

Investing for Success

Under this agreement for 2019

New Farm State School will receive

\$165,872*

This funding will be used to

| Target | Measures |
|--|--|
| 1. Improve reading and writing achievement in Years 3 and 5 NAPLAN by 2020 | <ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ Band scales for English as an additional language or dialect (EAL/D) learners achieving below a C ○ Early Start trial, Oral Language and Phonological screening in Prep ○ PM and Probe level each term ○ Writing samples per semester ○ Year 3 and 5 NAPLAN reading and writing Upper Two Bands • Comparison: <ul style="list-style-type: none"> ○ English A–E and NAPLAN Reading National Minimum Standard and Upper Two Bands data from Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ Number of Indigenous students identified as IEAL/D and band-scaled in OneSchool ○ Teacher planning documents and lesson observations ○ Student feedback and moderation of results across year level and cluster schools ○ Coaching and feedback with teachers and teacher aides ○ Movement on P-10 Literacy continuum ○ Prep phonological awareness, oral language results (term 1,2,3,4 2019, 2020) ○ English A–E data ○ PM and Probe level each term ○ Writing samples per semester ○ Annual Performance Review (APR) process data. |
| 2. Increase the % of students working from Individual Curriculum Plans (ICPs) who achieve their English and Maths goals by EOY 2019. | <ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ English A–E, Semester 1 to Semester 2, 2019 as per Individual Curriculum Plan ○ Norm-referenced diagnostic assessments term 1-4 • Comparison: <ul style="list-style-type: none"> ○ Distance travelled compared historically (by student) for same length of teaching time (1 year) ○ Reading age/chronological age comparison using norm-referenced diagnostic assessments converted to ratio gain. • Monitoring: <ul style="list-style-type: none"> ○ ICP goals term by term through collaborative model including all stakeholders ○ Student engagement and behaviour as new teaching strategies applied ○ P – 10 Literacy continuum monitoring ○ Coaching and feedback with teachers and teacher aides ○ Case management records ○ Student work samples and testing. |

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



Our initiatives include

| Initiative | Evidence-base |
|--|--|
| <p>1. Embed a culture of evidence based pedagogy for the improvement of reading by:</p> <ul style="list-style-type: none"> • Develop a shared understanding of data literacy • Support teachers within year level teams to effectively use data to inform targeted teaching • Ensuring consistent implementation of our NFSS Balance Reading Program | <ul style="list-style-type: none"> • Stuart, M and Stainthorp, R 2015, <i>Reading Development and Teaching</i>. Sage, London. • Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, US. |
| <p>2. Continuation of a whole school writing program underpinned by a Functional Model of Language and build teacher capability by:</p> <ul style="list-style-type: none"> • Embedding functional language practices into the daily teaching of the English Curriculum • Ensuring teachers are supported in professional learning through the 'How Language Works Program' • Analysing student writing data to determine explicit teaching required for improvement | <ul style="list-style-type: none"> • Halliday MAK & Matthiessen CMIM 2004 <i>An Introduction to Functional Grammar (3rd Ed)</i> Hodder Education, London. • Custance B, Dare B & Polias J 2017 <i>How Language Works: Success In Literacy and Learning</i>, Lexis Education Pty Ltd, Elizabeth Bay NSW. |
| <p>3. Establish effective school processes, including establishing case management and professional learning teams (PLTs)</p> | <ul style="list-style-type: none"> • Sharratt, L, & Fullan M, 2012 <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA • Hattie, J, 2012 <i>Visible Learning for Teachers: Maximising Impact on Learning</i>, Routledge, London. |

Our school will improve student outcomes by

1.

| Actions | Costs |
|--|-----------------------------------|
| Provide targeted professional learning (incl. The Reading Centre courses) supported by planning, modelling, observation and feedback processes | PD \$10 000 Resources \$29,200 |
| Growing collective efficacy by leading teachers collaborative work | PD \$ 21, 197 |

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.



2.

| Actions | Costs |
|---|---|
| Establish clear learning goals and success criteria for all students aligned to the explicit improvement agenda of the school Detailed Individual Curriculum Plans for individual students where necessary | TRS \$6,000 Resources \$11,000 PD \$16,000 |
| Co-construct an effective case management approach for students with diverse learning needs (focus on reading) using school and regional resources | TRS \$10,000 Resources \$30,800 ICT Resources \$17,675 PD \$14,000 |



Carmel McGrath
Principal
New Farm State School



Tony Cook
Director-General
Department of Education

* Funding amount estimated on 2018 data. Actual funding will be determined after 2019 enrolment data are finalised. Actual expenditure may be varied due to changes in finalised 2019 enrolment data and student learning needs.

