



Oxley State School

2022 Annual Implementation Plan

School Priorities

School Strategic Plan - 1. Inclusive Education

Long-term targets/desired outcomes

- Improvement in A-E data for diverse range of students
- Appropriate academic adjustments are evident in planning documents and in curriculum delivery
- High level of teacher confidence in their capability to engage in the Inclusive Framework

AIP targets/desired outcomes

- All DDA identified students will have a Personalised Learning Plan (PLP) by August 2022.
- Attendance rate of DAA identified students will be at or above school average.
- All students on an ICP will achieve a 'C' or above, at adjusted program level.
- Parental satisfaction percentage of DDA identified students will improve to 90%.
- A-E achievement in English for DDA identified students will be at or above 'C' for program level.
- NEST Team will be implemented to review and advise adjustments to support classroom differentiation and transition of cases to Inclusion Team.
- The number of suspensions for DDA identified students will decrease at specific case level, from the previous year.

School Strategic Plan Strategy:	
Provision of ongoing professional development for all staff in Inclusive Education.	
Actions	Responsible Officer(s)
Ongoing enactment of NEST (Needs Established Supported Teaching) plan to engage wider range of staff in direct case management and responsibility roles.	Nachele Bordon, David Collins, Glyn Davies, Peta Mawson, Nicole Russ, Reshmi Sinh
Professional Development will be conducted for staff around the identification and implementation of in-class adjustments, based upon the Maker Model and Differentiation Placemat.	Nachele Bordon, David Collins, Glyn Davies, Peta Mawson, Nicole Russ, Reshmi Sinh
Invite Inclusion Team Members to be trained as a Rock and Water Facilitators.	Nachele Bordon, David Collins, Glyn Davies, Peta Mawson, Nicole Russ, Reshmi Sinh
All relevant staff to be trained in restrictive practices protocols.	Deputy Principal





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School Strategic Plan Strategy:	
Develop identified staff capability around leading the inclusive agenda	
Actions	Responsible Officer(s)
Engagement of staff in NEST mentoring process (Needs Established Supported Teaching) to enhance staff capability to design and implement classroom adjustments.	Nachele Bordon, David Collins, Glyn Davies, Peta Mawson, Nicole Russ, Reshmi Sinh
Develop expectation and capacity for teacher to be central figure in case management, retaining regular parental contact, recording and referring relevant case information to NEST and Inclusion Team	Nachele Bordon, David Collins, Glyn Davies, Peta Mawson, Nicole Russ, Reshmi Sinh
Inclusion Team members will work with Region to develop an agreed process of the collection of NCCD data to ensure a comprehensive and actionable evaluation of students and support plans.	Nachele Bordon, David Collins, Glyn Davies, Nicole Russ, Reshmi Sinh
NEST and Inclusion Teams work with co-ordinated resources, internal and external (external specialists/Chaplain) to develop and enact support plans and NCCD required evidence documentation.	Nachele Bordon, David Collins, Glyn Davies, Peta Mawson, Nicole Russ
SEP and ST:LaN to work directly with teachers and DP Curriculum, to identify and implement individual and curriculum aligned task specific adjustments based on Data Differentiation Trackers.	Deputy Principal
Unpack and plan action of the EIB Inclusion Review recommendations towards a diverse and inclusive school agenda- Review in May 2022	Principal, Deputy Principal, Guidance Officer





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School Strategic Plan Strategy:	
Develop a culture of data driven decision making to inform inclusive practices.	
Actions	Responsible Officer(s)
Inclusion Team articulate and then implement associated evidence/data requirements of Inclusion process to underpin and guide developed adjustments.	Nachele Bordon, David Collins, Glyn Davies, Peta Mawson, Nicole Russ, Reshmi Sinh
Implement consistent case recording expectations across school for the gathering of data and to track case development through the Inclusion Process.	Nachele Bordon, David Collins, Glyn Davies, Peta Mawson, Nicole Russ, Reshmi Sinh
Fortnightly monitoring and intervention to support families and students to increase attendance percentage.	Deputy Principal, Guidance Officer
Engage with PCL Team data to assist with the identification of and support plan enactment of students exhibiting need for social/emotion or behavioural support.	Nachele Bordon, David Collins, Glyn Davies, Nicole Russ





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School Strategic Plan - 2. Positive Culture for Learning

Long-term targets/desired outcomes

- All teaching staff engaged in the process of regularly and consistently delivering PCL lessons in accordance with school's PCL Framework
- Collaboratively developed and documented statement of values which align with the school's Well Being Framework
- Reduction in number of SDAs
- Improvement in EBS, SET and student attendance data

AIP targets/desired outcomes

- A decrease of students attending less than 85% by 8 students by the end of each term.
- Reduce major referrals for 11 Tier 3 students by 2 students each term across the school
- By the end of term 2 we'll have 100% of staff implementing welcome circles, positive primers, ready to learn strategies, brain breaks.

School Strategic Plan Strategy:	Develop a shared and enacted vision and set of values which underpin a culture of positive collaboration	
Actions	Responsible Officer(s)	
By the end of Term 4, further unpack The Strategic Wheel to action the schools' improvement drivers to facilitate the philosophy of The Right Work, The Right Way, for The Right Reasons.	Principal, Deputy Principal, Year Coordinator	
Engage with classes in Welcome Circles, Positive Primers, Ready To Learn Strategies and Brain Breaks through classroom visits, staff meeting sessions and building upon the expertise of PCL team.	David Collins, Kathy Lavery-Wilson, Tiffany Louch, Nicholas Mortensen, Dan Nielsen, Azima Omar, Nicole Ward	
By the end of Term 2 establish the House Coordinators positions/ Year Level Coordinators that will support the welfare of staff and students in their School houses/Year Levels.	Principal, Deputy Principal	
Work with Regional Staff to develop a framework for all staff to adopt and adapt inclusive practices to support behaviourally challenged students through engagement of the needs of the whole child.	Principal, Deputy Principal, Guidance Officer	
School Strategic Plan Strategy:	Rebranding of the school's artefacts to align consistency of implementation of PCL to the shared vision and values.	
Actions	Responsible Officer(s)	
Develop school lessons and signage to support routines and transitions that become embedded to reduce behaviour referrals due to articulated consistencies of practice.	Nachele Bordon, David Collins, Kathy Lavery-Wilson, Tiffany Louch, Nicholas Mortensen, Dan Nielsen, Janice Powell, Isabella Roachock, Rebecca Smith	





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School Strategic Plan Strategy:	Supporting the implementation of PCL through observation and feedback processes as outlined in the school's Collegial Engagement Framework	
Actions	Responsible Officer(s)	
Observations of PCL lessons including BSEM frameworks and practices in each class each term. These are formal observations that allow teacher feedback and reflection.	Principal, Deputy Principal	
Ongoing conversations with Early Career teachers in regards ongoing behaviour management micro-skilling including Essential Skills and PCL lessons.	Principal, Deputy Principal	
Offer for all staff to be formally profiled to receive confidential feedback in regards their class engagement with PCL practices.	Jane Delley	
Continue weekly teacher aide PLTs that support teacher aides through behaviour management strategies and professional learning opportunities.	Deputy Principal	





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School Strategic Plan - 3. Reading

Long-term targets/desired outcomes

- Consistent practice in line with the Reading Framework
- Data informed decision making
- 65% of students achieving in the upper two bands in Reading in Years 3 & 5 Naplan
- 85% of students in years 3 -6 achieving a Stanine 5 or better in PAT R

AIP targets/desired outcomes

- By the end of 2022, 90% of students will achieve a C or above in English
- By the end of 2022, 55% of students will be in the upper two bands for English
- By the end of 2022, all teachers will use data to inform next steps for differentiating teaching and learning in English
- By the end of 2022, all teaching teams will effectively use the planning process, to develop a shared assessment literacy
- By the end of 2022, all teaching teams will engage in moderation after assessment has taken place to ensure consistent teacher judgement

School Strategic Plan Strategy:	Provide ongoing PD to strengthen data literacy skills.	
Actions	Responsible Officer(s)	
Formalise the use of English Data Differentiation Trackers to identify student, class and cohort learning needs and plan reasonable adjustments linked to current unit of work	Chris Kelly	
Through English planning, teachers will build their capacity to align reading data and the school's Reading Framework to the Australian Curriculum English and the current unit plan.	Chris Kelly	
Through Teacher Aide PLT, build capacity to implement the school's Reading Framework	Chris Kelly	
Using the Data Differentiation Trackers, teachers will monitor the progress of EAL/D and Indigenous students in English each term	Chris Kelly	





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School Strategic Plan Strategy:	
Embedding a consistent approach to the teaching of the reading demands of the Australian Curriculum	
Actions	Responsible Officer(s)
Through the planning process, teams will use the developed assessment alignment planners to quality assure the alignment of assessment tasks and marking guides to the Australian Curriculum English	Chris Kelly
Teams will use Assessment Alignment Planners to develop a Teaching and Learning Sequence, embedding high impact teaching strategies and differentiated learning experiences for identified students	Chris Kelly
Develop and implement a Case Management approach using Data Differentiation Trackers to identify and plan for targeted students in order to improve their A-E data in English	Chris Kelly
Develop a whole school moderation process, using the before, after, after, end model	Chris Kelly
In Term Two, introduce team moderation in English after assessment but before marking to ensure consistency of teacher judgement	Chris Kelly
Introduce Learning Walks to monitor the consistency of practice linked to current English Unit Plan and identified students.	David Collins, Chris Kelly, Dan Nielsen

Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

P and C / School Council

Tony Maksoud
Assistant Regional Director



**Queensland
Government**