

Oakleigh State School - 2021 Annual Implementation Plan

Improvement priority	What will success look like? How will we know?	What will students do?	What will staff do?	What will the leadership team do?	Parents and community?
Maths – problem solving and reasoning Brian	<ul style="list-style-type: none"> Students improve reasoning and problem-solving abilities Increase in the proportion of students achieving As and Bs in Mathematics in all year levels – As to 25% and Bs to 43% Increase the percentage of students in the Upper 2 bands in NAPLAN numeracy in Year 3 to 62% and Year 5 to 47% 	<ul style="list-style-type: none"> Active participants who challenge problems and explain their thinking Demonstrate increased achievement on assessment questions related to reasoning Regularly engage in visible thinking opportunities 	<ul style="list-style-type: none"> Implement strategies to build skills and understanding related to reasoning and problem solving Engage in PL, coaching opportunities; journal and share their learning 	<ul style="list-style-type: none"> Lead data informed planning using formative assessments to inform teaching and identify next steps in student learning. Implement a professional learning agenda, supported by QCAA (Brenda Kettle) to build staff understanding of reasoning and problem solving 	<ul style="list-style-type: none"> Survey parents to understand how they support mathematics learning. Provide ongoing updates to detail the progress of maths agenda
	<ul style="list-style-type: none"> Increase in language and attitudes associated with positive mathematical mindsets 	<ul style="list-style-type: none"> Engage in mathematical mindsets learning opportunities Collaboratively contribute to visible thinking displays to inform next steps in learning Provide feedback on preferred maths learning tools and experiences 	<ul style="list-style-type: none"> Regularly use data and resources to inform and differentiate teaching of maths Implement positive mathematical mindsets through engagement with the Jo Boaler mindsets program and book club 	<ul style="list-style-type: none"> Provide staff with feedback opportunities through lesson observations and WOW experiences Grow the connection of mathematical mindsets with class teachers through regular CPL, book club and short course offerings 	<ul style="list-style-type: none"> Teachers share artefacts and progress of maths inquiry work with parents Engage parents as partners in the maths agenda and share messages through newsletter and social media avenues
	<ul style="list-style-type: none"> Signature practices developed for maths and evident in classroom routines 	<ul style="list-style-type: none"> Contribute to development of classroom norms and routines Articulate signature practices and explain how these help learning (survey data) 	<ul style="list-style-type: none"> Complete inquiry cycle to understand how maths routines (signature practices) including RIGA, inform and strengthen teaching of maths Trial new ways of organising maths units Engage in feedback through coaching opportunities 	<ul style="list-style-type: none"> Support teachers to engage in an inquiry cycle towards the incorporations of high impact math routines Build leadership capacity with robotics/mathematical thinking in Yr 4-6 	<ul style="list-style-type: none"> Seek community partners to work with the Oakleigh Community of mathematicians
Inquiry Nicola	<ul style="list-style-type: none"> At least 2 units featuring an authentic context for inquiry are designed and delivered within each year level Technologies – full implementation Staff survey - Increase in staff confidence and competence(inquiry) Student agency is visible during assemblies 	<ul style="list-style-type: none"> Students engage in local authentic contexts and issues. Students articulate the value of the difference they have made. Students connect with community 	<ul style="list-style-type: none"> Collaboratively plan and teach 3 units of inquiry in which an authentic context is prioritised Engage with at least one professional learning opportunity (inquiry) Deepen understanding of student agency and audit current practice Ensure there is a community connection within at least one unit for the year 	<ul style="list-style-type: none"> Facilitate book study, engagement with online opportunities, visit to other schools or the opportunity for WOW Ensure that the implementation of DT and Des & T is complete Profile possibilities for community connection Build understanding of student agency Identify non-STEAM related inquiry opportunities 	<ul style="list-style-type: none"> Engage parents as partners in learning to further foster community connection. Parents to be canvassed about areas of expertise after we communicate about likely opportunities.
	<ul style="list-style-type: none"> Staff implementation of RIGA shared at least once per term in staff meeting Increase in staff confidence and capability in terms of teaching critical and creative thinking 	<ul style="list-style-type: none"> Students share how their use of critical and creative thinking has helped their learning and their view of themselves as learners Students to present to an audience of teachers via a webinar discussing their use of critical and creative thinking 	<ul style="list-style-type: none"> Engage with resources attached to RIGA including school created and department resources Prioritise the thinking intent alongside the curriculum intent in lessons Engage with the achievement standard in relation to the cognitive verbs during planning and teaching 	<ul style="list-style-type: none"> Facilitate learning opportunities to support depth and clarity re implementation of RIGA Revise and expand upon Design@OSS model so that thinking frames and RIGA strategies are included within the matrix During planning, encourage depth and clarity in terms of the cognitive verbs within achievement standards in relation to CC 	<ul style="list-style-type: none"> Engage parents in learning about relevance of critical and creative thinking
	<ul style="list-style-type: none"> ICT is used as a tool of empowerment 	<ul style="list-style-type: none"> Students create, communicate and influence through the use of ICT 	<ul style="list-style-type: none"> Support the use of ICT by students to create, communicate and influence 	<ul style="list-style-type: none"> Create sharing and learning opportunities related to the use of ICT in powerful ways. Within planning sessions, profile ICT as a tool of empowerment for kids to make an impact 	
Data and differentiation Christine	<ul style="list-style-type: none"> Documented whole school data and differentiation plan Teachers document differentiation using school-wide processes 	<ul style="list-style-type: none"> Provide feedback on trialled differentiation strategies in maths, English and specialist areas 	<ul style="list-style-type: none"> Build a shared understanding of differentiation through curriculum planning sessions and data conversations using 	<ul style="list-style-type: none"> Lead the development of staff knowledge and understanding of differentiation approaches and strategies 	<ul style="list-style-type: none"> Parents input and feedback into differentiation strategies to support student learning

	<ul style="list-style-type: none"> Refine and embed the differentiation section of the Pedagogical Framework Documented whole school plan for Reading @ Oakleigh Increase in PM level data P-3 and PATR data across school 	<ul style="list-style-type: none"> Articulate learning growth from pre to post assessments in maths and monitoring of reading goals Articulate how Feedback (the co-construction of success criteria, talk partners and the use of examples and non-examples) supports their learning goals 	<ul style="list-style-type: none"> maths, English and specialist areas as contexts Embed the use of differentiation models across year Levels and classes Embed the use of the differentiation section of the Pedagogical Framework Trial the use of cohort monitoring templates for recording student learning growth Embed use of the SharePoint site 	<ul style="list-style-type: none"> Lead curriculum planning sessions and data conversations with all teaching staff Enable WOW and learning opportunities for teachers to deepen their learning Lead the resource acquisition to deliver evidence-based practices in reading Lead the development of a whole school data plan, including processes for monitoring cohorts of students 	<ul style="list-style-type: none"> Communicate differentiation strategies to support student learning to the community Actively collaborate around differentiation plans, targets and strategies
	<ul style="list-style-type: none"> Increased staff capacity for ensuring 12-months growth for EALD students 		<ul style="list-style-type: none"> Meet with EALD support and Oakleigh support staff to plan for the needs of EALD students 	<ul style="list-style-type: none"> Engage EALD services for support and professional learning EALD professional development for teachers Aboriginal and Torres Strait Islander perspectives across learning 	<ul style="list-style-type: none"> Ensure collaboration with parents of EALD students
Inclusion, engagement and wellbeing Suzanne	<ul style="list-style-type: none"> Conduct inquiry into student engagement and wellbeing, creating an action plan for implementation 	<ul style="list-style-type: none"> Identify opportunities for student voice in inquiry process 	<ul style="list-style-type: none"> Interested staff members participate in inquiry Participate in book club around engagement and Wellbeing - GO to facilitate Growth Mindset book club 	<ul style="list-style-type: none"> Create SEWE group to lead inquiry SEWE group to conduct inquiry into student engagement and wellbeing Build knowledge and understanding around Growth mindset research and plan for implementation 	<ul style="list-style-type: none"> Engage in inquiry process Report progress through inquiry cycle to parents through newsletter, P&C meetings
	<ul style="list-style-type: none"> Close the gap in SOS data between all parents response and responses of parents of students with a disability - Staff at your school are approachable, responsive and work with parents to support their child's learning 		<ul style="list-style-type: none"> Engage in action planning and resulting activities to ensure planned collaboration, ongoing with parents of students with disability 	<ul style="list-style-type: none"> Lead inquiry process into closing the gap data HOSES to lead process of identifying roles and responsibilities for student support staff Lead the process of reviewing and embedding parents as partners in individualised planning processes 	<ul style="list-style-type: none"> Provide opportunity for quality collaboration between staff and parents Seek feedback and input on collaboration
	<ul style="list-style-type: none"> Zones of regulation a signature practice - 'every teacher – every classroom' 	<ul style="list-style-type: none"> Collect feedback and input from students re Zones of regulation - knowledge and understanding, usefulness 	<ul style="list-style-type: none"> Embed Zones of Regulation as signature practice in all classes across the school Prepare, share and use resources to engage with ZOR 	<ul style="list-style-type: none"> Create resources for staff and parents to support use of zones of regulation 	<ul style="list-style-type: none"> Communicate with parents re zones of regulation – parent information session/online materials
	<ul style="list-style-type: none"> Improvement in student's self-assessment of their ability to be balanced and responsible in terms of digital wellness 	<ul style="list-style-type: none"> Students to engage with the notion of digital wellness – (balance and responsibility) with student leaders to design a promotional program aimed at students and parents 	<ul style="list-style-type: none"> Support students to engage with balance and responsibility as part of a digital wellness framework 	<ul style="list-style-type: none"> Develop a framework (balance and responsibility) for digital wellness 	<ul style="list-style-type: none"> Partner with P & C and parents support their capacity to manage technology and wellness.
	<ul style="list-style-type: none"> Documented plan for the use of outdoor places to enhance learning and wellbeing 	<ul style="list-style-type: none"> Students to have agency in creating outdoor spaces for learning and wellbeing 	<ul style="list-style-type: none"> Build knowledge of research associated with outdoor learning and wellbeing Engage in planning and implementing 	<ul style="list-style-type: none"> Team of leaders to attend Pullenvale Connected leader workshop Investigate research in 'place pedagogy' and outdoor learning to enhance learning and wellbeing Collaborate with students, staff and parents to create a plan for outdoor spaces 	<ul style="list-style-type: none"> Attend Pullenvale workshop Partner in creating and implementing plan

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