

Investing for Success

Under this agreement for 2019 Albany Creek State School will receive



\$227,232.00

Carried forward additional \$42,746.00 –see *notes)

This funding will be used to provide opportunities for all students to reach their full potential through supported learning programs

Core improvement priority-

- Increase percentage of students achieving reliable A's and B's in English and Maths across the school
- Maintain a strong 'relative gain' for all domains evidenced in Year Five National Assessment and Reporting Literacy and Numeracy (NAPLAN) Data.
- All students in Year P-2 achieving Regional PM targets
- **NAPLAN Upper 2 Bands**

U2B	Year 3	Year 5
Reading	54%	55%
Writing	36%	45%

Our initiatives include

- Early Start- supporting Prep to Year 2
- Intervention Teacher release time/Teacher aide time and resources
- Reading and writing intervention
- Speech pathology Teacher Aide (SP TA)
- Data interrogation
- Teacher to student feedback project
- Strategic Strategies linked to Moving Literacy forward
- Professional learning opportunities for staff
- Level Lifters

Target	Measures
<p>1. Increase percentage of students achieving reliable A's and B's in English and Maths across the school</p>	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ English % A/B or better Year 1, Semester 2 (2018) ○ English % A/B or better Year 2, Semester 2 (2019) ○ English % A/B or better Year 3, Semester 2 (2020) ○ Year 3 NAPLAN Reading National Minimum Standards (NMS) data (2020) • Comparison: <ul style="list-style-type: none"> ○ English A–E and NAPLAN Reading/Writing NMS data from Similar Queensland State Schools (SQSS) • Monitoring: <ul style="list-style-type: none"> ○ Teacher planning documents and lesson observations ○ Student feedback and work samples ○ Movement on P-10 Literacy continuum ○ English A–E data ○ Annual Performance Review (APR) process data

* 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.



<p>2. All students in Year P-2 achieving Regional PM targets.</p>	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ PM levels, Semester 1 and 2, 2018 to Semester 1 and 2, 2019 ○ Early Start data 2017-2019 • 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"> ○ Staff feedback on relevance and impact of professional learning ○ Student engagement and behaviour monitored as new teaching strategies applied ○ PM level monitoring ○ Data analysis ○ Case management records ○ Running record samples
<p>3. Maintain a strong 'relative gain' for all domains evidenced in Year Five NAPLAN Data.</p>	<ul style="list-style-type: none"> • Baseline/endpoint: <ul style="list-style-type: none"> ○ NAPLAN Reading/Writing relative gain 2016-2018 data from Similar Queensland State Schools (SQSS). ○ Upper 2 Band 2017, 2018 results • Comparison: <ul style="list-style-type: none"> ○ English A–E and NAPLAN Reading/Writing NMS, U2B and MSS data from Similar Queensland State Schools (SQSS). • Monitoring: <ul style="list-style-type: none"> ○ Teacher planning documents and lesson observations ○ Student feedback and work samples ○ Movement on English A-E data ○ NAPLAN 2019 relative gain

Initiative	Evidence-base
<p>1. Support teachers to implement the teaching of reading and writing and develop consistent whole school practices</p>	<ul style="list-style-type: none"> • Stuart, M and Stainthorp, R 2015, Reading Development and Teaching. Sage, London. • Sharratt, L, & Fullan M, 2012 Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US
<p>2. Establish effective school processes, including establishing case management and feedback processes</p>	<ul style="list-style-type: none"> • Sharratt, L, & Fullan M, 2012 Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA • Hattie, J. and Gan, M (2011) Instruction based on feedback. Handbook of research on Learning and instruction. • Fisher, D Fisher, N and Hattie J., 2016 Visible Learning for Literacy- Implementing Practices that work best to Accelerate Student Learning. Sage London

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Our school will improve student outcomes by

The following table has been extracted from the school's Excel file that is reviewed each week as part of standing item discussions. This and other leadership processes ensure that the school remains committed to priorities, responsive to emerging needs and strategic in the targeted use of resources to enhance learning for all.

I4S Funding Description	Actions	SUBCC	Budget Allocated
Writing/ Reading Intervention	-Provide training Reading to Learn (R2L) 7 teachers {R2L course costs and Teacher Relief Scheme (TRS)}	207010	\$25,000.00 (*additional \$5,000 will come from \$42,000, 2018 carried forward)
Speech Pathologist Aide: Responsive to identified needs/School Support	-Provide screening for prep students to identify priorities and early intervention -SL TA – intervention programs using Read it Again program -Individualized support provided through Speech Language Pathologist (SLP)	207011	\$19,000.00
Early Start: Supporting Prep to Year 2	-Support the completion of Early Start on entry to Prep, end of Prep and Yr 1 and Yr 2 - Interrogate data to assist teachers to respond to student need and inform intervention priorities through learning support and school programs	207012	\$25,000.00
Early Years Reading material	-Support the purchase of additional reading materials to support R2L and home reading across the early years, including replacement of older materials	207026	\$1,532.00
Intervention/Teacher Aide (TA) Time & Resources	-provide additional TA time provide all year levels have access to in-class TA support for literacy and numeracy - provide resource support for implementation of teaching units and Reading to Learn pedagogies through curriculum booklets - Head of Curriculum (HOC) to provide planning support and professional learning through discussion groups for R2L and differentiation. -Continue to develop the edstudio as a resource to support teaching and learning	207013	\$25,000.00
Feedback Project	-Continued participation in the UQ feedback project (Yr 3 team and some specialists)	207014	\$15,000.00

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Data Interrogation & Admin	<ul style="list-style-type: none"> -Data support officer utilized to compile data sets from NAPLAN, PM reading levels (P-2) and PAT M and R -Identification of trends across classes and whole of school to inform impact of priorities 	207015	\$9,000.00
Strategic Strategies linked to Moving Literacy Forward (Regional Priorities) & School Improvement Priorities	<ul style="list-style-type: none"> -Support Regional Pillar Priorities through attendance at Regional days, focus on feedback, moderation and formative assessment -Provide release time for the completion of Professional Development Plans (PDP's) for all teaching staff -Supporting professional learning of literacy 	207017	\$23,000.00 (*additional \$10,000 will come from \$42,000, 2018 carried forward)
Level Lifters Support	<ul style="list-style-type: none"> - identify and support for students in writing and numeracy with potential for improvement from C's to B's , B's to A's 	207018	\$30,200.00
Mathletics/MathSeeds	<ul style="list-style-type: none"> - Professional learning to support staff capacity to personalize learning opportunities - Whole of school implementation 	207019	\$11,000.00
Data Assessment and Goal Setting	<ul style="list-style-type: none"> - Provide opportunities for teachers to meet with Leaders of learning and Head of Curriculum (HOC) to interrogate class data to inform next steps for teaching -Develop school wide expectations for goal setting and utilise data to develop student goals -Develop teacher capacity to utilise the data available -Watching other work (WOW) 	207022	\$20,000.00
Staff Capability Development- ILE	<ul style="list-style-type: none"> -Provide teacher professional learning and support through participation in the Ipad Learning Experience (ILE) 	207023	\$5,000.00
Staff Capability Development- Creek2Hills Leadership	<ul style="list-style-type: none"> -Develop aspirant leaders through the Hills2Creek Leadership project (release time, external coaching) 	207024	\$8,500.00
Staff Capability Development – Professional Development (PD)	<ul style="list-style-type: none"> -Support school priorities through the provision of targeted professional learning opportunities - Provide professional learning to support case management processes 	207025	\$10,000.00
TOTAL			\$227,232.00

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I4S 2018 Carry forward into 2019:

Description	Amount
2018 Summer Vacation Salaries	\$ 13,280.60
Additional Funds for Writing/ Reading Intervention	\$ 5,00.00
Additional Funds for Strategic Strategies linked to moving Literacy Forward	\$ 10,000.00
Classroom Engagement Teacher Aide Support	\$ 11,465.40
Completion of Armistice Wall	\$ 3,000.00
Total	\$ 42,746.00



Maria Berriman
Principal



Lisa Ribone
Council Chair

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