

Oonoonba State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Oonoonba State School** from **20 to 22 June 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

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

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Debbie Hansen	Peer reviewer
Matthew Glen	External reviewer



1.2 School context

Location:	Fairfield Waters Drive, Idalia
Education region:	North Queensland Region
Year opened:	1920 (2002 on current site)
Year levels:	Prep to Year 6
Enrolment:	529
Indigenous enrolment percentage:	3.0 per cent
Students with disability enrolment percentage:	3.0 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1008
Year principal appointed:	2003
Full-time equivalent staff:	56.4
Significant partner schools:	Annandale State School, Wulguru State School, Woodstock State School, William Ross State High School
Significant community partnerships:	Grace Baptist Church, local sporting clubs, The Village, Defence Community Organisation
Significant school programs:	Peer Support, Oral Language Programs, Kids Hope, Playgroup, Sporting Schools, Mount Stuart Cluster Teacher Education Centre of Excellence, Sporting Schools, Opti-Minds, Oonoonba's Got Talent, Auslan, Culture Club, Signing choir, Defence/Chappy room activities, NRL Cowboys Adopt-a-School



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), curriculum and capability lead teacher, master teacher, Support Teacher - Literacy and Numeracy (STLaN), targeted teacher, Business Services Manager (BSM), 25 classroom teachers, two Special Education Program (SEP) teachers, specialist teachers in Health and Physical Education (HPE) and music and Chinese, behaviour support teacher, teacher librarian, 16 teacher aides, school chaplain, Defence School Transition Aide (DSTA), tuckshop convenor, five ancillary staff members, 16 parents and 63 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Representative local feeder high school, Head of Mentoring for the Teacher Education Centre of Excellence (TECE), coordinator on-site Crèche and Kindergarten (C&K) and local cluster school principal.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Ooononba's Success Story 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The culture of the school reflects a school-wide commitment to purposeful and successful learning.

School staff work hard to maintain an environment that is orderly and all staff members develop mutually respectful relationships with students. Classroom teachers are able to articulate the work they do to create and maintain classroom environments that are supportive of students and conducive to learning. Classrooms promote a learning culture through the display of student work, progress charts and stimulus materials. Staff members are enthusiastic and positive about their role. They take pride in accepting, supporting and encouraging the academic learning of students.

Staff members identify positive collegial relationships across the school and work to develop high levels of mutual trust and respect with their colleagues.

Teachers report they particularly appreciate the professionalism and dedication of their year level colleagues in sharing curriculum resources and providing personal support. New staff members are welcomed into the school and are well supported by members of staff. Levels of morale are high with staff members acknowledging the support of fellow staff members. The leadership team provides a strong focus on maintaining high levels of staff wellbeing.

The school develops curriculum units adapted from Curriculum into the Classroom (C2C) units with strong alignment to the Australian Curriculum (AC) in the learning area of English.

Teachers commence the planning process by accessing the achievement standard for their year level and identifying the content descriptions that will be the focus for teaching and learning. Teachers use common assessments drawn from C2C units and a Guide to Making Judgements (GTMJ) for each summative assessment task. They construct learning intentions, success criteria and an 'A' assessment exemplar for sharing with students. A 'know, do and think' chart details key competencies students will need to demonstrate in their learning and assessment. Teachers regularly meet with their year level colleagues throughout the term to maintain consistency in the implementation process, share curriculum resources and problem solve issues.

Central to the school's key priorities for improvement is building the capacity and expertise of teachers and leaders through professional learning.

A Professional Development (PD) plan provides an overview of training opportunities for staff members offered at staff meetings and on school PD days. Enhancement of the school's collegial engagement framework to document and implement a broader range of professional learning opportunities for school staff members incorporating Annual Performance Development Plans (APDP), leadership development, coaching and mentoring support and models of feedback is yet to occur.



An Explicit Improvement Agenda (EIA) is developed for the school that is articulated through the document ‘Oonoonba’s Success Story 2017’.

This agenda is focused on improving learning outcomes for students in the learning area of English. The school’s leadership team conducts informal walkthroughs of classrooms and some work alongside teachers with the implementation of the school’s EIA. Closer monitoring of classroom practices to support teachers in making identified changes to pedagogy, utilise data to monitor the effectiveness of their efforts and measure success against school targets is an ongoing process. More formalised observation and feedback processes and regular data conversations in year level teams to assist this process are yet to occur.

The leadership team and school staff members view the use of reliable data as essential in the implementation of the school improvement agenda.

A school data plan is established for the regular collection of a range of achievement data to support literacy development across the school. Time is set aside in some staff meetings for school-wide analysis of data. Teachers report they would value more opportunities to meet with year level colleagues and school leaders to discuss cohort, class and individual student data. A culture of self-evaluation and reflection across the school that will enable deeper discussions of data, monitor progress overtime and identify starting points for future learning is yet to be fully developed.

The school’s leadership and teaching teams express a commitment to implementing curriculum relating to learning areas aligned to the AC.

The school has begun the process of collaboratively developing curriculum units in English. In curriculum areas, other than English, teachers are using the C2C units and assessment tasks to guide their curriculum planning and implementation. School staff members express a desire to continue the process of developing curriculum units adapted from C2C in other learning areas to ensure the strong alignment with the rigour and intent of the AC is maintained for all curriculum areas.

The leadership team is responsible for leading curriculum, teaching and learning across the school.

A statement of roles and responsibilities is developed that describes the tasks leaders undertake in the school. The principal recognises a need to enhance these role descriptions to include a more detailed statement outlining accountabilities, key actions implementation timelines and planned outcomes for priority areas in their portfolios.



The school is engaging in a process of promoting assessment literate learners.

A learning wall is prominently displayed in all classrooms and is increasingly referred to by teachers and students throughout each five-week curriculum cycle in English. Teachers unpack the 'A' exemplar, learning intentions and success criteria for the unit with students in an endeavour to further raise standards for learning and promote student engagement in the teaching and learning process. Student learning goals are established and align to the current work they are undertaking. Students are commencing to engage in the use of the 'five questions for students' to enhance their understanding of the teaching and learning process.

The school has introduced a collaborative inquiry model with teachers in Year 3 and Year 5.

This process involves a leader-facilitated, weekly meeting in which teachers share student writing samples for cohort analysis and reflection on standards in the GTMJ. Other year levels are aware of this model and are informally engaging in the process of exploring identified problems of practice and engaging in case management processes. This model is highly valued by the teachers involved and is now being considered for wider dissemination to other year levels.



2.2 Key improvement strategies

Enhance the school's collegial engagement framework to document and implement professional capacity development for school staff members including APDPs, leadership development, coaching and mentoring support and models of feedback.

Continue to support teachers in making identified changes to teaching practices, use data to monitor the effectiveness of their efforts and measure success against school targets.

Continue to build a culture of self-evaluation and reflection that enables deeper discussions of data, monitors progress overtime and identifies starting points for future learning.

Continue to develop and adapt curriculum units aligned to the AC that are quality assured for balance and coverage against content descriptions and achievement standards.

Review the statement of roles and responsibilities for school and teacher leaders to detail accountabilities, key actions and implementation timelines for priority areas.