

Oxenford State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Oxford State School** from **25 to 27 November 2020**.

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

1.1 Review team

Scott Curtis	Internal reviewer, EIB (review chair)
Imogen Stager	Peer reviewer
Bob Cole	External reviewer



1.2 School context

Location:	Michigan Drive, Oxenford	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	521	
Indigenous enrolment percentage:	4.2 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4.8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	12.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1019	
Year principal appointed:	Term 4 2018	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Curriculum (HOD/C), Business Manager (BM), system technician, guidance officer, three administration officers, 26 teachers, 12 teacher aides, 66 students and 46 parents.

Community and business groups:

- Oxenford State School Parents and Citizens' Association (P&C) and director C&K Oxenford Community Kindergarten.

Partner schools and other educational providers:

- Deputy principal Helensvale State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2018-2021
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	School newsletters and website
School improvement goals	Responsible Behaviour Plan for Students
School pedagogical framework	School Opinion Survey
School based curriculum, assessment and reporting plan	School Assessment Plan



2. Executive summary

2.1 Key findings

Staff members are united in their commitment to improving learning outcomes for all students.

The daily work of staff members embodies the school's motto of *'Knowledge Brings Growth'*. Staff embrace the school's mission of *'Every Student Succeeding. Engaging productive learners and respectful participants in society'*. Staff have nurtured a caring and positive learning culture. The school's expectations, *'Be Safe, Be Respectful and Be a Learner'*, are prominently displayed throughout the school and underpin school-wide approaches to teaching, learning, and relationships.

The leadership team places a high priority on the school-wide analysis and discussion of data.

Cohort case management involves year level teams undertaking student data discussions in conjunction with instructional strategies. This approach supports staff to identify blockers to learning and undertake collaborative discussion for a range of teaching approaches to support student learning.

An established cyclical process to undertake staff, sector and case management meetings is apparent.

Meetings occur every three weeks with staff identifying that year level meetings take place informally. Many staff members identify strong levels of personal and professional support from colleagues throughout the school. Staff express a desire for the use of an increased number of collaborative processes to provide greater staff voice in whole-school decision-making processes where appropriate. Staff members speak of a need for greater transparency to allow a fuller understanding and ownership of whole-school decisions that affect their daily operations.

Positive Behaviour for Learning (PBL) processes are utilised to encourage and support appropriate behaviour.

Staff and parents articulate a strong sense of pride in the overall behaviour of the student population that leads to the best possible learning outcomes for all students. It is acknowledged that student behaviour is of a high standard in most classrooms. The PBL team meets fortnightly to review PBL data, determine priorities and report back to the staff. Teacher compliance with the requirements of the school's PBL processes varies.



The provision of feedback to teachers is detailed within the Annual Implementation Plan (AIP).

The leadership team recognises the importance of formal instructional rounds including coaching, modelling and feedback process to provide teachers with further opportunity to develop teaching practice. Some teachers articulate the opportunity to watch others work through self-determined collegial arrangements. Some teachers identify the desire to be involved within classroom profiling. Conversations with teachers indicate that an observation, feedback and coaching model is yet to be consistently utilised across the school.

The school recognises that students require adjustments to their learning to be optimally engaged and challenged.

Teaching staff express belief in the need to support all students regardless of their academic capability. School leaders have begun building teacher knowledge in the whole-school approach to differentiated teaching and learning. The school is aware of the need to build greater knowledge and understanding in all staff in relation to inclusive education practices.

Whole-school provision for the delivery of the Australian Curriculum (AC), including year level plans, is established within the school.

The three levels of planning make clear what and when teachers should teach and what students should learn. The school leadership team has begun to implement professional learning regarding the AC to support teaching teams in their curriculum planning, teaching, assessing and reporting. Teaching staff express that they appreciate the opportunity to participate in consistent collaborative planning processes. The school leadership team is aware of the need for consistent planning practices to enhance student learning outcomes and to quality assure curriculum planning processes.

Students speak with confidence regarding their goals.

Students receive regular and timely feedback regarding their learning. Teachers and students articulate that feedback is provided through a range of means. Feedback occurs through diagnostic and formative assessments, and after summative assessments. Student goal setting is a prominent feedback mechanism. Students are able to articulate their goals and are aware of what they are required to do to achieve their goals.

The school enjoys the support of an active Parents and Citizens' Association (P&C).

Members pride themselves on working together effortlessly and endlessly to help support the school and provide students with valuable opportunities. The P&C actively engages with many school activities and contributes through significant community fundraising to enhance school facilities and resources.



2.2 Key improvement strategies

Build collaborative whole-of-school structures and processes to support collective understanding and engagement regarding school operations, priorities and resourcing.

Collaboratively refine staff culture, understanding and expectation regarding PBL to support the consistent application of agreed structures and processes with Quality Assurance (QA) mechanisms.

Provide opportunities for staff to be involved in regular coaching and mentoring processes, including observation and feedback, to support the desired pedagogical approaches of the school.

Afford opportunities for all staff to develop knowledge, understanding and a repertoire of inclusive practices.

Build systematic QA practices across the school to ensure the intended curriculum is enacted with fidelity.