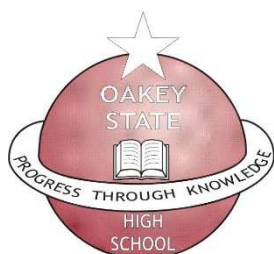


Oakey State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This 2015 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 2015
- Our future goals for 2016
- 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

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 2015

During 2015, 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 Years 7 and 9 NAPLAN against similar schools on the ACARA: My School data.
- 70% of eligible students obtaining OP results 1-15.
- 98.4% of Year 12 students obtained a QCE or QCIA
- 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.

Our school's vision – *Own it, Achieve it, Believe it* – continued to underpin all school actions, and the pride which our students and staff have for our school continued to be reflected in our chosen and embedded school's values – Respect, Excellence, Participation, Personality and Safety.

Future outlook

Our school's key strategic directions and priorities for school improvement for 2016 are stated in our Annual Implementation Plan 2016, which identifies the following four key priorities:

- Investing for Success
- 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

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	419	204	215	49	87%
2014	428	192	236	53	88%
2015	473	221	252	63	89%

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.

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, 2016 is 465 students in Years 7 to 12. Enrolment numbers have increased steadily over recent years.

Multiculturalism is valued, promoted and practised – 14.5% 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.

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

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	21	20
Year 11 – Year 12	15	16	15

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	105	114	108
Long Suspensions - 6 to 20 days	21	4	11
Exclusions	4	2	4
Cancellations of Enrolment	7	8	17

* 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.

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.

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 improve 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	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	96%	82%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this is a good school (S2035)	100%	96%	82%
their child likes being at this school (S2001)	94%	100%	82%
their child feels safe at this school (S2002)	100%	93%	88%
their child's learning needs are being met at this school (S2003)	94%	96%	94%
their child is making good progress at this school (S2004)	94%	96%	76%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	93%	94%
teachers at this school motivate their child to learn (S2007)	94%	96%	88%
teachers at this school treat students fairly (S2008)	88%	84%	82%
they can talk to their child's teachers about their concerns (S2009)	100%	96%	94%
this school works with them to support their child's learning (S2010)	93%	96%	88%
this school takes parents' opinions seriously (S2011)	93%	96%	82%
student behaviour is well managed at this school (S2012)	88%	81%	82%
this school looks for ways to improve (S2013)	94%	96%	82%
this school is well maintained (S2014)	100%	100%	88%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	91%	98%	96%
they like being at their school (S2036)	92%	90%	93%
they feel safe at their school (S2037)	94%	91%	95%
their teachers motivate them to learn (S2038)	92%	94%	89%
their teachers expect them to do their best (S2039)	98%	99%	97%
their teachers provide them with useful feedback about their school work (S2040)	94%	96%	91%
teachers treat students fairly at their school (S2041)	83%	84%	83%
they can talk to their teachers about their concerns (S2042)	86%	78%	77%
their school takes students' opinions seriously (S2043)	87%	82%	81%
student behaviour is well managed at their school (S2044)	74%	78%	80%
their school looks for ways to improve (S2045)	99%	97%	92%
their school is well maintained (S2046)	93%	93%	86%
their school gives them opportunities to do interesting things (S2047)	95%	93%	89%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	76%
they feel that their school is a safe place in which to work (S2070)	100%	100%	85%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they receive useful feedback about their work at their school (S2071)	98%	94%	61%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	82%	82%
students are encouraged to do their best at their school (S2072)	98%	100%	90%
students are treated fairly at their school (S2073)	91%	94%	80%
student behaviour is well managed at their school (S2074)	85%	85%	54%
staff are well supported at their school (S2075)	93%	97%	44%
their school takes staff opinions seriously (S2076)	91%	97%	48%
their school looks for ways to improve (S2077)	100%	97%	76%
their school is well maintained (S2078)	93%	94%	80%
their school gives them opportunities to do interesting things (S2079)	95%	94%	73%

'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

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
2012-2013	245,703	359
2013-2014	219,093	84
2014-2015	225,217	

*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

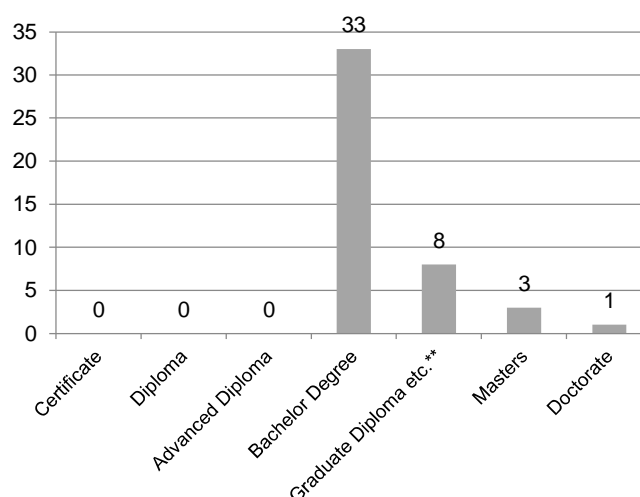
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 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.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	45	32	5
Full-time equivalents	43	23	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	33
Graduate Diploma etc.**	8
Masters	3
Doctorate	1
Total	45



*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 2015 were \$36,325.44.

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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

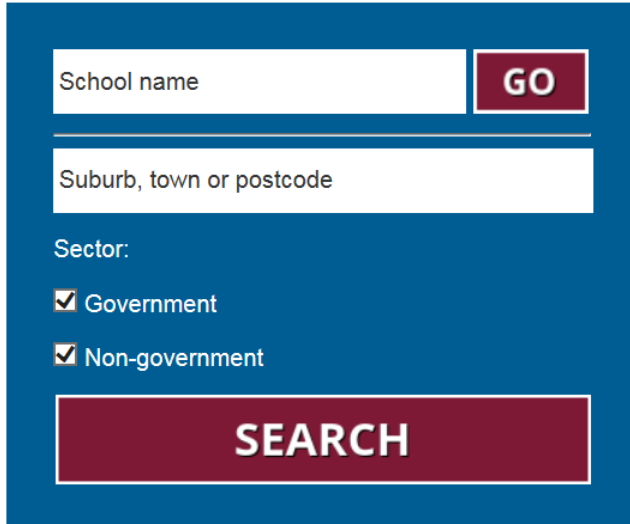
From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 school year.

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



The screenshot shows a search form with a blue background. At the top, there is a text input field labeled 'School name' and a red button labeled 'GO'. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button labeled 'SEARCH'.

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	83%	77%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

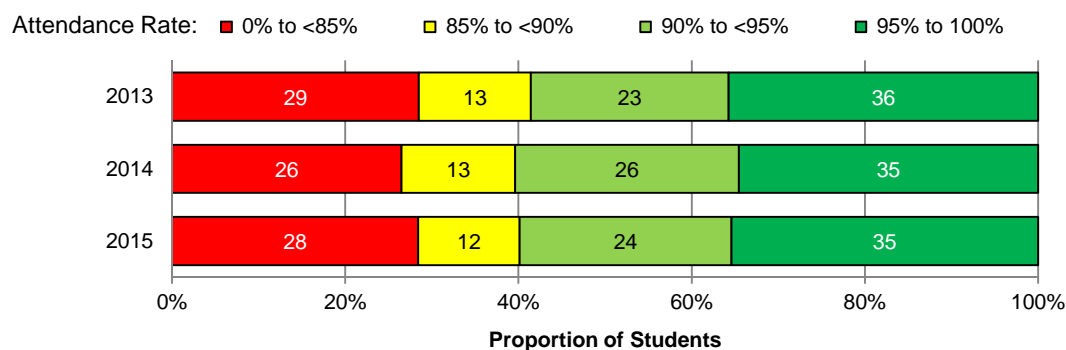
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									91%	88%	85%	83%	90%
2014									91%	89%	89%	88%	90%
2015								92%	89%	88%	84%	87%	90%

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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

Where it says '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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	85%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	44%	40%	50%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	61	63	64
Number of students awarded a Queensland Certificate of Individual Achievement.	0	3	7
Number of students receiving an Overall Position (OP)	26	18	23
Percentage of Indigenous students receiving an Overall Position (OP)	0%	40%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	18	23

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	53	58	60
Number of students awarded an Australian Qualification Framework Certificate II or above.	27	25	35
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	50	43	56
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	33%	60%	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.	69%	89%	70%
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%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	94%	100%

As at 16 February 2016. 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
2013	1	8	9	8	0
2014	3	8	5	2	0
2015	1	9	6	7	0

As at 16 February 2016. 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
2013	38	22	9
2014	54	16	10
2015	55	26	13

As at 16 February 2016. 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

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.