

Investing for Success

Under this agreement for 2022
Augathella State School will receive

\$19 354

This funding will be used to

Target	Measures
<p>Improve the spelling achievement of students in English by end 2022.</p> <p><i>(70% students at or above instructional level – Neal's spelling Analysis)</i></p>	<ul style="list-style-type: none"> Baseline/endpoint <ul style="list-style-type: none"> School-wide Neal's Spelling analysis data set – end of year 2021 (baseline) School-wide Neal's Spelling analysis data set – end of year 2022 (endpoint) Sem 2 English A – E data tracking 2021 Y1 – Y5 students until end of 2022 Y3 NAPLAN Language Conventions 2020 to Y5 NAPLAN Language Conventions 2022 for matched students. Comparison: <ul style="list-style-type: none"> English %A, %B and %C or better Y3-Y5 Language Conventions NAPLAN relative gain Similar Queensland State Schools (SQSS) Monitoring: <ul style="list-style-type: none"> P-10 Literacy Continuum (spelling aspects) used to monitor progress and plan for next steps in student learning/set individual learning goals Teacher planning includes evidence of differentiated teaching and learning of spelling appropriate to spelling 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 benchmark for reading to 85% by end of 2022.</p>	<ul style="list-style-type: none"> Baseline/endpoint <ul style="list-style-type: none"> School-wide reading data set – end of year 2021 (baseline) School-wide reading data set – end of year 2022 (endpoint) Comparison: <ul style="list-style-type: none"> English %A, %B and %C or better Y3-Y5 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. Through the AC, systematic phonics instruction is delivered in P-3 and used explicitly as intervention for identified students. P-10 Literacy Continuum (reading) used to monitor progress and plan for next steps in student learning/set individual learning goals 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.



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Our initiatives include

Initiative	Evidence-base
<p>1. Establish a responsive school case-management approach to students' reading and spelling achievement by building teacher capability in:</p> <ul style="list-style-type: none"> identifying the reading and spelling 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 spelling. 	<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. Hempenstall, K Read About It: Scientific Evidence for Effective Teaching of Reading

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.	\$ 1354 (TRS)
Develop a case-management approach, led by existing leader to support teachers in data gathering, collation, analysis and use to inform planning for differentiated teaching and learning.	\$18 000 (0.2 FTE General Teacher)



Natalie Newell
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Augathella State School

DG name
Director-General
Department of Education



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