



Oakey State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 340 Oakey 4401
Phone	(07) 4692 0333
Fax	(07) 4692 0300
Email	principal@oakeyss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Scott Pacey – Principal Oakey State School

From the Principal

School overview

At Oakey State School we offer students a supportive and future oriented learning environment – sustained by quality teachers, experienced staff and modern, well-resourced facilities; allowing our students to reach their academic potential. The families at Oakey State School are drawn from a broad mix of rural and non-rural backgrounds. Our diverse student body includes a mixture of indigenous and non-indigenous students as well as several students from Brazil and South Africa whose parents are employed in the local meatworks. The staff and community of this school have the desire to see our students achieve through strong personal development, where children are encouraged to be responsible, caring and productive citizens. A Special Education Program (SEP) offers a supportive and inclusive learning program for children from within our school, and others throughout the Oakey Cluster.

School progress towards its goals in 2018

In 2018, Oakey State School made significant improvements in relation to the consistency of school wide explicit teaching practices in relation to reading. Some of our major progress included:

1. The targeted use of PROBE diagnostic reading assessments to track the reading progress of students in year's four to six.
2. The monitoring of the Oakey State School Reading Program including student benchmarks to track evidence of students learning in the area of Reading. This included the use of a whole school data wall for the tracking of student reading levels. Collaboration with Dr. Lyn Sharratt allowed us to put a student face on our Reading data leading to a case management approach to the teaching of reading.
3. A school wide approach to the structure of our reading pedagogy which included direct observations of teaching practice and feedback to teachers. Observations were conducted by peers and members of the Senior Leadership Team.
4. The continual development and implementation of "Jolly Phonics" to ensure consistency of practice in relation to the teaching of spelling across prep to year two.

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.

Tier two Positive Behaviours for Learning processes were enhanced including case management processes and supports. Our school wide behaviour expectations remain:

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

The school wide behaviour support processes have resulted in a positive change in culture within our school community. This will continue to be a major area of focus in 2019 and beyond.

Future outlook

Our school improvement priority for 2019 is Reading. As a team we are focussed on achieving at least one year's growth for one year's schooling for every student.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	372	380	344
Girls	193	206	175
Boys	179	174	169
Indigenous	71	80	76
Enrolment continuity (Feb. – Nov.)	92%	91%	90%

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.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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 has 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, Cooke Islanders and Samoans 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	22	24
Year 4 – Year 6	27	25	24
Year 7 – Year 10			
Year 11 – Year 12			

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

At Oakey State School our staff deliver targeted teaching and support to students in the key improvement areas of Reading, Spelling and Numeracy.

Our teachers co-plan in a Professional Learning Community, by fore fronting the Australian Curriculum, version 8. Our staff then adapt and adopt C2C units based on the individual needs of our students.

School staff implement a diagnostic testing schedule and analyse the data to ensure the best learning occurs for all our students.

Co-curricular activities

- Early Intervention and focus intervention programs
- Instrumental program
- Ensembles and school bands
- Celebration focus activities – Education week, NAIDOC week, Science week and Cows Create Careers.
- Swimming, Athletics and Cross Country Carnivals
- Inter School Sport Gala Days
- Indigenous learning support
- Enrichment activities – craft, excursions, camps, Christmas concert
- Junior and Senior Choir

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 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.

All staff are provided with an Ipad and class sets are available for student use during learning episodes.

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

Overview

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 over 20% 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.

Our 2018 School Opinion Data shows that 93% of our students agreed that they liked being at Oakey State School and 94% of our students agreed that they feel safe at Oakey State School. 92% of students agreed that they were getting a good education at Oakey State School. 100% of parents agreed that their child likes being at Oakey State School.

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)	96%	89%	96%
• this is a good school (S2035)	100%	83%	92%
• their child likes being at this school* (S2001)	96%	89%	100%
• their child feels safe at this school* (S2002)	96%	89%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child's learning needs are being met at this school* (S2003)	96%	83%	96%
• their child is making good progress at this school* (S2004)	96%	89%	96%
• teachers at this school expect their child to do his or her best* (S2005)	91%	89%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	89%	96%
• teachers at this school motivate their child to learn* (S2007)	91%	94%	96%
• teachers at this school treat students fairly* (S2008)	86%	78%	96%
• they can talk to their child's teachers about their concerns* (S2009)	91%	94%	100%
• this school works with them to support their child's learning* (S2010)	87%	89%	100%
• this school takes parents' opinions seriously* (S2011)	87%	76%	92%
• student behaviour is well managed at this school* (S2012)	91%	72%	96%
• this school looks for ways to improve* (S2013)	96%	88%	96%
• this school is well maintained* (S2014)	96%	88%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	97%	92%
• they like being at their school* (S2036)	91%	91%	93%
• they feel safe at their school* (S2037)	93%	94%	94%
• their teachers motivate them to learn* (S2038)	96%	96%	98%
• their teachers expect them to do their best* (S2039)	97%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	98%	96%
• teachers treat students fairly at their school* (S2041)	88%	92%	96%
• they can talk to their teachers about their concerns* (S2042)	89%	92%	92%
• their school takes students' opinions seriously* (S2043)	85%	91%	93%
• student behaviour is well managed at their school* (S2044)	78%	78%	78%
• their school looks for ways to improve* (S2045)	96%	97%	99%
• their school is well maintained* (S2046)	92%	93%	96%
• their school gives them opportunities to do interesting things* (S2047)	94%	95%	99%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	95%	85%
• they feel that their school is a safe place in which to work (S2070)	98%	90%	85%

Percentage of school staff who agree# that:	2016	2017	2018
• they receive useful feedback about their work at their school (S2071)	83%	83%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	88%	80%
• students are encouraged to do their best at their school (S2072)	98%	98%	98%
• students are treated fairly at their school (S2073)	95%	85%	83%
• student behaviour is well managed at their school (S2074)	80%	85%	73%
• staff are well supported at their school (S2075)	83%	76%	70%
• their school takes staff opinions seriously (S2076)	87%	79%	75%
• their school looks for ways to improve (S2077)	95%	93%	93%
• their school is well maintained (S2078)	100%	100%	98%
• their school gives them opportunities to do interesting things (S2079)	88%	78%	78%

* 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

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

Step up into Prep

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

Parent / Teacher discussions about student achievement

Information evenings, Community events

PBL Planning Team

Oakey Early Years Community

New enrolment interviews

Various open days, assemblies, class activities, sport days

Parent programs

Chaplaincy Program

Breakfast Club

Student Wellbeing Process

Respectful relationships education programs

Oakey State School has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

The Daniel Morcombe Child Safety Curriculum was delivered in all classrooms during 2018.

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	71	67	74
Long suspensions – 11 to 20 days	0	0	6
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	119,564	126,477	93,612
Water (kL)	718	1,494	135

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

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	30	21	<5
Full-time equivalents	27	14	<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	0
Masters	6
Graduate Diploma etc.*	0
Bachelor degree	19
Diploma	2
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 \$22,377.00.

The major professional development initiatives are as follows:

Dr. Lyn Sharratt – Leading Learning Collaborative Project

Collaborative teacher planning sessions (Professional Learning Communities)

Positive Behaviours for Learning

Teaching of reading
 Data, Coaching and feedback
 Jolly Phonics
 QELI High Performing Leadership Teams Program
 PROBE administration (Teacher Aides)
 CPR/First Aid Training

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.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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 Primary schools was 92%.

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	93%	93%	92%
Attendance rate for Indigenous** students at this school	92%	93%	89%

* 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

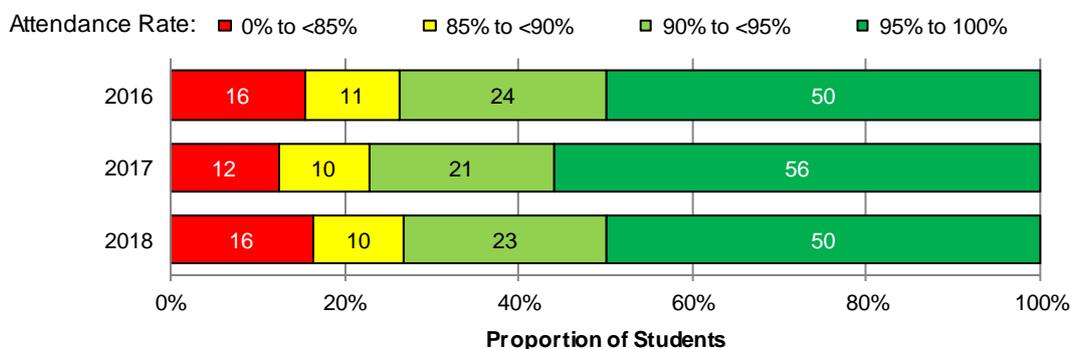
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	93%	92%	91%	Year 7			
Year 1	93%	93%	91%	Year 8			
Year 2	93%	95%	92%	Year 9			
Year 3	91%	94%	94%	Year 10			
Year 4	92%	94%	92%	Year 11			
Year 5	92%	93%	90%	Year 12			
Year 6	95%	91%	92%				

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



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.

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.

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.

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 3, 5, 7 and 9.