

Investing for Success

Under this agreement for 2019
Chevallum State School will receive

\$155 646*

This funding will be used to

Target	Measures
1. Improve the writing and reading achievement of students in English, Science and Humanities and Social Sciences (HaSS) by 2020.	<ul style="list-style-type: none"> • Baseline/endpoint <ul style="list-style-type: none"> ○ Semester 2 English, Science and HaSS A–E data tracking 2018 Prep-Year 6, until 2020 ○ Year 3 and 5 NAPLAN Reading and Writing 2018 to 2020 • Comparison: <ul style="list-style-type: none"> ○ English, Science and HaSS %A, %B and %C or better ○ Year 3-Year 5 NAPLAN Reading and Writing relative gain ○ Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ P–10 Literacy Continuum (writing) used to monitor progress and plan for next steps in student learning ○ Teacher planning includes evidence of differentiated teaching and learning of writing appropriate to writing demands of different subject/learning areas ○ Records from coaching, observation and feedback activities establish change in teacher practice
2. By the end of 2020 80% of students achieving the Australian Curriculum Achievement Standard or higher for English and Mathematics.	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ English %C or better Prep - Year 6, Semester 2 (2018-2020) • Baseline/endpoint: <ul style="list-style-type: none"> ○ Mathematics %C or better Prep - Year 6, Semester 2 (2018-2020) • Comparison: <ul style="list-style-type: none"> ○ English and Mathematics %A, %B and %C or better ○ Year 3-Year 5 NAPLAN Literacy and Numeracy relative gain • Monitoring: <ul style="list-style-type: none"> ○ Staff feedback on relevance and impact of professional learning ○ Student engagement and behaviour monitored as new teaching strategies applied ○ Early Start – (Prep-Yr 2) ○ P – 10 Literacy continuum monitoring ○ Student portfolios - moderated student work samples. ○ Diagnostic Data – Progressive Achievement Test (PAT) - Maths, PAT - Reading, eWrite

* 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.



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Our initiatives include

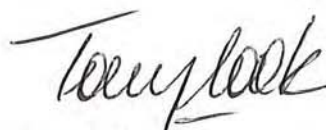
Initiative	Evidence-base
1. Workplace Reform to establish a Head of Curriculum (HOC) position (.5 FTE) to lead literacy and numeracy strategies within our school improvement agenda.	<ul style="list-style-type: none"> Douglas B. Fisher, Nancy Frey, John A. Hattie, 2016, Visible Learning for Literacy, Grades K-12
2. Continue to utilise the Professional Learning Team (PLT) strategy, across each teaching phase, to provide a systematic way to analyse student data to inform teaching practice, with an emphasis on differentiation and responsive intervention.	<ul style="list-style-type: none"> DuFour, R and DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria. Robert J. Marzano, Tammy Heflebower, Jan K. Hoegh, Phil Warrick and Gavin Grift, 2016 <i>Collaborative Teams That Transform Schools: The Next Step in PLCs</i>
3. Building teaching staff capability in understanding and implementation of Mathematics and English in the Australian curriculum.	<ul style="list-style-type: none"> Robert J. Marzano, 2017 <i>The New Art and Science of Teaching</i>
4. Intervention support to 3 different levels of need in response to individual achievement and diagnostic data via. <ul style="list-style-type: none"> (1) whole school explicit teaching for all - student core program (2) small group supplementary teaching (3) intensive teaching in critical areas 	<ul style="list-style-type: none"> Austin Buffin, Mike Mattos and Chris Weber 2011, Response to Intervention – Four Essential Guiding Principles
5. Provision of resources, including human, to support targeted programs and practices.	
6. Provision of school-based professional learning for staff and parents to support literacy and numeracy both at home and at school.	<ul style="list-style-type: none"> Robert J. Garmston and Bruce M. Wellman, 2013 <i>The Adaptive School, A Sourcebook for Developing Collaborative Groups</i>

Our school will improve student outcomes by

Actions	Costs
Employment of a Literacy and Numeracy facilitator (i.e. maximise HOC Position .5 FTE)	HOC \$60 000
Provision of extra teacher hours to run Intensive intervention programs	TRS \$52 000
Professional Development for Teachers, Teacher Aides and Parents	\$25 000
Purchase of Literacy and Numeracy programs and support materials	\$18 646



Linda Short
Principal
Chevallum State School



Tony Cook
Director-General
Department of Education

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