

# Oakey State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

The Oakey State School Annual Report is a report on outcomes achieved in 2014 and a reflection on the journey we are taking. The report details the school's journey and its progression towards its shared vision.

It was a year where Reading, Spelling, Number and Positive Behaviours were 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 pedagogy to align the school with the Australian Curriculum. The school is continuing its journey to develop a curriculum that meets the needs of our clients.

The School Annual Report contains:

School Progress towards goals in 2014

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

Achievement – Years 3, 5 and 7

## Other Key Outcomes

**School progress towards its goals in 2014**

In 2014, Oakey State School made significant improvements in relation to the consistency of school wide explicit teaching practices in relation to reading and spelling. Some of our major progress included:

1. The introduction of PROBE diagnostic reading assessments to track the reading progress of students in year's four to seven.
2. The introduction of the Oakey State School Reading Program including student benchmarks to track evidence of students learning in the area of Reading.
3. An enacted school wide approach to the structure of our Reading pedagogy which included direct observations of teaching practice and feedback to teachers.
4. The introduction of "Words their Way" to ensure consistency of practice in relation to the teaching of spelling across our school.

Significant emphasis has been placed on "Explicit teaching" and students have responded well. Our challenge is to continue to grow and meet the challenges of the 21<sup>st</sup> century student.

During 2014 we embraced the Regions Improvement agenda around:

1. Explicit Teaching
2. Coaching and Feedback
3. Purposeful use of Data

Oakey State School continues to achieve well against "Like Schools", however our challenge remains that we must continue to improve to close the gap in relation to National Benchmarks.

During 2014 we introduced the School Wide Positive Behaviour Support Processes to our school community. After consultation with our school community the following school wide behaviour expectations were established:

1. Be Safe
2. Be Respectful
3. Be a Learner

The new processes and expectations have resulted in a positive change in culture within our school community. This will continue to be a major area of focus in 2015.

**Future outlook**

Our key areas for improvement as outlined in our 2015 Annual Implementation Plan are:

Consistent school-wide explicit teaching practices for reading.

Consistent timetabling of number consolidation.

The continued implementation of our School Wide Positive Behaviour Support Processes.

Consistent school-wide explicit teaching practices in Spelling.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Early Childhood - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	370	185	185	88%
2013	377	196	181	85%
2014	380	189	191	85%

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

### 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 students 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.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	20	22
Year 4 – Year 7 Primary	22	18	23
Year 8 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	11	27	51
Long Suspensions - 6 to 20 days	2	6	6
Exclusions <sup>#</sup>	0	0	1
Cancellations of Enrolment	0	0	0

<sup>#</sup> 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

At Oakey State School we employ a specialist Science teacher and offer an Agricultural Education Program.

#### Extra curricula activities

Early Intervention and focus intervention programs

Instrumental program

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

Swimming

Specialist Science teacher and an Agricultural Education Program

Indigenous learning assistance

Choir

Enrichment activities – craft, excursions, camps, Christmas concert

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 21<sup>st</sup> 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 staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	80%	83%	93%
this is a good school (S2035)	87%	91%	86%
their child likes being at this school* (S2001)	87%	83%	86%
their child feels safe at this school* (S2002)	86%	92%	86%
their child's learning needs are being met at this school* (S2003)	93%	83%	86%
their child is making good progress at this school* (S2004)	87%	83%	77%
teachers at this school expect their child to do his or her best* (S2005)	86%	100%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	92%	86%
teachers at this school motivate their child to learn* (S2007)	86%	91%	71%
teachers at this school treat students fairly* (S2008)	79%	83%	62%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	86%
this school works with them to support their child's learning* (S2010)	86%	83%	79%
this school takes parents' opinions seriously* (S2011)	77%	83%	69%
student behaviour is well managed at this school* (S2012)	79%	73%	67%
this school looks for ways to improve* (S2013)	86%	91%	86%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	97%	96%	96%
they like being at their school* (S2036)	83%	91%	90%
they feel safe at their school* (S2037)	89%	93%	97%
their teachers motivate them to learn* (S2038)	89%	97%	97%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
their teachers expect them to do their best* (S2039)	97%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	95%
teachers treat students fairly at their school* (S2041)	77%	91%	90%
they can talk to their teachers about their concerns* (S2042)	84%	92%	93%
their school takes students' opinions seriously* (S2043)	82%	89%	93%
student behaviour is well managed at their school* (S2044)	74%	90%	85%
their school looks for ways to improve* (S2045)	97%	96%	96%
their school is well maintained* (S2046)	85%	97%	93%
their school gives them opportunities to do interesting things* (S2047)	92%	95%	94%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	94%
they feel that their school is a safe place in which to work (S2070)		96%	97%
they receive useful feedback about their work at their school (S2071)		83%	82%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	88%
student behaviour is well managed at their school (S2074)		79%	76%
staff are well supported at their school (S2075)		78%	67%
their school takes staff opinions seriously (S2076)		87%	70%
their school looks for ways to improve (S2077)		100%	88%
their school is well maintained (S2078)		92%	100%
their school gives them opportunities to do interesting things (S2079)		91%	81%

\* 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

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. A number of agriculture and environmental programs are running in the school to give students a better awareness of their role in environmental sustainability.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	127,136	2,253
2012-2013	12,412	52
2013-2014	127,513	761

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.

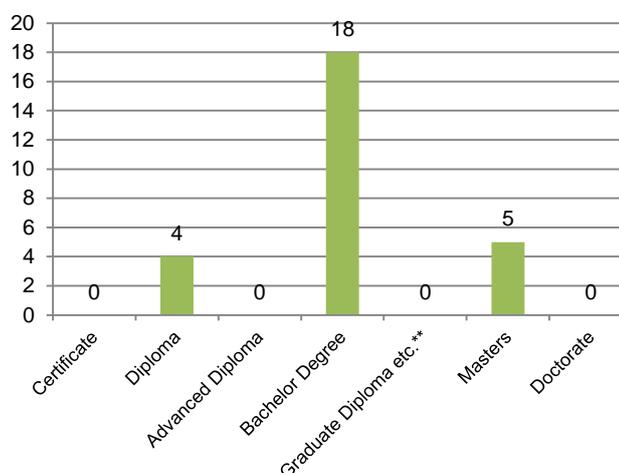
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	27	20	<5
Full-time equivalents	24	13	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	18
Graduate Diploma etc.**	0
Masters	5
Doctorate	0
<b>Total</b>	<b>27</b>



\*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 \$25,196.00

The major professional development initiatives are as follows:

Anita archer – explicit Instruction

Collaborative teacher planning sessions

School Wide Positive Behaviour Support

Coaching 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.	96%	96%	94%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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**

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Search by suburb, town or postcode

Sector  Government  
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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).	91%	90%	91%

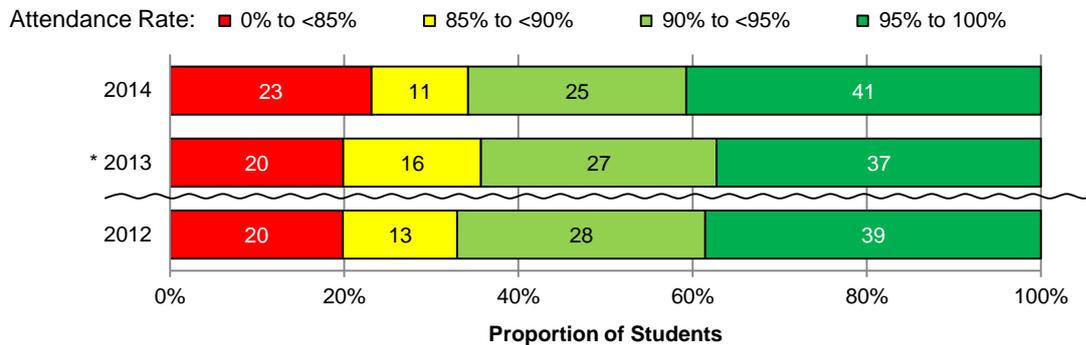
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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%	91%	91%	91%	92%	89%	92%					
2013	89%	91%	93%	89%	91%	88%	89%					
2014	89%	92%	91%	92%	88%	93%	87%					

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.

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 i.e. 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 contacts 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.

#### 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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### 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.

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 school. Our belief is that students need to be at school to learn and we will strive to make sure all students are at school.

2014 NAPLAN testing results show that as a school we have closed the gap between indigenous and non-indigenous performance in the following areas:

Year Three Writing

Year Three Numeracy

Year Seven Reading

Year Seven Writing

Attendance patterns for our Indigenous and Non-indigenous students in 2014 are as follows:

Indigenous students: 40% of students have an attendance rate above 85%

Non-indigenous: 21% of students have an attendance rate above 85%

