



Oxford State School

2023 Annual Implementation Plan

<p>Department of Education - Equity and Excellence</p> <p>Educational achievement Knowing each student's learning progress is essential to making sure they are on track for positive educational outcomes. Setting clear expectations for every student and every school supports them to achieve. This means we:</p> <ul style="list-style-type: none"> ▪ have a common goal that every student achieves at least one year of learning growth each year ▪ have clear expectations for schools and help them to differentiate support so every student realises their potential
<p>Wellbeing and engagement Being healthy, confident and resilient is a foundation for engaging in learning. With a focus on wellbeing of all staff and students, we create a sense of belonging and a positive environment for teaching and working. Designing and delivering meaningful pathways for every student is key to lifting learning outcomes. This means we:</p> <ul style="list-style-type: none"> ▪ know each student and understand what works best for them ▪ support staff and student wellbeing and engagement to establish a strong foundation for learning outcomes.
<p>Culture and inclusion The diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across every state school. This means we:</p> <ul style="list-style-type: none"> ▪ embrace diversity by creating welcoming, inclusive and accessible educational settings ▪ value student, parent/carer, community and stakeholder voice in our approach to teaching and learning.

<p>Oxford State School Strategic Plan</p> <p>Empowered & Engaged Learners All learners thrive and are engaged when they are active and have self-efficacy to celebrate, shape and contribute to a changing world.</p>
<p>Deep & Challenging Teaching We believe that quality teaching created through collective efficacy motivates, engages and extends all learners.</p>
<p>Positive & Inclusive Culture A positive and inclusive school culture provides all learners with opportunities for them to participate in all aspects of schooling.</p>
<p>Creativity & Innovation All learners can become global citizens by valuing student voice and extending their critical thinking skills.</p>
<p>Connected & Collaborative Community When our community comes together we can enrich and inspire deeper learning for all learners.</p>

<p>Key improvement strategies (recommended through the 2020 School Review by the EIB)</p> <ul style="list-style-type: none"> ▪ Build collaborative whole-of-school structures and processes to support collective understanding and engagement regarding school operations, priorities and resourcing. ▪ Collaboratively refine staff culture, understanding and expectation regarding PBL to support the consistent application of agreed structures and processes with Quality Assurance (QA) mechanisms. ▪ Provide opportunities for staff to be involved in regular coaching and mentoring processes, including observation and feedback, to support the desired pedagogical approaches of the school. ▪ Afford opportunities for all staff to develop knowledge, understanding and a repertoire of inclusive practices. ▪ Build systematic QA practices across the school to ensure the intended curriculum is enacted with fidelity.
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	<u>Actions</u>	<u>Parameter</u>	<u>Timelines</u>	<u>Responsible Officer/s</u>
Empowered & Engaged Learners	▪ Embed High expectations for all students, with a focus on English, Maths and Science.	1, 5 & 14	Term 1-4	Principal, Deputy Principal, HOIP, HoDC & Teaching Staff
	▪ Continue the implementation of the Australian Curriculum v8.4 with fidelity.	1 & 14	Term 1-4	Principal, Deputy Principal, HOIP, HoDC & Teaching Staff
	▪ Engage with all students to set learning and personal goals.	1, 6 & 14	Term 1-4	Principal, Deputy Principal, HOIP, HoDC, & Teaching Staff
Deep & Challenging Teaching	<u>Actions</u>	<u>Parameter</u>	<u>Timelines</u>	<u>Responsible Officer/s</u>
	▪ Build teacher clarity and knowledge through Sharratt's Assessment Waterfall.	1 & 14	Term 1-4	Principal, Deputy Principal, HOIP, HoDC & Teaching Staff
	▪ Develop a shared and accurate understanding of curriculum, pedagogy, assessment and reporting with a targeted focus on moderation. (BAAE).	3, 5, 7 13	Term 1-4	Principal, Deputy Principal, HOIP, HoDC & Teaching Staff
	▪ Review and enhance pedagogical practices to ensure the 'How' is enacted across the school.	5 & 7	Term 1-4	Principal, Deputy Principal, HOIP, HoDC & Teaching Staff
Positive & Inclusive Culture	▪ Embed effective differentiation strategies to support all students.	1, 3 & 14	Term 1-4	Principal, Deputy Principal, HOIP, HoDC & Teaching Staff
	<u>Actions</u>	<u>Parameter</u>	<u>Timelines</u>	<u>Responsible Officer/s</u>
	▪ Complete an Inquiry Cycle on all aspects of Inclusive Practices to shape future direction.	1, 5, 11 & 14	Term 2-3	Principal, & HOIP & HoDC
Creativity & Innovation	▪ Embed Positive Behaviour for Learning with consistency across the whole school.	1, 5 & 14	Term 1-4	Principal, Deputy Principal, HOIP, HoDC & Teaching Staff
	▪ Enhance students and staff wellbeing through targeted programs.	3 & 14 & I4S	Term 1-4	Principal, Deputy Principal, HOIP, HoDC & Teaching Staff
	<u>Actions</u>	<u>Parameter</u>	<u>Timelines</u>	<u>Responsible Officer</u>
Connected & Collaborative Community	▪ Explore and implement critical thinking skills across all year levels.	1, 2, 11 & 14	Term 1-4	Principal, Deputy Principal, HOIP & HoDC
	▪ Extend extra curricula opportunities for all students.	1, 4 & 14	Term 1-4	Principal, Deputy Principal, HOIP & BM
	▪ Develop staff to increase confidence, skills and knowledge in the effective use of digital technologies to support improved student learning outcomes.	1, 4 & 14	Term 1-4	Principal, Deputy Principal, HOIP, BM & Teachers
Investing for Success	<u>Actions</u>	<u>Parameter</u>	<u>Timelines</u>	<u>Responsible Officer</u>
	▪ Continue to develop strong partnerships for transition junctures with key partners, ECECs and high schools.	1, 5 & 14	Term 1-4	Principal, Deputy Principal, HOIP, BM & Teachers
	▪ Embed tenants of the Parents and Community Engagement Framework and continue to promote our school as a community hub.	1, 12 & 14	Term 1-4	Principal, Deputy Principal, HOIP, BM & Teachers
	▪ Engage with First Nations elders to support the embedding of indigenous perspectives across the curriculum and school.	1, 12 & 14	Term 1-4	Principal, Deputy Principal, HoDC, Indigenous Champions & Staff
Support Student Engagement and Wellbeing through employing extra Teaching staff, Teacher Aide time, Speech Language Pathologist, Chaplaincy and Social Worker FTE.				\$277565 (includes \$96971 unspent in 2022)

Endorsement

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


Principal


P and C President


Assistant Regional Director



Oxford State School

14 Parameters of System and School Improvement

of February 27, 2023

Parameter	At Oxford State School
1 Shared briefs and Understandings	School vision – Every student succeeding regardless of circumstance.
2 Embedded knowledgeable other	Identified knowledgeable others identified and engaged in supporting literacy demands. Communicate to staff who are our knowledgeable others available for support.
3 Quality assessment informs instructions	Embedded systems for data collection that informs practice – Assessment for, as and of learning. 5 Questions for Students & Teachers. The Assessment Waterfall Chart.
4 Principal (Leaders of Learning) as lead learners	Leads through Instructional Leadership. Attends Case Management meeting. Intentional & focused Learning Walks & Talks.
5 Early and ongoing intervention	Good first teaching. Case Management approach. (Tier 1 & 2) Student Enhancement Team. (Tier 3) Data Walls Collegial Engagement Framework.
6 Case management approach	Case management approached embedded in every year level with a literacy focus. Case management and review meetings held every 3 weeks.
7 Focused professional learning at staff meetings	Professional development linked to OSS Explicit Improvement Agenda and Professional Development Plans. Collegial Engagement framework.
8 In-school meetings – collaborative assessment of student work	Before, After, After, End Model.
9 Book rooms of levelled books and multi-modal resources	Reading resources in a central location – Reading Room..
10 Allocation of system and school budget for learning	Budget identifies key curriculum spending for subjects and literacy/numeracy, professional development. I4S Funding used to support student learning outcomes. Budget aligns to EIA/AIP.
11 Collaborative Inquiry- a whole-system approach	Sector Meetings. Principal/Leaders of Learning Networks/Clusters.
12 Parent and community involvement	Shared understanding of curriculum and pedagogical practices through communication channels. 5 Questions for Parents. Class curriculum overviews and term newsletters.
13 Cross curricula literacy connections	Cross-curricular links within planning and teaching sequences.
14 Shared responsibility and accountability	Every Child is Our Child. Collective ownership of all students.

