

Oakleigh State School - 2022 Annual Implementation Plan

Improvement priority	What will success look like? How will we know?	What will students do? Student voice	What will staff do?	What will the leadership team do?	Parents and community?
Deep and challenging learning					
Maths	<p>Revised whole school documented plan for teaching of maths – providing clarity about approach to teaching maths at Oakleigh</p> <p>Articulated and embedded signature practices for maths in the Pedagogical Framework</p> <p>Targets – 40% As and 45% Bs in semester 2 maths; NAPLAN U2B year 3 65% and year 5 45%</p>		<p>Design and develop new units in mathematics that align with our pedagogical framework</p> <p>Embed signature practices as identified in Pedagogical Framework</p>	<p>Lead the process of documenting the whole school approach to teaching mathematics</p> <p>Provide expertise, time and space for teaching team to consider new approaches to teaching and assessing mathematics</p>	
Curriculum Assessment and Reporting Framework (CARF)	Documented P-12 CARF implementation plan		<p>Develop shared understandings through PD of the implications of CARF and changes to WSCP Teach, assess and report on new units that reflect changes to P-12 CARF including Media Arts units for years 1 & 3 and Dance Units - (footsteps) aligned to P-12 CARF requirements. (30min S1)</p> <p>Embed use of the Curriculum SharePoint site</p>	<p>Lead MCC teams and teachers in building shared understandings of the new P-12 CARF and the implications to WSCP</p> <p>Meet with MCC Leadership teams twice termly</p> <p>Meet with Teaching Staffs termly</p> <p>HODs meet twice termly – face to face and weekly on teams meeting.</p>	Changes to the WSCP and implications to be communicated via our communication platforms. e.g. Newsletters.
Differentiation and Data - using data to embed school wide differentiation practices Christine	<p>Documented whole school differentiation plan</p> <p>Embedded use of school-wide differentiation processes, including developing and enacting school-wide policies around high ability and gifted students</p> <p>Increase in staff confidence and capacity to implement signature practices related to differentiation (survey data)</p> <p>A refined differentiation section of the Pedagogical Framework</p> <p>An embedded whole school data plan</p> <p>Track achievement data of cohorts including NCCD, EALD, indigenous students, defence students, students with attendance concerns and gifted learners</p>	<p>Provide feedback on trialled differentiation strategies in maths, English and specialist areas</p> <p>Articulate learning growth from pre to post assessments in maths and monitoring of reading goals</p> <p>Articulate how Feedback (the co-construction of success criteria, talk partners and the use of examples and non-examples) supports their learning</p> <p>Gifted learners engage with coach and mentor around their learning</p> <p>Feedback from advanced and gifted learners about degree to which they feel stretched in their learning</p>	<p>Build a shared understanding of differentiation (models, pedagogies) through curriculum planning and Assessment Literacy sessions (data conversations) using maths, English and specialist areas as contexts</p> <p>Use EALD services (AVT and PD) to plan to support EALD students</p> <p>Build knowledge of differentiation practices that support advanced learners – partnership with Elizabeth Bullock</p> <p>Use data to target teaching through use of differentiation planners, targeted teaching plans and advanced learner plans</p> <p>Collaborate with year level teams to differentiate for all learners</p>	<p>Lead the development of staff knowledge and understanding of differentiation approaches and strategies</p> <p>Lead curriculum planning and assessment literacy sessions (data conversations) with all teaching staff</p> <p>Enable coaching, WOW and learning opportunities for teachers to deepen their learning</p> <p>Monitor implementation of whole school data plan, including processes for monitoring cohorts of students.</p> <p>Lead the development of staff knowledge and understanding of High ability and gifted learners by engaging with Elizabeth Bullock, GEM modules, Geric resources</p> <p>Engage EALD services for support and professional learning</p> <p>Employ Advanced Learner Mentor to progress 12 months growth for gifted cohort</p> <p>Trial use of High ability learning coach to support 12 months growth for high ability students</p>	<p>Parents input and feedback into differentiation strategies to support student learning</p> <p>Communicate differentiation strategies to support student learning to the community</p> <p>Ensure collaboration with parents around differentiation plans, targets and strategies – including for cohorts of students.</p>

Authentic Inquiry	Increase in SOS data – My school takes students’ opinions seriously from 81.6% to 86% Units of work incorporate greater degree of student agency as a pedagogical choice Increase in teacher confidence and capacity to implement Agency related strategies (survey data)	Students will reflect on themselves as learner through a self evaluation checklist/survey Students contribute to and access the school learning blog (towards developing self directed learning skills) Students will make choices regarding how they will demonstrate what they know and can do	Staff complete an agency audit of at least 2 units across the year and implement strategies that will boost agency within the unit. For example connectedness/purpose, agentic characteristics within students etc Participation in professional learning related to agency (student free days, staff meetings, coaching and WOW opportunities) Share at staff meetings	Within planning sessions, provide structures to enable staff to audit and plan for agency within units Lead professional learning towards building a shared understanding of agency Support staff to build capabilities toward agency related approaches and strategies Collect survey data related to confidence and strategy implementation of agency related practices (beginning and end of the year comparison).	Include expert parents and community members in inquiry units Communicate outcomes of agency implementation will our community through class/year level sharing events
	Increase in staff confidence and capacity to implement signature practices related to critical and creative thinking (survey data) Embedded use of visible thinking strategies (survey data)	Students are able to articulate the types of thinking within an inquiry unit Students can articulate how a particular thinking routine will complement their learning	Staff collaboratively plan and implement 2 new curriculum aligned units with a focus on positioning students as problem solvers (critical and creative thinkers) Participation in professional learning related to positioning students as problem solvers (staff meeting, coaching, WOW, book club)	Lead unit planning with a focus on embedding RIGA/visible thinking routines Lead and support staff to participate in professional learning around critical and creative thinking through; coaching, WOW, book-club (Making Learning Visible) and staff meeting	Communicate our application (through outcomes of learning experiences) of critical and creative strategies with parents/community through newsletter articles etc
Engaged and empowered learners					
Collegial engagement plan	All staff have current APDP 90% teaching staff have engaged in cycle of coaching Quality induction of new staff New Collegial Engagement Policy embedded Increase in SOS – non-teaching staff: - ‘I have access to relevant professional development.’ 70% - 80% - This school gives me opportunities to do interesting things. 70% - 80%		Teachers and TAs engage in meetings with supervisor – detailing their learning goals, strategies and success criteria Non-teaching staff engage in regular meetings and PD opportunities	Provide time for APDP meetings and engage in robust conversations to support and challenge learning Lead a quality induction process for new staff Provide quality PD program for non-teaching staff	
Inclusion	Increased staff capacity to respond to students with complex backgrounds, including trauma School-wide approach to trauma informed practice Increased quality collaboration with parents and external partners	Ensure student voice is heard	Trauma informed practice Case management Engage in learning program through the Behaviour Services team	Lead process of developing school-wide process to trauma informed practice Engage with experts Lead program of professional learning	Deepen collaboration with parents of vulnerable students Engage with external services to support students and families
Connected and collaborative community					
Partnerships	Every year level has an expert to support the learning within one inquiry unit Every class attends an excursion at POEC	Feedback from students on excursions and experts Ideas from students for experts/excursions	Source quality experts and sequence in learning cycle	Source quality experts to enhance unit plans Support teachers in excursion planning	Engage with PEEC to deepen learning
Facilities	Community Hall project on track New building and surrounding areas complete New OSHC provider successfully up and running	Year 6 leaders project Student input into new buildings and landscaping	Teacher input into building and landscaping	Engage with project teams	Feedback from community Communication with community Partner with P&C
School values	A school set of values that reflect our learning community	Engage in process	Engage in process	Lead process for identifying these – perhaps using external facilitator	Engage in process

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