

Investing for Success

**Under this agreement for 2018
New Farm State School will receive**

\$155,255*

This funding will be used to:

Target	Measures
<p>1. Improvement in the writing achievement in Years 3 and 5 NAPLAN by 2019.</p>	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Reading PM level and writing sample Prep, Semesters 1 & 2 (2017-9) ○ English %C or better Year 1, Semesters 1 & 2 (2017, 2018, 2019) ○ English %C or better Year 2, Semesters 1 & 2 (2017, 2018, 2019) ○ English %C or better Year 3, Semesters 1 & 2 (2017, 2018, 2019) ○ English %C or better Year 4, Semesters 1 & 2 (2017, 2018, 2019) ○ English %C or better Year 5, Semesters 1 & 2 (2017, 2018, 2019) ○ English %C or better Year 6 Semesters 1 & 2 (2017, 2018, 2019) ○ Year 3 and 5 NAPLAN Writing U2B data (2017, 2018, 2019). • Comparison: <ul style="list-style-type: none"> ○ English A–E and NAPLAN Writing National Minimum Standard (NMS) and Upper Two Band (U2B) data from Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ Students on ICP, ISP or ESPs have goals and strategies recorded through case management or special needs review process ○ Teacher planning documents and lesson observations ○ Student feedback and work samples ○ Moderation of student writing samples ○ English A–E data ○ NAPLAN data - individual and group trends ○ Annual Performance Review (APR) process data.
<p>2. Increase the percentage of students working from Individual Curriculum or Support Plans (ICPs, ISPs) who achieve their literacy and/or</p>	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ P – 10 Literacy Continuum: Semester 2, 2017 to Semester 2, 2018 ○ English A–E, Semester 2, 2017 to Semester 2, 2018 as per Individual Curriculum or Support Plan ○ Norm-referenced diagnostic assessments Semester 2, 2017 to Semester 2, 2018. • Comparison:



<p>numeracy goals by end of year 2018.</p>	<ul style="list-style-type: none"> ○ distance travelled compared historically (by student) for same length of teaching time (one year) ○ reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain ○ Benchmark assessment comparative data 2017 – 2018. ● 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 ○ Regular feedback from teachers and teacher aides involved in the implementation of the plans ○ P – 10 Literacy Continuum monitoring ○ Case management records ○ Student work samples.
--	---

Our initiatives include:

Initiative	Evidence base
<p>1. Establish a whole school writing program underpinned by a Functional Model of Language and build teacher capability by:</p> <ul style="list-style-type: none"> ● identifying the reading and writing demands of the Australian Curriculum learning areas and subject in C2C units of work ● completing the 'How Language Works' program ● analysing student writing data to determine explicit teaching required for improvement. 	<ul style="list-style-type: none"> ● Sharratt, L & Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, US. ● Custance, B, Dare, B & Polias, J 2017, <i>How Language Works: Success in literacy and learning</i> (4th Ed), Lexis Education, NSW. ● Fisher, D, Frey, N & Hattie, J 2016, <i>Visible Learning for Literacy, Grades K-12: Implementing the Practices That Best Accelerate Student Learning</i>, Corwin, US.
<p>2. Establish effective school processes, including establishing case management and professional learning teams (PLTs).</p>	<ul style="list-style-type: none"> ● Walpole, S & McKenna, M 2017, <i>How to Plan Differentiated Reading Instruction</i>, New York, The Guildford Press. ● Sharratt, L, & Fullan M 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i> Corwin, California, USA. ● DuFour, R & DuFour, R 2012, <i>The School Leader's Guide to Professional Learning Communities at Work</i>, Hawker Brownlow Education, Victoria.



Our school will improve student outcomes by:

1.

Actions	Costs
Provide targeted professional learning (including 'How Language Works' Program) supported by planning, modelling, observation and feedback processes	TRS (Data/planning) \$10 000
	Resources \$25 225
	PD:
	Leadership \$10 000
	Literacy \$6 000
	PBL \$4 000
Develop a case management approach, led by existing and new leaders/Master Teacher.	STEM \$10 000
	TRS \$2 000
	HR (M/T) \$60 000

2.

Actions	Costs
Establish PLT to co-construct an effective cycle of inquiry and case management approach for students with diverse learning needs (focus on reading, writing and/or mathematics) using school and regional resources	TRS \$8 000
	Resources (data walls and charts) \$10 000
Provide additional teacher aide support to implement one-on-one or small group targeted teaching as per student individual plans	HR \$10 000

**Costs provided are approximate*



Dr Carmel McGrath
Principal
New Farm State School



Patrea Walton
A/Director-General
Department of Education

