Oakey State School

School annual report

Queensland state school reporting

2025

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School context

Coeducational or single sex	Coeducational
Independent Public School	No
Year levels offered in 2025	Early Childhood – Year 6
Webpages	Additional information about Queensland state schools is located on the: • *My School* website • Queensland Government data website • Queensland Government schools directory website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			CEN		
	2023	2024	2025	2023	2024	2025
Prep Year	43	25	27	45	24	30
Year 1	39	42	21	38	39	24
Year 2	44	34	39	38	32	41
Year 3	39	39	32	39	41	33
Year 4	42	37	42	42	38	44
Year 5	32	40	33	33	37	35
Year 6	52	34	39	51	37	42
Total	291	251	233	286	248	249

Notes
1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2023	2024	2025
Prep – Year 3	23	22	25
Year 4 – Year 6	25	25	26

Notes
1. Classes are measured against targets of 28 students per teacher in Years 4 to 10 and 25 students per teacher in Prep to Year 3 and Years 11 to 12. Where composite classes exist across cohorts (e.g. Year 3/4) the lower target is used.

Social climate

Respectful relationships education

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.

Parent, student and staff satisfaction

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

For state level information go to the *School Opinion Survey* webpage.

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree[1] that:	2023	2024	2025
This is a good school.	91.5%	72.1%	75.8%
My child likes being at this school.[2]	89.4%	81.8%	72.7%
My child feels safe at this school.[2]	83.0%	70.5%	76.5%
My child's learning needs are being met at this school.[2]	89.4%	65.9%	78.1%
My child is making good progress at this school.[2]	91.5%	81.0%	71.9%
Teachers at this school expect my child to do their best.[2]	100.0%	90.2%	96.9%
Teachers at this school provide my child with useful feedback about their schoolwork.[2]	95.3%	78.6%	76.7%
Teachers at this school motivate my child to learn.[2]	95.7%	82.5%	90.3%
Teachers at this school treat students fairly.[2]	91.3%	73.8%	73.5%
I can talk to my child's teachers about my concerns.[2]	93.5%	93.2%	87.1%
This school works with me to support my child's learning.[2]	93.6%	74.4%	81.3%
This school takes parents' opinions seriously.[2]	78.6%	59.0%	64.5%
Student behaviour is well managed at this school.[2]	80.4%	55.8%	61.8%
This school looks for ways to improve.[2]	88.4%	67.5%	75.9%
This school is well maintained.[2]	95.6%	92.9%	93.3%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.

Table 4: Student Survey

Percentage of students who agree[1] that:	2023	2024	2025
I like being at my school.[2]	85.3%	68.2%	88.6%
I feel safe at my school.[2]	88.1%	72.1%	85.7%
My teachers motivate me to learn.[2]	95.7%	88.6%	97.2%
My teachers expect me to do my best.[2]	97.1%	95.5%	94.3%
My teachers provide me with useful feedback about my schoolwork.[2]	91.3%	93.3%	94.4%
Teachers at my school treat students fairly.[2]	82.6%	70.5%	88.2%
I can talk to my teachers about my concerns.[2]	86.2%	65.9%	91.2%
My school takes students' opinions seriously.[2]	71.0%	72.7%	88.6%
Student behaviour is well managed at my school.[2]	68.6%	33.3%	75.0%
My school looks for ways to improve.[2]	92.9%	93.2%	100.0%
My school is well maintained.[2]	88.2%	68.2%	97.1%
My school gives me opportunities to do interesting things.[2]	91.4%	88.9%	91.7%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.

Table 5: Staff Survey

Percentage of staff who agree[1] that:	2023	2024	2025
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	70.0%	60.0%	53.8%
I enjoy working at this school.[2]	93.1%	88.9%	96.2%
I feel this school is a safe place in which to work.[2]	96.7%	85.2%	84.6%
I receive useful feedback about my work at this school.[2]	85.7%	81.5%	87.5%
Students are encouraged to do their best at this school.[2]	96.7%	96.3%	100.0%
Students are treated fairly at this school.[2]	90.0%	88.9%	92.0%
Student behaviour is well managed at this school.[2]	83.3%	66.7%	84.0%
Staff are well supported at this school.[2]	90.0%	63.0%	75.0%
This school takes staff opinions seriously.[2]	89.7%	66.7%	76.9%
This school looks for ways to improve.[2]	96.6%	74.1%	92.0%
This school is well maintained.[2]	96.7%	100.0%	96.2%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2023	2024	2025
Short Suspension	18	39	45
Long Suspension	0	0	0
Exclusion	0	0	0
Total	18	39	45

Notes
1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.

School funding

School income broken down by funding source

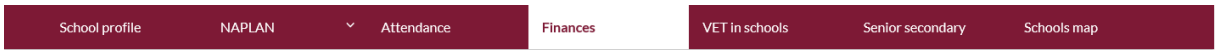
School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *My School* website.

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.

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

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



Teacher standards and qualifications

The *Teacher registration eligibility requirements policy* states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- https://www.qct.edu.au/registration/qualifications

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
Headcount	22	19	19	19	17	16		<5	<5
FTE	20	18	17	12	11	11		<5	<5

Notes
1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages.

Table 8: Overall student attendance at this school

Description	2023	2024	2025
Overall attendance rate for students at this school	86%	86%	84%

Notes
1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2023	2024	2025
Prep Year	87%	87%	83%
Year 1	81%	86%	83%
Year 2	86%	84%	84%
Year 3	89%	87%	80%
Year 4	86%	88%	88%
Year 5	89%	86%	85%
Year 6	87%	85%	86%

Notes
1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 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.

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

4. Click on *NAPLAN* and select a year to view school NAPLAN information.

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 3, 5, 7 and 9.