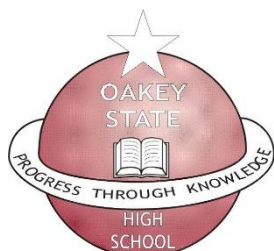


Oakey State High School Queensland State School Reporting 2014 School Annual Report



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Principal's foreword

Introduction

This School Annual Report provides an overview of key aspects of the 2014 school year. This Annual Report is one significant way in which our school outlines its achievements and areas of development for this report period. Further information is available on our website www.oakeyshs.eq.edu.au or upon request from the school.

School progress towards its goals in 2014

During 2014, Oakey State High School continued towards improving outcomes for all students. Some of our successes include:

- An improved average **attendance** of all students over the last 4 years.
- Achieved **Similar to or Above results** in all strands for Year 9 NAPLAN against similar schools on the ACARA: My School data.
- 20% increase in student **OP results 1-15**.
- 97% of Year 12 students completed or were completing a **School Based Apprenticeship of Traineeship** or were awarded either or both of the following: **QCE or VET Qualification**.
- Implementation of all current **ACARA** curriculum areas, from Years 8 to 10.
- **Staff PD** in Explicit Instruction (**Pedagogical Framework**), Mentoring, Feedback and Coaching.

Future outlook

Our school's key strategic directions and priorities for school improvement for 2015 are stated in our Annual Implementation Plan 2015, which identifies the following four key priorities:

- Great Results Guarantee
- Improved learning culture
- Focus on behaviour
- Attendance, Participation and Engagement

Additional key priorities, many of which are subsumed in the above four priorities, relate to improved performance in -

- Reading comprehension
- Numeracy
- Spelling
- Grammar and punctuation
- Writing
- Levels of attainment, A - E
- NAPLAN – All domains
- Student and Staff Wellbeing
- Retention across all junctures
- QCE attainment
- VET completion/attainment
- Year 12 or equivalent completion
- Post-Year 12 destinations

and improved *school* performance in –

- Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students
- Enrolment growth
- School Opinion Survey – specific items

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	386	195	191	86%
2013	419	204	215	87%
2014	428	192	236	88%

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

Characteristics of the student body:

Oakey State High School is a moderate sized rural school, catering for a diversity of student needs through a breadth of curriculum offerings and programs.

Our schools current enrolment, as of June, 2015 is 491 students in Years 7 to 12. Enrolment numbers have increased steadily over the past 4 years.

Multiculturalism is valued, promoted and practised – 15% of students are Indigenous; with a number of EAL/D or International students.

A focus on academic, cultural, vocational and sporting achievements is pursued through the provision of an extensive array of opportunities, extensive facilities, innovative programs, a supportive community and a professional and very committed staff. Our school has a Special Education Program delivered through a Special Education Unit, with students also undertaking an educational off-campus program at our off site Flexi-School called Navigate.

Our school draws students from numerous schools throughout our neighbouring rural communities.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	18	23	21
Year 11 – Year 12	16	15	16

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	86	105	114
Long Suspensions - 6 to 20 days	13	21	4
Exclusions [#]	3	4	2
Cancellations of Enrolment	6	7	8

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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.

Extra curricula activities

Students of Oakey State High School can participate in a wide range of extra-curricular activities. These include:

- Instrumental Music Program
- Students have the opportunity to participate in an extensive range of sporting activities including team sports and individual competitions.
- Weekly homework program
- The school runs a number of camps for students, as well as a numerous subject based or enrichment excursions.
- Student participation in leadership activities and community involvement is strongly supported.

How Information and Communication Technologies are used to assist learning

The school's technology facilities continue to develop with wireless networks operating across all buildings within the school. A range of computer banks together with the provision of laptop devices for students within Years 10 – 12. ICT's are integrated across all curriculum areas and also include other technological devices such as iPad's and mobile apps.

Social Climate

Oakey State High School is a safe, friendly and caring community where students, parents, community members and staff work well together to achieve positive learning and employment outcomes. The rights of each individual form the basis of our behaviour built on respect and the acknowledgement of responsibility.

Our vision Own It, Believe It, Achieve It and our school values REPPS (Respect, Excellence, Participation, Personality and Safety) are used to promote and develop positive relationships between all members of our school community.

Student leadership is fostered through an active Student Council, School Captains (both Junior Secondary and Senior Secondary). A valued support team which includes School Chaplain, Community Education Counsellor, Youth Support Coordinator and Guidance Officer ensure that students and school community members are well catered for.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	94%	96%
this is a good school (S2035)	100%	100%	96%
their child likes being at this school* (S2001)	91%	94%	100%
their child feels safe at this school* (S2002)	91%	100%	93%
their child's learning needs are being met at this school* (S2003)	100%	94%	96%
their child is making good progress at this school* (S2004)	100%	94%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	93%
teachers at this school motivate their child to learn* (S2007)	100%	94%	96%
teachers at this school treat students fairly* (S2008)	90%	88%	84%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	96%
this school works with them to support their child's learning* (S2010)	100%	93%	96%
this school takes parents' opinions seriously* (S2011)	100%	93%	96%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
student behaviour is well managed at this school* (S2012)	80%	88%	81%
this school looks for ways to improve* (S2013)	100%	94%	96%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	86%	91%	98%
they like being at their school* (S2036)	83%	92%	90%
they feel safe at their school* (S2037)	90%	94%	91%
their teachers motivate them to learn* (S2038)	84%	92%	94%
their teachers expect them to do their best* (S2039)	93%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	87%	94%	96%
teachers treat students fairly at their school* (S2041)	78%	83%	84%
they can talk to their teachers about their concerns* (S2042)	70%	86%	78%
their school takes students' opinions seriously* (S2043)	80%	87%	82%
student behaviour is well managed at their school* (S2044)	67%	74%	78%
their school looks for ways to improve* (S2045)	88%	99%	97%
their school is well maintained* (S2046)	85%	93%	93%
their school gives them opportunities to do interesting things* (S2047)	87%	95%	93%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		98%	94%
students are encouraged to do their best at their school (S2072)		98%	100%
students are treated fairly at their school (S2073)		91%	94%
student behaviour is well managed at their school (S2074)		85%	85%
staff are well supported at their school (S2075)		93%	97%
their school takes staff opinions seriously (S2076)		91%	97%
their school looks for ways to improve (S2077)		100%	97%
their school is well maintained (S2078)		93%	94%
their school gives them opportunities to do interesting things (S2079)		95%	94%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

A range of forums and strategies are utilised to encourage active parent participation in the education of their children such as:

- Parents' and Citizens' Association monthly meetings,
- Specific parent forums with focus topics,
- Individualised meetings,
- Regular newsletter, local media publications, website publications
- Personalised correspondence,
- Involvement in a volunteer capacity such as canteen, supporting students in extra-curricular activities,
- Attendance at school functions and activities such as awards ceremonies and sporting occasions,
- Annual external survey of parents to determine satisfaction levels.

Reducing the school's environmental footprint

The student and staff at Oakey State High School are considerate of the impact that it has on the environment. Staff and students are mindful of water consumption, electricity and other consumables.

Variable weather conditions in the district impact greatly on the stored water level at the school and often supply has to be augmented by reticulated water supply.

Improvements to the grounds irrigation system and storage volume has seen a decrease in water consumption to maintain gardens and ovals.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	262,175	1,680
2012-2013	245,703	359
2013-2014	219,093	84

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.

Our staff profile

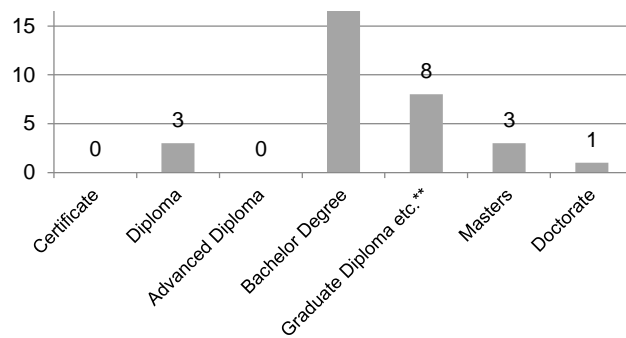
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2014 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the '*less than 5*' rule has been applied in schools whose Indigenous staff numbers are less than five.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	41	33	<5
Full-time equivalents	39	22	<5

Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	26
Graduate Diploma etc.**	8
Masters	3
Doctorate	1
Total	41



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$31 300.00

The major professional development initiatives are as follows:

- Explicit Instruction
- Coaching
- Mentoring and Feedback

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage. School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	89%

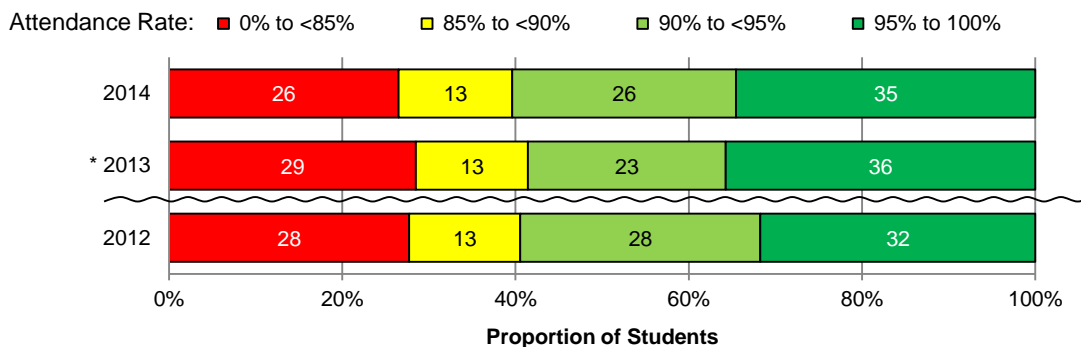
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								91%	87%	85%	86%	90%
2013								91%	88%	85%	83%	90%
2014								91%	89%	89%	88%	90%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked during each scheduled lesson and at Home Group each day. Parents and caregivers are informed of absences via an SMS service. There is a documented daily follow up for students that have not been in attendance with an approved reason.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Search by school name

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Sector Government
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Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The Department of Education, Training and Employment's 'Closing the Gap' Education Strategy relates to closing the gap between the performance of Indigenous and Non-Indigenous students, specifically in relation to attendance, attainment and retention.

From 2013 to 2014, the Year 10 to Year 12 apparent retention rate *increased* from 76% to 85%.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	76%	85%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	72	61	63
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	3
Number of students receiving an Overall Position (OP)	21	26	18
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	21	17	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	64	53	58
Number of students awarded an Australian Qualification Framework Certificate II or above.	42	27	24
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	47	50	43
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

Outcomes for our Year 12 cohorts	2012	2013	2014
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	71%	69%	89%
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.	92%	97%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	94%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	6	1	8	6	0
2013	1	8	9	8	0
2014	3	8	5	2	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	51	40	5
2013	38	22	8
2014	54	16	9

As at 19 February 2015. The above values exclude VISA students.

Vocational Certificates currently on offer at Oakey Stat High School:

- Certificate I and II in Business
- Certificate I and II in Information, Digital Media and Technology
- Certificate II in Agriculture
- Certificate II in Music
- Certificate I in Construction
- Certificate I and II in Engineering
- Certificate I and II in Furnishing
- Certificate I and II in Hospitality
- Diploma in Beauty

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

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.