School Improvement Unit
Report

Oakwood State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Oakwood State School from 31 August to 1 September 2015. 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Oakwood School Rd, Oakwood</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>North Coast</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1924</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>107</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>1 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>13 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>960</td>
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<tr>
<td>Year principal appointed:</td>
<td>2013</td>
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<tr>
<td>Number of teachers:</td>
<td>5</td>
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<tr>
<td>Nearby schools:</td>
<td>Gooburrum State School, Sharon State School, Bundaberg North State School, Avondale State School, Kolan South State School, Yandaran State School, Moore Park State School</td>
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<tr>
<td>Significant community partnerships:</td>
<td>Returned and Service League (RSL) Fairways Retirement Village, Rotary Readers Club</td>
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<tr>
<td>Unique school programs:</td>
<td>Green Thumb Club, Ability grouping programs, Home Readers Club</td>
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1.3 Review methodology
The review was conducted by a team of two 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 two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Five classroom teachers, and Special Education Program teacher
  - Administrative officer
  - Parents and Citizens’ Association (P&C) president, vice-president and 14 parents
  - Three principals from local primary schools and a local high school.

1.4 Review team
Evan Willis
Internal reviewer, SIU (review chair)

Mick Lawrance
Peer reviewer
2. Executive summary

2.1 Key findings

- Students, staff and parents speak highly of the positive relationships that exist within the school.

Parents, staff and students show a genuine pride in their school. There is a genuine belief that all students in the school can be successful learners. Teachers maximise opportunities to interact informally with parents when they are present at the school. There are high levels of staff morale and staff are supportive of each other and responsive to each other’s needs.

- There is an identified need to establish an Oakwood State School approach to teaching and learning.

The school utilises various components of pedagogical frameworks including the Art and Science of Teaching, gradual release of responsibility and explicit instruction. It is recognised that consistency of practice is essential to facilitate professional dialogue and develop teacher capability.

- There is evidence that the principal views reliable and timely student data as essential to the leadership of the school.

The school has a plan for the systematic collection of diagnostic data with targets assigned to data sets. There are varied approaches amongst teachers towards the analysis, discussion and use of this data. Data is stored electronically using school-developed spreadsheets.

- Teachers express a desire to improve their teaching practice.

It is recognised there is a need to establish formal processes to facilitate modelling, coaching, mentoring and the provision of explicit feedback on teacher performance. The principal engages with teachers via informal walkthrough processes and incidental observations of teachers.

- The school has adopted a regionally based explicit improvement agenda.

Parents, staff and students identified a wide range of improvement priorities including the targeted focus areas of reading, numeracy, attendance and behaviour. However, they were unable to comment on associated targets in the key identified areas. It was acknowledged that the Parents and Citizens’ Association (P&C) were not involved in the creation of the key strategic documents within the school.
• A consistent approach to reading across the school is yet to be developed.

A regionally provided school-wide reading strategies document is in place, however it is recognised that reading delivery varies from the lower to the upper school. Teacher aides are appreciative of the school created explicit lesson plans used to assist them in delivering lessons when in reading groups. The principal leads reading groups across Years 3 to 6 utilising the gradual release of responsibility model.

• The school is yet to develop a school-wide approach to providing explicit feedback to students that supports the development of individualised learning goals.

Individual student goals are set in some classes and maintained by the teachers. Students are not yet included in the goal setting process and they are unable to articulate specific learning goals, strategies and associated targets to drive their learning. Currently, there is no whole-of-school approach for the creation of individualised student goals.
2.2 Key improvement strategies

- Refine the improvement agenda to provide a sharper focus on key strategies, accompanying timelines, targets and dedicated resources to drive improvement across the school.

- Establish a whole-of-school pedagogical framework that is reflective of the needs of Oakwood State School and embed this as common practice across every class.

- Create a professional learning model for staff, which engages them with modelling, coaching, mentoring, formal observations and provision of feedback on pedagogical practice.

- Embed a balanced reading program across the whole of school as stipulated within the school’s Annual Implementation Plan 2015.

- Further develop the depth of teacher capability to provide explicit feedback to students and collaboratively develop individualised learning goals.