

Investing for Success

**Under this agreement for 2019
Dalby State School will receive**

\$349,582*

This funding will be used to support the following school targets:

- Increase the percentage of Year 3 students in the Upper Two Bands (U2B) in reading from 34% in 2018 to 38% in 2019
- Increase the percentage of Year 5 students in the U2B in reading from 26% in 2018 to 30% in 2019
- Increase the percentage of students at or above the NAPLAN National Minimum Standard (NMS) from 97% in 2018 to 99% in 2019, in Year 3 reading.
- Increase the percentage of students at or above the NAPLAN National Minimum Standard from 96% in 2018 to 98% in 2019, in year 5 reading.
- Increase the percentage of Prep students able to read and comprehend short, predictable texts and compose and record short, meaningful sentences from 68% in 2018 to 74% in 2019
- Increase the percentage of students achieving “C” and above in English from 76% in 2018 to 84% in 2019.
- Increase the percentage of Year 3 students in the U2B in numeracy from 25% in 2018 to 29% in 2019.
- Increase the percentage of Year 5 students in the U2B in numeracy from 25% in 2018 to 29% in 2019.
- Increase the percentage of students achieving “C” and above in Maths from 80% in 2018 to 88% in 2019.
- Increase the percentage of students at or above the NAPLAN National Minimum Standard from 90% in 2018 to 95% in 2019, in Year 3 Numeracy.
- Increase the percentage of students at or above the NAPLAN National Minimum Standard from 94% in 2018 to 98% in 2019, in Year 5 Numeracy.
- Increase the percentage of students attending school from 92% in 2018 to 94% in 2019.

Our initiatives include

- Developing collaborative data inquiry processes to build teacher capability to interpret data by using OneSchool to differentiate their planning and teaching of literacy. This will enable teachers to effectively triangulate data and focus on A – E and NMS, U2B data and the use of Early Start, Progressive Achievement Tests – Reading (PAT-R) & Mathematics (PAT-M), PM Benchmark Levels and Semester reports.
- Increasing teacher skills in analysing PAT-R data to improve student comprehension skills.
- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development in literacy and numeracy, to enhance coaching and mentoring programs from Prep – Year 6 supported by instructional coaches.
- Providing education for parents of pre-Prep to Year 6, to support the development of oral language (phonological and phonemic awareness at home) as well as the importance of attendance.
- Preparing and support teachers and teacher aides to consolidate student learning in the implementation of “Read it Again” in early phase of learning, supported by speech language pathologist and external experts.
- Providing targeted and scaffolded Explicit Instructions to ensure highly effective planning and teaching of essential English and Mathematical concepts evident in Australian Curriculum.
- Supporting and engage teachers and teacher aides to assess all students in P – 6 on the literacy continuum and be able to implement strategies to enhance student literacy outcomes.
- Providing intensive support for targeted students demonstrating high levels of achievement in literacy and numeracy through Inspire, Model, Practise, Apply, Connect and Transform (IMPACT), coding, robotics and higher order thinking and Optiminds.
- Strengthening our Positive Behaviour Program and “every day attendance” through the purchase of resources and materials to ensure a safe, motivating and inviting environment.

* 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**

- Further developing network of local early childhood centres and kindergartens to enhance knowledge of on-entry to Prep expectations and to assist in a smooth transition of children into Prep and Year 1 and further strengthen Dalby State School transition program.
- Continuing Tech Ambassador role to enhance the teaching of literacy and numeracy. Enhance middle management ability to become instructional coaches to support teachers in the classroom in literacy and numeracy.
- Providing targeted professional development and coaching to deepen teacher's understanding of the Australian Curriculum: English and Mathematics and provide targeted and scaffolded approaches to secure highly effective teaching of essential mathematical, numeracy and literacy concepts and skills in every classroom.

Our school will improve student outcomes by

<ul style="list-style-type: none"> • Employing a Speech Language Pathologist (SLP) - 0.5 Full-time equivalent - to develop structured oral language programs for Prep – Year 1. SLP to train teachers, teach parents to support students' progress in literacy. 	48,000.00
<ul style="list-style-type: none"> • Developing, resourcing and implementing a professional development program to support teachers in data gathering, collation and analysis during planning days - Progressive Achievement Test – Reading (PAT-R) & Mathematics (PAT-M), PM, A-E, NAPLAN Data and Literacy Continuum). 	15,000.00
<ul style="list-style-type: none"> • Developing a shared understanding of 'data literacy' and support teachers and Cohort Coordinators and Strategic Leaders to effectively use data to inform target teaching. 	10,000.00
<ul style="list-style-type: none"> • Allocating TRS (Teacher Relief Scheme) to support year level curriculum planning, moderation and cross year moderation in Week 9 of each term 	30,000.00
<ul style="list-style-type: none"> • Deepen teachers understanding of the Australian Curriculum, specifically in the general capabilities and upskill teachers in the use of OneSchool so that all teachers are using developmental maps, mark books, individual curriculum plans, differentiation placemat and dashboard functionality. 	16,000.00
<ul style="list-style-type: none"> • Undertaking parent and community education sessions around the importance of attendance and home reading (phonological and phonemic awareness) and numeracy, leading to the development of mutual agreement between the school and community. 	7,000.00
<ul style="list-style-type: none"> • Developing an oral language program to use in Prep to Year 1 	15,000.00
<ul style="list-style-type: none"> • Providing intensive support for students demonstrating high levels of achievement in literacy and numeracy through IMPACT, coding, robotics, higher order thinking and Optiminds. 	28,000.00
<ul style="list-style-type: none"> • Continuing with Tech Ambassador (Tech Ambassador, Learning and Teaching Coach, Strategic Team and Cohort Coordinators) to enhance learning and engagement in literacy and numeracy. 	20,000.00
<ul style="list-style-type: none"> • Continuing with the work already implemented in the establishment of an Early Learning Centre which delivers playgroup (LIFT) and Prep transition program (LIFT OFF), as well as establish a strong relationship with other early learning providers. 	10,000.00
<ul style="list-style-type: none"> • Creation of an ICT (Information and Communications Technology) coaching paradigm to support teachers in the digital and technology curriculum aligning to the focus of enhancing Visual Literacy as well as increasing teacher's repertoire of effective strategies for teaching text processing and comprehension across Key Learning Areas. 	30,000.00
<ul style="list-style-type: none"> • Upskilling teachers in the use of OneSchool, Onenote and Learning Place so that all teachers are able to utilise Department of Education platforms to enhance the teaching of Literacy and Numeracy. 	10,000.00
<ul style="list-style-type: none"> • Purchasing resources to sustain the implementation of Positive Behaviour for Learning at Dalby State School 	20,000.00
<ul style="list-style-type: none"> • Continuing administration support to enhance strategic direction supporting all students in Literacy and Numeracy by providing targeted Professional Development and coaching to deepen teacher's understanding of the Australian Curriculum: English and mathematics learning areas and provide targeted and scaffolded instruction to secure highly effective first teaching of essential literacy and mathematical concepts and skills in classrooms 	30,582.00
<ul style="list-style-type: none"> • Administration support in collecting data and supporting middle management to lead and support teachers in the explicit teaching of literacy and numeracy in classroom 	30,000.00
<ul style="list-style-type: none"> • Embedding the culture, climate, processes and protocols of classroom observation and feedback to support professional development and encourage reflective practice on learning. 	30,000.00

* 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.



Evidence:

- Archer, L.A, Hughes, A.H (2011). *Explicit Instruction*. The Guilford Press. New York.
- Collins, J. (2001). *Good to Great*. William Collins. USA.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Fullan, M (2011). *Change Leader- learning to do what matters most*. Jossey-Bass. San Francisco.
- Giles, D (2010) *Exploring Leadership as a Phenomenon in an Educational Leadership Paper: An Innovative Pedagogical Approach Opens the Unexpected*. *International Journal of Teaching and Learning in Higher Education* 2010, Volume 22, Number 1.
- Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.
- Leithwood, K., Leonard, L. and Sharratt, L. (1998). *Conditions Fostering Organizational Learning in Schools*. *Educational Administration Quarterly*.
- Riley, P (2015). *The Australian Principal Occupational Health, Safety and Wellbeing Survey*. Institute for Positive Psychology and Education. Faculty of Education and Arts. Australian Catholic University Fitzroy, Victoria, Australia.
- Sharratt, L, Fullan M. (2012). *Putting Faces on the Data: What great leaders do?* United States of America. Corwin.
- DuFour, Richard (2006) *Learning by Doing*. Solution Tree Press.
- Sharratt, L, Fullan M. (2012). *Putting Faces on the Data: What great leaders do?* Corwin, US.
- Kotter 8 Model of Change – Harvard Business Review.
- Marzano, R, Warrick, P, Simms, J (2014). *A hand book for High Reliability Schools*, Marzano research.
- *Six pillars: future thinking for transforming*, (2007) Sohail Inayatullah (Professor at the Graduate Institute of Futures Studies).
- Dufour, R, Dufour R, et al (2006) *Learning by doing*. Solution Tree, USA.



Mona Anau
Principal
Dalby State School



Todd Summerville
School Council Chair
Dalby State School

