

Investing for Success

Under this agreement for 2022
Chevallum State School will receive

\$169,742*

This funding will be used to

Target	Measures
1. Improve skills and knowledge in writing and spelling to lift achievement in all Learning Areas of the Australian Curriculum in 2022	<ul style="list-style-type: none"> • Baseline/endpoint <ul style="list-style-type: none"> ○ 2020 Semester 1 English, Science and HaSS A–E data tracking Prep-Year 6, until Sem 2, 2022 ○ Year 3 and 5 NAPLAN Writing and Spelling 2021-2022 • Comparison: <ul style="list-style-type: none"> ○ English, Science and HaSS %A, %B and %C or better ○ Year 3-Year 5 NAPLAN Reading, Writing, Spelling and Grammar/Punctuation relative gain (2021-2022) ○ Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ Regular data inquiry cycles (Writing/Spelling Professional Learning Teams) in phases. (Prep/Year1, Year 2-4 and Year 4-6) ○ Teacher planning includes evidence of differentiated teaching and learning of writing appropriate to the writing/spelling demands of different subject/learning areas • Records from Annual Performance Development Plan (APDP) goal setting and review comments, New Art and Science of Teaching (NASOT) observation and feedback activities to establish growth in teacher practice
2. By the end of 2022 90% 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 1 (2020 - 2022) • Baseline/endpoint: <ul style="list-style-type: none"> ○ Mathematics %C or better Prep - Year 6, Semester 1 (2020-2022) • 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 (2021-22) • Monitoring: <ul style="list-style-type: none"> ○ Staff feedback on relevance and impact of professional learning (SOS) ○ Student engagement and behaviour monitored through Professional Learning Teams (PLT) data inquiry cycles, as new teaching strategies are introduced ○ Early Start – (Prep-Year 2) ○ Individual Student Assessment Folios - moderated work samples.



**Queensland
Government**

*Funding amount estimated on 2021 data. Actual funding will be determined after 2022 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2022 enrolment data and student learning needs.

Our initiatives include

Initiative	Evidence-base
1. Continuing to utilise the 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"> Robert J. Marzano, Philip B. Warrick, Cameron L. Rains and Richard Dufour, Revised Australian edition 2019 Leading a High Reliability School Laura Lipton and Bruce Wellman, 2012 Got data? Now what? Mike Matos, Richard DuFour, Rebecca DuFour, Robert Eaker and Thomas W. Many, 2019 Frequently asked Questions About Professional Learning Communities at Work (Revised Australian Edition)
2. Building teaching staff capability in understanding and implementation of Mathematics and English in the Australian Curriculum.	<ul style="list-style-type: none"> DuFour, R and DuFour, R 2012 The School Leader's Guide to Professional Learning Communities at Work, Hawker Brownlow Education, Victoria. Robert J. Marzano, Tammy Heflebower, Jan K. Hoegh, Phil Warrick and Gavin Grift, 2016 Collaborative Teams That Transform Schools: The Next Step in PLCs Robert J. Marzano, 2017 The New Art and Science of Teaching
3. Intervention support to 3 different levels of need in response to individual achievement and diagnostic data via - (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 Matos and Chris Weber 2011, Response to Intervention – Four Essential Guiding Principles
4. Provision of resources, including human, to support targeted programs and practices.	
5. Provision of school-based professional learning for staff and parents to support literacy and numeracy at home/ school.	<p>Professional learning linking writing and spelling through an evidence based and inquiry based approach.</p> <p>Effective Spelling: An Inquiry based approach to spelling instruction.</p> <p>Texts</p> <ul style="list-style-type: none"> Christine Topfer and Deirdre Arendt 2017, Guiding Thinking for Effective Spelling Christine Topfer, Emma Warren and Bethany Woolnough 2020, Effective Spelling Teaching Guides for F, Y1/2, Y3/4 and Y5/6. <p>Online PD Sessions - Christine Topfer (author)</p> <ul style="list-style-type: none"> Introduction to Effective Spelling Getting Ready for the New School Year Morphological Word Families <p>Sheena Cameron & Louise Dempsey Literacy Consultants</p> <p>Texts and Online PD sessions - connecting reading, writing and spelling:</p> <ul style="list-style-type: none"> The Writing Book 2013 The Reading Book 2019 The Oral Language Book 2016 Online PD sessions/workshops offered through www.theliteracyplace.com website.



Our school will improve student outcomes by

Actions	Costs
Provision of extra teacher hours to run intensive intervention programs	(1 FTE) \$118,809
Provision of extra teacher aide hours to run Intensive intervention programs	(Approx. 500 Hours) \$20,000
Professional Development for teachers, teacher aides and parents	\$20,000
Purchase of Literacy and Numeracy programs and support materials	\$10,933
TOTAL	\$169,742



Linda Short
Principal
Chevallum State School



Michael De'Ath
Director-General
Department of Education



**Queensland
Government**