Oakey State High School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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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. Starting in 1964, Oakey SHS continues a proud history of academic achievement, sporting excellence and cultural vitalitity. Today a diverse student body including (18% indigenous, 6% EAL/D) enjoys a positive, energetic and revitalised educational experience preparing them for work and or further study. We are a proud PBL school. Our hardworking staff of about 80 provide a disciplined and focussed 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. 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. The 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 2018 we had the best traineee or school based apprentice in all of Queensland. Further, 92% of students achieved an OP 1-15.

This 2018 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 2018
- Our future goals for 2019
- 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 2018

During 2018 we achieved a range of outstanding outcomes. These included

- 100% of students obtained a QCE
- 92% 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 2019 – 3 priorities:
- Lift class, cohort and school **engaged 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:

Engaged Attendance

- Culture that promotes Learning
- Introduction of the HUB to support students and their behaviour
- Effective Pedagogical Practices
- Expert Teaching Team
- School and community partnerships
- Analysis and discussion of data
- Every Day Counts- 100% attender's ceremony every term – Every Day Counts – 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- 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 Behaviours 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 2018   Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	465	458	453
Girls	220	208	214
Boys	245	250	239
Indigenous	76	72	74
Enrolment continuity (Feb. – Nov.)	92%	90%	88%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

Characteristics of the student body

Overview
Oakey SHS boasts a vibrant cultural diversity including an 18% indigenous student enrolment, Brazilian and Pilipino communities. Our ICSEA is 915. Diverse employment options include the large meatworks, nearby coal mine and varied agricultural options. The local meat works and a coal mine provide many job opportunities as well as the agricultural sector. We have many students with English as an additional language and more than 25 students with a disability.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Year 7 – Year 10	22	20	20
Year 11 – Year 12	16	18	15

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 Distant 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)
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

Co-curricular Activities

Oakey High offers many co-curricular activities. The school competes in netball, cricket, **basketball** and boys and girls rugby league. It participates in the Peak to Park Fun Run with one of the largest contingents in the region. Our performing and creative arts departments provide many excursions to shows and exhibitions, as does our Science Department. Our Ag Team competes at 12 regional shows and also participates in the Brisbane Show. The drum corps leads the annual Oakey Anzac Day main parade. There is rarely a community event that the school is not involved in.

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. 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. In 2019 BYOX will be introduced to all year 11 and 12 students.

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 and Safety, Our expectation walls are front and centre in all teaching spaces and outline our high expectations. The same expectations are central in every classroom. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	73%	89%
• this is a good school (S2035)	94%	76%	92%
• their child likes being at this school* (S2001)	82%	80%	94%
• their child feels safe at this school* (S2002)	94%	83%	89%
• their child's learning needs are being met at this school* (S2003)	82%	77%	85%
• their child is making good progress at this school* (S2004)	94%	77%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	80%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	70%	89%
• teachers at this school motivate their child to learn* (S2007)	94%	70%	88%
• teachers at this school treat students fairly* (S2008)	75%	73%	85%
• they can talk to their child's teachers about their concerns* (S2009)	100%	77%	94%
• this school works with them to support their child's learning* (S2010)	94%	76%	88%
• this school takes parents' opinions seriously* (S2011)	87%	75%	90%
• student behaviour is well managed at this school* (S2012)	65%	63%	81%
• this school looks for ways to improve* (S2013)	94%	74%	87%
• this school is well maintained* (S2014)	94%	83%	91%

Percentage of parents/caregivers who agree# that:	2016	2017	2018

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	92%	92%
• they like being at their school* (S2036)	88%	81%	82%
• they feel safe at their school* (S2037)	94%	83%	86%
• their teachers motivate them to learn* (S2038)	87%	83%	93%
• their teachers expect them to do their best* (S2039)	95%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	88%	94%
• teachers treat students fairly at their school* (S2041)	75%	72%	78%
• they can talk to their teachers about their concerns* (S2042)	76%	73%	84%
• their school takes students' opinions seriously* (S2043)	83%	74%	82%
• student behaviour is well managed at their school* (S2044)	82%	61%	61%
• their school looks for ways to improve* (S2045)	94%	90%	92%
• their school is well maintained* (S2046)	85%	77%	84%
• their school gives them opportunities to do interesting things* (S2047)	89%	87%	90%

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	90%	96%	98%
• they feel that their school is a safe place in which to work (S2070)	90%	94%	98%
• they receive useful feedback about their work at their school (S2071)	79%	96%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	86%	94%
• students are encouraged to do their best at their school (S2072)	92%	96%	100%
• students are treated fairly at their school (S2073)	92%	96%	100%
• student behaviour is well managed at their school (S2074)	49%	76%	94%
• staff are well supported at their school (S2075)	56%	92%	98%
• their school takes staff opinions seriously (S2076)	61%	98%	96%
• their school looks for ways to improve (S2077)	77%	98%	100%
• their school is well maintained (S2078)	90%	94%	96%
• their school gives them opportunities to do interesting things (S2079)	87%	90%	96%

Percentage of school staff who agree# that:	2016	2017	2018

* 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 45 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, PBL and reading. Adjustment and consultation is ongoing, never finite with students who need specific support. ICPs are coordinated via the HOSES 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. Respectful Relationships are foregrounded in this program.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	114	119	125
Long suspensions – 11 to 20 days	2	2	8
Exclusions	1	1	2
Cancellations of enrolment	9	5	6

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	233,566	248,687	198,938
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
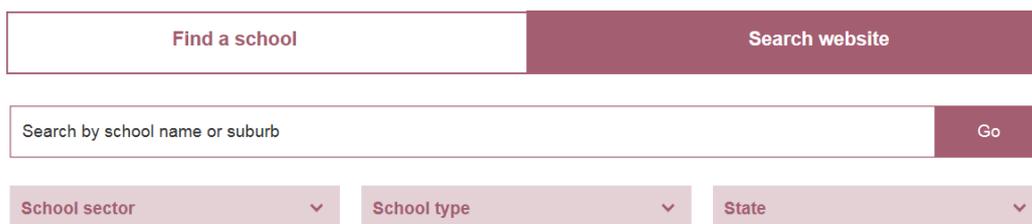
School funding

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	46	32	5
Full-time equivalents	44	23	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	Nil
Masters	2
Graduate Diploma etc.*	nil
Bachelor degree	43
Diploma	1
Certificate	0

*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 2018 were $22,871.15.

The major professional development initiatives are as follows:

- The vast majority of PD was focused on our EIA. So we focused on Attendance, Positive Behaviour and Explicit Teaching. SATE PD was also a major factor in preparing for 2019 and 2020.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	90%	89%
Attendance rate for Indigenous** students at this school	86%	84%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

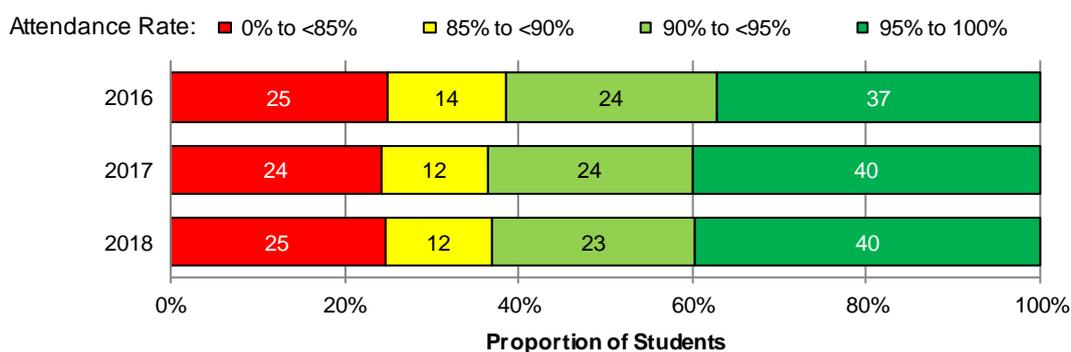Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Year 7	92%	94%	92%
Year 8	91%	87%	90%
Year 9	90%	88%	86%
Year 10	86%	90%	87%
Year 11	89%	88%	89%
Year 12	91%	92%	91%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	25	14	24	37
2017	24	12	24	40
2018	25	12	23	40

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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**
- **Case management of all students between 65-85% attendance**

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	62	95	50
Number of students awarded a QCIA	1	1	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	61	91	49
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	14	23	12
Percentage of Indigenous students who received an OP	20%	20%	0%
Number of students awarded one or more VET qualifications (including SAT)	48	84	42
Number of students awarded a VET Certificate II or above	34	59	34
Number of students who were completing/continuing a SAT	21	49	18
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	93%	52%	92%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	89%	94%	100%

Notes:

- The values above:
    - are as at 11 February 2019
    - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	2	2	2
6-10	3	7	4
11-15	8	3	5
16-20	1	11	1
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	40	57	28
Certificate II	28	48	29
Certificate III or above	10	21	8

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- Vocational Certificates currently on offer at Oakey State High School:
- Oakey State High School is currently registered for and offering:
    - • Certificate I and ll in Business
    - • Certificate I and ll in Information, Digital Media and Technology
    - • Certificate I and II in Hospitality
- Through Bluedog Training on the whole day program Oakey State High School offers:
    - • Certificate I in Construction Skills
- Certificate II in Engineering Pathways

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	76%	79%	63%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	56%	63%	39%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.oakeyshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx