





OXENFORD STATE SCHOOL 2024 ANNUAL IMPLEMENTATION PLAN



School priority 1: Deep & Challenging Teaching and Learning We believe that quality teaching created through collective efficacy motivates, engages and extends all learners.	Monitoring			
	Term 1 Embedding	Term 2 Embedding	Term 3 Embedding	Term 4 Reviewing
<p>Strategies:</p> <ul style="list-style-type: none"> Implement evidence based high impact teaching and learning strategies that will ensure that all students accelerate in their learning through improved literacy and numeracy outcomes. Enhance the teacher judgement through moderation processes. 				
<p>Actions:</p> <ul style="list-style-type: none"> Continue to embed a culture of high expectations for all students through analysing of data to inform practices, with a specific focus on Level of Achievement data across key junctures, Starting Strong and Building on Foundations. Continue to develop a shared and accurate understanding of curriculum, pedagogy, assessment, moderation and reporting, with a specific focus on differentiation. Develop data literacy skills to ensure data is used to inform student and school improvement progress. Actively participate in the M in STEM program with partner schools, to focus on problem solving in Mathematics across all year levels. Use learnings from the M in STEM to improve problems solving skills of all students across the school. Engage all teaching staff in the Teaching of Reading professional development to improve reading outcomes across all year levels. Use learnings from Teaching of Reading to improve problems solving skills of all students across the school. 	<p>Long term measurable/desired outcomes:</p> <p>Whole School</p> <ul style="list-style-type: none"> LOA – A-B -50%-English & Maths LOA – A-C -90%-English & Maths Attendance 92% 100% students set goals relating to English/Mathematics/Learning Behaviour/Attendance U2B/MSS/NMS comparable to, or above nation in all strands of NAPLAN 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> Update English three levels of planning for the implementation of version 9 Australian Curriculum. All teachers have a deeper understanding of differentiation and cater for all students in their classes. Differentiation strategies are planned, implemented and reviewed for students in English and Maths. Actual v Relative Performance is lifted for targeted cohorts. Continue to improve all year levels as per annual improvement goals. Focus on Year 2 & 4 A-B performance. Improve NAPLAN-LOA Inter Assessment data for Year 3 & 5. Increase U2 Bands for Year 3 & 5 NAPLAN. Improved SOS % students interested in their learning. 	<p>Success Criteria</p> <p>Students will:</p> <ul style="list-style-type: none"> Be an active and engaged learner. Articulate their learning and progress through Sharrett and Fullen's 5 Questions. Set learning goals. Co-construct learning walls. <p>Staff will:</p> <ul style="list-style-type: none"> Support all students to set Learning Goals. Analyse and use data to inform programs and planning requirements. Develop a deeper understanding of pedagogical practices for learning to support all students. Explicitly use agreed pedagogical practices for learning for literacy and numeracy. Engage in learning walks and talks to address merging themes across the school. Articulate their teaching through the Sharrett and Fullen's 5 Questions about teaching and learning within their classroom. Engage in moderation process using the Before, After, End (BAAE Model). Work alongside others to develop 3 Levels of planning using the Australian Curriculum v8 for English and v8.4 for other subjects. Co-construct Learning and Bump It Up Walls <p>Leaders will:</p> <ul style="list-style-type: none"> Engage in regular Walk and Talks providing feedback to students and teachers using Sharrett and Fullen's 5 questions. Communicate data trends to all staff via regular staff meetings. Provide support to teachers as Leaders of Learning on curriculum, pedagogy and assessment. Support students and teachers through effective use and allocation of resources. Develop a deeper knowledge and understanding of contemporary educational trends, practices and curriculum. <p>Resources:</p> <ul style="list-style-type: none"> SBS Staffing FTE SBS Budget Allocations 	

School priority 2: Positive & Inclusive Culture We believe that a positive and inclusive school culture provides all learners with opportunities for them to participate in all aspects of schooling. Strategies:	Monitoring			
	Term 1 Embedding	Term 2 Embedding	Term 3 Embedding	Term 4 Reviewing
<ul style="list-style-type: none"> Continue to monitor and support staff wellbeing to enhance the workplace culture of school. 				
<p>Actions:</p> <ul style="list-style-type: none"> Implement inclusive practices that supports student engagement and wellbeing. Collaboratively review, refine and implement PBL practices including Tier 2 and 3 processes. Develop wellbeing strategies that support the needs of staff and continue to foster a strong collegial culture. Enhance students and staff wellbeing through targeted programs, including showcasing student and staff achievements. Use Investing for Success funding to support student wellbeing and engagement through, extra teaching staff, teacher aide time, Speech Language Pathologist, Chaplaincy and Social Work FTE. 	<p>Long term measurable/desired outcomes:</p> <p>Whole School</p> <ul style="list-style-type: none"> Attendance 92% Behaviour -80% Effort -80% 100% students set goals relating to English/Mathematics/Learning Behaviour/Attendance Effective use of resourcing to support all students. Improvement in Student Engagement and Wellbeing. Increase in Staff morale. 	<p>AP measurable/desired outcomes:</p> <ul style="list-style-type: none"> PBL implemented with consistency & fidelity. Increase SOS response to 'How behaviour is managed'. Reduce the % of Tier 2 & 3 students in PBL data. Increase in non-teaching staff morale. Wellbeing Team is functional and providing support to students at 'risk' of engagement. Staff Wellbeing committee is providing targeted support for staff needs. Decrease SDAs across key junctures of Starting Strong and Building on Foundations. 	<p>Success Criteria</p> <p>Students will:</p> <ul style="list-style-type: none"> Be active and engaged learners. Demonstrate the school wide PBL expectations and fortnightly focuses. Attend school every day. Follow the Oxenford State School Student Code of Conduct. Engage in extra curricula and support programs. <p>Staff will:</p> <ul style="list-style-type: none"> Be an active, positive and engaged staff member. Embed the school wide PBL expectations and fortnightly focuses. Track and monitor students behaviour and attendance. Actively engage in wellbeing programs to support students and staff. Create and maintain positive relationships with students, parents and colleagues. Implement adjustments that allow all students to engage in the curriculum at their level. Seek support for students through Case Management and Student Enhancement Team referrals. Model professional behaviours for all. <p>Leaders will:</p> <ul style="list-style-type: none"> Lead the implementation of PBL with fidelity. Monitor and track behaviour, including SDAs. Use data to inform practices and programs to support students, staff and families. Engaged with other agencies to support engagement and wellbeing. Support the wellbeing of students and staff. Use resources effectively and efficiently. Support all staff with their work-life balance and wellbeing. Model professional behaviour for all. <p>Resources:</p> <p>2024 IAS \$182314 + \$34518 (2023) SBS Staffing FTE SBS Budget Allocations</p>	
<p>Responsible officer(s):</p> <p>Principal Deputy Principal Head of Inclusive Practices Head of Department-Curriculum. Guidance Office Social Worker & Chaplain Teachers Teacher Aides</p>				

School priority 3: Connected & Collaborative Community We believe when our community comes together we can enrich and inspire deeper learning for all learners.	Monitoring			
	Term 1 Reviewing	Term 2 Embedding	Term 3 Embedding	Term 4 Reviewing
<p>Strategy/ies:</p> <ul style="list-style-type: none"> Continue to embed tenants of the Parents and Community Engagement Framework and promote our school as a community hub. <p>Actions:</p> <ul style="list-style-type: none"> Engage with First Nations elders to support the embedding of indigenous perspectives across the curriculum and school. Engage the school community and stakeholders in the School Review process to collaboratively created a shared vision and strategic plan for the following improvement cycle. Actively seek ways to build a strong connection with the school community to enhance student learning, engagement, wellbeing, and opportunity. 	<p>Long term measurable/desired outcomes:</p> <ul style="list-style-type: none"> 100% engagement with local state high schools, Early Childhood Education Centres Functioning and effective P&C Association. 	<p>AIP measurable/desired outcomes:</p> <ul style="list-style-type: none"> Improve connection with feeder secondary school. Engage with ECEC to ensure transition statements are accessible and used to support students. Continue to implement strategies from the Parent and Community Engagement Framework. First Nations perspectives are embedded in curriculum offerings. Engage in School Review process. Oxenford State School has identified Elders who are regularly engaged with the school community. <p>Success Criteria Students will:</p> <ul style="list-style-type: none"> Attend school every day. Provide their voice on engagement and wellbeing through feedback and student representatives. Follow the OSS Student Code of Conduct and school wide PBL expectations. Develop a deeper knowledge of our First Nations people and their culture. <p>Staff will:</p> <ul style="list-style-type: none"> Engage in the review process. Use student transition statements and portfolios to understand learners. Support students who identify as First Nations people. Value add to the strategic direction of the school. Invest in quality partnerships with the community. Uses resources effectively to support all students with engagement and wellbeing. <p>Leaders will:</p> <ul style="list-style-type: none"> Use data to inform support programs and effective use of resources. Develop positive partnerships with parents. Engage with students, parents, and staff through the review process. Engage with First Nations people. Support the P&C Association. <p>Resources: SBS Staffing FTE SBS Budget Allocations</p>	<p>Responsible officer(s): Principal Deputy Principal Head of Inclusive Practices Head of Department-Curriculum Wellbeing Team – GO, SW & Chaplain Teachers Non-teaching staff</p>	<p>Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p>Principal  P&C </p> <p style="text-align: right;">School Supervisor <i>Mandy Cook</i> 23/02/2024</p>