

Oakleigh State School

# Executive summary

## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Oakleigh State School** from **29 to 31 August 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations – over the previous 4 years, and improvement strategies, the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

### 1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

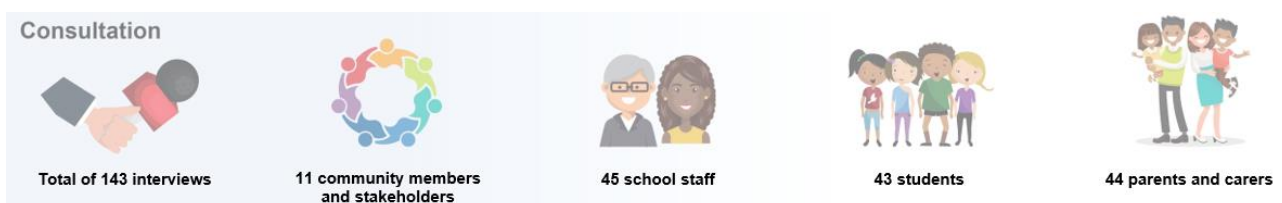
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

### 1.2 Review team

Louise Wilkinson	Internal reviewer, SRR (review chair)
Andrew Walker	Peer reviewer
Boyd Jorgensen	External reviewer
Rebecca Toohey	Director, Principal Capability, South-East Region

### 1.3 Contributing stakeholders



## 1.4 School context

<b>Indigenous land name:</b>	Meanjin We acknowledge the shared lands of the Jagerah and Turrubal people.
<b>Education region:</b>	Metropolitan North Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	540
<b>Indigenous enrolment percentage:</b>	1.2%
<b>Students with disability percentage:</b>	20.2%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1152

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **16 to 20 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1156 and the school enrolment was 524 with an Indigenous enrolment of 1% and a student with disability enrolment of 2.7%.

The key improvement strategies recommended in the review are listed below.

- Further embed role and responsibility statements with clear accountabilities for actions, timelines and accountabilities for school leaders directly linked to the Explicit Improvement Agenda (EIA) and key curriculum initiatives. (Domain 1)
- 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. (Domain 8)
- Deepen precision between school targets and key data to inform classroom practices for teaching and learning. (Domain 2)
- 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. (Domain 7)
- 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. (Domain 5)

## 2. Executive summary

### 2.1 Key affirmations

#### **Many school community members acknowledge a strong ‘community feel’.**

Parents are considered close partners in their child’s education. The Parents and Citizens’ Association (P&C) executive comment that attendance from the wider parent community at their meetings is good. Strong connections are sought with the local and wider community to support student learning, engagement and wellbeing. Numerous partnerships with community organisations provide access to resources not readily available within the school. Some parents express the view that the school is ‘a well-kept secret’ and appreciate its positive vibrant atmosphere.

#### **Differentiation supports high-achieving learners.**

Leaders articulate a strong desire to embed whole-school approaches that support all students to experience continuity of learning, progress through the curriculum, and become independent, self-regulating learners. Leaders articulate that they work to support teachers to optimally engage all students, including high-achieving learners. ‘Know students, know curriculum, vary pathways and tailor supports’ is a focus. Teachers acknowledge they endeavour to recognise how students learn and what interests them.

#### **Professional integrity is demonstrated by staff, who are invested in the school.**

Staff members convey respect and speak of their strong desire to help every student to be a successful learner. Many staff comment that they feel well-supported by colleagues, particularly year level colleagues and the leadership team. A number of parents articulate that staff display high levels of professional integrity. Staff members support clubs and affiliations that offer a range of events to suit students’ diverse interests.

#### **Staff seek to enhance student voice and agency.**

The school’s vision, *‘empowering our community of learners to create a legacy which redefines our world’*, is acknowledged by leaders as reflecting the nature of the school. This vision places learners at the centre of operations. Leaders, staff and parents speak of promoting student agency through strategies including staff Professional Development (PD); Science, Technology, Engineering, Arts and Mathematics (STEAM) curriculum units; showcasing student learning; regular student awards for effort; a student leadership development program; and an active student council.

## 2.2 Key improvement strategies

### **Domain 1:** An explicit improvement agenda

Collaboratively refine future strategic and annual plans, aligned to Equity and Excellence, to provide greater clarity and focus on the intended improvements in student achievement and wellbeing outcomes.

### **Domain 5:** An expert teaching team

Prioritise co-designing a professional learning plan to align professional learning with improvement priorities and the individual needs of teachers.

### **Domain 6:** Systematic curriculum delivery

Strengthen systematic opportunities for teachers to take increased responsibility for unit planning to drive a shared understanding of curriculum implementation.

Scale up processes for groups of teachers to use formative assessment as evidence of learning to support discussions regarding student progress and plans for next steps in teaching and learning.

### **Domain 8:** Effective pedagogical practices

Collaboratively implement a whole-school approach to pedagogy to provide clarity on agreed effective pedagogical approaches, practices and teaching strategies.