

Oxley State School 2024- 2027 STRATEGIC PLAN

School priority 1		Teaching and Learning			School priority 2		Culture and Wellbeing				
		• Curriculum • Pedagogy					° Student Wellbeing		° Staff Wellbeing		
End 2027	Measurable outcomes	Prep – Year 6 <ul style="list-style-type: none">30% A,60% A+B90% A-C			End 2027	Measurable outcomes	<ul style="list-style-type: none">School Opinion Survey data- 75% Staff MoraleWeekly Pulse survey data – 80% plus on staff responsesWellbeing conversations-feedforward transcripts – Improvement on support and wellbeing statusStudent Council minutes – Students achieve goals set out for the year				
	Strategies	<ul style="list-style-type: none">Create a roles and responsibilities document, including accountabilities for instructional leadership to support the implementation and progression of school priorities.Collaboratively review the repertoires of practice to identify agreed pedagogical approaches and communicate these to staff to provide a shared understanding and a cohesive whole-school approach to pedagogy.				Strategies	<ul style="list-style-type: none">Collaboratively review Positive Culture for Learning (PCL) to develop agreed processes and protocols, consistency of practice and high expectations for student behaviour and engagement by all staff.				
	Artefacts	<ul style="list-style-type: none">Learning WallsBump It UP WallsPLT fortnightly minutesLeadership feedback loopsTeaching and Learning Meeting Minutes				Artefacts	<ul style="list-style-type: none">Communication Protocols for staff, students and parentsStaff meeting minutesPulse survey dataSOS dataWellbeing conversations-feedforward transcriptsStudent Council minutes				
	Measurable outcomes	Actions and Resources		Artefacts	Monitoring		Measurable outcomes	Actions and Resources		Artefacts	Monitoring
End 2024	Prep – Year 6 <ul style="list-style-type: none">30% A,60% A+B90% A-C	<ul style="list-style-type: none">Collaboratively review the repertoires of practice to identify agreed pedagogical approaches and communicate these to staff to provide a shared understanding and a cohesive whole school approach to pedagogy. <i>(Deputy-Curriculum- Teaching and Learning team)</i>Develop and enact an agreed instructional leadership model building leaders' capability to provide a consistent approach to staff support and capability building, and the implementation of actions that address priorities. <i>(Principal – Executive Leadership Team)</i>		Learning Walks and Talk data and feedback	Staff Feedback	End 2024	SOS results higher than 75%	<ul style="list-style-type: none">Develop formal, authentic opportunities for staff to share ideas and feedback with leaders to encourage shared ownership and trust, and to build collegiality. <i>(Principal and Senior Leadership Team)</i>Collaboratively develop and enact agreed communication protocols between leaders, staff and the community to support consistency of approaches, timeliness of responses and promote staff input and professional collegiality. <i>(Principal- Wellbeing Team)</i>Review the resource support model, particularly in regard to human resource allocation, to provide regular opportunities for collaborative reflection and staff input, and foster greater staff understanding of school priorities. <i>(Executive Team – Inclusion Teachers)</i>		Minutes of team meetings Pulse Surveys Communication Protocols – playbook Teacher aide timetables	Pulse Surveys Hot Issues recordings SOS

		<ul style="list-style-type: none"> Develop a clear curriculum focus in strategic documents, taking into consideration system priorities, to support student learning progression and provide curriculum explicitness to the improvement agenda. <i>(Deputy Curriculum)</i> 							
2025 End	<p>Year 7 transition Plan feedback</p> <p>SOS Parent Feedback</p> <p>HPT processes</p>	<ul style="list-style-type: none"> Broaden systematic moderation processes across learning areas and schools to provide further curriculum alignment, support consistent teacher judgements and validate Level of Achievement (LOA) judgements. (Deputy- Curriculum –Teaching and Learning Team) Strengthen leadership capability development opportunities for leaders to support a united team approach with agreed protocols, consistent standards, and ways of working. <i>(Principal- Executive Team)</i> Develop intentional opportunities to broaden partnerships and strengthen transitions to support all students across the key education juncture of Year 6 to Year 7. <i>(Deputy- Senior School)</i> Create a roles and responsibilities document, including accountabilities for instructional leadership to support the implementation and progression of school priorities. <i>(Principal and Executive Team)</i> Build teacher capability to provide targeted, differentiated teaching for individuals and groups of students, including high achieving students, to ensure all students are appropriately engaged, challenged and extended in their learning. <i>(Deputy and Inclusion Teachers)</i> 	<p><i>School Wide Curriculum Plan</i></p> <p><i>Executive Leadership Commitment Statement</i></p> <p><i>Year 7 Transition Plan</i></p> <p><i>Sharepoint- Roles and Responsibilities documents</i></p>	<p><i>Cluster feedback School Supervisor Feedback</i></p> <p><i>Staff Feedback</i></p> <p><i>Cluster High School feedback</i></p> <p><i>Parent Feedback</i></p> <p><i>Induction Feedback</i></p> <p><i>Student Feedback</i></p>	End 2025	<p>Attendance Data at less than 10% in the >85% category</p> <p>Staff level of achievement as an APDP process</p> <p>Pulse Survey results Higher than 70%</p> <p>Increased enrolments 450 by 2026</p>	<ul style="list-style-type: none"> Develop strategies to address full school attendance barriers to increase the number of students attending school more than 85% of the time. <i>(Deputy Senior School)</i> Create a whole-school Annual Performance Development Plan (APDP) process aligned to the Annual Implementation Plan (AIP) to build staff professional expertise and capability in prioritised areas <i>(Principal- Executive Leaders Team)</i> Develop a staff induction plan to provide clear processes, accountabilities, roles and responsibilities to support new staff to effectively participate in teaching and learning priorities. <i>(Principal and Year Level Leaders)</i> Identify opportunities to promote and position the school, showcasing work to increase its visibility, to maximise partnerships and in-catchment enrolments. <i>(Executive Team and the P&C)</i> Formalise agreed roles and responsibilities of classroom teachers in the case management process to foster ownership and accountability for intended plans designed to provide tailored supports for students. <i>(Guidance Officer and Inclusion Teachers)</i> 	Sharepoint documentation in regards Induction.	Pulse Survey

End 2026	Prep – Year 6 <ul style="list-style-type: none">30% A,60% A+B90% A-C	<ul style="list-style-type: none">Develop formal processes to quality assure agreed pedagogies to ensure line of sight from intended to enacted curriculum and provide effective feedback to teachers. <i>(Deputy and Teaching and Learning Team)</i>Broaden and systematise opportunities for teachers to collaboratively analyse and discuss data to identify gaps in student learning and inform next steps for teaching and learning. <i>(Deputy Principal- Curriculum)</i>Collaboratively review the school data collection plan, incorporating specific timelines and benchmarks, to monitor student progress and make timely adjustments to teaching and learning. <i>(Principal and Senior Leadership Team)</i>	Teaching and Learning sequences Curriculum Plans Curriculum Overviews		End 2026	Community feedback SOS survey	<ul style="list-style-type: none">Investigate opportunities to co-design initiatives that enable and empower First Nations students, families and communities to further support student learning and cultural understandings.	SOS Planning cycles	
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