

Investing for Success

Under this agreement for 2019
Oakey State High School will receive

\$275,424*

This funding will be used to

- Target whole school engaged attendance, including indigenous attendance - whole school target 92% (2018 whole school 88.5 % and indigenous students 84.3%) **Visible Learning, Fisher, Frey and Hattie**
- Embed Positive Behaviour for Learning into every classroom and beyond - reduction in School Disciplinary Absences by 10 % (SDAs) from 128 short, 8 long suspensions and 2 exclusions in 2018
- Support PBL and better student outcomes (KLA- below) by Implementing the “HUB” support system with a 10% reduction in SDAs. **Visible Learning, Fisher, Frey and Hattie**
- Embed Explicit Instruction pedagogy - gauged by percentage of staff engaging in feedback cycles - what are you learning? 91% 2018- why? 68%. In 2019 we want 93% what and 75% why. **Explicit Instruction, Effective and Efficient Teaching, Archer and Hugges.**
- Target improved A-C subject results. 85% of achievement results in the A-C range across the school (78% in 2018) **Dimensions of Learning Robert J Marzano**
- Maximise Year 12 Exit outcomes – Target 100% of students attaining a QCE in 2019

Our initiatives include

- **Maximising QCS and QCE results** via Elevate workshops for years 10-12 and year 12 practice tests with feedback, guest speakers, TAA qualifications for staff, case management of at risk students and other beneficial certificate courses. 100% QCE in 2018 **-\$19,400**
- As part of **PBL** priorities- consolidate Vivos- involving whole community in rewards system including reward days, student surveys and teacher feedback, guides us around barriers to attendance and achievement. We want to remove barriers. **Vivos to reward high expectations behaviours \$11,000.**
- **Implement the “HUB”-** maximising at risk students and striving to avoid and lower SDAs, particularly for **indigenous students**. Purchase equipment and building refits to accommodate the new space, processes and employ external experts and programs as required. **\$19,000. Visible Learning for Literacy, Fisher, Frey and Hattie, 2016.**
- **Human resources to address our AIP and EIA** to the value of **\$199,900 (all figures in this dot point are within the \$199,900)** including **teacher aide support** for whole school priorities including reading and AO2 attendance officer offset fractional purchase. Continuing to pay/purchase a **T02- IT tech officer** previously made permanent. Continuing to pay/purchase 50% **VET coordinator-** 45 SATS currently running for a school of 503 students. Continue purchase of **0.4 extra YSC** - to case manage disengaged, target QCE attainment and proactive programs.
- Providing teachers with **peer observations** and feedback around PBL, Engaged Attendance and Explicit Instruction via TRS. 2018 data indicates 91% of students know “what they are learning.” **\$5,000. Visible Learning for Literacy, Fisher, Frey and Hattie, 2016**
- Ensure **information technology** access for all students is equitable as we focus on 21 century skills including SATE introduction. Purchasing new wi fi, Telstra box, bandwidth upgrade, access points, equity machines **\$22,000**
- **Whole School Review-** Deliver on implementing key recommendations from the 2017- **linked to 4 year strategic plan 2018-2021 and AIP 2019-\$23,000.**

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



- **Attendance-** Facilitate motivational speakers, work boots, uniforms, school items, transport, school materials, anything to remove barriers to attendance. Consolidate Monday and Friday “breakfast club” on our worst attended days of the week - **\$10,000. Closing the Gap Report, 2008-2019, Council of Australian Governments**
- Embed **Whole School Reading** Approach- including engaging consultants, training and resources- **\$8,000**
- **SATE preparation including:** - release staff for program writing and collaboration with other schools required by the new syllabi including purchasing learning materials to promote “engaged attendance” including ClickView and latest texts -**\$30,000**
- **Indigenous Cultural Promotion:** Complete all aspects of the yarning circle including protocol sign for the yarning circle and other associated expenses- **\$12,923**

TOTAL	*\$275,424
--------------	-------------------

**\$275,424 for 2019 plus \$84,799 carried over from 2018*

Our school will improve student outcomes by

- Lifting attendance to 92% school wide for all students - 87.9% 2016 to 89% 2017, **2018 88.5.**
- Closing the gap between indigenous and non-indigenous attendance 6.3% 2016 to 8.5% 2017, 2018, 4.2%
- Reducing time taken away from learning via PBL processes, resulting in increased KLA A-C results
- Attaining/Maintaining 100% QCE completion
- Lifting OP 1-5 to 20% (16% 2018)
- Lifting OP 1-15 to 100% (52% in 2017, 92% in 2018)
- Enhancing consistency of quality pedagogical practice through a shared pedagogical approach (Explicit Instruction ped framework)
- Being ready for full 2020 SATE implementation
- Ensuring student reading ages offer them genuine access to the curriculum and learning opportunities



Danny Keenan
Principal
Oakey SHS

Tony Cook
Director-General
Department of Education

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.

