

# Oakey State High 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

Oakey State High acknowledges the shared lands of the Jarowair and Giabal people of the Wakka Wakka nation.

### About the school

Education region	Darling Downs South West Region
Year levels	Years 7 to 12
Enrolment	455
Aboriginal students and Torres Strait Islander students	17.1%
Students with disability	17.8%
Index of Community Socio-Educational Advantage (ICSEA) value	933

### About the review

 3 reviewers from 7 to 10 October 2025	 102 participants	 44 school staff
 28 students	 16 parents and carers	 14 community members and stakeholders

### Key improvement strategies

**Domain 1: Driving an explicit improvement agenda**  
Strengthen all leaders' practices and capability in leading curriculum design and pedagogy to ensure shared accountability and line of sight to the implementation of the improvement agenda.

**Domain 8: Implementing effective pedagogical practices**  
Embed opportunities for faculty teams to discuss evidence-informed pedagogical practices to refine a shared language and understanding of pedagogy.

Broaden the teaching team's knowledge of evidence-informed strategies for teaching reading to inform a whole-school approach to teaching reading through the Australian Curriculum (AC).

**Domain 6: Leading systematic curriculum implementation**  
Formalise opportunities for teachers to co-plan with leaders and colleagues within faculties to reinforce vertical and horizontal curriculum alignment and enhance understanding of the AC.

**Domain 2: Analysing and discussing data**  
Prioritise strengthening teachers' capability in analysing and interpreting student data to inform targeted teaching and tailored support in the classroom for all students.

### Key affirmations



**Staff, students and parents value the supportive and caring school culture, which fosters a strong sense of belonging and commitment to students' wellbeing and academic progress.**

Parents and students describe a school culture characterised by care and collegiality, which creates a welcoming and inclusive environment for all and contributes to strong relationships across the community. Staff highlight the support systems in place to meet their professional needs, including structured induction programs for new and beginning teachers and resources such as the student support handbook, which provides practical differentiation strategies to meet students' diverse needs. Staff highlight how the supportive school environment promotes collaboration, professional growth and a shared commitment to supporting students' wellbeing and academic success.



**Students and parents appreciate how the contextualised school curriculum and community partnerships provide engaging learning experiences and meaningful pathways for students.**

Staff emphasise the meaningful curriculum connections established by incorporating local and real-life contexts into learning to engage students. Staff and students praise the curriculum offerings and broad pathways that reflect the local context, make best use of available resources and cater to the interests and aspirations of students and families. They explain students are provided with access to General and Applied subjects and Vocational Education and Training (VET) courses. Staff speak positively about comprehensive pathway planning, including Senior Education and Training (SET) plans and Year 13 data gathering, which ensure all students have access to their preferred post-school options. Leaders highlight partnerships with external providers that expand student pathway options and provide work experience, job opportunities and industry connections.



**Staff affirm collaboratively developing and driving the Explicit Improvement Agenda (EIA) promotes shared ownership of the improvement agenda and student outcomes.**

Leaders emphasise their shared commitment to delivering an improvement agenda focused on teaching, learning and school culture. They discuss strategies aligned to the improvement agenda and leaders' portfolios, and describe having clarity regarding their roles and accountabilities for delivering on improvement priorities. Leaders comment clear targets are established for improvement in priority areas and progress is systematically evaluated. Staff highlight the use of data to inform school-level decisions and initiatives, and affirm these practices empower them in collaboratively driving school improvement.



**Staff express they celebrate how the school-wide focus on using evidence-informed pedagogical practices is effectively engaging students and improving learning outcomes.**

Staff detail how setting clear learning goals and success criteria are embedded in teaching practices. They speak of how these practices empower students to take ownership of their learning and foster self-reflection. Students articulate they highly value how these practices help them understand the purpose of their learning. Staff describe how classroom observations and timely feedback enhance their practice.