

Oxley State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Oxley State School** from **11 to 13 September 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies, the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

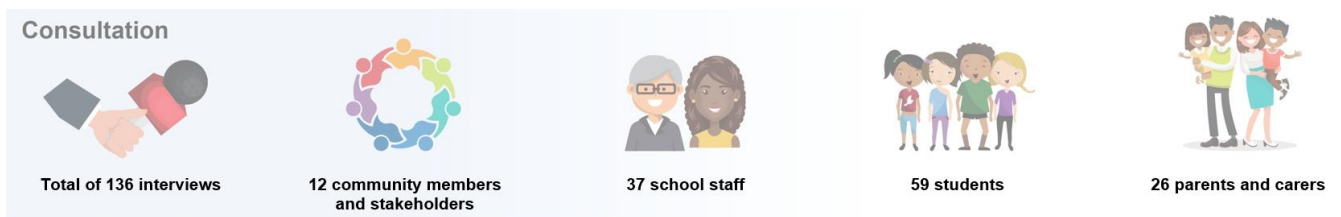
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Keith Graham	Internal reviewer, SRR (review chair)
Darren Sengstock	Internal reviewer
Robyn Conlin	External reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Yugara and Yugarabul People We acknowledge the shared lands of the Yugara and Yugarabul nation and the Yugara and Yugarabul people of the Yugara and Yugarabul language region.
Education region:	Metropolitan South Region
Year levels:	Prep to Year 6
Enrolment:	435
Indigenous enrolment percentage:	6.4%
Students with disability percentage:	11.7%
Index of Community Socio-Educational Advantage (ICSEA) value:	1051

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **19 to 21 November 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1046 and the school enrolment was 476 with an Indigenous enrolment of 5.6% and a student with disability enrolment of 3.78%.

The key improvement strategies recommended in the review are listed below.

- 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. (Domain 1)
- 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. (Domain 3)
- 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. (Domain 5)
- 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. (Domain 7)
- Enhance the school's collaborative planning processes to build teacher understanding of adapting, integrating and contextualising curriculum units aligned to the Australian Curriculum (AC) and ensure consistency of practice using a concise and relevant curriculum. (Domain 6)

2. Executive summary

2.1 Key affirmations

Staff describe the strong sense of collegiality within their teams.

Staff speak positively of the collaborative opportunities they are afforded to work with their cohort colleagues. They view the collegiality of their team as a genuine strength of the school and value the personal and professional support their colleagues offer. Staff describe a strong commitment to their students and express openness to the continual improvement of their practice. They explain individual and collective staff knowledge is used to increase staff capability.

Parents and community members have a high regard for teachers and staff.

Parents and community members speak highly of staff and appreciate the commitment they have towards all students. Parents describe how effectively teachers communicate with them and note teachers respond to any questions or concerns in a timely manner. They relay how positively their child speaks of their teachers and staff, and how class work is challenging and engaging to their child's learning needs. Parents describe teaching staff as committed and passionate about students and their school.

Strong early years partnerships support successful transitions into school.

Staff and community members speak of the comprehensive Prep transition processes, which is supported by an early years network. The school is serviced by a large number of Early Childhood Education and Care (ECEC) centres, and leaders endeavour to build partnerships with each of these. Leaders recognise the importance of providing deliberate and robust transition programs to support students and families. A number of initiatives to work with children and their families prior to the commencement of school are undertaken. The 'Owlets' pre-Prep program develops a positive transition connection for future students, providing a strong start to their education journey.

Leaders are committed to supporting a rigorous and relevant curriculum for all students.

Leaders and supporting staff have developed a sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations across year levels. Staff strive to make the curriculum interesting and engaging for students. Students speak highly of their teachers and of the strong relationships they build. They share an enjoyment for the extracurricular and co-curricular activities they undertake at school. Students share an appreciation for the work staff do to support their learning and speak of staff as an extremely positive aspect of the school.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Develop a clear curriculum focus in strategic documents, taking into consideration system priorities, to support student learning progression and provide curriculum explicitness to the improvement agenda.

Strengthen leadership capability development opportunities for leaders to support a united team approach with agreed protocols, consistent standards, and ways of working.

Domain 3: A culture that promotes learning

Develop formal, authentic opportunities for staff to share ideas and feedback with leaders to encourage shared ownership and trust, and to build collegiality.

Domain 8: Effective pedagogical practices

Collaboratively review the repertoires of practice to identify agreed pedagogical approaches and communicate these to staff to provide a shared understanding and a cohesive whole-school approach to pedagogy.

Domain 5: An expert teaching team

Develop and enact an agreed instructional leadership model building leaders' capability to provide a consistent approach to staff support and capability building, and the implementation of actions that address priorities.