

Strategic Plan 2024-2027



Our Vision

Empowering our community of learners to create a *legacy* which *redefines* our world.



Mission Statement

Staff, students and parent collaboration are fundamental to inclusive classrooms which foster curiosity, creativity, and courage - where student voice is central to the learning process



OAKLEIGH STATE SCHOOL is a beautiful school meeting the needs of families in the suburbs of Ashgrove, Enoggera, Newmarket and Alderley in Brisbane's inner west. Oakleigh's families are focused on making the most of every opportunity. Our curriculum standards are excellent, with priorities accentuating literacy and numeracy, the arts and healthy, active lifestyles. Based around our proud history, we build strong, positive relationships as the foundation for a life of learning. We seek excellence in all we do, with our halls ringing to the sounds of active, engaged and happy students. Teachers and parents cooperate to create strong bonds that strengthen learning, seeking the best for all children. Oakleigh is a school that cares; and is cared for by all who have been a part of it.

School review key improvement strategies

- Collaboratively refine future strategic and annual plans, aligned to Equity and Excellence, to provide greater clarity and focus on the intended improvements in student achievement and wellbeing outcomes • *Priority 3*
- Prioritise co-designing a professional learning plan to align professional learning with improvement priorities and the individual needs of teachers • *Priority 2*
- Strengthen systematic opportunities for teachers to take increased responsibility for unit planning to drive a shared understanding of curriculum implementation • *Priority 4*
- Scale up processes for groups of teachers to use formative assessment as evidence of learning to support discussions regarding student progress and plans for next steps in teaching and learning • *Priority 2*
- Collaboratively implement a whole-school approach to pedagogy to provide clarity on agreed effective pedagogical approaches, practices and teaching strategies • *Priority 4*

Our Values



Responsibility



Resilience

Excellence



Respect



Safety



School Priority 1

Foster our Wellbeing

To achieve engagement and academic excellence, teachers focus on making learning student-centred, where students' voices and interests are considered, thereby enhancing their engagement in the learning process. We create a safe and supportive school culture and learning environment that promotes the emotional health and overall well-being of staff and students.

STRATEGIES

- Collaboratively refine the Student Code of Conduct and strengthen school wide consistency of practice and process that support student wellbeing and engagement
- Strengthen teachers' capability in supporting students emotional intelligence through targeted professional learning and by promoting and fostering a growth mindset amongst students'
- Embed consistency of wellbeing practices across the school, aligned to our Student Code of Conduct
- Enhance visible learning pedagogy practices to incorporate processes for setting and monitoring individual student learning goals
- Refine metacognition skills to empower students to monitor their learning and wellbeing
- Continue to strengthen inclusive education practices that accommodate students with varying abilities and learning needs

DESIRED OUTCOMES

- Code of Conduct is refined and implemented with consistency of behaviour management strategies enacted across the school
- Students, staff and community actions reflect inclusivity and respect diversity
- Planning documents highlight metacognition practices and adjustments made for NCCD and high ability students
- Student and staff wellbeing is evident through the School Opinion Survey
- Students' response to challenge is guided by increased resilience and sense of self responsibility, both as individuals and in groups
- Evidence-based practices, including Berry Street practices, are embedded across the school
- Students have access to a range of extracurricular programs, both staff and student led, which reflect diverse interests including Arts, STEAM and wellbeing
- Measures of success reflect not only academic progress but also effort and progress at an individualised level

School Priority 2

Promote our Learning Culture

We will invest in continuous professional development for teachers and support educators in adopting innovative teaching methods, tailored to individual student needs.

STRATEGIES

- Prioritise co-designing a professional learning plan to align professional learning with improvement priorities and the individual needs of teachers.
- Scale up processes for groups of teachers to use formative assessment as evidence of learning to support discussions regarding student progress and plans for next steps in teaching and learning.
- Collaboratively refine the school's agreed assessment items, aligning it to school and system wide priorities, that monitor and evaluate teaching and student academic progress
- Implement a continual cycle of review of budgeting processes and strengthening alignment of physical and financial resourcing to school priorities
- Enhance the induction process to ensure thorough onboarding of new staff
- Enhance collective efficacy practises in teaching and non-teaching staff to ensure professional development is aligned to roles and school priorities
- Enhance opportunities for teachers to strengthen capacity in the use of evidence based pedagogical practices
- Build on the coaching program to formalise processes of observation, feedback and watching others work
- Integrate mastery learning techniques in response to learning gaps and improving academic outcomes

DESIRED OUTCOMES

- Staff are active participants in budget committee meetings
- Pre-assessment is used by students to identify individual student goals and moderation practices used to formatively assess student progress
- Visible learning process allow students to monitor progress against their learning goals
- Explicit use of visible learning walls is consistently applied across cohorts and year levels, supporting students with a learning framework dependable across their learning journey
- All staff engage in high quality professional learning
- A high performing leadership team drives a culture of shared responsibility of our pedagogical practices ensuring that school and system wide priorities are being met
- A professional learning plan highlights professional development to help deliver our school priorities

School Priority 3

Connect our Community

We create professional learning communities that focus on student achievement and pedagogical innovation and implement processes for ongoing monitoring and continuous improvement of partnerships with the wider community.

STRATEGIES

- Collaboratively refine future strategic and annual plans, aligned to Equity and Excellence, to provide greater clarity and focus on the intended improvements in student achievement and wellbeing outcomes.
- Develop a shared understanding of school and departmental priorities, providing clarity in how the school implements and monitors improvement in student learning, engagement and wellbeing outcomes
- Strengthen relationships with local Kindergarten's and high schools to maintain positive pathways and transitions for our students
- Create and provide opportunity through the curriculum for students to engage in regular, quality outdoor learning experiences
- Leverage strong partnerships between the school and the community to progress school priorities and provide rich learning opportunities for students which are aligned to the Australian Curriculum, including First Nations Perspectives, STEAM inquiry focus and sustainability.

DESIRED OUTCOMES

- First Nations perspective are valued through cultural representation in the learning environment and within the curriculum delivery
- Rich and productive partnerships which unite and drive school improvement are evident between the school, families and the wider community
- The Explicit Improvement Agenda is evident through clear and concise documentation which is regularly communicated to all stakeholders
- Transition of students to and from primary school is reflected through the engagement with local providers and positive entry into new schools
- STEAM units are embedded across year levels
- Local industry and community professionals engage in learning enrichment programs/lessons
- Units of work provide students opportunity to design solutions and actions for a sustainable future.
- A Reconciliation Action Plan has been collaboratively developed and practices are in place

School Priority 4

Enrich our Curriculum

Teachers will be central in the enrichment and provision of a curriculum that values students' individual interests and voices, ensuring that it encourages curiosity, critical thinking, and the love for learning.

STRATEGIES

- Strengthen systematic opportunities for teachers to take increased responsibility for unit planning to drive a shared understanding of curriculum implementation.
- Collaboratively implement a whole-school approach to pedagogy to provide clarity on agreed effective pedagogical approaches, practices and teaching strategies.
- Enhance opportunities for the development of collaborative and innovative units of work which align to our school context
- Enhance the school wide delivery of reading and writing programs in response to the system wide reading improvement initiative
- Embed consistency in the school wide explicit teaching practices used to deliver the curriculum
- Build deep knowledge in staff of V9 of the Australian Curriculum
- Promote inquiry based learning that encourages students to ask questions and seek solutions, providing all students with pathways to extend and support their learning.

DESIRED OUTCOMES

- All students are challenged, engaged and progress in their learning
- All curriculum areas of V9 have been successfully implemented into the classroom, providing a rich, inquiry based platform for learning.
- Unit plans have been collaboratively developed which reflect the new V9 content while attending to our students interests and the local context
- The whole school approach to reading and writing reflects as learners seeing themselves as successful decoders, comprehenders and creators of texts
- Collective efficacy is a primary source of capacity building and enhancing staff practices across the school
- Students creative and critical thinking skills are enhanced through real world STEM challenges
- P&C contribute to curriculum enrichment experiences

Empowering our community of learners to create a legacy which redefines our world

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

Glen O'Halloran



Principal



P&C/School Council

School Supervisor