

Queensland State School Reporting – 2011

Oakey State School (0166)



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Principal's foreword

Introduction

The Oakey State School Annual Report is a report on outcomes achieved in 2011 and a reflection on the journey we are taking. The report details the school's journey and its progression towards its shared vision.

2011 was a year where our students improved at a rate above the national growth. It was a year where "reading" was once again the focus and we worked together as one, to improve the learning outcomes of all our students.

We continued with a heavy focus on curriculum and pedagogical reform to align the school with the Australian Curriculum. It was a year where a number of staff took up the challenge to Ipads into the classroom. The school is continuing its journey to develop a curriculum that meets the needs of our clients and is in a strong position to embrace the implementation of the Australian Curriculum.

The School Annual Report contains:

School Progress towards goals in 2011

Future Outlook

School Profile

Curriculum Offerings

School Climate

Parent, student and teacher satisfaction with the school

Involving parents in their child's education

Staff composition, including Indigenous Staff

Qualifications of Teachers

Expenditure on and participation in Professional Development

Average staff attendance

Proportion of staff retained from the previous year

Key student outcomes (student attendance 2009, student attendance for each year level, Description of how non-attendance is managed by school)

Achievement – Years 3,5 and 7

Other Key Outcomes

Queensland State School Reporting – 2011

Oakey State School (0166)



School progress towards its goals in 2011

Yr3 2009 / Yr5 2011 mean improvement	Reading	Writing	Spelling	Grammar / Punc	Numeracy
Oakey ave Gain	97	43	69	86	117
Aust ave Gain	77	48	79	80	94

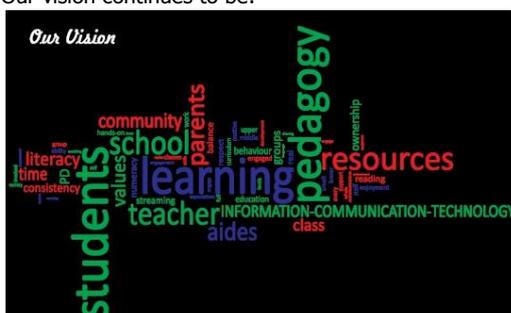
Yr5 2009 / Yr7 2011 mean improvement	Reading	Writing	Spelling	Grammar / Punc	Numeracy
Oakey ave Gain	51	80	74	51	73
Aust ave Gain	46	44	51	33	58

In 2012, Oakey State School made significant improvement with our mean score compared to the average Australian improvement. This result as shown above has been due to the pedagogical approach of our school. Significant emphasis has been placed on the “how you teach and students have responded well as shown by our improvement. Our challenge is to continue to grow and meet the challenges of the 21st century student.

Future outlook

Oakey State School is about building the capability of a professional organization that is dedicated to ensuring Queensland students become active citizens in a learning and rapidly changing society. As we move towards a National Curriculum, Oakey SS will lead our community through an educationally sound and researched framework that will lead to school improvement in Literacy and Numeracy. We all have a pivotal leadership role in promoting understanding and the intent of our school vision and strategic direction to the school and the community.

Our vision continues to be:



Our number one priority is to improve the level of literacy and numeracy of all our students. Oakey State School has made significant management structures to better position the school. These include –

The further development of a Senior Leadership Team

3 Transition classes that are multi age.

The refinement of the Schools Literacy Mentors position.

The continued development of the full time position of a Health and Physical Education teacher in alignment with our new facilities.

Queensland State School Reporting – 2011

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Already early in 2012 we can see the impact of these initiatives having a positive influence on our school.

One of the challenges for Oakey State School is to look at how we teach in the 21st century. We are exploring possibilities and models of best practice for discussion.

2011 had a commitment to embed technological practices into the classroom. Digital pedagogies are a growing form of teaching and an area that staff are really engaging in.

Our Literacy Block Framework is being looked at to align and enhance the National Curriculum.

Our challenge in 2012 and beyond is to look at the schools data and make informed decisions around our future direction. Our data will drive pedagogical reform.

Oakey State School uses research to shape our future. What are examples of best practice?

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
352	172	180	88%

Characteristics of the student body:

Oakey is a rural town situated in the Darling Downs region of Queensland, Australia. It is situated 160 kilometres west of the state capital, Brisbane, and 29 kilometres (18 mi) west of the regional city of Toowoomba. Oakey had a population of approximately 3,800. Oakey and the creek around which the town is located, were named for the river oaks that dominate the banks of the creek. The area was first settled in the early 1840s when pastoralists moved into the area and found the land to be suitable for grazing. The building of the western railway line through the area prompted the growth of a township to service the pastoral community. Growth of the town was slow, however featured some enterprising ventures, including a short-lived meatworks near the town, which planned to tin and export kangaroo and wallaby under the marketing name 'Australian Game'. The enterprise was unsuccessful and closed down in 1876.

Industry is rural based, with emphasis on meat and cropping. A meatworks is located in the town. There are also mining operations in the surrounding districts. The main town centre was redeveloped during 2005 by the council and now includes new shops, landscaping and tree plantings. A lot of the student have parents who work at the local meatworks. An ESL population made up of Brazilians attend the school.

The Oakey Army Aviation Centre located at the airport, also includes the Museum of Australian Army Flying, which displays aircraft and memorabilia dating from World War I to the present.

The township also provides services for agricultural and mining activities in the local area.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	21.7
Year 4 – Year 10	20
All Classes	20.9

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	52
Long Suspensions - 6 to 20 days	4
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

At Oakey State School we operate within a curriculum framework across our primary school as a guide to our classroom and whole school planning.

It is based on the essential learnings as a central part of the Queensland curriculum, assessment and reporting framework. The essential learnings are statements of what is important for students to know and be able to do at the end of year 3, 5 and 7.

From 2012 English, Mathematics and Science will be presented in line with the national curriculum.

Transition Classes (Oakey State School has a Special Education Program, however classes are known as Transition classes and are made up of verified and non verified students.)

In 2012, Our Language is French and science in Years 4 - 7 is taught by a Science specialist.

Extra curricula activities

Early Intervention and focus intervention programs

Homework Club

Instrumental program

After School sport

Celebration focus activities – Education week, NAIDOC week, Science week

Swimming

Indigenous learning assistance

Choir

Enrichment activities – craft, excursions, camps, Christmas concert

Wakakirri

Environmental Club

How Information and Communication Technologies are used to assist learning

Oakey State School integrates computer based technologies in teaching and learning programs. Students find computer based activities highly motivational and these activities provide opportunities for student interaction and collaboration. Our school computer network provides access to the Internet from every classroom and access to an extensive Intranet. Students and staff are encouraged to publish directly to the school Intranet allowing the sharing of ideas and experiences within the school. We use a wide range of hardware, software and peripherals throughout the school including digital video and still cameras.

Our library is refurbished and we have a facility which caters for the learner of the 21st century. Students learn technology skills and information skills and how to apply these skills to complete given tasks. Using the Internet for research outlines how the steps in the information process can be used to assist students when using the Internet.

In recent times our school is exploring the use and integration of I pads. All staff have an Ipad and class sets are available.

Our school technology belief is based on the computer based capabilities:

1. Use computer based technologies to locate, access, evaluate, manipulate, create, store and retrieve information
2. Express ideas and communicate with others, using computer based technologies
3. Develop an awareness of the range of applications of computer based technologies in society
4. Discriminate in the choice and use of computer based technologies for a given purpose
5. Develop the confidence to explore, adapt and shape technological understandings and skills in response to challenges now and in the future.

The school uses a number of online software applications that both challenges and enhances learning opportunities

Social climate

The families of Oakey State School are drawn from a broad mix of rural and non rural backgrounds. Farming families have felt the impact of the rural down turn in recent years and this is reflected in declining numbers of children from local farms. The drought has also played a significant role for the local farmers.

A small percentage of children are associated with the local military base. Over the years the number of army personnel has declined with an increase in private contractors being employed. Many service personnel are now housed in Toowoomba.

The number of ATSI families in Oakey has increased significantly over the past few years and this trend shows signs of continuing with many families relocating to Oakey from South West Queensland towns. Our Indigenous students make up 25% of our school population.

A considerable number of families are also with the local meatworks. We enrol ESL students from Brazil and whose parents are employed at the Meatworks

Reliance upon some form of social security is important for a significant number of families who have been drawn to Oakey by the way of affordable cost of housing coupled with very good services available in the town and nearby Toowoomba. We are growing in the number of children in care of the state

Parent, student and teacher satisfaction with the school

Generally speaking Oakey State School is seen as a good school. Our challenge is to continue to strive to make our school better. Our challenges include improving the quality of education at our school and ensure that the quality of Professional Development meets the needs of our staff and ensures that our staff are equipped with the skills to teach the learner of the 21st century.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	70%
Percentage of students satisfied that they are getting a good education at school	83%
Percentage of parents/caregivers satisfied with their child's school	85%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	74%
Percentage of staff members satisfied with morale in the school	80%

Involving parents in their child's education

One of the great features of Oakey State School is the contribution from our community and especially our parents. Parents play an active role in curricula and extra curricula activities.

Parents contribute through:

Parents and Citizens Association

Indigenous Parent Group

Steps Into Prep

Training of volunteers to assist in classrooms in the areas of Literacy and Numeracy

Parent / Teacher discussions are student achievement

Information evenings, Community events

New enrolment interviews

Various open days, assemblies, class activities, sport days

Parent programs

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

We're committed to being environmentally responsible in everything we do because it matters to us, to the people who work here, to the people for whom we do work, and to the communities that we work in.

Oakey State School is committed to reducing its environmental footprint. Electricity consumption went down in 2011 however water went up. Significant construction occurred in 2011 and this has impacted on water usage. 2012 will give us a better understanding on how we are travelling. A number of agriculture and environmental programs are running in the school to give students a better awareness on their role in environmental sustainability.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	113,991	2,377
2010	123,251	617
% change 10 - 11	-8%	285%

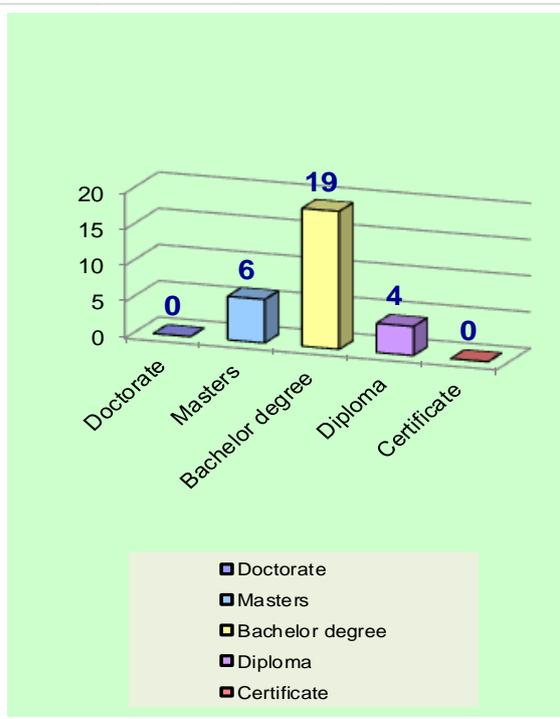
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	29	20	<5
Full-time equivalents	26	14	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Bachelor degree	19
Diploma	4
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$42,726.11

The major professional development initiatives are as follows:

A number of Professional Development activities were sourced in 2011. Literacy and Numeracy dominated activities and the pedagogical practices needed to improve academic performance were aligned to this.

A number of staff took up the challenge to improve their technological skills and were involved in a number of Professional Development activities which looked at:

1. Ipads
2. Apps in the classroom
3. Information Technology courses from the Innovation and Learning Technology Centre.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2011 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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

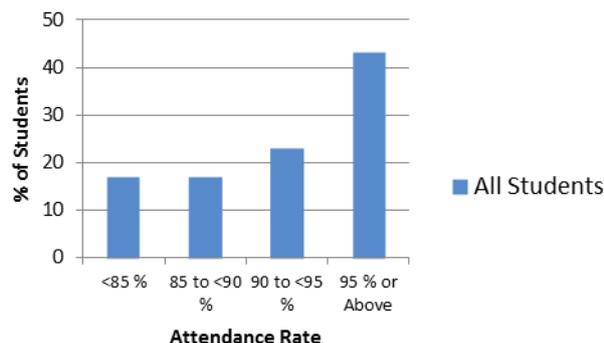
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
90%	90%	92%	92%	90%	93%	91%

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 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.

The law requires parents to ensure their compulsory school aged child is enrolled at school, and attends school for the educational program on every school day. Compulsory school age starts when a child is at least 6 years of age, and finishes when the child turns 16 years of age or completes year 10 whichever is sooner. (Please note that Prep is not compulsory). Classroom teachers must mark their class roll twice a day; first up in the morning and again in the middle of the day. If students are noted to be absent and this absence is unexplained ie the parent /guardian has not notified the school, then these absences need to be recorded and reported to the principal. (Refer to the form Office Notification of Student Absenteeism). According to the *Education (General Provisions) Act 2006* the parent needs to be the one to notify the school, not the student. If the explanation of an absence seems unreasonable the principal needs to be informed.

The principal or deputy principal will then follow up by calling the parent or organizing a home visit. If the unexplained absenteeism continues the principal or deputy principal will send home a formal letter requesting that the student attend school. If the unexplained absences continue then further letters of a more formal nature will be sent to the parent and this process will involve the relevant authorities; an authorised officer of the Department of Education, Training and the Arts for further action and/or an intake officer from the Department Of Child Safety.

PROCESS

Step One:

If a student has three days of unexplained absences the class teacher / Indigenous Liaison telephones the parent informing the parent that the student has been away and asks the reason for the absence, encouraging the parent to bring the student to school. Record This Action on the Office Notification of Student Absenteeism.

Performance of our students

Step Two:

If the unexplained / unreasonable absences continue then this information must be passed onto the Principal or the Deputy Principal for follow up. Record this information on the form – 'Office Notification of Student Absenteeism' and pass this form to the Principal or Deputy Principal so that the follow up can also be recorded.

Step Three:

The principal or the deputy principal will telephone the parents or do a home visit – informing the parent of the dates of absenteeism, asking for the reason for absenteeism and requesting that the student return to school. Administration will record the action taken on the form Office Notification of Student Absenteeism, make a photocopy of the form and place this on the students office file. The original will go back to the class teacher so it can be used for continued recording as needed.

Step Four:

If the unexplained / unreasonable absences continue record this information on the form – 'Office Notification of Student Absenteeism' and pass this form to the Principal or Deputy Principal so that the follow up can occur. A formal letter will then be issued (Letter one). Administration will record the action taken on the form Office Notification of Student Absenteeism, make a photocopy of the form and place this on the students office file. The original will go back to the class teacher so it can be used for continued recording as needed.

Step Five:

If the unexplained / unreasonable absences continue record this information on the form – 'Office Notification of Student Absenteeism' and pass this form to the Principal or Deputy Principal so that it can be passed onto the *relevant authorities*; an authorised officer of the Department of Education, Training and the Arts for further action and/or an intake officer from the Department Of Child Safety. A formal letter will then be issued to the parent. (Letter Two) Administration will record the action taken on the form Office Notification of Student Absenteeism, make a photocopy of the form and place this on the students office file and the original will go back to the class teacher so it can be used for continued recording as needed.

Step Six:

If the unexplained / unreasonable absences continue record this information on the form – 'Office Notification of Student Absenteeism' and pass this form to the Principal or Deputy Principal so that it can be passed onto the *relevant authorities*; an authorised officer of the Department of Education, Training and the Arts for further action and/or an intake officer from the Department Of Child Safety. A formal letter will then be issued to the parent. (Letter Three) Administration will record the action taken on the form Office Notification of student Absenteeism, make a photocopy of the form and place this on the students office file and the original will go back to the class teacher so it can be used for continued recording as needed.

Step Seven:

Continue this process of recording, reporting to Administration and Administration actioning as necessary through to Letter Six.

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/>.

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Performance of our students

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 the school's NAPLAN results.

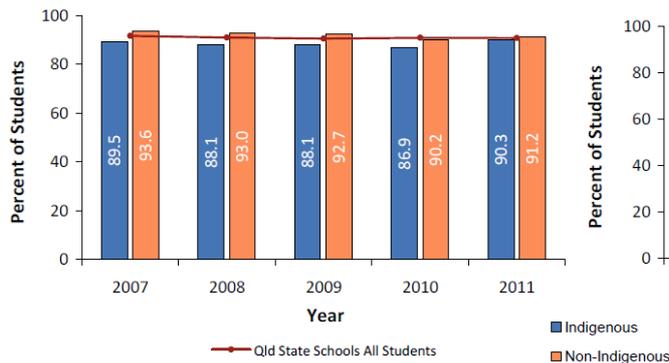
Achievement – Closing the Gap

Closing the Gap is a commitment by Oakey State School to improve the lives of Indigenous Australians, and in particular provide a better future for Indigenous children.

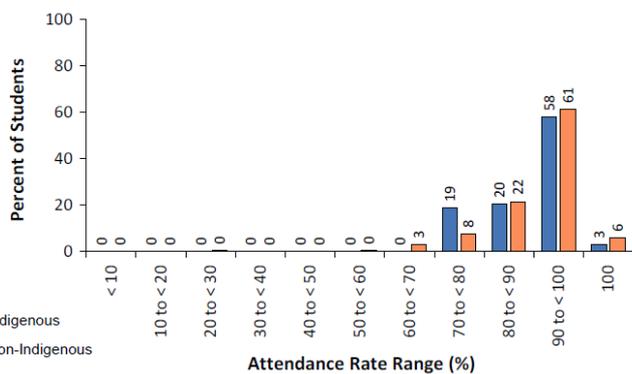
Indigenous Status	Prep Year	Yr 01	Yr 02	Yr 03	Yr 04	Yr 05	Yr 06	Yr 07	Total
Indigenous	11	11	8	8	10	6	10	10	74
Non-Indigenous	39	41	37	36	16	33	35	42	279
Unknown									
Total	50	52	45	44	26	39	45	52	353

Student Attendance

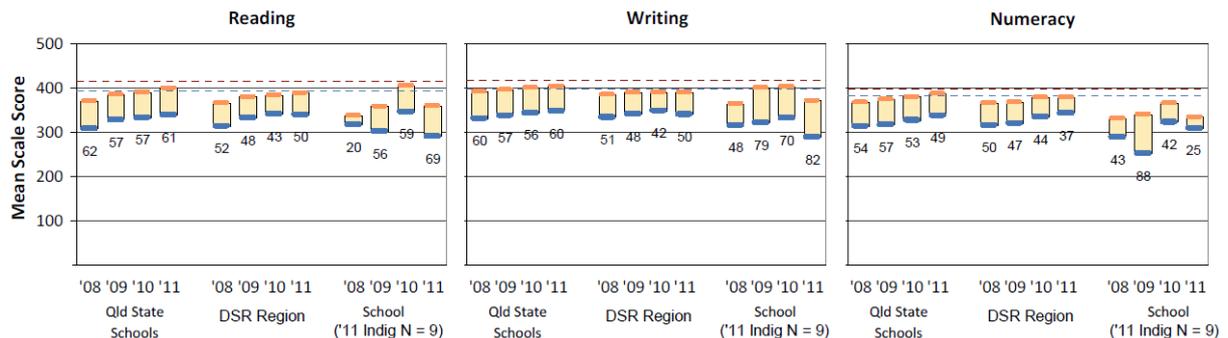
Student Attendance Rate Semester 1, Years 2007-2011
Indigenous & Non-Indigenous Students



Proportion of Students by Attendance Range
Semester 1, 2011 - Indigenous & Non-Indigenous Students



NAPLAN Year 3 Mean Scale Score - Indigenous/Non-Indigenous Gap



The data at Oakey indicates over their journey from Years 3 to 7, students improve their academic results. Our data indicates that students are improving at a greater mean rate than the Australian average. Our curriculum reform has the school well placed to continue its journey of academic improvement. Our attendance continues to be similar to all Queensland schools. Our belief is that students need to be at school to learn and we will strive to make sure all students are at school.