

Oxley State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Oxley State School** from **19 to 21 November 2019**.

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

1.1 Review team

Robert Van den Heuvel	Internal reviewer, SIU (review chair)
Anja Janosevic	Peer reviewer
David Hinton	External reviewer



1.2 School context

Location:	Bannerman Street, Oxley
Education region:	Metropolitan Region
Year opened:	1870
Year levels:	Prep to Year 6
Enrolment:	476
Indigenous enrolment percentage:	5.6 per cent
Students with disability enrolment percentage:	3.78 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1046
Year principal appointed:	Term 2, 2019 – acting
Day 8 staffing teacher full-time equivalent (FTE):	28.15
Significant partner schools:	Corinda State High School, Corinda State School, Sherwood State School, Graceville State School, Milpera State High School
Significant community partnerships:	Inala Police-Citizens Youth Club (PCYC), Harcourts Real Estate, Scripture Union – chaplaincy, Hear and Say, Vision Screening Australia
Significant school programs:	Positive Behaviour for Learning (PBL), instrumental music, chaplaincy, Spelling Mastery



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, digital technology coach, Business Manager (BM), 16 classroom teachers, Special Education Program (SEP) teacher, Support Teacher Literacy and Numeracy (STLaN), English as an Additional Language/Dialect (EAL/D) teacher, music teacher, physical education teacher, 12 teacher aides, two administration officers, 36 parents and 52 students.

Community and business groups:

- Representative of PCYC Outside School Hours Care (OSHC), school council chair, school council non-teacher representative, two school council parent representatives and Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Principal of Sherwood State School.

Government and departmental representatives:

- State Member for Mount Ommaney, Councillor for Brisbane City Council Moorooka Ward and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Report card and NAPLAN update Semester 1 2019



2. Executive summary

2.1 Key findings

The school is an important part of the broader community and enjoys multigenerational support from families.

The school community acknowledges its proud history beginning in 1870 and embraces its motto of *'Success through effort'*. The school is located in Oxley and draws students from the local area and the suburbs of Sherwood, Graceville, Durack, Corinda and Darra. Staff members are committed to being an inclusive school with students coming from a diverse range of cultural backgrounds. Students articulate that respect for cultural diversity and having friends from all over the world are major features of school life.

The school maintains a quality reputation within the local community.

Parents and families are recognised as integral members of the school community and partners in their child's education. They hold the school in high regard and speak positively of its achievements and the work of staff members. Prominent community members support and speak highly of the school, recognising high levels of parent and community confidence. Members of the school's governing bodies report high levels of satisfaction and enthusiasm regarding the future.

Staff members work together utilising data to track student progress and celebrate success.

The school places a high priority on the use and analysis of data and targets from multiple sources to address student needs. This includes use of Professional Learning Teams (PLT) to analyse student progress. Staff members work together to complete the systemic collection of data to track Explicit Improvement Agenda (EIA) targets and plan for future teaching and learning needs of students. The current review celebrates quality achievement and the attainment of set targets for Upper Two Band (U2B) achievement in the focus area of writing for Years 3 and 5.

Staff members identify that strong leadership maximises school success.

The importance of strong leadership to maximise support and certainty across the school is acknowledged by staff members. Stakeholders articulate that supportive conversations and feedback help to ensure the school builds on its current success. Staff members communicate appreciation for the commitment of interim key staff members and value efforts to continue consistent priorities and pedagogical practices. Some staff members identify a need to carefully consider changes to programs and directions when responding to emergent needs. School leaders express interest in developing collaborative methods for teachers and school leaders to engage in deep discussions regarding the best methods to promote student learning and social outcomes.

**All staff members identify the importance of quality communication.**

Staff members report keen interest to further develop communication processes that support quality decision making. Internal surveys and other ongoing strategies currently provide a level of feedback. School leaders acknowledge that as the school grows, traditional practices may need to evolve. Stakeholders identify that increasing staff member numbers and part-time roles may necessitate new forums or the utilisation of representatives to gauge opinions. School leaders and staff members express a sincere commitment to implementing new ways of practice to enhance communication and wellbeing within a growing school.

Teachers and leaders take collective responsibility for developing their professional capabilities.

Staff members share teaching ideas and strategies with each other to maximise their professional capabilities. Teachers report past and current peer observations in Watching Others Work (WOW), walkthroughs and needs-based coaching value add to developing their repertoire of practice. Teaching staff members identify ongoing collaborative learning will enable the sharing of common ways of working and agreed pedagogies. Teachers value the time allocated to this important aspect of their professional learning.

There is clear acknowledgement that all students are capable of learning.

Teaching team members express knowledge of the academic, social, emotional and family relationship status of individual students. They view this knowledge as a key component in assisting them to develop learning pathways for students. Some staff members indicate interest in further developing support provisions for students with diverse needs. School leaders identify the development of an inclusivity framework will further enhance current practices developing across the school.

The school utilises a clear plan for curriculum delivery across all year levels.

The school's curriculum planning process starts by examining the knowledge and skills demanded of the learning areas, including general capabilities, cross-curriculum priorities, reviewing the 'Bump it up' walls for English and backward mapping the content. An overview of expected outcomes is made available on the school website. This overview provides a unit outline, descriptions of assessment and due dates. Staff members express interest in deepening collaborative planning processes to maximise student engagement in locally responsive content and assessment aligned to the Australian Curriculum (AC). All staff members recognise the importance of consistent practice and common interpretations of the AC.

The school effectively utilises its physical environment and available facilities to maximise student learning.

The school facility reflects unique historical features with architecture and heritage from various eras. Well-maintained weatherboard buildings, carefully considered gardens, a school pool, play spaces and landscaping promote a sense of pride and wellbeing. Great care is taken by the Business Manager (BM), administration officers, school officers and ancillary staff members to ensure that the school is well prepared and ready for students



each day. Teachers present classrooms as inviting places in which to learn. Students articulate enjoying school and express the belief that their teachers are highly supportive of their learning.

Students embrace the range of extracurricular opportunities provided to enrich their personal development.

The school offers students a broad range of extracurricular activities to enrich academic learning, nurture interests and talents, value diversity, and deepen social and emotional understanding. Students express appreciation for opportunities to pursue personal directions and recognise the extensive support provided by staff members. Parents speak positively of the levels of care and support afforded their child.



2.2 Key improvement strategies

Maintain sharp improvement priorities with identified strategies, targets, pedagogical practices and success measures to enable all leaders, teachers and other staff members to commit collaboratively to a consistent and constant plan for ongoing success.

Establish a culture of collaboration through agreed school-developed forums and representatives that share, discuss and evaluate ideas to support key staff and leaders in leading the next steps for school development.

Develop processes that will allow staff members to collaboratively share best practice and build a collective understanding of the school's expectations and pedagogies in delivering priorities.

Develop and implement an inclusive education framework to strengthen and support practices for students with diverse needs including those with highly individualised social and emotional needs.

Enhance the school's collaborative planning processes to build teacher understanding of adapting, integrating and contextualising curriculum units aligned to the AC and ensure consistency of practice using a concise and relevant curriculum.