

Investing for Success

**Under this agreement for 2018
Augathella State School will receive**

\$26 750

This funding will be used to

Target	Measures
<p>Improve the writing achievement of students in English by 2019.</p>	<ul style="list-style-type: none"> • Baseline/endpoint <ul style="list-style-type: none"> ○ Semester 2 English A – E data tracking 2017 Year 4, Year 5, Year 6 students until 2019 ○ Year 3 NAPLAN Writing 2016/2017 to Year 5 NAPLAN Writing for matched students. • Comparison: <ul style="list-style-type: none"> ○ English %A, %B and %C or better ○ Year 3-Year 5 Writing NAPLAN relative gain ○ Similar Queensland State Schools (SQSS) • Monitoring: <ul style="list-style-type: none"> ○ P-10 Literacy Continuum (writing) used to monitor progress and plan for next steps in student learning ○ Teacher planning includes evidence of differentiated teaching and learning of writing appropriate to writing demands of different subject/learning areas ○ Records from coaching, observation and feedback activities establish change in teacher practice – co-plan, co-teach, co-review ○ Interim report card data.
<p>Improve the number of students achieving Regional Benchmark for reading to 65% by 2019.</p>	<ul style="list-style-type: none"> • Baseline/endpoint <ul style="list-style-type: none"> ○ School-wide reading data set – end of year 2017. • Comparison: <ul style="list-style-type: none"> ○ English %A, %B and %C or better ○ Year 3-Year 5 Reading NAPLAN relative gain ○ Similar Queensland State Schools (SQSS) • Monitoring: <ul style="list-style-type: none"> ○ Termly miscue analyses/running records (PM Benchmark) used to monitor progress and plan for next steps in student learning ○ P-10 Literacy Continuum (reading) used to monitor progress and plan for next steps in student learning ○ 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 – co-plan, co-teach, co-review. • Interim report card data.

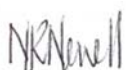


Our initiatives include

Initiative	Evidence-base
<p>1. Establish a responsive school case-management approach to students' reading and writing achievement by building teacher capability in:</p> <ul style="list-style-type: none"> identifying the reading and writing demands of the Australian Curriculum learning areas and subjects in C2C units of work. improving 'data literacy' of teachers to inform differentiated teaching and learning of reading and writing. 	<ul style="list-style-type: none"> Sharratt, L, & Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US Fisher D, Frey N & Hattie J, 2017, Teaching Literacy in the Visible Learning Classroom. Corwin, California, US.

Our school will improve student outcomes by

Actions	Costs
Provide targeted professional learning (incl. The Reading Centre courses) supported by planning, modelling, observation and feedback processes.	\$ 1 150 (TRS)
Develop case-management approach, led by existing leader to support teachers in data gathering, collation, analysis and use.	\$20 000 (0.2 FTE General Teacher)
Engage Brisbane School of Distance Education to deliver Booster projects for student improvement and staff capability development in the area of writing.	\$ 5 600



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