

# Investing for Success

Under this agreement for 2018  
Mudgeeraba State School will receive

**\$267 806\***

## This funding will be used to

<u>Target</u>	<u>Measures</u>
<p>Increase the percentage of students at or above NAPLAN National Minimum Standard in Year 3 and Year 5 towards 100% across all NAPLAN Strands</p>	<p><b><u>Baseline/Endpoint</u></b></p> <p><b>2017</b></p> <ul style="list-style-type: none"> <li>○ Year 3 R-97%, W-100% Sp-97% G&amp;P 97%, Nu 98%</li> <li>○ Year 5 R-98%, W- 96% Sp-96%, G&amp;P 95%, Nu 99%</li> </ul> <p><b>2018</b></p> <ul style="list-style-type: none"> <li>○ Year 3 all areas 98%</li> <li>○ Year 5 all areas 98%</li> </ul> <p><b>2019</b></p> <ul style="list-style-type: none"> <li>○ Year 3 all areas 100%</li> <li>○ Year 5 all areas 100%</li> <li>○ Above Similar Queensland State Schools (SQSS) National Minimum Standards (NMS)</li> </ul> <p><b><u>Comparison</u></b></p> <ul style="list-style-type: none"> <li>○ Year 3 to Year 5 NAPLAN relative gain improvement above Similar Queensland State Schools</li> </ul> <p><b><u>Monitoring</u></b></p> <ul style="list-style-type: none"> <li>○ Teacher across year level planning, teaching and assessment, Professional Learning Teams (PLT's) involvement and lesson observations</li> <li>○ Coaching and mentoring of teachers</li> <li>○ Student feedback, work samples and portfolios</li> <li>○ English and Mathematics A-E data</li> <li>○ Differentiation according to student needs</li> <li>○ Moderation</li> <li>○ Annual Performance Review (APR) process data</li> </ul>
<p>Deliver NAPLAN Upper Two Band (U2B) performance comparable to National Achievement Means.</p>	<p><b><u>Baseline/Endpoint</u></b></p> <p><b>2017</b></p> <ul style="list-style-type: none"> <li>○ Year 3 R-59%, W-38% Sp 57% G&amp;P 68%, Nu 48%</li> <li>○ Year 5 R-44%, W 17% Sp 35%, G&amp;P 35% Nu 24%</li> </ul> <p><b>2018</b></p> <ul style="list-style-type: none"> <li>○ Year 3 R-55%, W-40 % Sp- 55%, G&amp;P-65%, Nu 50%</li> <li>○ Year 5 R-45%, W-30%, Sp- 40%, G&amp;P-40%, Nu 28%</li> </ul> <p><b>2019</b></p> <ul style="list-style-type: none"> <li>○ Year 3 R-60%, W-45% Sp 60% G&amp;P 70%, Nu 55%</li> <li>○ Year 5 R-55%, W 40% Sp 55%, G&amp;P 65% Nu 50%</li> <li>○ Above Similar Queensland State Schools Upper Two Bands</li> </ul>



	<p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>○ Year 3, Year 5 &amp; Year 7 NAPLAN relative gain improvement above Similar Queensland State Schools</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>○ Enrichment program- identification and development</li> <li>○ Teacher across year level planning, teaching and assessment, PLT involvement and lesson observations</li> <li>○ Coaching and mentoring of teachers</li> <li>○ Student feedback and work samples</li> <li>○ English and Mathematics A-E data</li> <li>○ Identification and differentiation according to students needs</li> <li>○ Annual Performance Review (APR) process data</li> </ul>
<p>Increase the percentage of students achieving 'C' standard or above to 80%+ in English and Mathematics</p>	<p><b>Baseline/Endpoint</b></p> <p><b>2017</b></p> <ul style="list-style-type: none"> <li>○ S2 English Prep 85%, Y1-84%, 2- 83%, 3-88%, 4-94%, 5-78%, 6-80%</li> <li>○ S2 Maths Prep 94%, Y1- 86%, 2- 85%, 3-89%, 4-89%, 5-77%, 6-73%</li> </ul> <p><b>2018</b></p> <ul style="list-style-type: none"> <li>○ S2 English Prep to Year 6- 85%</li> <li>○ S2 Maths Prep to Year 6 -85%</li> </ul> <p><b>2019</b></p> <ul style="list-style-type: none"> <li>○ S2 English Prep to Year 6 -87%</li> <li>○ S2 Maths Prep to Year 6-87%</li> <li>○ Above Similar Queensland State Schools National Minimum Standards</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>○ Review data from moving one year level to the next year level</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>○ Moderation with in school teams based on portfolios for end of semester results and moderation across year levels</li> <li>○ Teacher across year level planning, teaching and assessment, PLT involvement and lesson observations</li> <li>○ Coaching and mentoring of teachers</li> <li>○ Student feedback, work samples and</li> <li>○ Data discussions triangulating A-E data with NAPLAN, PAT and other diagnostic data according to year level</li> <li>○ Identification and differentiation according to students needs</li> <li>○ Annual Performance Review (APR) process data</li> </ul>

## Our initiatives include

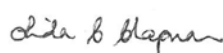
Initiative	Evidence Based
<p>Providing focussed and intensive teaching for students requiring additional support and extensions, to realise potential at, or above year level achievements standards</p>	<p>Sharratt, L, &amp; Fullan M, 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i>, Corwin, California, USA            Afflerbach, Cho &amp; Kim 2015 <i>The Assessment of Higher Order Thinking in 'Current Perspectives on Cognition, Learning and Instruction'</i></p>
<p>Delivering a structured Oral Language and Phonological Awareness program for implementation by trained teacher aides to develop skills needed for reading.</p>	<p>Konza D 2014 'Teaching Reading': <i>Why the 'Fab five' should be the 'Big Six'</i> Australian Journal of Teacher Education Vol 39, 12,            Bray D 2013 'The Reading Skills Pyramid' <a href="http://atlantareads.org">http://atlantareads.org</a></p>



Enhancing ICT infrastructure to access flexible technologies and resources to support 21 <sup>st</sup> skills learning	Fullan, M. 2013 ' <i>Great to Excellent</i> ' Ontario Canada Lambert, P. 2017 ' <i>Hard focus on the 'Soft Skills'</i> Education: Future Frontiers NSW
Enabling professional learning through mentoring and coaching to ensure teacher proficiency in delivering High Yield and Explicit Instruction strategies	Hattie & Yates 2014 <i>Visible Learning and the Science of how we learn</i> , Routledge, UK Archer, A & Hughes, C 2010 <i>Explicit Instruction: Effective and Efficient Teaching</i> Guilford Press
Building teacher capability in gathering and using evidence to differentiate curriculum and assessment and to successfully implement ambitious but achievable curriculum.	Harris & Jones, 2014 <i>Disciplined Collaboration in Professional Learning</i> AITSL DuFour, R & DuFour, R 2012 <i>The School Leader's Guide to Professional Learning Communities at Work</i> Hawker Brownlow Education, Victoria. Education Queensland 2017 'The Cycle of Inquiry'

### Our school will improve student outcomes by

<b>Enhancing Human Resource Allocations and Capability Actions</b>	<b>Costs</b>
Employing one Success Coach to support teacher capability building through the trialing, implementation and embedding of high yield signature strategies all KLA's.	124 000
Employing additional teacher aide time to implement an Oral Language and Phonological Awareness intervention program based on student needs from Prep to Year 3.	\$58 915
Extending learning and enrichment opportunities with the support and employment of an additional teacher, one day per week –	\$18 703
Supporting attendance, participation and engagement in learning through the employment of an additional teacher aide.	\$11 601
Release teaching teams to collaboratively review data, plan and respond with evidence based initiatives towards improved achievement, one day per term.	\$52 752
<b>Enhancing Learning Resources Actions</b>	
Enhancing ICT Wi-Fi infrastructure across classrooms and developing the capabilities of teachers and students to support 21 <sup>st</sup> Century learning skills	\$1 835
<b>TOTAL</b>	<b>\$267 806</b>



**Lindi Chapman**  
Principal  
Mudgeeraba State School



**Patrea Walton**  
A/Director-General  
Department of Education

