Executive Summary – Oxley SS
Date of Audit: 14-15 August 2013

Background:
Oxley SS is located 15 kilometres south of Brisbane CBD. The school caters for the learning needs of 517 students from Prep - Year 7. Oxley SS is an Improving Literacy and Numeracy National Partnership School. Current Principal Errol Slingsby was appointed in 2008.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit in the domains of An Expert Teaching Team and Effective Teaching Practices.
- The Principal and other school leaders regularly visit classrooms and provide verbal and written feedback to teachers regarding their practices.
- The school understands the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community. There is a strong sense of belonging and pride in the school.
- An attractive physical environment has been created that supports and encourages learning.
- Warm up activities are embedded in classroom practices to develop instant recall of information.

Affirmations:
- Explicit instruction has been adopted as the central instruction model and professional development has been undertaken to ensure teacher confidence in the method.
- A charter of expectations has been developed that outlines the expectations of school wide pedagogy, learning environment and student engagement.
- A pedagogical framework has been collaboratively designed.
- The revised reading program was launched last term to clarify school expectations and enhance consistency of practices.
- Reading Rockets, an intensive reading intervention for students in Years 1 - 3 has been implemented, resulting in significant improvements in reading level and student learning attitudes.
- A school wide reading data wall has been established to monitor individual student progress.
- Teachers meet with the Principal to discuss the learning profiles of their students based on data.
- Significant attention is paid to the development of leadership density and capacity. A Leadership Development Group has been established to lead specific agendas within the school.
- Teachers are supported to gain competence in new teaching strategies through theoretical learning, applying practices, working with coaches and receiving feedback.
- Information Communication Technologies (ICTs) are being employed to provide additional learning opportunities for students. Students welcome these inclusions in their learning.
- A pre-Prep program is conducted for the second semester of each year for one hour per week.

Recommendations:
- Refine the explicit improvement agenda to include clear measures, targets and timelines. Include strategic professional development requirements, budget implications and monitoring processes for each strategy. Communicate progression with the school community and celebrate attainments.
- Refine school expectations regarding annotations in student workbooks. Ensure the agreed vocabulary of each subject is used consistently in the instruction, the verbal feedback, the annotation and the goal setting process to make clear what actions individuals can take to make further learning progress.
- Explore creative human resource deployment options to support differentiated teaching methods across year levels. Utilise diagnostic assessments to inform grouping and monitor progress.
- Refine and document succinctly the pedagogical practices expected in all key learning areas and systematically support teachers and paraprofessionals to become confident in their application.
- Strengthen the year level teams with a focus on collaborative planning, assessment and moderation. Facilitate moderation of student work with teachers from others schools.