Investing for Success

Under this agreement for 2021 Pallara State School will receive

$289,508*

This funding will be used to

Target	Measures
1. Improve the reading and writing achievement of students.	• Baseline/Endpoint o Semester 2 English, A–E data tracking of students until 2021 o Year 3 & 5 NAPLAN Reading/Writing 2021 o % of students meeting year level reading targets (aligned to Regional measures) in each semester. • Comparison: o English, %A, %B and %C or better. o Reading/Writing NAPLAN relative gain. o Performance against Similar Queensland State Schools (SQSS). • Monitoring: o P–6 formative assessment used to monitor progress and plan for next steps in student learning. o Staff satisfaction levels around resourcing and support for reading/writing. o Teacher planning includes evidence of differentiated teaching and learning of writing appropriate to writing demands of different subject/learning areas. o Records from coaching, observation and feedback activities establish change in teacher practice. o Interim report card data and Semester 1 standardised assessment data.
2. Improve the consistency of pedagogical practice by ensuring the intended Literacy/Numeracy curriculum is the enacted.	• Baseline/Endpoint o A-E data correlating with NAPLAN data. o Consistent or improving %A, %B and %C level of achievement for English, Maths and Science from 2019 (baseline) to 2021 (endpoint). • Monitoring: o Internal and external moderation (within school and cluster schools). o Teacher feedback on quality and implementation of units of work. o Student feedback and work samples. o Examplars as a part of the planning process. o Student goal setting across the school. o Observation and feedback of Pedagogical practices.

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.	• Fullan, M & Sharratt, L 2012 *Putting Faces on the Data: What Great Leaders Do!,* Corwin, California, USA. • Institute of Educational Sciences (IES) 2016, Teaching Secondary Students to Write Effectively – Educator's Practice Guide (online). • DuFour, R and DuFour, R 2012 *The School Leader's Guide to Professional Learning Communities at Work*, Hawker Brownlow Education, Victoria.

Queensland Government

Funding amount estimated on 2020 data. Actual funding will be determined after 2021 enrolment data are finalised. Actual expenditure may vary due to changes in finalised 2021 enrolment data and student learning needs.

Our school will improve student outcomes by

Actions	Costs
Provide a HOC staff member to lead and build teacher capacity by monitoring peadagogical practices and developing/implementing support programs within the school.	Staffing $130 000 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	$54 506
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 $80 000
Provide opportunities for teachers to access classroom profiling in order to calibrate their classroom management practices. This will occur in Terms 1 and 3 in 2020.	TRS $10 000
Early Start Data collection with release of classroom teachers to conduct testing and analyse student benchmarks and progress.	TRS $15 000

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Queensland Government

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