

# Oakenden State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Oakenden State School** from **4 to 5 November 2021**.

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 implement 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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Sandra Perrett

Internal reviewer, EIB (review chair)

Kirsten Clements

Peer reviewer



## 1.2 School context

<b>Location:</b>	Oakenden School Road, Oakenden	
<b>Education region:</b>	Central Queensland Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	13	
<b>Indigenous enrolment percentage:</b>	15.4 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	15.4 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	23 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	921	
<b>Year principal appointed:</b>	2017	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two teachers, Special Education Program (SEP) teacher, Business Manager (BM), three teacher aides, recent acting principal, 10 students and four parents.

Community and business groups:

- President of the Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Principal of Homebush State School.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

School data plan	Strategic Plan 2017-2020 and 2021-2024
Investing for Success 2021	School Data Profile (Semester 1 2021)
Headline Indicators (April 2021 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2021	Professional development plans
School pedagogical framework	School newsletters and website
School Opinion Survey	School Online Reporting Dashboard (SORD)
School based curriculum, assessment and reporting framework	Annual Implementation Plans from 2017 to 2021
Student Learning and Wellbeing Framework	Parent and Community Engagement Framework
Student Code of Conduct	



## 2. Executive summary

### 2.1 Key findings

**The principal is committed to developing a school team that is positive, caring, connected and collaborative.**

Staff are focused on working collaboratively to support and encourage all students to engage, learn and achieve success. As staffing changes occur, there is an ongoing commitment to ensuring the culture of the team is maintained and that there are mutually respectful relationships. Staff express appreciation of the positive staff culture and identify that it creates a valuable working environment, where everyone works together.

**The school is highly proud of the ongoing enactment of Positive Behaviour for Learning (PBL).**

Staff identify that PBL provides students with a safe and consistent learning environment. Staff are focused on doing whatever it takes to ensure students engage successfully and are keen to continue to build the skills and knowledge to support students to engage effectively and achieve success. Students speak positively of the processes for managing behaviour and their role in encouraging new students to do the right thing. Students proudly identify that no students have ever had to go to the principal's office.

**The school has developed their Curriculum, Assessment and Reporting Framework (CARF) in line with the P-12 curriculum, assessment and reporting framework (P-12 CARF).**

The P-6 Curriculum Planning Model units of work are utilised to teach the learning areas. The principal recognises the importance of continuing to build their collective knowledge of the Australian Curriculum (AC), including the achievement standards and content descriptions. They articulate the importance of engaging with the four phases of moderation to build their knowledge of planning, teaching and assessing the AC.

**The principal articulates the connection between effective teaching and improving student learning.**

All members of the teaching team are actively involved in discussing teaching and learning and looking for strategies and activities to ensure students continue to progress. The teaching team is yet to engage with the research associated with the school's pedagogical approaches. A process for using observation and feedback to build the capability of the teaching team to utilise a range of high impact teaching strategies is yet to be developed.





**Staff work collaboratively, discussing student needs and regularly looking for additional ways to teach or reteach concepts.**

The school is beginning to move from the data wall to recording more adjustments in planning and on OneSchool. Some staff identify that most adjustments occur instinctively throughout the day in response to identified needs. Consistently implemented processes to plan for differentiation as part of the unit planning process are yet to be apparent. The principal articulates that systematically recording adjustments is an important next step.

**Parents, through actions and words, express appreciation of the staff and trust that the school will do their best for their child.**

Staff members express a desire for higher levels of engagement from parents and families, articulating the importance of parents taking an active interest in their child's education. Some staff identify that some parents are keen to share aspects of their culture with the students and the school. Some parents articulate the possibility of value-adding to the curriculum by inviting the school to visit their farms or coming in to talk with students regarding their areas of expertise. The principal recognises the value of reviewing the processes utilised to engage families in the school, refocusing the attention onto building productive partnerships.

**The school team places a high priority on systematically collecting, analysing and responding to student achievement data.**

Staff articulate the importance of understanding each student. They regularly participate in data conversations regarding where students are at in their reading. Staff meetings include regularly reviewing student data, with many discussions occurring at the data wall. They discuss a range of reading data, including diagnostic and anecdotal data, and use it to identify the next steps in teaching. The principal highlights the importance of only collecting data that is useful and informs current practice.

**The school team is comprised of dedicated teachers and teacher aides who share the responsibility for student learning and success.**

The principal articulates the importance of identifying each individual staff member's strengths and building capability around these. The Professional Development (PD) of staff members is valued and is central to improving student learning outcomes. The principal articulates the importance of the school team working together to effectively enhance teaching and learning, through developing and utilising individual skills and knowledge. Staff express their appreciation regarding the focus on continuous professional improvement. They identify that the collegial conversations cover a range of topics, enabling them to continue to build a shared understanding of teaching and learning.



## 2.2 Key improvement strategies

Build teacher knowledge of the AC achievement standards and content descriptions, through PD activities and the four phases of moderation.

Develop a deep knowledge of the teaching team to use identified pedagogical approaches and high impact teaching strategies, engaging with research and participating in observation and feedback sessions.

Build the capability of teachers to plan and document quality differentiation for all students in the classroom, reflected in AC unit planning and recording adjustments on OneSchool.

Explore opportunities to work collaboratively with parents and families, utilising their skills and knowledge to enhance teaching and learning.