

Oakleigh State School - 2019 Annual Implementation Plan

Improvement Priority: A culture of inquiry



Improvement priority	What will success look like?	What will students do?	What will staff do?	What will the leadership team do?	How will we engage our parents and community partners?
Implementing inquiry driven, connected, real world units reflecting a STEAM approach Responsible Officer Head of Innovation - Nicola Flanagan	<p>Shared understandings around Oakleigh's STEAM vision</p> <p>Teacher confidence and proficiency - inquiry and design</p> <p>At least 2 STEAM units taught, assessed and reported upon - inquiry driven, connected STEAM units</p>	<ul style="list-style-type: none"> STEAM captains and other students to contribute to the design of a space on lower level of library that promotes STEAM ways of working STEAM captains share and promote the work at assemblies and via newsletter. Articulate their thinking within digital portfolios Showcase their processes and products with the community Student leaders to contribute to gathering of data from students profiling what they do and how they think under the banner 'We are Scientists' 	<ul style="list-style-type: none"> Collaboratively plan, teach and assess 2 X STEAM units and showcase one unit of STEAM work Support the use of digital portfolios to make thinking visible Identify their level of proficiency and confidence and then identify goals to work towards Include overviews of their STEAM work within term communications home including the articulation of critical and creative thinking components within the curriculum Small group to investigate problem solving in mathematics with computational thinking and the capacity to support advanced learners Use of the Oakleigh design process within STEAM units with the inclusion of critical and creative thinking strategies supporting each stage Full implementation of Digital Technologies Curriculum 	<ul style="list-style-type: none"> Co-construct signature practices related to inquiry within STEAM Create infographics that articulate the STEAM vision (rather than STEM) Lead the selection and purchase of a wordle collage for the wall that profiles STEAM or Inquiry Facilitate year level curriculum design process once per term Lead the consistent use of digital portfolios Enable STEAM Showcasing – once in the year Measure improvements in self efficacy regarding inquiry and design in STEAM Trial coaching models that support the scaffolding of design and inquiry Support staff learning and the mapping of all parts of the achievement standard for Technologies Provide coaching and inquiry support for aligning problem solving in mathematics with computational thinking Purchase equipment that supports the use of robotics equipment and create a space for this and support some professional learning for teachers with EV3 robotics Science resources to be organised, curated, made accessible and assistance provided for preparation of these materials 	<ul style="list-style-type: none"> Parents to be invited to provide feedback on the signature practices and the accompanying infographics Invite parents to attend the STEAM Showcase and to be involved in the activity if appropriate Invite parents to provide feedback on the STEAM Showcase model Contribute to a data base of parents who have jobs in a field of Science to be created. To engage parents with robotics, in particular the Mars Challenge

Improvement priority: Active, engaged learning

Improvement priority	What will success look like?	What will students do?	What will staff do?	What will the leadership team do?	How will we engage our parents and community partners?
Reviewing the Oakleigh Pedagogical Framework Responsible Officer Principal - Suzanne Carstairs	<p>Oakleigh Pedagogical Framework embedded in every teachers' practice</p> <p>An enacted Professional learning plan</p> <p>SOS Staff My school encourages coaching and mentoring activities. 85%</p> <p>Staff at my school are actively involved in Developing Performance discussions 85%</p> <p>I receive useful feedback about my work at this school 85%</p>	<ul style="list-style-type: none"> Provide feedback/input into Oakleigh Pedagogical Framework 	<ul style="list-style-type: none"> Research and co-construct the Signature Pedagogies and Practices for the Oakleigh Pedagogical Framework Plan for Signature Pedagogies and Practices to be embedded in practice Engage in whole school learning opportunities as agreed in Professional learning plan eg coaching, APDP 	<ul style="list-style-type: none"> Lead the review of the Oakleigh Pedagogical Framework and the processes that ensure quality, systematic embedding of signature pedagogies and practices Develop a Professional learning plan Lead Annual Performance Development Planning processes Lead the implementation of a whole school coaching program Gather input from students and parents about pedagogies that best support learning 	<ul style="list-style-type: none"> Engage in feedback processes to gain input when shaping Pedagogical Framework Communicate research, beliefs, signature pedagogies and practices to parents and community
Embedding the Oakleigh Responsible Behaviour Plan Responsible Officer Deputy Principal - Brian Marsden	<p>High levels of behaviour and shared, consistent implementation of the whole school plan</p> <p>Use of YCDI language and understandings at school and home</p>	<ul style="list-style-type: none"> Shared understandings of the Oakleigh Pillars and deepening understandings of YCDI Student leaders model the language and ideas of YCDI at assemblies and in playground 	<ul style="list-style-type: none"> Consistent implementation of the Responsible Behaviour Plan Weekly lessons in all classrooms using the online YCDI resources Report on YCDI in second semester reporting Engage in ESCMs training and classroom profiling rounds Increase of recording behaviour in Oneschool 	<ul style="list-style-type: none"> Seek endorsement for, and publish to the community, the Responsible Behaviour Plan Lead the embedding of Responsible Behaviour Plan Research the use of data to track student well being Develop expectations for YCDI reporting Implement a whole school program of classroom profiling to provide feedback to teachers on implementation of ESCMs 	<ul style="list-style-type: none"> Consult with P&C and Community re draft Responsible Behaviour Plan – seek endorsement Partner with P&C in Oakleigh Way day Parent sessions around YCDI Reporting for YCDI in SEM 2 reporting period

<p>Differentiating for all learners, including advanced and gifted learners</p> <p>Responsible officer: Deputy Principal - Brian Marsden</p>	<p>Teaching teams to have rigorous, timely data that is used to inform teaching</p> <p>Whole school gifted and inclusive education policy and processes</p> <p>Shared understandings around differentiation</p> <p>SOS Parents Target My child's learning needs are being met at this school 92%</p>	<ul style="list-style-type: none"> Provide feedback on their own growth across year of school Identify teaching approaches and strategies that positively impact their learning 	<ul style="list-style-type: none"> Embed use of pre-assessments in maths and writing and collaborative data analysis and planning to inform differentiation Write Targeted Teaching Plans and Advanced Learner Plans Professional learning Gifted Education Modules Engage in case management meetings for advanced and gifted learners Work collaboratively with colleagues to deepen knowledge of differentiation strategies Discuss research and practices around quality differentiation 	<ul style="list-style-type: none"> Plan for, and facilitate, systematic, scheduled data meetings to discuss where students are at, and plan for the 'where to next?' Lead the development of whole school policy for gifted and advanced learners Lead the Implementation of a case management model for gifted learners Lead the development of a school based inclusion policy Share research and quality resources regarding differentiation practices – engage staff and community to discussion and reflection 	<ul style="list-style-type: none"> Partner with parents to construct Targeted Teaching and Advanced learner plans Parent session for Advanced and Gifted learners Communication re whole school approach to differentiation in newsletters School policy that articulates work around students with diverse learning needs
<p>Deepening the feedback culture</p> <p>Responsible officer: Principal - Suzanne Carstairs</p>	<p>Feedback signature pedagogies and practices implemented in all classrooms</p> <p>Targets: SOS Parents</p> <p>This school provides me with useful feedback about my child's progress 92%</p>	<ul style="list-style-type: none"> Monitor their own learning, actively using the artefacts provided by teachers to articulate - Where am I going? How am I going? Where to next? Engage in peer feedback practices 	<ul style="list-style-type: none"> Co-construct and implement signature pedagogies and practices in feedback Engage in professional conversations with colleagues and leadership team about teaching practices that reflect feedback culture, including formative assessment practices Year 3, 4 and 5 teachers – participating in the UQ Feedback project Establish peer feedback culture in classrooms 	<ul style="list-style-type: none"> Facilitate the co-construction of signature pedagogies and practices – trial and refine Implement an observation and feedback and coaching whole school process Lead the engagement in the UQ Feedback project 	<ul style="list-style-type: none"> Build understandings of feedback culture through range of communication strategies: <ul style="list-style-type: none"> Parent evenings Newsletters P&C updates Social media

Improvement priority: Creativity through a strong curriculum plan

Improvement priority	What will success look like?	What will students know and do?	What will staff know and do?	What will the leadership team know and do?	How will we engage our parents and community partners?
<p>Ensuring a high quality, whole-school curriculum plan</p> <p>Responsible officer: Head of Curriculum - Christine Spencer</p>	<p>Quality whole school curriculum plan that aligns to the Australian Curriculum and Education Queensland policy</p> <p>Whole school policy and plan for the implementation of Languages at Oakleigh</p> <p>Deepening shared understandings of alignment between teaching, assessment, reporting and moderation</p>	<ul style="list-style-type: none"> Be supported to know the curriculum content and processes by engaging in curriculum lessons using learning intentions and success criteria 	<ul style="list-style-type: none"> Collaborate as part of year level planning sessions to ensure shared understandings of curriculum, assessment and reporting Specialist teachers continue to develop understandings of Australian Curriculum Engage in the 'Before, After, After, End' model of moderation at school and across the cluster Engage in regular year level meetings to discuss curriculum, teaching, assessment and reporting 	<ul style="list-style-type: none"> Lead the implementation of the whole school curriculum, assessment and reporting plan, ensure full Australian Curriculum implementation by 2020 Document and embed whole school processes for planning, assessment and moderation processes Facilitate year level curriculum collaboration, ensuring shared understandings of curriculum Meet with specialist teachers three times a term Lead the process for developing the Languages policy and program Documented whole school process for planning and modifying units Embed consistent school-wide moderation processes Engage with Mt Cootha Cluster Principals and Curriculum Leaders to build shared understandings of alignment 	<ul style="list-style-type: none"> Engage with parents in building understandings of the Australian Curriculum through class termly newsletters, Oakleigh Newsletter and information sessions. Engage parents in developing Languages policy and program at Oakleigh
<p>Improving writing</p> <p>Responsible Officer: Principal - Suzanne Carstairs Head of Curriculum – Christine Spencer</p>	<p>Increase in As and Bs in Semester 2 2019 English:</p> <ul style="list-style-type: none"> As 22% Bs 41% <p>Increase the percentage of students in the Upper 2 bands in NAPLAN writing in Year 3 to 50% and Year 5 to 40%</p>	<ul style="list-style-type: none"> Be supported to know: <ul style="list-style-type: none"> Where am I going? How am I going? Where to next? Know and understand learning goals and learning intentions for writing 	<ul style="list-style-type: none"> Termly Year level Curriculum Collaboration ensure shared understandings of writing tasks Participate in teacher inquiry into improving student perceptions of writing Inquire into teaching practices that make the learning visible for students Gather and analyse learning evidence to show progress and feed into the teaching Teacher leaders to trial differentiated strategies to support advanced writers Embed peer observation and professional conversation process 	<ul style="list-style-type: none"> Lead the year level Curriculum collaboration sessions, using the critical and creative thinking cross curriculum priority to make thinking visible Lead the discussions regarding quality literature use, author planning and editing techniques to enhance writing culture in year 3-6 Provide school-wide coaching opportunities in the use of feedback processes and formative assessment practices Review reading assessment schedule and gather data around whole school approach to reading 	<ul style="list-style-type: none"> Receive explicit information from teachers about where their child is at in their reading and writing development and where to next?

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Principal



P and C President

Assistant Regional Director