



# Investing for Success

Under this agreement for 2022  
Pallara State School will receive

**\$377,802\***

## This funding will be used to

Target	Measures
1. Improve the reading and writing achievement of students.	<ul style="list-style-type: none"> <li>• Baseline/Endpoint               <ul style="list-style-type: none"> <li>○ End of semester English, A–E data tracking of students.</li> <li>○ Year 3 &amp; 5 NAPLAN Reading/Writing 2022.</li> <li>○ % of students meeting year level reading targets (aligned to Regional measures) in each semester.</li> </ul> </li> <li>• Comparison:               <ul style="list-style-type: none"> <li>○ English, %A, %B and %C or better.</li> <li>○ Reading/Writing NAPLAN relative gain.</li> <li>○ Performance against Similar Queensland State Schools (SQSS).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ P–6 formative assessment used to monitor progress and plan for next steps in student learning.</li> <li>○ Staff satisfaction levels around resourcing and support for reading/writing from School Opinion Survey (SOS).</li> <li>○ Teacher planning includes evidence of differentiated teaching and learning of writing appropriate to writing demands of different subject/learning areas.</li> <li>○ Interim report card data (Pallara Progress Maps) and Semester 1 standardised assessment data.</li> </ul> </li> </ul>
2. Improve the consistency of pedagogical practice by ensuring the intended Literacy/Numeracy curriculum is the enacted.	<ul style="list-style-type: none"> <li>• Baseline/Endpoint               <ul style="list-style-type: none"> <li>○ A-E data correlating with NAPLAN data.</li> <li>○ Consistent or improving %A, %B and %C level of achievement for English, Maths and Science from 2019 (baseline) to 2022 (endpoint).</li> </ul> </li> <li>• Monitoring:               <ul style="list-style-type: none"> <li>○ Internal and external moderation (within school and cluster schools).</li> <li>○ Teacher feedback on quality and implementation of units of work.</li> <li>○ Student feedback and work samples.</li> <li>○ Exemplars as a part of the planning process.</li> <li>○ Student goal setting across the school.</li> <li>○ Observation and feedback of Pedagogical practices.</li> </ul> </li> </ul>

## Our initiatives include

Initiative	Evidence-base
1&2.) School Curriculum Leaders engage regional expertise to improve teacher ability to identify the writing (and reading) demands of the Australian Curriculum learning and subjects in C2C units of work.	<ul style="list-style-type: none"> <li>• Fullan, M &amp; Sharratt, L 2012 <i>Putting Faces on the Data: What Great Leaders Do!</i>, Corwin, California, USA.</li> <li>• Institute of Educational Sciences (IES) 2016, <i>Teaching Secondary Students to Write Effectively – Educator’s Practice Guide</i> (online).</li> <li>• DuFour, R and DuFour, R 2012 <i>The School Leader’s Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria.</li> </ul>



## Our school will improve student outcomes by

Actions	Costs
Provide two 0.6FTE (1.2FTE total) HOD-C staff members to lead and build teacher capacity by monitoring pedagogical practices and developing/implementing support programs within the school. The remainder of their fraction will be sourced from school funds to make them full time.	Staffing \$156 000 Resources \$1
Extra teacher aide support to reduce the adult:student ratio for small group intervention/extension/support. Extra aide/AO time for Administration team to provide student support and assist with resource development	\$55 000
Purchase reading and writing resources to allow students access to a wider variety of targeted genres/text types that complements the classroom curriculum and develops comprehension skills.	Reading resources \$1

1.

Actions	Costs
Provide collaborative planning days for all year levels whereby teachers are offline for a day each term. Teachers will improve their ability to identify the reading and writing demands of 'units of work' by working with curriculum leaders/support staff.	TRS \$94 600
Provide opportunities for teachers to access classroom profiling in order to calibrate their classroom management practices. This will occur in Terms 1 and 4 in 2022.	TRS \$57 200
Early Start Data collection with release of classroom teachers to conduct testing and analyse student benchmarks and progress.	TRS \$15 000



**Mark Johnstone**  
Principal  
Pallara State School



**Sandra Johnstone**  
School council chair  
Pallara State School



**Queensland  
Government**