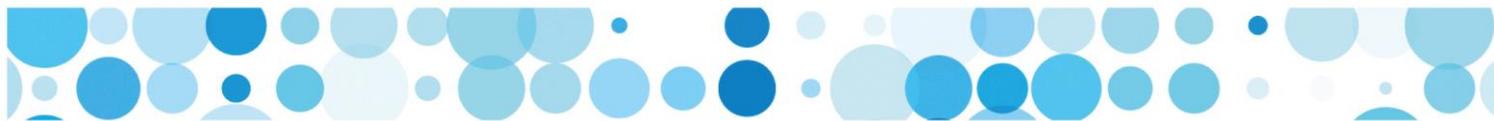


# Oakleigh State School

## Executive Summary



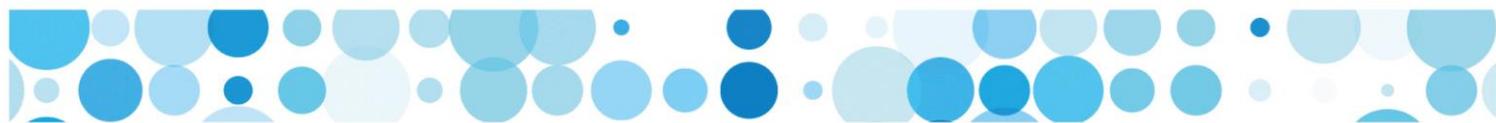


## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

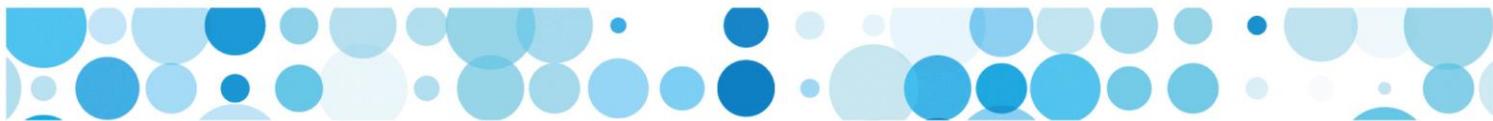
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





## Contents

1. Introduction .....	4
1.1 Review team.....	4
1.2 School context.....	5
1.3 Contributing stakeholders .....	6
1.4 Supporting documentary evidence.....	6
2. Executive summary.....	7
2.1 Key findings.....	7
2.2 Key improvement strategies .....	10



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Oakleigh State School** from **16 to 20 August 2019**.

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

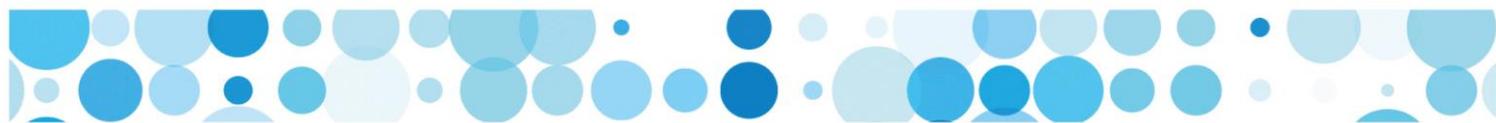
### 1.1 Review team

Robert Van den Heuvel	Internal reviewer, SIU (review chair)
Lindy-Lou Brown	Peer reviewer
Tom Robertson	External reviewer



## 1.2 School context

<b>Location:</b>	Buxton Street, Ashgrove
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1934
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	524
<b>Indigenous enrolment percentage:</b>	1.0 per cent
<b>Students with disability enrolment percentage:</b>	2.7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1156
<b>Year principal appointed:</b>	2017
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	32.06
<b>Significant partner schools:</b>	Ithaca Creek State School, Mt Coot-Tha Cluster schools, The Gap State High School, Everton Park State High School
<b>Significant community partnerships:</b>	Parents and Citizens' Association (P&C), Childcare & Kindergarten (C&K) Oakleigh Community Kindergarten, University of Queensland (UQ) Feedback Project, Apple Education, Queensland University of Technology (QUT), State Library of Queensland, Coding Kids, BOP Industries, Australian Football League (AFL) Queensland, The Swim Academy, Adopt-a-Cop, Active School Travel (AST) program, Early Years Network
<b>Significant school programs:</b>	Young Innovators, You Can Do It!, Bring Your Own Device (BYOD) program, EcoMarines, Year 5 Leadership, AST



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Head of Innovation (HOI), Business Manager (BM), administration officer, guidance officer, Support Teacher Literacy and Numeracy (STLaN), Special Education Program (SEP) teacher, 22 classroom teachers, specialist teacher, 10 teacher aides, 38 parents, tuckshop convenor and 60 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, General Manager of Coding Kids and Apple Partner.

Partner schools and other educational providers:

- Principal of Ithaca Creek State School, deputy principal of The Gap State High School, UQ, Metropolitan Region Senior Human Resources Consultant and coordinator of C&K Oakleigh Community Kindergarten.

Government and departmental representatives:

- State Member for Ferny Grove, Councillor of Enoggera Ward and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

#### **The school is an integral part of the broader community.**

The school embraces its deep heritage that began in 1934 and students, staff and parents express pride in the school's strong commitment to academic excellence and innovation. A vision of *'Empowering our community of learners to create a legacy which redefines our world'* embodies the school's ongoing aspiration to be future-focused and further build upon its successes. Staff speak of the supportive environment that exists. A strong collegial culture of mutual trust and support is apparent amongst staff members.

#### **The school works to build a culture of inquiry and innovation whereby creative exploration and independent learning are valued.**

The school is widely acknowledged and recognised for Science, Technology, Engineering, Arts and Mathematics (STEAM) initiatives and its Bring Your Own Device (BYOD) program. Community partners and staff express pride in teachers being acknowledged for excellence through the Community Digital Champions group and the Peter Doherty Awards for outstanding teacher of Science, Technology, Engineering and Mathematics (STEM) Awards. Additional opportunities are offered to develop creativity, problem solving and independent learning by using activities including EcoMarines and Young Innovators in conjunction with an extensive array of extracurricular activities and clubs.

#### **A culture of staff collegiality exists throughout the school.**

Staff speak of the supportive environment that exists and the opportunities for collaboration. A strong collegial culture of mutual trust and support is apparent amongst staff members. Staff express a commitment to improving the learning outcomes for all students and articulate the belief that all students can be successful learners. Parents identify that high expectations for learning exist with a warm community environment being sustained.

#### **The leadership team utilises the skills and talents of school staff to address the Explicit Improvement Agenda (EIA).**

Staff articulate the central focus of the 2019 EIA is writing within a feedback culture that supports students and staff being reflective learners. This focus is enacted by improvement priorities that build a culture of inquiry, promote active and engaged learning and foster creativity through a strong curriculum plan. A roles and responsibilities overview and the Annual Implementation Plan (AIP) outline supervision areas and tasks for each role. Leaders articulate the importance of specific actions, timelines and measurable outcomes for enacting key parts of EIA.

#### **The school leadership team recognises that highly effective teaching is the key to improving student learning.**

Teachers articulate a professional commitment to consistent high quality teaching practices that focus on and support the achievement of every student. The school places a strong



emphasis on using a research base to identify the most appropriate approach and associated pedagogy. School leaders articulate that current work on the pedagogical framework and the signature practices is essential to being future-focused and supporting staff to embed agreed approaches within everyday classroom practice.

**School leaders view analysis and discussion of data as crucial to improving student learning outcomes.**

The school is implementing a plan for the systematic collection of a range of data to track and monitor student learning. Data conversations are conducted each semester. These conversations enable teachers to discuss student achievement before planning future teaching lessons. A range of methods is utilised to address how targets and key data impact upon year level and classroom practices. Staff reference the use of quantitative and qualitative data in varying ways across the school.

**Staff members articulate the belief that all students can learn successfully when provided with appropriate levels of support.**

Teachers identify and address the learning needs of the full range of students. Teacher aides play a key role in providing additional support to assist student learning. Differentiation in classrooms is enhanced by teacher feedback and students understanding their next steps in learning. The student support team is undertaking an inquiry cycle to review current practices for inclusion. Teachers express interest in learning more about practical differentiation strategies to be used in classrooms for a range of learners including advanced learners.

**Staff are committed to developing into an expert teaching team.**

School leaders understand building staff capability is central to improving student outcomes and addressing the EIA. All staff are encouraged to be committed to the continuous improvement of professional skills. The school is investing in Growth coaching. Coaching support is available to teachers. Some teachers are accessing voluntary opportunities for coaching in self-determined areas addressing parts of the EIA and other school priorities. School leaders express keen interest in collaborating with staff to develop coaching as a signature practice across the school.

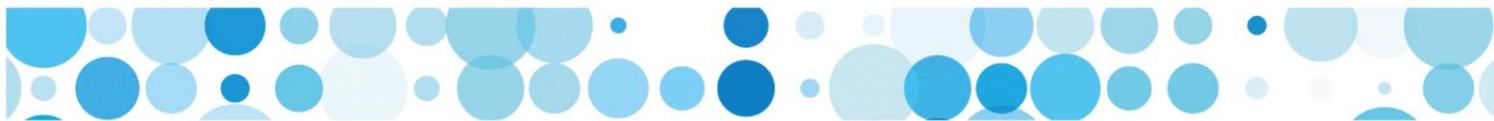
**The school effectively utilises its physical environment and available facilities to maximise student learning.**

The school grounds are well maintained. Students, staff and parents display a sense of pride in the school grounds and facilities. Great care is taken by the Business Manager (BM), administration officers, school officers and ancillary staff to ensure that the school is well prepared and ready for teaching and learning each day. Classrooms are orderly with students readily engaging in the learning process. Renovations to a number of traditional classrooms are resulting in more practical and functional learning areas. Innovative design is making the best use of the available space and topography.



**Partnerships are extensive and the school actively seeks ways to enhance student learning through positive connections.**

Partnerships with parents are strengthened through various school events and celebrations that are held regularly. The established class parent liaison representatives promote positive parental connections within the school. Significant partnerships are highlighted through the STEAM Showcase and other events. Staff members report significant levels of contact with parents and appreciate high levels of parent involvement and support.



## 2.2 Key improvement strategies

Further embed role and responsibility statements with clear accountabilities for actions, timelines and accountabilities for school leaders directly linked to the EIA and key curriculum initiatives.

Progress the development of the revised pedagogical framework and embed the school's agreed signature pedagogical practices across all classrooms to maximise student learning outcomes.

Deepen precision between school targets and key data to inform classroom practices for teaching and learning.

Further develop staff knowledge to support daily differentiation through curriculum planning and making adjustments to classroom organisation and practice to support all students including high performing students.

Collaborate and enact an agreed focus, schedule and protocols for a school-wide coaching framework to include a consideration of staff roles supporting teaching and learning.