

Investing for Success

Under this agreement for 2019
Mudgeeraba State School will receive

\$265 469*

This funding will be used to

<u>Target</u>	<u>Measures</u>
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><u>Baseline/Endpoint</u></p> <p>2018</p> <ul style="list-style-type: none"> ○ Yr. 3 R- 96.5%, W- 96.4% Sp- 97.3%, G&P- 95.5%, Nu- 96.4% ○ Yr. 5 R- 96.2%, W- 91.5% Sp- 98.5%, G&P- 96.2%, Nu- 96.5% <p>2019</p> <ul style="list-style-type: none"> ○ Yr. 3 all areas 97% or greater ○ Yr. 5 all areas 97% or greater ○ At or above similar Queensland State Schools National Minimum Standards <p>2020</p> <ul style="list-style-type: none"> ○ Yr. 3 all areas 100% ○ Yr. 5 all areas 100% ○ At or above similar Queensland State Schools National Minimum Standards <p><u>Comparison</u></p> <ul style="list-style-type: none"> ○ Yr. 3 to Yr. 5 NAPLAN relative gain improvement at or above similar Queensland State Schools <p><u>Monitoring</u></p> <ul style="list-style-type: none"> ○ Teachers across each year level planning, teaching and assessment, Professional Learning Teams involvement ○ Collegial Engagement Agreement observations and one on one data conversations with supervisor ○ Coaching and mentoring of teachers ○ Student feedback, work samples, goal setting and portfolios ○ English and Mathematics A-E data ○ Differentiation according to student needs ○ Moderation across year levels ○ Annual Performance Review (APR) regarding staff development ○ Discussions with parents
'Close the Gap' in reading achievement of Year 3 Aboriginal and Torres Strait Islander students by 2020- all achieving 100% NAPLAN National Minimum standards in reading	<p><u>Baseline/Endpoint Reading only</u></p> <p>2018</p> <ul style="list-style-type: none"> ○ NMS -Yr. 3- 100%, Yr. 5- 100% (4 students each cohort) ○ Solid pathways – ATSI enrichment program Yr. 4-6 eligible – 2 student <p>2019</p> <ul style="list-style-type: none"> ○ NMS Yr. 3- 100% (5 students), Yr. 5- 100% (3 students) ○ Solid pathways – ATSI enrichment program Yr. 4-6 eligible – 4 student <p>2020</p> <ul style="list-style-type: none"> ○ NMS Yr. 3- 100%, Yr. 5- 100% ○ Solid pathways – ATSI enrichment program Yr. 4-6 eligible – 6 student <p><u>Comparison</u></p> <ul style="list-style-type: none"> ○ Yr. 3 to Yr. 5 NAPLAN relative gain improvement ATSI at or above similar Queensland State Schools ○ Consistent C or above data <p><u>Monitoring</u></p> <ul style="list-style-type: none"> ○ Teachers across each year level planning, teaching and assessment, Professional Learning Teams involvement ○ Professional Development for teachers on 'closing the gap'. ○ Collegial Engagement Agreement observations and one on one data conversations with supervisor

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	<ul style="list-style-type: none"> o Coaching and mentoring of teachers o Student feedback, work samples, goal setting and portfolios o English A-E data triangulated by running records, PAT reading data assessments o Differentiation according to student needs o Moderation o Annual Performance Review (APR) regarding staff development o Discussions with parents
<p>Deliver NAPLAN Upper Two Band (U2B) performance comparable to National Achievement Means.</p>	<p>Baseline/Endpoint</p> <p>2018</p> <ul style="list-style-type: none"> o Yr. 3 R- 57.5%, W- 35.7% Sp- 53.6%, G&P- 55.4%, Nu- 51.4% o Yr. 5 R- 43.1%, W- 13.1% Sp- 32.3%, G&P- 38.5%, Nu- 24.4% <p>2019</p> <ul style="list-style-type: none"> o Yr. 3 R- 58%, W- 38 % Sp- 55%, G&P- 60%, Nu- 55% o Yr. 5 R- 45%, W- 30%, Sp- 40%, G&P- 45%, Nu- 30% <p>2020</p> <ul style="list-style-type: none"> o Yr. 3 R- 60%, W- 45% Sp- 60%, G&P- 65%, Nu- 60% o Yr. 5 R- 55%, W- 40% Sp- 55%, G&P- 65%, Nu- 50% o At or above similar Queensland State Schools Upper Two Bands <p>Comparison</p> <ul style="list-style-type: none"> o Yr. 3, Yr. 5 & Yr. 7 NAPLAN relative gain improvement at or above similar Queensland State Schools o English and Mathematics A-E data moderation <p>Monitoring</p> <ul style="list-style-type: none"> o Enrichment- identification and development o Teachers focus on year level reviewing data, planning, teaching and assessment, PLT involvement. o Collegial Engagement Agreement observations and one on one data conversations with supervisors o Coaching and mentoring of teachers o Student feedback, work samples and goal setting o English and Mathematics A-E data- triangulated to other assessment o Identification and differentiation according to students needs o Annual Performance Review (APR) regarding staff development o Discussions with parents
<p>Increase the percentage of students achieving 'C' standard or above to 80%+ in English and Mathematics</p>	<p>Baseline/Endpoint</p> <p>2018</p> <ul style="list-style-type: none"> o S2 English Prep- 83%, Y1- 86%, 2- 84%, 3- 80%, 4- 87%, 5- 85%, 6- 80%, o S2 Maths Prep- 92%, Y1- 90%, 2- 85%, 3- 84%, 4- 94%, 5- 81%, 6- 86% <p>2019</p> <ul style="list-style-type: none"> o S2 English Prep to Year 6- 87% o S2 Maths Prep to Year 6- 87% <p>2020</p> <ul style="list-style-type: none"> o S2 English Prep to Year 6- 87%, o S2 Maths Prep to Year 6- 87% o Above similar Queensland State Schools National Minimum Standards <p>Comparison</p> <ul style="list-style-type: none"> o Review data from moving one year level to the next year level <p>Monitoring</p> <ul style="list-style-type: none"> o Moderation within school teams based on portfolios for end of semester academic report achievement and moderation across year levels o Teacher across year level planning, teaching and assessment, PLT involvement and Collegial Engagement Agreement observations o Coaching and mentoring of teachers o Student feedback, work samples and student goals o Data discussions triangulating A-E data with NAPLAN, PAT and other diagnostic data according to year level o Identification and differentiation according to student needs o Annual Performance Review (APR)

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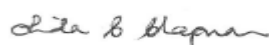


Our initiatives include

Initiative	Evidence Based
Providing focussed and intensive teaching for students requiring additional support and extension, to realise potential at, or above year level achievement standards	Sharratt, L, & Fullan M, 2012, <i>Putting FACES on the Data: What Great Leaders Do!</i> , Corwin, California, USA Afflerbach, Cho & Kim 2015 <i>The Assessment of Higher Order Thinking in 'Current Perspectives on Cognition, Learning and Instruction'</i>
Enabling professional learning through mentoring and coaching to ensure teacher proficiency in delivering High Yield and Explicit Instruction strategies mainly on the teaching of reading and ensuring planning for these is in place across all year levels.	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 plan differentiated curriculum and assessment and to successfully implement ambitious but achievable curriculum. Providing time for teachers to clearly plan together to reach this initiative.	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'
Establish culturally responsive school case-management approaches to Indigenous students' reading achievement by building teacher capability in supporting students with the reading demands of the Australian Curriculum.	Angelo, D 2013 'Identification and assessment contexts of Aboriginal and Torres Strait Islander learners of SAE'. <i>Language Testing and Assessment</i> , Vol. 2, pp. 67-102. 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

Our school will improve student outcomes by

Enhancing Human Resource Allocations and Capability Actions	Costs
Employing two Success Coaches to support teacher capability building through the trialing, implementation and embedding of high yield signature strategies in English, specifically reading, and other areas including writing, STEM and the ARTS.	\$ 253,422
Release teaching teams to collaboratively review data, plan and respond with evidence based initiatives towards improved achievement, one day per term.	\$ 12,047



Lindi Chapman
Principal
Mudgeeraba State School



Tony Cook
Director-General
Department of Education

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