

Oakenden State School

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Oakenden State School** from **30 to 31 October 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

Gregory Brand

Internal reviewer, SIU (review chair)

Emily Robinson

Peer reviewer



1.2 School context

Location:	Oakenden School Road, Oakenden
Education region:	Central Queensland Region
Year opened:	1910
Year levels:	Prep to Year 6
Enrolment:	13
Indigenous enrolment percentage:	15 per cent
Students with disability enrolment percentage:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	984
Year principal appointed:	2017 (acting)
Full-time equivalent staff:	1.4
Significant partner schools:	Mackay State High school, Homebush State School
Significant community partnerships:	Queensland Police Service - Eton
Significant school programs:	Positive Behaviour for Learning (PBL)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Acting principal, two teachers, special education teacher, two teacher aides, Business Manager (BM), Parents and Citizens' Association (P&C) executive member, cleaner/grounds staff person, seven parents and 13 students.

Partner schools and other educational providers:

- Principal Mackay State High School.

Government and departmental representatives:

- ARD – School Performance and local Adopt-a-Cop.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2017 - 2020
Investing for Success 2017	School Data Profile (Semester 2, 2017)
Headline Indicators (Semester 2, 2016)	School budget overview
OneSchool	Curriculum planning and student profiles
Oakenden SS Reading program	School differentiation surfboard
School based curriculum planning	Responsible Behaviour Plan
Cluster pedagogical framework	School Opinion Survey
School newsletters, Facebook page and website	School data cycle and internal standards and targets plan



2. Executive summary

2.1 Key findings

The principal and school staff are committed to improving learning outcomes for all students at the school.

The school's standing in the community is underpinned by a connection between staff, parents and students that is best described as a family approach to education. All staff members express a genuine belief all students are able to learn and be successful. They are committed to providing a caring and nurturing educational environment, and ensure student wellbeing is prioritised. A strong learning culture is apparent across the school, and staff members appreciate the professionalism, dedication and collaborative way of working the principal engenders in their day-to-day work and interactions with students, staff and the school community.

A family approach to education, based on genuine and trusting relationships is clearly apparent across the school, and all staff members are united in seeing the long-term success of the school.

The principal and staff share a common belief that every student is capable of being a successful learner, within a safe and supportive school environment. There is a collective commitment to improving the learning culture at the school and a willingness to work collaboratively and learn from each other. The school's universal expectations for students are reflected through the school rules of '*Be Smart, Be Fair and Be Safe*'.

All staff members are committed to effectively implementing the school's improvement focus on reading.

The principal acknowledges that throughout the year, reading and the continuous monitoring of student achievement in reading have become the primary focus of the school's EIA. The principal is currently leading staff members in building their knowledge and understanding of effective reading practices to embed a whole-school approach to the teaching of reading. The principal acknowledges the implementation of a whole-school reading program will support the work of all staff in embedding a consistency of practice in the teaching of reading.

The principal has prioritised establishing and embedding a consistent approach to the teaching of reading.

All staff members are committed to implementing reading practices and strategies to improve student learning outcomes. The principal has developed a whole-school reading program to support the application of consistent teaching practices in reading that is scheduled to be fully implemented next year. The principal acknowledges there are varying beliefs and understandings regarding effective reading practices amongst staff members. All staff members recognise embedding a school-based reading program is critical in providing direction and clarity to realise a more consistent approach to the teaching of reading from Prep to Year 6.



The principal expresses a clear desire to develop curriculum units of work with strong alignment to the Australian Curriculum (AC).

The principal acknowledges the need to continually build the knowledge, understanding and capacity of all classroom teachers to construct and adapt curriculum units and assessments aligned to the AC. The principal acknowledges building all staff members' knowledge of curriculum planning and the use of Guides to Making Judgements (GTMJ) are a focus of future professional learning as part of the local cluster of schools.

Staff members demonstrate a strong collective commitment to the embedding of Positive Behaviour for Learning (PBL) across the school.

There is a focus on embedding common and consistent student, classroom and whole-school behaviour management practices and processes based on the principles of PBL. The principal recognises the need to continually promote the school's work on PBL to parents and the wider school community, and ensure parental input and engagement in PBL to ensure its long-term success.

The principal views the development of all staff members into an expert teaching team as central to improving learning outcomes for students.

The school's strong learning culture is clearly apparent and is a result of the efforts of professional and dedicated staff members. There is a high level of commitment from staff to improving learning outcomes for every student. Teacher aides express they play an important part in providing high quality teaching and learning experiences, working closely with class teachers as a team. They feel valued and well supported in their work and are satisfied they are making a positive contribution to improving the learning of all students.

Parents particularly value the small school environment that enables a more personalised journey for students through their schooling life.

The Parents and Citizens' Association (P&C) is supportive of the school's endeavours and engages in strategic planning and fundraising to enhance the school's facilities and resources. Members of the P&C value the opportunity to contribute positively to the life of the school. The principal identifies the need to develop strong partnerships between the school and the community. The principal is considering a range of strategies to develop genuine and meaningful partnerships with parents, families, local businesses and community groups to sustain the long-term success of the school.



2.2 Key improvement strategies

Ensure the EIA has a sharp, narrow and deep focus on embedding improvement strategies and consistent pedagogical practices in the teaching of reading.

Embed a whole-school approach to the teaching of reading across Prep to Year 6, continually strengthening the knowledge and practice of all staff members.

Provide professional learning opportunities that enable all staff members to develop their knowledge and understanding of the AC.

Ensure high levels of parent and community engagement in understanding and embedding PBL practices across the school.