our diverse feeder schools in the lead up to year 7 and run various days where year 6 students come to the school. We work with the local Oakey State School around behavior and reading. Adjustment and consultation is ongoing, never finite with students who need specific support. ICPs are coordinated via the HOSSES and the needs of students are also addressed at the welfare team meetings.

Consultation processes regarding the adjustments made to assist students with diverse needs to access and participate fully at school should also be included.

Respectful relationships programs

Through our CCP classes we focus explicitly on areas of conflict resolution, relationships and the need to never accept violent behavior. We embrace a range of guest speakers throughout the year to address anti bullying issues and we welcome BATYR into our school to address mental health. Our PE department focuses on healthy relationships via its curriculum.

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	114	108	114
Long Suspensions – 6 to 20 days	4	11	2
Exclusions	2	4	1
Cancellations of Enrolment	8	17	9

* 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

We access bore water reserves as much as possible to avoid town water usage. We run heating and cooling devices at a set level to minimize consumption.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014	219,093	84
2015	219,958	97
2016	233,566	1458

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	44	32	7
Full-time Equivalents	41	23	5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	Nil
Masters	2
Graduate Diploma etc.**	Nil
Bachelor degree	41
Diploma	1
Certificate	0

*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 was \$26,536.40.

The major professional development initiatives are as follows:

School Improvement Hierarchy.

Explicit Instruction

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%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2016.

Performance of Our Students

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).	89%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	77%	86%

*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 Secondary schools was 90%.

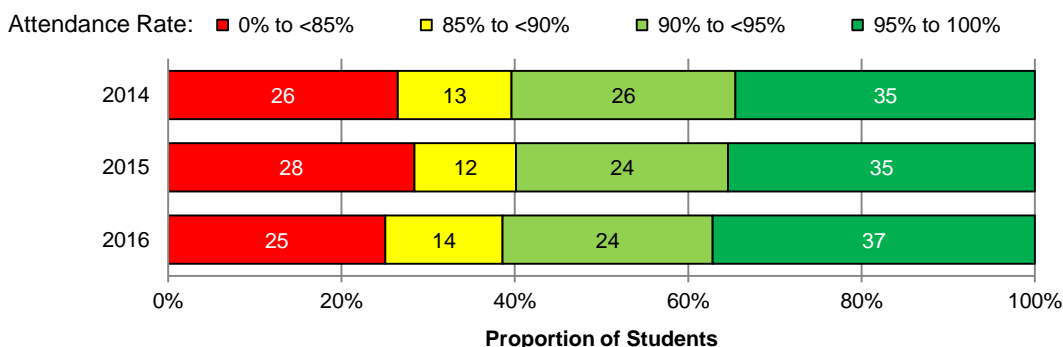
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									91%	89%	89%	88%	90%
2015								92%	89%	88%	84%	87%	90%
2016								92%	91%	90%	86%	89%	91%

*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.

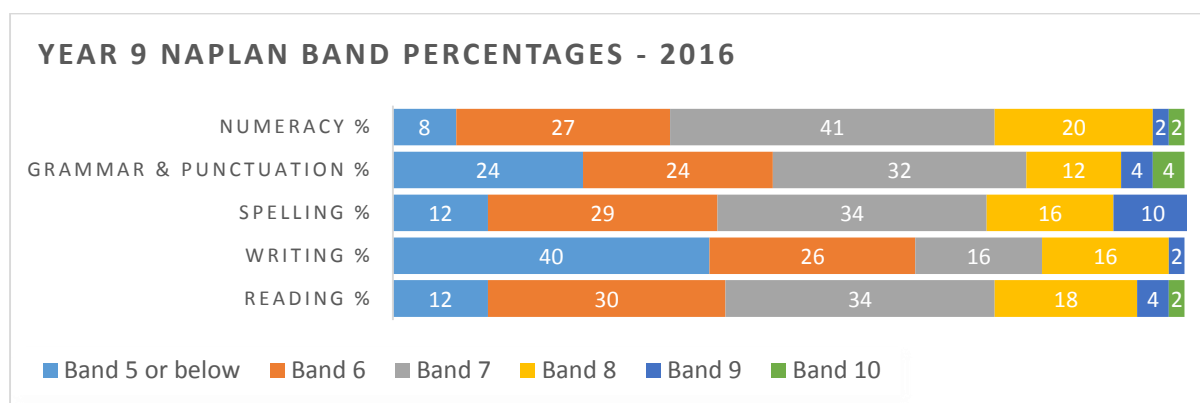
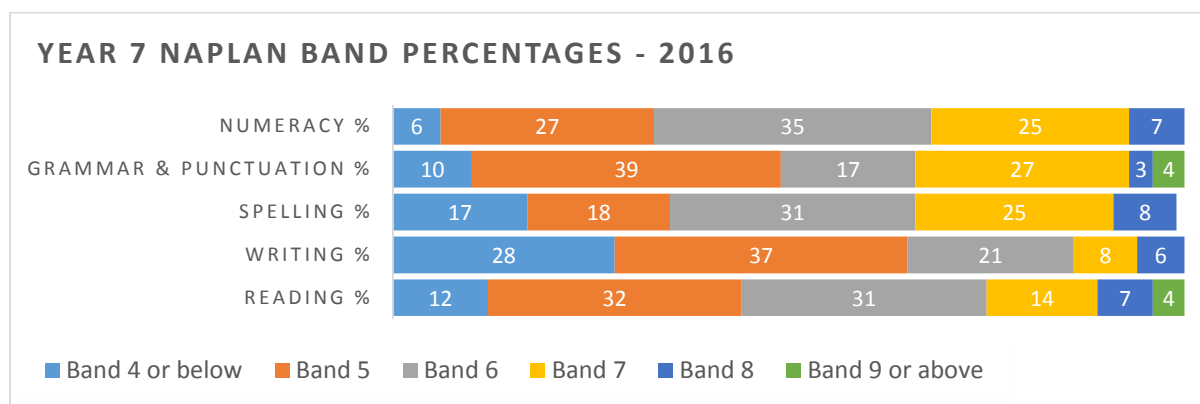
Attendance is one of our key priorities at Oakey High. We address non attendance via the following

- Fulltime Attendance Officer
- Recognise 100% and 95% attenders
- Breakfast Club on worst attended days- Monday and Friday
- All students calculate their attendance and set goals every 5 weeks

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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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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	63	64	62
Number of students awarded a Queensland Certificate of Individual Achievement.	3	7	1
Number of students receiving an Overall Position (OP)	18	23	14
Percentage of Indigenous students receiving an Overall Position (OP)	40%	0%	20%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	23	21
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	58	60	48
Number of students awarded an Australian Qualification Framework Certificate II or above.	25	35	34
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	43	56	61
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	60%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	89%	70%	93%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	97%	97%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	100%	89%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	3	8	5	2	0
2015	1	9	6	7	0
2016	2	3	8	1	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	54	16	10



VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	55	26	13
2016	40	28	10

As at 3rd February 2017. The above values exclude VISA students.

Vocational Certificates currently on offer at Oakey State High School:

Oakey State High School is currently registered for and offering:

- Certificate I and II in Business
- Certificate I and II in Information, Digital Media and Technology
- Certificate I and II in Hospitality

Through TAA on the whole day program Oakey State High School offers:

- Certificate I in Construction Skills
- Certificate II in Engineering Pathways
- Certificate II in Furniture Making

Through TAFE on the whole day program Oakey State High School offers:

- Certificate II in Hairdressing

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	85%	78%	76%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	40%	50%	56%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.oakeyshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below. Early school leavers from Oakey State High School often move to other public schools within the region. Some due to personal circumstances move intra or interstate and continue their schooling. Others leave the schooling system and attend vocational training organisations such as TAFE or start full time work, traineeships or apprenticeships.