

Oakey State High School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Oakey State High School** from **27 February to 1 March 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 which prioritise future directions for improvement.

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

1.1 Review team

James Baker	Internal reviewer, SIU (review chair)
Joseba Larrazabal	Peer reviewer
Ian Hall	External reviewer



1.2 School context

Location:	Campbell Street, Oakey
Education region:	Darling Downs South West Region
Year opened:	1964
Year levels:	Year 7 to Year 12
Enrolment:	463
Indigenous enrolment percentage:	15 per cent
Students with disability enrolment percentage:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	937
Year principal appointed:	2016
Full-time equivalent staff:	37.5
Significant partner schools:	Oakey State School, St Monica's Catholic Primary School
Significant community partnerships:	Technical and Further Education (TAFE) South West, Train Assess Australia, Acland Coal, Riverina, Oakey Army Aviation Centre
Significant school programs:	Whole-Day programs (Engineering Pathways, Construction Skills, Furnishing), TAFE Whole-Day Programs (Hairdressing and Beauty), Aerospace Studies, Agricultural Science



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Parents and Citizens' Association (P&C) president, 26 teachers including Heads of Department (HODs), Business Services Manager (BSM), two schools officers, four cleaners, two teacher aides, three administration officers, vocational projects officer, Community Education Counsellor (CEC) and guidance officer.

Community and business groups:

- School-based health nurse, school chaplain, Human Resources Manager – Oakey Beef Exports, agricultural science volunteer, trade training centre volunteer, tuckshop convenor and parents.

Partner schools and other educational providers:

- Principal of Oakey State School.

Government and departmental representatives:

- Community Liaison Officer for Toowoomba Regional Council and ARD,

1.4 Supporting documentary evidence

Annual Improvement Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	School Data Profile (October 2016)
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Headline Indicators (2016 Interim report)	Curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

The leadership team and teaching staff members identified and collaboratively developed a detailed improvement agenda for 2017.

The Explicit Improvement Agenda (EIA) identifies increasing class, cohort and school attendance; Positive Behaviour for Learning (PBL) practices being enacted and embraced in all classes by students and teachers; and, Explicit Instruction (EI) opening and closing techniques being embedded and feedback offered. The principal is aware of the need to implement practices that monitor and evaluate the effectiveness of the school's improvement agenda.

Data is used by the school to inform and review school-level decisions, interventions and initiatives.

The discussion of student outcome data is to be included in upcoming line management meetings between Heads of Department (HODs) and their supervisors. Discussion of data between teachers and supervisors is an emerging practice. A school data plan is yet to be developed.

Staff and community members have commenced 2017 with a renewed optimism and confidence.

The appointment of a new principal in Term 4 2016 has impacted positively on the direction of the school. A commitment by staff members to promote a culture of high expectations and successful learning is emerging. The school has employed a Community Education Counsellor (CEC) to support Indigenous students.

PBL practices have been implemented as an approach to support students, staff members and parents.

A PBL committee is driving the process. Values are established, behaviours are categorised and flowcharts of actions required are developed. Lessons to assist student understanding of values and behaviours expected are taught regularly. A VIVO program rewards students for good behaviour.

The school communicates clearly within and to the broader school community that it expects all students to learn successfully by adopting the 'Every day counts' mantra and aims to raise student attendance.

The school has implemented a range of practices to improve attendance of students. All staff members are aware of these strategies and practices. An attendance officer has been employed.



Examples of high quality teaching practices are apparent across the school.

The development of a formal school-wide coaching and mentoring program is yet to be developed. Many teachers express that they are supportive of being involved in a program that would assist them to enhance their teaching capability.

School leaders recognise the importance of parent involvement in student learning.

A range of activities including a welcome barbecue, Indigenous family barbecues, newsletters, social media, website and parent information nights are examples of school activities to involve parents. Parents express a desire to be more involved in their child's learning.

The school has commenced developing roles and responsibilities descriptions for leadership positions.

The roles and responsibilities of key personnel are yet to be aligned to school priorities. Staff members in leadership positions express a desire to enhance their skills and knowledge of leadership practices.



2.2 Key improvement strategies

Develop quality assurance processes to monitor and evaluate the effectiveness of the school improvement agenda.

Review roles and responsibilities of leaders to provide alignment and promote accountability for school priorities.

Develop a school-wide data plan to enable the consistent collection and use of relevant data to identify gaps in learning, support and monitor student progress over time.

Promote leadership density across the school by enhancing coaching and leadership programs.

Further develop proactive strategies to engage and support Indigenous students in their learning.