

Investing for Success

Under this agreement for 2021
Chevallum State School will receive

\$170,321*

This funding will be used to

Target	Measures
1. Improve skills and knowledge in writing and reading to lift achievement in all Learning Areas of the Australian Curriculum in 2021	<ul style="list-style-type: none"> • Baseline/endpoint <ul style="list-style-type: none"> ○ Semester 2 English, Science and Humanities and Social Sciences (HaSS) A–E data tracking 2019 Prep-Year 6, until 2021 ○ Year 3 and 5 NAPLAN Reading and Writing 2019 and 2021 • 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 (2019-2021) ○ Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ Regular data inquiry cycles (Writing PLTs) in phase teams. (Prep/Year1, Year 2-4 and Year 4-6) ○ Teacher planning includes evidence of differentiated teaching and learning of writing appropriate to the writing demands of different subject/learning areas • Records from Annual Performance Development Plan (APDP) coaching, New Art and Science of Teaching- NASOT observation and feedback activities to establish change in teacher practice
2. By the end of 2021 80-85% 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 (2019 - 2021) • Baseline/endpoint: <ul style="list-style-type: none"> ○ Mathematics %C or better Prep - Year 6, Semester 2 (2019-2021) • 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 (2019-2021) • Monitoring: <ul style="list-style-type: none"> ○ Staff feedback on relevance and impact of professional learning (SOS) ○ Student engagement and behaviour monitored through PLT data inquiry cycles, as new teaching strategies are introduced ○ Early Start – (Prep-Yr 2) ○ Individual Student Folios - moderated work samples. ○ Diagnostic Data – Progressive Assessment Testing (PAT) - Maths, PAT-Reading, eWrite



Our initiatives include

Initiative	Evidence-base
1. Workplace Reform to extend a Head of Department-Curriculum (HOD-C) position (.5 FTE) to lead literacy and numeracy strategies within our school improvement agenda.	<ul style="list-style-type: none"> • Dr Lyn Sharratt, 2018 <i>Clarity: What matters Most in Learning, Teaching and Leading</i> • Douglas B. Fisher, Nancy Frey, John A. Hattie, 2016, <i>Visible Learning for Literacy, Grades K-12</i>
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"> • Richard Dufour and Robert J Marzano, 2011 <i>Leaders of Learning</i> • Laura Lipton and Bruce Wellman, 2012 <i>Got data? Now what?</i> • Mike Matos, Richard DuFour, Rebecca DuFour, Robert Eaker and Thomas W. Many, 2019 <i>Frequently asked Questions About Professional Learning Communities at Work (Revised Australian Edition)</i>
3. 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 <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> • Robert J. Marzano, 2017 <i>The New Art and Science of Teaching</i>
4. Providing intervention support at three 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 Mattos and Chris Weber 2011, <i>Response to Intervention – Four Essential Guiding Principles</i>
5. Provision of resources, including human resources, to support targeted programs and practices.	
6. Provision of school-based professional learning for staff and parents to support literacy and numeracy at home/ 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>

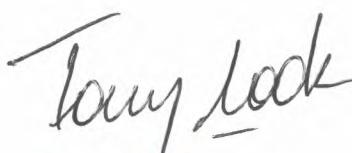


Our school will improve student outcomes by

Actions	Costs
Employing a Literacy and Numeracy facilitator (maximise HOD-C Position .5 FTE)	(.65 FTE) \$70 000
Provision of extra teacher hours to run Intensive intervention programs	(.6 FTE) \$69 000
Providing professional development for teachers, teacher aides and parents	\$20 000
Purchasing Literacy and Numeracy programs and support materials	\$11 321



Linda Short
Principal
School name



Tony Cook
Director-General
Department of Education



**Queensland
Government**