

Investing for Success

**Under this agreement for 2019
Oakleigh State School will receive**

\$147,834*

This funding will be used to

- Increase the percentage of students in the Upper 2 bands in NAPLAN writing in Year 3 to 50% and Year 5 to 40%
- Increase in the proportion of students achieving As and Bs in English and Mathematics in all year levels – As to 22% and Bs to 41%
- Increase to 90% the percentage of students achieving the Oakleigh State School benchmark reading target at the end of Prep, year one and year two

Our initiatives include

- Embedding a culture of feedback into the teaching of writing – pedagogies that enable feeding up, feeding back and feeding forward
- Embedding year level collaboration with student learning at the centre of professional discussions, learning data analysis and planning
- Implementing a whole school coaching model to deepen educators' knowledge, understandings and reflective practices
- Establishing and implementing a whole school policy for enhancing the learning of advanced and gifted learners
- Enhancing early years language development through the identification of students at risk, implementation of STRIVE program and building teacher capability with support of Speech Language Pathologist.
- Providing intensive, targeted support for students not yet at standard in English and Maths

Evidence Base

- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77 (1), 81-112.
- UQ Feedback Project (2017). *Improving Student Outcomes: Coaching Teachers in the Power of Feedback*, University of Queensland.
- Sharratt, L., & Beate, P. (2016). *Leading Collaborative Learning – Empowering Excellence*, Corwin.

** Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.*



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- Timperley, H. PhD (2015). Professional Conversations and Improvement-Focused Feedback – A Review of the Research Literature and the Impact of Practice and Student Outcomes, Aitsl.

Our school will improve student outcomes by

• Participating in UQ Feedback Project – program costs and TRS	\$16 000
• Employing additional teacher	\$25 000
• Employing Speech Language Pathologist for early years initiatives	\$20 000
• Employing additional teacher aides to support targeted teaching	\$40 000
• Leading the collaboration of teaching teams in making the learning visible	\$22 000
• Coaching professional learning for staff	\$ 6 000
• Analysing student learning data in data conversations to plan where to next?	\$13 834
• Embedding whole school advanced and gifted education policy and processes	\$ 5 000
	\$147 834



Principal name
Position
School

Annette Whitehead
A/Director-General
Department of Education

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