

Investing for Success

Under this agreement for 2019

Texas P-10 State School will receive

\$110,060*

This funding will be used to

Target: Increase the % of academic achievement of the Australian Curriculum for all students including students with Individual Curriculum Plans (ICPs) by End Of Year 2019.

Measures:

2018 Baseline

- Sem 2 2018 English: % C or Better – 92.2% and % A or B – 48.0%
- % AT or Above National Minimum Standard (NMS) in Reading: 97.25% Whole School Average
- Mean Scale Score (MSS) Reading: YR3 – 414.8 YR5 – 517.8 YR7 – 529.0 YR9 – 555.0
- % Upper Two Bands (U2B) Reading: YR3 – 47.6% YR5 – 33.3% YR7 – 25.0% YR9 – 0.0%

2019 Endpoint

- Sem 2 2019 English: % C or Better – 80% or above and % A or B – 50% or above
- All students average National Minimum Standard (NMS) in Reading: 100% or above with any students not meeting the benchmark having a current Individual Curriculum Plan (ICPs)
- Mean Scale Score (MSS) Reading: YR3 – 415 or above YR5 – 510 or above YR7 – 530 or above YR9 – 560 or above
- % Upper Two Bands (U2B) Reading: YR3 – 50% or above YR5 – 35% or above YR7 – 26.0% or above YR9 – 10%

Comparison

- NAPLAN relative gain across cohorts and Similar Queensland State Schools (SQSS)

Monitoring

- P–10 Literacy Continuum (Reading) used to monitor progress and plan for next steps in student learning within the Australian Curriculum
- Improvements in the Australian Curriculum Scan, School Opinion Survey, Interim LOA report card data and NAPLAN
- Teacher planning includes evidence of differentiated teaching and learning of reading appropriate to reading demands of different subject/learning areas
- Records from coaching, observation and feedback activities establish change in teacher practice

Our initiatives include

Initiative 1: Consolidate improvements identified from the Australian Curriculum Scan.

Initiative 2: Undertake regular collaborative review of student data using our Data Assessment Schedule to inform whole school teaching and learning strategies and student interventions and professional development program.

Initiative 3: Implement high yield, precise targeted teaching and learning strategies informed by the analysis of student data.


Initiative 4: Build teacher capability in identifying and teaching the reading demands of the Australian Curriculum within learning areas and subjects across units of work P to 10.

Evidence-base

- Fullan, M & Starratt, L 2012 *Putting Faces on the Data: What Great Leaders Do!*, Corwin, California, USA.
- Fisher, D, Frey, N, & Hattie, J 2016 *Visible Learning for literacy - implementing the practices that work best to accelerate student learning.*, Corwin, California, USA.
- Archer, A & Hughes, C 2010 *Explicit Instruction: Effective and Efficient Teaching*. Guilford Publications, New York, USA.

Our school will improve student outcomes by

Actions:	Costs:
Employing additional Administration Officer hours to co-ordinate and disseminate data sets for data analysis.	\$ 19,060
Employing an additional Teacher Aide to provide targeted interventions and support.	\$ 20,000
Providing staff access to training and expertise aligned to Whole School Pedagogical Framework and Curriculum requirements.	\$ 10,000
Purchasing resources aligned to improvements identified from the AC Scan and high yield T&L strategies.	\$ 20,000
Employing additional Student Support Team services to support planning pedagogical improvements and high yield strategies.	\$ 30,000
Purchasing targeted release time for teachers to provide opportunities to build capacity in areas identified through the AC Scan, coaching, mentoring and feedback processes and time for data collections, analysis, planning and moderation processes.	\$ 11,000



Sarah-Jane Clark
Principal
Texas P-10 State School

Tony Cook
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* 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.



**Queensland
Government**