

## Oxley State School 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1	<i>Teaching and Learning</i>	School priority 2	<i>Culture and Wellbeing</i>
	Curriculum Pedagogy		Student Wellbeing Staff Wellbeing
<b>Link to school review improvement strategy:</b>	<ul style="list-style-type: none"> <li>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.</li> <li><b>Strengthen leadership capability development opportunities for leaders to support a united team approach with agreed protocols, consistent standards, and ways of working.</b></li> </ul>	<b>Link to school review improvement strategy:</b>	<ul style="list-style-type: none"> <li><b>Strengthen leadership capability development opportunities for leaders to support a united team approach with agreed protocols, consistent standards, and ways of working.</b></li> <li>Develop strategies to address full school attendance barriers to increase the number of students attending school more than 85% of the time.</li> <li>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</li> <li>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.</li> <li>Identify opportunities to promote and position the school, showcasing work to increase its visibility, to maximise partnerships and in-catchment enrolments.</li> <li>Develop intentional opportunities to broaden partnerships and strengthen transitions to support all students across the key education juncture of Year 6 to Year 7.</li> </ul>
<b>Strategies</b>	<p><b>Curriculum-</b></p> <ul style="list-style-type: none"> <li>By the end of 2025, we will <b>embed capacity and depth of knowledge</b> in AC English Version 9 through focussed teamwork in 3 levels of planning for all staff members.</li> <li>By the end of 2025, we will <b>build capacity and depth of knowledge</b> with staff in AC Mathematics Version 9 through focussed teamwork in 3 levels of planning for all staff members for implementation for 2025.</li> </ul> <p><b>Pedagogy</b></p> <ul style="list-style-type: none"> <li>By the end of 2025 we will embed <b>Visual Learning</b> through Learning Walls and implement high yield strategies and practices into our daily pedagogy across the school in English <b>and Maths</b>.</li> </ul>	<b>Strategies</b>	<p><b>Student Wellbeing</b></p> <ul style="list-style-type: none"> <li>By the end of 2025, we will embed the HPT protocols with fidelity to provide formal, authentic opportunities for <b>students</b> to share ideas and feedback with leaders and teachers.</li> <li>By the end of 2025 we will commit to respectful relationships processes for students and the community, incorporating student voice and parent participation.</li> <li>By the end of 2025 we will increase the number of students attending on a regular basis, especially in the &lt;85% category</li> </ul> <p><b>Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li>By the end of 2025, staff will collaboratively develop and enact agreed community communication protocols for all staff to support consistency of approaches, timeliness of responses and promote staff input and professional collegiality.</li> <li>By the end of 2025, we will embed the next phase of HPT protocols with fidelity to provide formal, authentic opportunities for <b>staff</b> to share ideas and feedback with leaders and colleagues.</li> </ul>

<b>Actions and Resources</b>		<b>Actions and resources</b>	
<p><b>CURRICULUM</b></p> <ul style="list-style-type: none"> <li>Develop and initiate an Instructional Leadership Framework to align to the Collegial Engagement framework and to guide leadership practices utilising evidenced based research to formulate documentation and actions. (Fischer and Fry) (Sharratt) (DeWitt) ((Dan Nielsen, Chris Kelly, David Collins))</li> <li>Build Co-teaching teams across the support teachers and class cohorts to support classroom differentiation and inclusive practices through high quality teaching. (PLTs) ((Dan Nielsen))</li> <li>Construct and implement a Whole School Differentiation Plan to encompass the pre and post testing regimes (each term-planning cycle), Surfboards (staff meetings and PLTs) and Support staff actions and outcomes ((Chris Kelly P-2)) ((David Collins 3-6))</li> <li>Planning days and fortnightly PLTs will focus on planning and preparing for English Version 9 and high yield strategies to embed quality teaching and learning practices ((Chris Kelly, David Collins))</li> <li>Collaboratively unpack the Maths curriculum focus through the Teaching and Learning team to identify and initiate curriculum frameworks and whole school plan ((Chris Kelly))</li> <li>To expand the Instructional Rounds in reading for a whole school approach (Chris Kelly-Isabella Roachock-David Collins -Jocelyn Mayr)</li> </ul> <p><b>PEDAGOGY</b></p> <ul style="list-style-type: none"> <li>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. ((Chris Kelly and David Collins)) ((Teaching and Learning Team))</li> <li>Deputy principals to collaboratively plan weekly Professional Learning Team sequences to incorporate stages of implementation of pedagogical practices outlined by Oxley SS (Chris Kelly – Prep –2) (David Collins 3-6)</li> <li>Principal to develop roles and responsibilities of members of the Senior Leadership Team to encompass 2024-2027 strategic priorities (Dan Nielsen)</li> <li>Provide support and feedback for teachers and leaders to further build capacity and develop visual learning within classrooms through regular walkthroughs and classroom visits ((Dan Nielsen, Chris Kelly, David Collins))</li> </ul>		<p><b>Student Wellbeing</b></p> <ul style="list-style-type: none"> <li>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. (Guidance Officer and Inclusion Teachers)</li> </ul> <p><b>Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li>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. (Principal and Year Level Leaders)</li> <li>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 (Principal- Executive Leaders Team)</li> </ul>	
End Term 4	<b>Measurable outcomes</b>	<b>English LOA:</b> Prep – Year 6 30% A, 60% B 90% A-C	<p><b>Measurable outcomes</b></p> <ul style="list-style-type: none"> <li>School Opinion Survey data- 75% Staff Morale</li> <li>Weekly Pulse survey data – 70% plus on staff responses</li> <li>Wellbeing conversations-feedforward transcripts – Improvement on support and wellbeing status</li> <li>Student Council minutes – Students achieve goals set out for the year</li> <li>Queensland Engagement and Wellbeing Survey (Term 2)- data scores for analysis</li> </ul>
	<b>Success criteria</b>	<b>Behaviourally:</b>	

**Students will:**

- Students will review and reflect on their learning goals
- Students will independently access and contribute to the learning wall
- Students can confidently answer the 5 questions connected to the learning
- Students will effectively use Learning Walls:
  - Meta- Language
  - Access
  - Engage
  - Co-construct learning wall
  - Independently identify next steps/goals for learning

**Teachers can/will:**

- Co-construct/guide learning goals with students
- Continually review and update student adjustments
- Use co-constructed visual learning spaces
- Use consistent terminology across cohorts
- Engage in LOA judgements:
  - participate in moderation cycle
  - Before, during, after, after after
  - Across school/various grades
- Be involved in observation/feedback processes as agreed upon
- Use surfboard data:
  - Not just assessment
  - Planning/PLT cycle
  - Inclusion staff / co-teaching
- Know data / T&L sequence
- confidently implement T&L sequence in English & Maths embedding current pedagogical practices

**Support teachers can/will:**

- Support teachers in classrooms using an effective co-teaching model
- Teacher Aides will refer to the learning wall (intentions/goals) when supporting students
- Teacher Aides identify/and are aware of student adjustments

**Students will:**

- Be excited to come to school
- Reach an Attendance rate > 85%
- Engage in strong community relationships and engagements with events and activities (Kindy-Prep, Y6- High schools, Extra curricular: bands, dance, Corinda Cup)
- Understand that their opinion is valued in school's decisions
- Be familiar with HPT protocols through Student Council
- Demonstrate respectful relationships in the community
- Participate in opportunities to engage in extra-curricular activities

**Staff will:**

- Build consistencies and routine in the classrooms, allowing for flexibility
- Identify that staff opinion is evident in planning and decisions
- Engage in professional collegiality in protocols and approaches
- Create feedback opportunities between Teachers and TA's
- Create an engaging and consistent learning environment, in and out of C/R,
- Communicate consistently through set processes
- Engage with HPT protocols with integrity
- Seek student voice
- Embed the next phase of HPT processes

**Leadership team will:**

- Assist with YR 6 High School transitions

**Parents will:**

- Respond and engage respectfully through agreed communication protocols
- Communicate voice through community engagement
- Actively participate in students' learning

		<p><b>Teacher aides will:</b></p> <ul style="list-style-type: none"> <li>Support learners referring to learning walls                             <ul style="list-style-type: none"> <li>Goals/what all students are working towards</li> <li>Feedback to students based on S Criteria – help students achieve</li> <li>identify/and are aware of <u>student adjustments</u></li> </ul> </li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Utilise consistent TA per year level – to support learning (knowing where T&amp;L sequence is up to, what has been added to learning walls)</li> <li>build capacity of teachers through timely instructional formal and informal feedback</li> </ul> <p><b>Parents will:</b></p> <ul style="list-style-type: none"> <li>have an understanding of the new curriculum</li> </ul>							
	<b>Artefacts</b>	<ul style="list-style-type: none"> <li>★ Learning Walls</li> <li>★ Learning Walks and Talk feedback observations- PLTs</li> <li>★ Student goal sheets</li> <li>★ Co-teaching plans</li> </ul>			<b>Artefacts</b>	<ul style="list-style-type: none"> <li>Community feedback on events</li> <li>Communication protocols</li> <li>Student Council minutes</li> <li>Role and Responsibility statements</li> </ul>			
	<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b>	<b>Measurable outcomes</b>	<b>Success criteria</b>	<b>Artefacts</b>	<b>Monitoring</b>	
End Term 1	Prep – Year 6 <ul style="list-style-type: none"> <li>30% A,</li> <li>60% B</li> <li>90% A-C</li> </ul>	<p><b>Behaviourally:</b> <b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>Learn the meta-language associated with Learning Walls</li> </ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>consolidate teacher understanding of Success Criteria, Learning Intentions and Learning Goals and link to Learning Walls</li> </ul> <p><b>Support Team will:</b></p> <ul style="list-style-type: none"> <li>become familiar with co-teaching models</li> <li>become familiar with Students needs</li> <li>become familiar with Surfboards and planning</li> <li>participate in planning</li> </ul> <p><b>Teacher aides will:</b></p> <ul style="list-style-type: none"> <li>Become familiar with a Learning Wall and how it is used</li> <li>Become familiar with Learning Intentions and Success Criteria</li> </ul>	Learning Walls  PLT Learning Journals for staff  Learning Wall photos	<i>Executive Leadership team weekly check-ins on progress:</i> : class visits : PLTs : Staff Meetings  Feedback from School Supervisor visits  Surfboard Data	End Term 1	Student feedback at Captain's Table/ Student Council.  Hot Issues in Student Council Meetings are minimised over the term to become part of processes.  Pulse Survey Data to average 70% across the domains	<p><b>Behaviourally:</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>Implement Student Council under new guidelines of HPT format for meetings agendas</li> <li>Embed the role of the Connectors within Breakfast Club and lunch time activities</li> </ul> <p><b>Staff will:</b></p> <ul style="list-style-type: none"> <li>Understand and engage with the Pulse Survey data to celebrate, and analyse staff cohort data to explore solutions and identify Team boosters</li> <li>Focus on internal school communication as the first stage</li> <li>Agree on Communication protocols between staff and implement standards for feedback</li> </ul> <p><b>Leadership team will:</b></p>	Student Council Minutes- student Sharepoint.  Pulse Survey Data	Progress of minutes from Student Council- notes published on Student Portal  Teacher analysis of Pulse data from their cohorts  Monitoring of communication from staff in alignment with commitments

		<ul style="list-style-type: none"> <li>◆ Become familiar with a co-teaching model for paraprofessionals</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>❖ Induct new members of staff into process</li> <li>❖ Expand Learning Walks and Talks with classrooms as fortnightly basis</li> </ul>					<ul style="list-style-type: none"> <li>❖ Analyse Pulse Data and initiate Team Booster activities for cohorts each month</li> </ul>		
End Term 2	<p><b>English LOA:</b></p> <p>Prep – Year 6</p> <ul style="list-style-type: none"> <li>• 30% A,</li> <li>• 60% B</li> <li>• 90% A-C</li> </ul>	<p><b>Behaviourally:</b></p> <p><b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>○ use teacher set learning goals</li> </ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>▪ set student friendly learning goals for all students</li> <li>▪ Explicitly teach how the learning goal comes about through Bump It Up Walls and feedback</li> </ul> <p><b>Support Team will:</b></p> <ul style="list-style-type: none"> <li>★ co-construct surfboards with year level team and develop timetables that reflect need (Term 2 and 3)</li> <li>★ Team selects appropriate co-teaching model and implement</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>❖ Develop staff led Learning Walks and talks</li> </ul>	<p>Learning Walls</p> <p>PLT Learning Journals for staff</p> <p>Learning Wall photos</p> <p><i>Celebrations of Learning- E News</i></p> <p><i>Student Learning Goals</i></p>	<p><i>Executive Leadership team weekly check-ins on progress:</i></p> <ul style="list-style-type: none"> <li>: class visits</li> <li>: PLTs</li> <li>: Staff Meetings</li> </ul> <p><i>Feedback from School Supervisor visits</i></p> <p>Surfboard data</p>	End Term 2	<p><i>Student feedback at Captain's Table.</i></p> <p><i>Hot Issues in Student Council Meetings are minimised over the term to become part of processes.</i></p> <p>Pulse Survey Data to average 70% across the domains</p>	<p><b>Behaviourally:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Embed Student Council under new guidelines of HPT format for meetings agendas</li> <li>• Implement new roles for the Connectors to include peer mentors</li> </ul> <p><b>Staff will:</b></p> <ul style="list-style-type: none"> <li>▪ Understand and engage with the Pulse Survey data to celebrate, and analyse staff cohort data to explore solutions and identify Team boosters</li> <li>▪ Agree on Communication protocols between staff and implement standards for feedback</li> <li>▪ Be trained as HPT Leaders within the year level cohort</li> </ul> <p><b>Leadership team will:</b></p> <ul style="list-style-type: none"> <li>❖ Analyse Pulse Data and initiate Team Booster activities for cohorts each month</li> </ul> <p><b>Parents will:</b></p> <ul style="list-style-type: none"> <li>• Answer surveys on school options for facilities. Infrastructure as well as school values and community engagement</li> </ul>	<p><i>Student Council Minutes- student Sharepoint.</i></p> <p><i>Pulse Survey Data</i></p>	<p>Progress of minutes from Student Council- notes published on Student Portal</p> <p>Teacher analysis of Pulse data from their cohorts</p> <p>Monitoring of communication from staff in alignment with commitments</p>

End Term 3	<p><b>English LOA:</b></p> <p>Prep – Year 6</p> <ul style="list-style-type: none"> <li>• 30% A,</li> <li>• 60% B</li> <li>• 90% A-C</li> </ul>	<p><b>Behaviourally:</b></p> <p><b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>○ Use Learning Walls and feedback to negotiate learning goals with teacher</li> </ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>▪ Negotiate learning goals with students and articulate goals visually with the “3<sup>rd</sup> Teacher”</li> </ul> <p><b>Support Team will:</b></p> <ul style="list-style-type: none"> <li>★ co-construct surfboards with year level team and develop timetables that reflect need (Term 2 and 3)</li> </ul> <p><b>Leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>❖ Develop staff led Learning Walks and talks with Cluster Schools</li> </ul>	<p>Learning Walls</p> <p>PLT Learning Journals for staff</p> <p>Learning Wall photos</p> <p>Celebrations of Learning-ENews</p> <p>Student Learning Goals</p>	<p><i>Executive Leadership team weekly check-ins on progress:</i></p> <p>: class visits</p> <p>: PLTs</p> <p>: Staff Meetings</p> <p>Feedback from School Supervisor visits</p> <p>Surfboard Data.</p>	End Term 3	<p>Student feedback at Captain's Table.</p> <p>Hot Issues in Student Council Meetings are minimised over the term to become part of processes.</p> <p>Pulse Survey Data to average 70% across the domains</p> <p>School Opinion Survey Data (SOS) -Staff Morale 75%</p>	<p><b>Behaviourally:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Embed Student Council under new guidelines of HPT format for meetings agendas</li> <li>• Review and feedback on new roles for the Connectors to include peer mentors</li> </ul> <p><b>Staff will:</b></p> <ul style="list-style-type: none"> <li>▪ Understand and engage with the Pulse Survey data to celebrate, and analyse staff cohort data to explore solutions and identify Team boosters</li> <li>▪ Agree on Communication protocols between staff <b>and parents</b> and implement standards for feedback</li> <li>▪ Lead the HPT agenda within the year level cohort</li> </ul> <p><b>Leadership team will:</b></p> <ul style="list-style-type: none"> <li>❖ Analyse Pulse Data and initiate Team Booster activities for cohorts each month</li> </ul>	<p>Student Council Minutes-student Sharepoint.</p> <p>Pulse Survey Data</p> <p>SOS data</p>	<p>Progress of minutes from Student Council- notes published on Student Portal</p> <p>Teacher analysis of Pulse data from their cohorts</p> <p>Monitoring of communication from staff in alignment with commitments</p>
------------	--	--	--	--	------------	---	--	---	---

**Approvals**

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

Principal



P&C



ADAM ERKIET

School Supervisor

