



# School Improvement Unit Report

## Oxenford State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Oxenford State School from 21 to 23 March 2016. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	90 Michigan Drive, Oxenford
<b>Education region:</b>	South East Region
<b>The school opened in:</b>	1987
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	582
<b>Indigenous enrolments:</b>	3 per cent
<b>Students with disability enrolments:</b>	4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1010
<b>Year principal appointed:</b>	Acting Principal Jun 2011-2013, Permanent Appointment 2013
<b>Number of teachers:</b>	38 (full-time equivalent)
<b>Nearby schools:</b>	Highland Reserve State School, Coomera State School, Gaven State School, Helensvale State High School.
<b>Significant community partnerships:</b>	Gold Coast City Council: Active Travel, Bunnings, Oxenford Crèche and Kindergarten, Early Learning Centre, Helping Hands.
<b>Unique school programs:</b>	Crack the Code, Minecraft Club, Playground Buddies, HUB Programs, Lunchtime Clubs, Tournament of Minds, Readers Cup.



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Deputy principal, master teacher, Head of Special Education Services (HOSES), Head of Curriculum (HOC) and guidance officer
  - 32 teachers
  - 25 parents
  - 35 students
  - Eight teacher aides
  - Parents and Citizens' Association (P&C) president
  - Business Services Manager (BSM), two administrative officers, chaplain, three cleaners and schools officer
  - Local Councillor, Local State Member (MLA)
  - Deputy principal of Helensvale State High School

### 1.4 Review team

John Enright	Internal reviewer, SIU (review chair)
Bert Barbe	Internal reviewer, SIU
Mel Phillips	External reviewer



## 2. Executive summary

### 2.1 Key findings

- Positive, caring relationships between staff, students and parents are evident.

Parents comment on these qualities in staff and indicate that care, politeness, inclusivity and respect are evident in most interactions. There is a strong sense of collegiality among the staff members.

- The school leadership team has developed and is driving a broad school improvement agenda.

The school improvement agenda focuses on the core priorities of reading, attendance, number and differentiation. Additional areas for development have been identified including achieving consistency in pedagogy, implementing and utilising Positive Behaviour for Learning (PB4L) strategies and developing programs to encourage parent and community engagement. Staff members indicate that it is a challenge to fully implement all these initiatives at this stage.

- The school has published policies and frameworks that encourage a school-wide, shared responsibility for student learning and encourage the development of a culture of continuous professional improvement.

Classroom-based learning, mentoring and coaching arrangements are yet to be developed and implemented. Staff members will undertake developing performance conversations and plans in Term 2 followed by the development of a whole-school professional learning plan.

- The Responsible Behaviour Plan for Students (RBPS) outlines the three school-wide rules of *Be Safe, Be Respectful, Be a Learner* as well expectations and behaviour consequences for students.

The school has begun implementing the PB4L processes. Teachers involved express excitement about the future positive impact of PB4L.

- The leadership team has high expectations for teachers, and for teachers to be committed to the improvement of their own teaching.

Teachers welcome instructional coaching and constructive feedback. A systematic approach to the building of teacher capability which includes coaching, observation and feedback is yet to be fully developed.



- There is evidence that school leaders see reliable and timely data as essential to the effective leadership of the school.

There is a documented plan for the systematic collection of student achievement data including classroom assessments. School leaders routinely use school-wide data sets to monitor achievement and progress over time in the priority areas of reading and numeracy.

- A comprehensive whole-school curriculum plan sourced through the Australian Curriculum (AC) and the Curriculum into the Classroom (C2C) resources has recently been developed.

Regular year level meetings are conducted with a focus on curriculum planning. Year level teams moderate regularly for alignment and consistency of teacher judgement within year levels. Collaborative planning by year level teachers, supported by the HOC, ensures the horizontal and vertical alignment of the curriculum. The HOC ensures a guaranteed and viable curriculum by quality assuring assessment tasks, year level curriculum plans and moderation processes.



## 2.2 Key improvement strategies

- Narrow and sharpen the explicit improvement agenda and communicate this agenda to all stakeholders.
- Implement the annual performance review process aligned with the school improvement agenda for all staff members.
- Initiate changes to the RBPS to reflect the emerging PB4L processes.
- Provide in-class support for recently introduced school initiatives to facilitate embedding school-wide consistency of practice.
- Implement formal, scheduled coaching, observation and feedback sessions to ensure consistency of teaching practice.