

Oakey State High 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 **Oakey State High School** from **1 to 3 June 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

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|--------------|---------------------------------------|
| Alan Smith | Internal reviewer, EIB (review chair) |
| Chris Gill | Peer reviewer |
| Raelene Fysh | External reviewer |



1.2 School context

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|--|--|---------------|
| Location: | Campbell St, Oakey | |
| Education region: | Darling Downs South West Region | |
| Year levels: | Year 7 to Year 12 | |
| Enrolment: | 554 | |
| Indigenous enrolment percentage: | 17 per cent | |
| Students with disability: | Education Adjustment Program (EAP) percentage: | 8.3 per cent |
| | Nationally Consistent Collection of Data (NCCD) percentage: | 13.9 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 931 | |
| Year principal appointed: | Term 4, 2016 | |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, seven Heads of Department (HOD), Head of Special Education Services (HOSES), guidance officer, Business Manager (BM), three Heads of Student Support (HOSS), 23 teachers, four teacher aides, seven administration officers, Community Education Counsellor (CEC), schools officer, Youth Support Coordinator (YSC), cleaner, vocational projects officer, eight parents, 36 students and preservice teacher.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Swartz Barracks Oakey Army Aviation Centre commander, Oakey Junior Cricket Club representative and Coops (Qld) Construction Pty Ltd representative.

Partner schools and other educational providers:

- Oakey State School principal and Quinalow Prep-10 State School principal.

Government and departmental representatives:

- Toowoomba Regional Council Community Development Officer (CDO), State Member for Condamine and ARD.

1.4 Supporting documentary evidence

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| Annual Implementation Plan 2021 | Explicit Improvement Agenda 2021 |
| Investing for Success 2021 | Strategic Plan 2018-2021 |
| OneSchool | School Data Profile (Semester 2 2020) |
| School budget overview | Curriculum planning documents |
| School pedagogical framework | Special Education Program (SEP) Handbook |
| School data plan | Professional learning plan 2021 |
| School Opinion Survey | Headline Indicators (October 2020 release) |
| Student Code of Conduct | School Online Reporting Dashboard (SORD) |
| 'Oakey Gazette' | School newsletters and website |
| School based curriculum, assessment and reporting framework | |



2. Executive summary

2.1 Key findings

Established in 1964, the school has a proud history of providing quality public education.

The school enjoys strong community support. The principal indicates that the school motto, *'Own it, believe it, achieve it'*, is the base from which the positive and engaging atmosphere of the school has arisen. Staff members identify that students come from a range of socio-economic and cultural backgrounds. Staff are dedicated to supporting the wellbeing and improving the learning outcomes of all students.

Staff members describe high levels of collegial support and professional trust, and articulate this as a strength of the school.

The principal, other leaders, and staff members of the school place a high priority on developing positive, caring and supporting relationships between all members of the school community. Staff articulate a strong understanding of the importance of the maintenance of these relationships in providing an environment whereby students are able to learn successfully. Staff members speak with pride regarding the level of care and support provided in relation to student wellbeing.

The nurturing of a culture of continuous professional learning and improvement to advance a shared responsibility for student learning and success is viewed as the key to developing an expert teaching team.

Teachers strongly articulate a commitment to continuous improvement of their own teaching, and to developing the knowledge and skills required to improve student learning. A professional learning plan for 2021 to advance the Explicit Improvement Agenda (EIA) is documented, and provides an overview of offerings throughout the year, including staff meetings, staff Professional Development (PD) days, twilight sessions and faculty meetings.

Leaders have collaboratively developed and are actively implementing an EIA.

Staff members readily reference the elements of the EIA as engaged attendance, Positive Behaviour for Learning (PBL), and curriculum. A one-page document describes the expectations of teachers and leaders with regards to routines and practices across the school to achieve the EIA. Specific role descriptions have been documented for each member of the administration team. Aligned to the nine domains of the National School Improvement Tool (NSIT), a statement of roles and responsibilities describes accountabilities – 'What is my work?', and performance indicators – 'How will I prove it is achieved?'. The principal indicates that this is one process utilised for monitoring the achievement of the EIA at the school. The principal acknowledges the importance of successfully driving a strong performance agenda.



The leadership team recognises the importance of highly effective teaching to realise improved student engagement and achievement levels.

Leaders are committed to the effective implementation of research-based teaching practices. The school has a detailed documented pedagogical framework that has two key foci of learning environment – where learning takes place; and planning, teaching, learning and assessment – the learning cycle. Eight areas of pedagogical practice are referenced in the framework and are understood by teachers. Leaders recognise the importance of establishing an agreed and systematic process of observation and feedback. They are currently implementing a 'highlight the positives model' aligned to the school's pedagogical framework. Many teachers articulate that they are open to receiving feedback in relation to their practice.

The school has committed significant time and resources to the development of staff capability to enable highly effective implementation of the enacted curriculum across the school.

A concerted effort to establish and implement a systematic approach to curriculum delivery is apparent. Teachers and leaders provide a clear understanding of the Australian Curriculum (AC) across Years 7 to 10. Unit plans provide opportunities for the teaching and learning sequence to be detailed. General capabilities and cross-curriculum priorities are identified in planning documents. Recognition of the importance of moderation is apparent. Leaders acknowledge the need to embed agreed curriculum planning processes and approaches across the school.

Leaders articulate a shared belief that the systematic use of data is a key driver for student improvement.

They recognise that school-wide analysis and discussion of student academic, engagement, transition, attendance, behaviour and wellbeing data is an essential component of school improvement. Teachers indicate that school performance data is shared at staff meetings to identify trends and to celebrate successes. Teachers indicate that data placements are used to record relevant differentiation strategies, with many commenting that they value the placemats in knowing their students and better informing their planning. The leadership team acknowledges the importance of teachers' self-reflection, and identify a need for them to delve more deeply into analysis of student achievement data in order to achieve the next lift in Level of Achievement (LOA) performance.

The principal adopts a strategic approach to the allocation of resources, with human resources, funding and expertise directed towards school priorities.

Meeting the learning and wellbeing needs of all students is a priority. Some teachers articulate a level of concern regarding access to, and reliability of, Information and Communication Technology (ICT) resources in the school. The administration team acknowledges these concerns, and has committed funds towards upgrading wireless infrastructure, increasing bandwidth, and purchasing additional computers. In addition, the school has recently introduced a Bring Your Own 'x' (BYOx) program to supplement the ICT resources in the school. Some staff members identify the importance of digital pedagogies.



A whole-school approach to differentiated teaching and learning is documented.

This is based on differentiation as an educational response that accommodates the diverse needs, interests, and current levels of readiness of students. In differentiating, teachers scaffold challenging new learning, foster independence, and reflect a shared belief that all students are able to achieve or surpass curriculum expectations. Leaders and teachers are committed to the success of all students with the school providing support structures and programs, to enable all students to learn and achieve.

The principal is passionate about building partnerships and external networks to enhance learning programs and wellbeing opportunities within the school and across the community.

Staff members actively seek ways to enhance student learning and wellbeing by collaborating with parents, external service providers, business, industry and the tertiary sector. Many community partnerships have become a valued part of school culture. Parents and community members make particular reference to the enthusiasm of the principal in leading this agenda.



2.2 Key improvement strategies

Review and refine current processes for monitoring and evaluating progress towards, and achievement of, targets and strategies of the EIA.

Fully develop and routinely implement consistent and regular opportunities for observation and feedback for teachers by school leaders with respect to expected pedagogical practices across the school.

Fully develop current processes regarding the precise enactment of the AC across Years 7 to 10.

Formalise opportunities for teachers to systematically analyse and discuss student achievement data to enhance identification of next steps for learning and focus on LOA performance.

Review the use and accessibility of ICTs, and determine agreed approaches for digital pedagogies across the school.