

Investing for Success

Under this agreement for 2017
Oakleigh State School will receive

\$147,000*

Our school improvement priority/ies and objectives are

- In 2017, our key improvement priorities are focused on 'an expert teaching team', 'excellence in curriculum, delivery and innovation' and 'a culture that promotes learning' (as evident in our 2016 – 2019 Strategic Plan).
- Focus on Writing is to develop **consistent and effective pedagogical practices and knowledge of writing**, to improve P-6 student outcomes.
 - Research: Hattie, Sharratt, Fullen, Fisher & Frey, Willett, Cameron, Rose
 - Data: NAPLAN data, A-E Achievement data
 - School Based Evidence: Pedagogical Framework (TOPS), Visible Learning Wall
- Focus with Reading is to develop **consistent and effective pedagogical practices and knowledge of reading and reading comprehension**, to improve P-6 student outcomes.
 - Research: Hattie, Sharratt, Fullen, Fisher & Frey, Cameron)
 - Data: NAPLAN data, A-E Achievement data
 - School Based Evidence: Pedagogical Framework (TOPS), Visible Learning Wall
- Develop **consistent and effective pedagogical practices and knowledge** in Early Years numeracy through the Age Appropriate Pedagogies (AAP) project, to improve student outcomes.
 - Research: AAP Foundation paper: EQ, Griffith Uni
 - Data: AEDI data, Early Start
 - School Based Evidence: Teacher anecdotal

The strategies or initiatives and costings are

Initiatives/Strategies	Costs
<p>Oral Language and Literacy Development Focus Employ a Speech Language Pathologist (SLP) 2 days a week (0.4) to work alongside students, teachers and families on improving speech and Literacy development. - The SPL will provide support for students with speech needs, identify and assess students as required, support teachers in classrooms with Literacy development (STRIVE) and provide information and other resources to the school community as required.</p>	\$26,000
<p>Writing - Develop a rigorous 'whole school' plan for writing pedagogy. - Develop teacher knowledge and understanding of the attributes of effective writing, the use of data to inform practice and provide feedback to students (Linked with the AITSL Professional Standards, Cam Brookes from QUT focus on the feedback project (2017 – 2019) with a focus on Year 5 writing in 2017). - Improve the writing outcomes for all Prep – Year 6 students. - Prep to Year 6 teachers are provided with release time to complete and analyse data to inform teaching, learning, resourcing and track student progress in writing.</p>	\$20,000 \$2,000 (data) \$10,000 (TA) \$5,000 (feedback)

* Funding amount estimated on 2016 data. Actual funding will be determined after 2017 enrolment data are finalised.

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<p>- Employing Early Years intervention teacher aides to work in early years classrooms using specific intervention programs to develop early writing skills and additional resources to support intervention and enrichment programs in writing.</p> <p>- <i>To focus with Writing is to develop consistent and effective pedagogical practices and knowledge of writing, to improve student outcomes.</i></p>	
<p>Health Screeners</p> <p>- Ashgrove Hear and Say to complete HEARING screeners on all Prep students (Week 5, Term 1)</p> <p>- The EyeMan to complete VISION screeners on all Prep students (Week 6, Term 1)</p> <p>- <i>Screeners are provided to all Prep students, but also made available for any other students if required. The two agencies (Hear and Say and the EyeMan) conduct extensive information sessions with the school community as a component of our 'Get Set For Prep' program that is run in Term 4.</i></p>	\$2,000
<p>Increase Human Resources</p> <p>Employing Early Years intervention teacher aides to work in early years classrooms using specific intervention programs (e.g. MiniLit) to develop early literacy and numeracy skills and additional resources to support intervention and enrichment programs in reading and numeracy.</p> <p>- <i>Teacher Aides are employed across the school to work with students and provide intervention and extension programs as required by the classroom teacher and Student Support team.</i></p>	\$37,000
<p>Age Appropriate Pedagogy (AAP) / Practitioner Inquiry / Feedback</p> <p>Provide opportunities for staff to engage in ongoing professional learning, collaborative data inquiry, action learning opportunities, classroom coaching, enrichment/extension opportunities and professional development (both internal and external).</p> <p>Prep to Year 6 teachers are provided with release time to complete and analyse Early Start data to inform teaching, learning, resourcing and track student progress in reading and numeracy.</p> <p>- <i>Continue our engagement with NoTosh, Cam Brookes from QUT focus on the feedback project (2017 – 2019) with a focus on Year 5 in 2017, implement the 2017 AAP action plan and provide teacher release.</i></p>	\$45,000

Improvement in student outcomes will be measured by

- Writing
 - Year 3**
 - Upper Two Bands – 62% in 2017, 67% in 2018 (online assessment) (3 year historical aggregated score of 59%).
 - Triangulation of NAPLAN, Curriculum into the Classroom (C2C) A-E achievements from writing tasks (e.g. Marking Guides) and Visible Learning Wall improvements across the year
 - Year 5**
 - Upper Two Bands – 36% in 2017 (online assessment), 41% in 2018 (online assessment) (3 year historical aggregated score of 33%).
 - Student relative gain targets – 2015 – 2017: 7%-60%-33%, 2016-2018: 6%-56%-37% (3 year aggregated score of 8%-64%-28% from 2012 – 2016).
 - Triangulation of NAPLAN, Curriculum into the Classroom (C2C) A-E achievements from writing tasks (e.g. Marking Guides) and Visible Learning Wall improvements across the year

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- **Age Appropriate Pedagogies (AAP)**

- Triangulation of NAPLAN, Curriculum into the Classroom (C2C) A-E achievements from writing tasks (e.g. Marking Guides) and Visible Learning Wall improvements across the year
- Early Start Data
- Social Emotional tracking data (AAP project) – Australian Curriculum links

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