

Oakenden State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Oakenden State School acknowledges the Traditional Custodians of the land; the Yuwibara people where we live, learn and play. We pay our respects to their Elders, past and present.

About the school

Education region	Central Queensland Region
Year levels	Prep to Year 6
Enrolment	9
Aboriginal students and Torres Strait Islander students	Nil
Students with disability	44.44%
Index of Community Socio-Educational Advantage (ICSEA) value	917

About the review

 1 reviewer from 29 October 2025	 20 participants	 6 school staff
 9 students	 4 parents and carers	 3 community members and stakeholders

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Systematically enact a whole school approach to teaching reading through the Australian Curriculum (AC) to ensure a shared understanding and consistent practice of teaching reading effectively.

Domain 8: Implementing effective pedagogical practices
Broaden current collaborative processes, incorporating discussions about assessment data and the principles of pedagogy, to inform responsive pedagogies and monitor their impact on student learning.

Domain 6: Leading systematic curriculum implementation
Prioritise collaborative planning and moderation to deepen teacher understanding of the AC, documenting pedagogy and differentiation to give depth to students' learning experiences.

Domain 3: Promoting a culture of learning
Strengthen communication and consultation strategies with families, supporting their engagement as partners in learning to reinforce high expectations and collective responsibility for improving student outcomes.

Key affirmations



Staff speak highly of the Positive Behaviour for Learning (PBL) team and its leaders, valuing the range of data used to inform whole-school practices.

The principal and staff highlight members of the PBL team are dedicated to planning for, implementing and monitoring effective behaviour systems. The PBL team discuss using and sharing data, planning lessons, monitoring reward systems and reviewing the impact of Tier 1 strategies. PBL team members affirm their involvement in analysing and interpreting behaviour data to inform planning and progress. The principal and staff value the work of the PBL team in supporting effective implementation of these schoolwide processes.



Staff emphasise the importance of collegiality and working together to enhance the quality of teaching and learning that supports improved student outcomes.

Staff value their colleagues' high levels of professionalism and the collegiality they share. The principal and staff speak proudly of the work ethic and willingness of all staff to embrace challenges and of their support for each other. Teachers and teacher aides appreciate each other's commitment to their teaching and learning partnership. The principal and staff articulate they discuss teaching and learning with colleagues through professional conversations. They communicate they regularly share observations and anecdotes to enhance their professional practice with support of their colleagues. The principal and staff mention they regularly engage with cluster schools for professional learning opportunities to build their capabilities.



Staff value knowing each child individually, fostering a caring culture focused on strong relationships that lead to quality learning outcomes.

Parents, students and staff speak of the positive relationships that foster a personalised approach to teaching and learning. Staff convey their strong professional commitment to creating a sense of belonging for students to stimulate and encourage learning. Parents appreciate additional supports available for students and regular communication with teachers and support staff. The principal, staff and parents discuss how curriculum implementation is shared with community through newsletters and social media showcasing student learning.



The principal and staff emphasise their commitment to creating an inclusive classroom, where all students' strengths and learning needs are supported.

Staff talk about the additional supports available for students and the clear focus on maintaining high expectations for learning across year levels. Staff value their roles in providing students with reasonable adjustments and additional supports. They speak of sharing this responsibility with the dedicated support staff who deliver flexible and targeted responses to identified student needs. Students express appreciation for their principal, teachers and teacher aides and the opportunities to participate in engaging learning experiences.