

Oakey State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Oakey State School** from **24 to 26 July 2017**.

The report presents an evaluation of the school's performance against the nine domains of the [*National School Improvement Tool*](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Stephen O'Brien	Peer reviewer
David Aisbett	External reviewer



1.2 School context

Location:	Campbell Street, Oakey
Education region:	Darling Downs South West Region
Year opened:	1874
Year levels:	Prep to Year 6
Enrolment:	380
Indigenous enrolment percentage:	20 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	900
Year principal appointed:	2014
Full-time equivalent staff:	27.8
Significant partner schools:	Oakey State High School
Significant community partnerships:	Oakey State High School, Indigenous Dance Group, Religious Instruction, Oakey Early Years Community, Breakfast Club
Significant school programs:	Putting FACES on the Data – Lyn Sharrat, Year 3 Instrumental Music Program, Inner Downs Community of Practice – Dr Pete Stebbins



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), master teacher, Support Teacher Literacy and Numeracy (STLaN), guidance officer, 16 teachers, teacher librarian, four specialist teachers, seven teacher aides, Business Services Manager (BSM), administration officer, Speech Language Pathologist (SLP), chaplain and 11 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and secretary, seven parents, two Breakfast Club and Religious Instruction community members, Oakey police officer and Indigenous community representative.

Partner schools and other educational providers:

- Principal Oakey State High School and C&K (Crèche and Kindergarten) Oakey Community Kindergarten representative.

Government and departmental representatives:

- Community Liaison Officer Toowoomba Regional Council, State Member for Condamine and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Professional development plans
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (Semester 1, 2017)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
School pedagogical framework	Curriculum planning documents
School data plan	School differentiation plan or flowchart
Responsible Behaviour Plan	School newsletters and website
School-based curriculum, assessment and reporting framework	School Opinion Survey



2. Executive summary

2.1 Key findings

School leaders have established and are driving an Explicit Improvement Agenda (EIA) in reading.

School leaders and staff members are united and committed to improving learning outcomes for all students. The EIA has been well communicated and is known by staff members, students, parents and community. EIA 2017 reading posters are visible around the school.

Positive Behaviour for Learning (PBL) is embedded within school routines.

The PBL committee includes parents and utilises reliable and up to date data to inform staff and support behaviour decision-making processes. The PBL committee meets two to three times each term and communicates data at staff meetings and school parades. The PBL committee has produced a school-based major and minor consequence continuum to guide decisions.

The school has developed a sequenced, explicit whole-school curriculum plan aligned with the Australian Curriculum (AC).

The school has developed year level curriculum overviews outlining the learning intentions for the priority curriculum areas. The leadership team prioritises a whole-school focus on the teaching and learning of reading. The school is yet to develop a systematic approach to ensure the intended curriculum aligns to the enacted unit delivery.

Teachers engage in an annual cluster school moderation of student work.

Informal moderation occurs within year levels. The school is a member within the Oakey/Gore cluster of schools and will be involved in a cluster moderation day in October. The school is yet to develop a systematic approach to school-based moderation.

Student goal setting for future learning is apparent in a number of classrooms.

Some teachers are setting individual reading goals with students, providing them with timely feedback to guide their further learning. Students know their current reading level. They are yet to articulate the reading strategy they need to focus on to improve.

A systematic approach for teachers to work and learn together and receive informal and formal feedback regarding teaching practice is established.

There are four formal observation and feedback sessions timetabled each year with two conducted by a peer and two by a school leader. Protocols for observation and feedback are documented and a feedback proforma developed. Formal observations are followed up with verbal and written feedback. Some teachers identify that timetabled observations are yet to be rigorously undertaken or provide targeted constructive feedback.



Students transition from local early childhood centres and to the local high school.

The school has commenced working to establish an Oakey Early Years committee with representation from the school, council and region with the aim of creating better pathways to the school. Funding for the school's involvement in the Step Up into Education program for 2018 has been obtained and will support the work of the newly formed Oakey Early Years committee. There is some evidence of Year 6 to Year 7 transition to Oakey State High School. Year 6 students currently attend the high school on two occasions during their final term at primary school. Staff members identify a need to develop more rigorous transition processes to support students.

School leaders and teachers view collection, interpretation and use of reliable student data as essential to improved student learning.

A whole-school data wall provides a visual reference of student achievement in reading and is updated each term. There is a school-wide process for the discussion of student levels of achievement in reading. This is utilised to guide class programs, student groupings and classroom differentiation. This use of data is a focus of the school and is well regarded by staff members.



2.2 Key improvement strategies

Develop and embed a systematic approach to ensure the intended curriculum aligns to the enacted curriculum throughout the school.

Develop and embed a school moderation process for year level and across cohort moderation of student achievement levels.

Develop and embed a consistent approach for student goal setting and enhance staff member capacity to provide effective feedback that supports students' monitoring of goals.

Embed rigorous practices to enhance the quality and consistency of formal coaching and feedback protocols.

Establish comprehensive planned and timetabled early years to Prep and secondary transition programs.