

# Investing for Success

**Under this agreement for 2018  
Stanwell State School will receive**

**\$ 13,825\***

## This funding will be used to

Target	Measures
Regularly monitor student reading progress using P-10 Literacy Continuum and formative and summative assessment, in order to provide focused or intensive support, including extension.	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ English 85%C or better across the school (2018)</li> <li>○ English %C or better across the school (2019)</li> <li>○ Year 3 NAPLAN Reading National Minimum Standard (NMS) data (2018)</li> <li>○ Year 3 NAPLAN Reading NMS data (2019)</li> <li>○ Year 5 NAPLAN Reading NMS data (2018)</li> <li>○ Year 5 NAPLAN Reading NMS data (2019)</li> <li>○ Year 2, Year 4 (2018) English Results %C improvement</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English A-E across cluster schools and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS)</li> <li>○ Year 1 A – E data in Literacy areas (2018,2019)</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Teacher planning documents and lesson observations</li> <li>○ Student feedback and work samples</li> <li>○ Movement on P-10 Literacy continuum</li> <li>○ English A-E data</li> </ul> </li> </ul>
Increase the % of students in Prep 2018 Sem 1 to that of Prep 2017 Sem 1, and Prep Sem 2 2017 to Yr 1 Sem 1. Meeting and demonstrating requirements of reading (C) or Working Beyond (B), through feedback and upskilling of teachers.	<ul style="list-style-type: none"> <li>• Baseline/endpoint:               <ul style="list-style-type: none"> <li>○ P-10 Literacy continuum: Prep Semester 2 2017 to Year 1 Semester 2 2018, %working at or above Cluster 5-6</li> <li>○ P-10 Literacy continuum</li> <li>○ English A-E Data improvement by 20%, Semester 2 2017 to Semester 2 2018 Semester 1 2019</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ distance travelled compared historically (by student) for same length of teaching time (1 year)</li> <li>○ reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain, from Semester 1 2018 Semester 2 2018 across the school</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Staff feedback on relevance and impact of professional learning</li> <li>○ Student engagement and behaviour monitored as new teaching strategies applied as per Whole-School-Approach (WSA) to reading</li> <li>○ P-10 Literacy continuum monitoring</li> <li>○ Case management records</li> <li>○ Student work samples</li> </ul> </li> </ul>

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



**Queensland  
Government**

## Our initiatives include

Establish culturally responsive school community that identifies and sets an approach to improve students' reading, spelling, grammar and writing achievement by building teacher capability in:

- Identifying the reading and writing demands of the Australian Curriculum learning areas and subjects in C2C units of work
- Review student achievements according to the Australian Curriculum Standards: in all areas, performing a termly data meeting and regulating teaching strategies, student goals and targets matched to performance data that is achievable
- Visible Learning – Provide explicit expectations around teaching and learning of Literacy through the use of goal setting and explicit feedback to students from analysis via the P-10 Literacy Continuum
- Provide resources, including additional teacher and teacher aide time to collect data in Literacy Continuum and standardised assessment (PM and Probe), provide support in small group and individually to achieve personalised student goals as identified
- Model, observe and provide coaching and feedback to support teachers in the effective implementation of the Australian Curriculum: Supporting all literacy demands of the curriculum, and assessment of reading.

Hattie 2009, *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*.

Hattie, Masters, Birch 2016, *Visible learning in action: International case studies of impact*

## Our school will improve student outcomes by

Actions	Costs
Employing an teacher aide to support English and Maths NAPLAN practice and data analysis in the 3-6 class	\$ 5,300
Purchasing resources to support students learning in English and Maths	\$ 3,525
Providing TRS to enable Principal, teachers to engage in collaborative data collection via Literacy Continuum and inquiry, action learning to support student requirements as identified, classroom visits and professional conversations, visit other schools and consultation around the implementation of new Literacy program (Coaching Course).	\$ 5,000
<b>Total</b>	<b>\$13,825</b>



**Lis Bull**  
Principal  
Stanwell State School



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A/Director-General  
Department of Education

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