	Postal address	PO Box 340 Oakey QLD 4401
	Phone	(07) 4692 0333
	Fax	(07) 4692 0300
	Email	the.principal@oakeyss.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> . <a href="http://www.oakeyss.eq.edu.au">www.oakeyss.eq.edu.au</a>
	Contact Person	Dave Bosworth (Principal Oakey State School)

## Principal's foreword

## Introduction

The Oakey State School Annual Report is a report on outcomes achieved in 2010 and a reflection on the journey we are taking. The report details the school's journey and its progression towards its shared vision.

2010 was a year where we began our journey as a National Partnership School. It was a year where "reading" was 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 exploration. It was a year where a number of staff took up the challenge to integrate technology 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 pedagogical reform in 2011.

The School Annual Report contains:

School Progress towards goals in 2010

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

#### School progress towards its goals in 2010

Below is a list of goals / outcomes from the School's 4 Year Plan. **Green** indicates a belief this has been achieved and **blue** indicates moving towards achieving this goal / outcome.

Improved student learning through increase of students at or above achievement band.

Essential Learning's embedded and mapped; QCATs moderated and reported; and positive engaging outcomes for all students measured by School Opinion Survey and internal monitoring.

First Steps in Maths training completed.

Functional Grammar training completed.

Improved learning outcomes monitored for identified students.

Increase integration of ICTs and student learning in the curriculum.

School ICT Plan completed.

All students engaged in daily physical activity.

All students engaged in learning.

Meeting individual differences and needs.

Refined programs and practices.

## A School approach to the preparation and readiness for the implementation of the National Curriculum

School website maintained.

Student and Community awareness increased; sustainable practices result in energy savings; recycling; reduced waste.

Parents, Guardians and wider Community engaged with education through the school.

Improved community awareness.

Improved academic results.

A continuation of the love of reading.

Smooth transition to Secondary School.

Relationships established or consolidated. Student support results in improved engagement, attendance and achievement.

Results from School Opinion Survey are good.

SAR published on website by 30 June; Successful Audit report. AOP submitted by due date.

School resources managed efficiently and appropriately.

Staff have access to Professional Development

All school based PD activities reference the relevant PSTs and these are documented.

All teaching staff are developing performance plans.

Staff have successfully completed certification and accessed relevant PD with respect to the PD Framework.

Leadership programs, including those provided by the district have been accessed and improvements in leadership structures have occurred.

Health, safety and well-being of staff has been recognised and supported.

Staff Professional Development aligns Professional Development framework.

Personal accountability to staff

Parallel leadership opportunities for staff

#### Future outlook

As we move into our 2<sup>nd</sup> year of National Partnership, our challenge is to work through and achieve the vision as set out in our 4 year plan. (please see school website for more information) Oakey State School and the community have made a commitment to improve the academic results of all our students. This plan will position the school well on its journey of excellence.

1.

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 Management Team

3 Transition classes that are multi age.

The refinement of the Schools Literacy Mentors position.

The formation of committees within the school.

The development of a full time position of a Health and Physical Education teacher in alignment with new facilities that will be ready mid 2011.

Already early in 2011 we can see the impact of these initiatives having a positive influence on our school. We envisage by the end of 2011, Oakey State School will be well placed to implement the National Curriculum.

2.

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

3.

2011 has 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.

4.

A Literacy Block Framework has been set up including one hour and a half teacher aide support for every class. This need to be further developed and reviewed to measure its success. This will be reviewed in 2011

5.

Our challenge in 2011 and beyond is to look at the schools data and make informed decisions around our future direction. Our data will drive pedagogical reform.

6.

Research is another area we need to undertake. We need to look at schools that are producing good results and how they are achieving this. What are examples of best practice?

7.

Review of our Pre Prep program called "Steps into Prep

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 7, with a school funded Pre Prep program.

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
356	181	175	79%

Characteristics of the student body:

Prep - Boys (23) Girls (28)

Year 1 - Boys (24) Girls (28)

Year 2 - Boys (29) Girls (17)

Year 3 - Boys (25) Girls (20)

Year 4 - Boys (14) Girls (10)

Year 5- Boys (22) Girls (18)

Year 6 - Boys (23) Girls (23)

Year 7 - Boys (21) Girls (31)

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	20	78%	78%	0%	22%
Year 4 – Year 10	21	100%	100%	0%	0%
All Classes	20	89%	89%	0%	11%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	42
Long Suspensions - 6 to 20 days	7

## Our school at a glance

Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

Our distinctive curriculum offerings

English

Maths

Science

## SOSE

The Arts (Music, Art, Drama)

HPE

Cultural Studies (Years 5, 6 and 7)

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.)

Extra curricula activities

Early Intervention and focus intervention programs

Instrumental program

Interschool 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

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 under refurbishment and by mid 2011 we will have a facility which will cater 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.

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

use computer based technologies to locate, access, evaluate, manipulate, create, store and retrieve information

express ideas and communicate with others, using computer based technologies

develop an awareness of the range of applications of computer based technologies in society

discriminate in the choice and use of computer based technologies for a given purpose

develop the confidence to explore, adapt and shape technological understandings and skills in response to challenges now and in the future.



## Our school at a glance

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. Over the last 12 months we are beginning to enrol ESL students from Brazil and South Africa 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 21<sup>st</sup> century.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	64%
Percentage of students satisfied that they are getting a good education at school	86%
Percentage of parents/caregivers satisfied with their child's school	82%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	79%

## Our school at a glance

Percentage of staff members satisfied with morale in the school

85%

### 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

Oakey State School has a commitment and understanding of the environmental responsibility to reduce our environmental footprint. Through solar panels, recycling, environmental club and curriculum exploration we are committed to reducing our footprint.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	Water KL	Gas MJ
2010	\$46,735	\$23,453	\$9,414	\$6,266	\$7,572	\$0	\$30	123,251	617	0
2009	\$38,651	\$21,488	\$0	\$0	\$1,101	\$0	\$16,062	130,341	731	0
% change 2009 - 2010	21%	9%	N/A	N/A	588%	N/A	-100%	-5%	-16%	N/A

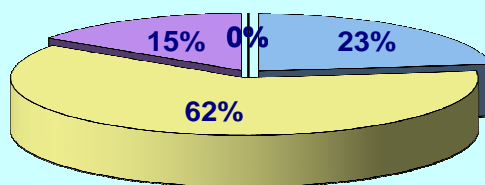
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	26	24	<5
Full-time equivalents	24	16	<5

### Qualifications of all teachers.

Doctorate	0
Masters	6
Bachelor degree	16
Diploma	4
Certificate	0



### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$67,000. The major professional development initiatives are as follows:

First Steps in Mathematics

Functional Grammar

ICT

## Our staff profile

Social and Emotional Learning

National Curriculum

Leadership

Curriculum conferences

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 99% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

##### Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 90%.

##### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
87%	89%	89%	90%	90%	90%	91%

##### 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.

Oakey State School uses a variety of practices to manage attendance

The School Parent Liaison Officer phones parents

Administration contact

Teacher Contact

Letters sent home

Pro active teaching strategies to encourage participation at school

Department of Families intervention when needed

The school roll is marked twice daily

The schools well being committee has students referred to them in order to address absenteeism

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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

GO

Search by suburb, town or postcode

Sector  Government  
 Non-government

SEARCH

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

### Achievement – Closing the Gap

The following principles underpin the *Closing the Gap Education Strategy at Oakey State School*:

- data-driven planning and action
- place-based solutions with a whole-school approach to improving learning
- case-managed performance and accountability
- aligned systems to facilitate effective educational service provision.

Oakey State School has identified initiatives to drive improvement in outcomes to 'close the gap' in learning and life outcomes. These are:

- foundation learning with a focus on literacy and numeracy
- health and physical activity as a precondition to learning
- participation to employment
- culture and enterprise