

Oakleigh State School 2024 ANNUAL IMPLEMENTATION PLAN

Targets:

English: Semester 2 C >97%

English: P-2 Semester 2 A/B 75% or > / Year 3-6 70% or >

Reduce the variation in students LOA between Semester 1 2024 and Semester 2 2023

10% of Semester 2 2023 NCCD identified students who achieved below standard increase to at standard

Maths: Maintain current LOA for students by Semester 2 2024

Educational
achievementWellbeing and
engagementCulture and
inclusion

School priority: 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.	Strategy/ies: Enhance the school wide delivery of reading programs in response to the system wide reading improvement initiative	Actions: <ul style="list-style-type: none"> Review current practices Share Reading and Guide Signposts document Identify 3 practices to build capacity with staff through coaching cycles Identify collaboratively the whole school approach to explicit phonics instruction 	Long term measurable/desired outcomes: <ul style="list-style-type: none"> The whole school approach to reading and writing reflects as learners seeing themselves as successful decoders, comprehenders and creators of texts 	AIP measurable/desired outcomes: <ul style="list-style-type: none"> English: Semester 2 C >97% English: Semester 2 A/B 75% or > Reduce the variation in students LOA between Semester 1 2024 and Semester 2 2023 10% of Semester 2 2023 NCCD identified students who achieved below standard increase to at standard
			Responsible officer(s): All leadership Team Coaches	Resources:
School priority: 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.	Strategy/ies: Build deep knowledge in staff of V9 of the Australian Curriculum	Actions: <ul style="list-style-type: none"> Provide PD through PFD and staff meetings in V9 changes Review assessments against V9 standards Implement V9 units in Term 3 and 4 Review success for full implementation in 2025 	Long term measurable/desired outcomes: <ul style="list-style-type: none"> All curriculum areas of V9 have been successfully implemented into the classroom, providing a rich, inquiry based platform for learning. 	AIP measurable/desired outcomes: <ul style="list-style-type: none"> English: Semester 2 C >97% English: Semester 2 A/B 75% or > Reduce the variation in students LOA between Semester 1 2024 and Semester 2 2023 Maths: Maintain current LOA for students by Semester 2 2024
			Responsible officer(s): Christine and Zac	Resources:
School priority: 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.	Strategy/ies: Enhance opportunities for the development of collaborative and innovative units of work which align to our school context	Actions: Led by Christine and Zac <ul style="list-style-type: none"> Glen and Brian to attend at least 1 planning day/term In class conversations with students in class regarding feedback against units of work (Sharratts questions) 	Long term measurable/desired outcomes: <ul style="list-style-type: none"> Unit plans have been collaboratively developed which reflect the new V9 content while attending to our students interests and the local context 	AIP measurable/desired outcomes: <ul style="list-style-type: none"> English: Semester 2 C >97% English: Semester 2 A/B 75% or > Reduce the variation in students LOA between Semester 1 2024 and Semester 2 2023 10% of Semester 2 2023 NCCD identified students who achieved below standard increase to at standard

			Responsible officer(s): All Leadership team	Resources:
School priority: 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.	Strategy/ies: <i>Collaboratively implement a whole-school approach to pedagogy to provide clarity on agreed effective pedagogical approaches, practices and teaching strategies.</i> Embed consistency in the school wide explicit teaching practices used to deliver the curriculum	Actions: <ul style="list-style-type: none"> Document shared practices across the school and non-negotiables Continue to develop Bump it Up wall and visible learning practices through regular student conversations Staff use professional learning teams to ensure pedagogy is targeted and evidence based 	Long term measurable/desired outcomes: <ul style="list-style-type: none"> Collective efficacy is a primary source of capacity building and enhancing staff practices across the school 	AIP measurable/desired outcomes: <ul style="list-style-type: none"> Staff will be able to verbalise the agreed practices in place across the school Teachers communicate with parents the practises expected to be experienced by students in the classroom Staff meeting time is used for teachers to meet as Professional Learning Teams and identify practices which can support student learning A shared understanding of the "why: of bump it up walls informs practice
			Responsible officer(s): Leadership team Coaches	Resources:
School priority: 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.	Strategy/ies: <i>Prioritise co-designing a professional learning plan to align professional learning with improvement priorities and the individual needs of teachers.</i>	Actions: <ul style="list-style-type: none"> Identify professional learning opportunities Timetable into Professional Learning Plan 	Long term measurable/desired outcomes: <ul style="list-style-type: none"> A professional learning plan highlights professional development delivered to help deliver our school priorities 	AIP measurable/desired outcomes: <ul style="list-style-type: none"> Collaboratively developed Professional Learning Plan is in place for Semester 2
			Responsible officer(s): Glen	Resources:
School priority: 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.	Strategy/ies: Implement a continual cycle of review of budgeting processes and strengthening alignment of physical and financial resourcing to school priorities	Actions: <ul style="list-style-type: none"> BM to provide regular budget updates in the Staff Update Committee meets regularly to review budget progress 	Long term measurable/desired outcomes: <ul style="list-style-type: none"> Staff are active participants in budget committee meetings 	AIP measurable/desired outcomes: <ul style="list-style-type: none"> End of year review of budget expenses is shared and collaboration with teaching and non-teaching staff contributes to allocation of funds for future budget
			Responsible officer(s): Glen and Belinda	Resources:
School priority: Foster our Wellbeing To achieve academic excellence, teachers focus on making learning student-centred, where students'	Strategy/ies: Collaboratively refine the Student Code of Conduct and strengthen school wide consistency of practice and	Actions: <ul style="list-style-type: none"> Review current SCOC on Pupil Free Day 	Long term measurable/desired outcomes: <ul style="list-style-type: none"> Code of Conduct is refined and implemented with consistency of behaviour management strategies enacted across the school 	AIP measurable/desired outcomes: <ul style="list-style-type: none"> PFD review of Code of Conduct Formation of committee to refine Code of Conduct completed and published on school website

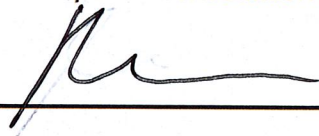
<p>voices and interests are considered, thereby enhancing their engagement in the learning process. We create a safe and supportive school culture and learning environment that promotes the emotional health and overall well-being of staff and students.</p>	<p>process that support student wellbeing and engagement</p>	<ul style="list-style-type: none"> SCOC committee continue to review Share with staff and identify consistent practices across the school 	<p>Responsible officer(s): Brian</p>	<ul style="list-style-type: none"> Shared understanding of school wide practises developed through staff meetings (Semester 2) <p>Resources:</p>
<p>School priority: Foster our Wellbeing</p> <p>To achieve 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.</p>	<p>Strategy/ies:</p> <p>Strengthen teachers' capability in supporting students emotional regulation through targeted professional development</p>	<p>Actions:</p> <ul style="list-style-type: none"> Berry Street training undertaken by 5 staff Berry Street practices identified and beginning to be implemented into classrooms Provide TA PD regarding trauma informed practice 	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> 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 <p>Responsible officer(s): Brian Belinda</p>	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> 5 more staff completed Berry Street Training Teacher Aides complete PD in trauma informed practices Consistency in trauma informed practices implemented through chosen Berry Street domains <p>Resources:</p>
<p>School priority: Foster our Wellbeing</p> <p>To achieve 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.</p>	<p>Strategy/ies:</p> <p>Continue to strengthen inclusive education practices that accommodate students with varying abilities and learning styles</p>	<p>Actions: Case Management</p> <ul style="list-style-type: none"> Form Reconciliation Action Plan committee Publish RAP in collaboration with local elder and department staff Provide staff with clarity in regard to inclusion team timetabling and support LT Case Manage 2 students each/term Coaches to focus on priority support areas as linked directly to the AIP 	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> 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 Reconciliation Action Plan has been collaboratively developed and practices are in place <p>Responsible officer(s): Leadership Team High Ability Learning Teacher Inclusion Team</p>	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> 10% of Semester 2 2023 NCCD identified students who achieved below standard increase to at standard RAP has been approved English: Semester 2 A/B 75% or > All leadership team completed Case management practices focusing on 1 below and 1 above standard per term (SORD data) Adjustments for learning are documented and implemented with PLR and HALP's <p>Resources:</p>
<p>School priority : Connect our community</p> <p>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.</p>	<p>Strategy/ies:</p> <p><i>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.</i></p> <p>Develop a shared understanding across the school of school and system priorities, providing clarity in how the school implements and</p>	<p>Actions:</p> <ul style="list-style-type: none"> Provide updates to parents via newsletters regarding progress towards AIP goals Invite P&C executive to review draft AIP and Strat Plan prior to publishing Provide weekly updates to staff regarding success in implementation of priorities 	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> The Explicit Improvement Agenda is evident through clear and concise documentation which is regularly communicated to all stakeholders <p>Responsible officer(s): Glen</p>	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> All staff updates reflect on at least 1 school priority School newsletters reflect updates on AIP progress <p>Resources:</p>

	monitors improvement in student learning, enagement and wellbing outcomes			
School priority: 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.	Strategy/ies: 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	Actions: <ul style="list-style-type: none">• Access P&C support to fund curriculum enrichment opportunities• Identify parent expertise in the community and how this can be leveraged	Long term measurable/desired outcomes: <ul style="list-style-type: none">• Rich and productive partnerships which unite and drive school improvement are evident between the school, families and the wider community Responsible officer(s): <i>Christine and Zac</i>	AIP measurable/desired outcomes: <ul style="list-style-type: none">• Each year level has had at least one curriculum enrichment opportunity in the year• P&C contribute to the provision of curriculum enrichment opportunities through partnership and resourcing Resources:

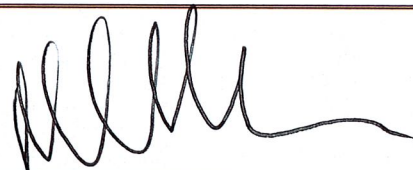
Approvals

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

Principal



P&C



School Supervisor