

Investing for Success

**Under this agreement for 2021
Oakleigh State School will receive**

\$147,834*

This funding will be used to

- Increase in the proportion of students achieving As and Bs in Mathematics in all year levels – As to 25% and Bs to 43%
- Increase the percentage of students in the Upper 2 bands in NAPLAN numeracy in Year 3 to 62% and Year 5 to 47%
- Embed a quality coaching program as part of our Collegial Engagement Plan
- Ensure 12 months growth for advanced learners

Our initiatives include

- Providing intensive, targeted support for students not yet at standard in English and Maths
- Engaging in year level data conversations to analyse student learning data and plan for differentiation in mathematics
- Implementing a whole school coaching model to deepen educators' knowledge, understandings and reflective practices in elements of our Pedagogical Framework
- Implementing a whole school model for enhancing the learning of advanced and gifted learners

Evidence Base

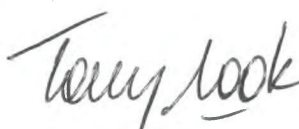
- Hattie, J, Fisher, D, Frey, N, Gojak, L and Moore, S (2016). Visible learning for mathematics K-12, SAGE Publications, USA.
- Hattie, J, & Timperley, H. (2007). The power of feedback. Review of Educational Research, 77 (1), 81-112.
- Knight, J (2017). The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching, Corwin, USA
- Sharratt, L, (2019). Clarity: What matters most in learning, teaching and leading, Corwin, USA.

Our school will improve student outcomes by

• Additional teacher staffing (including coaching and advanced learners)	\$72 834
• Employing additional teacher aides to support targeted teaching in literacy and maths	\$50 000
• Leading the collaboration of teaching teams in Maths to plan for differentiated teaching	\$25 000
	\$147 834



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Oakleigh State School



Tony Cook
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**Queensland
Government**