

# Investing for Success

Under this agreement for 2018  
Kelso State School will receive

**\$290,193\***

This funding will be used to

Target	Measures
<p>100% of teachers develop students' independent reading practices through implementation of:</p> <ol style="list-style-type: none"> <li>1. Early Years Levelled Reading</li> <li>2. Instructional coaching cycle</li> <li>3. Collaborative inquiry</li> </ol>	<p><b>Baseline/endpoint:</b></p> <ul style="list-style-type: none"> <li>• 2018 P-Year 2 comparison reading benchmark levels</li> <li>• 2018 50 % benchmark improvement Prep students</li> <li>• 2018 50 % benchmark improvement Year 1 students</li> <li>• 2018 50 % benchmark improvement Year 2 students</li> <li>• 2018 100% Year 3 NAPLAN Reading NMS/15% U2B</li> </ul> <p><b>Comparison:</b> English A-E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS)</p> <p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Number of Indigenous students identified as IEAL/D and bandscaled in OneSchool</li> <li>• Teacher planning documents and lesson observations</li> <li>• Student feedback and work samples</li> <li>• Movement on P-10 Literacy continuum</li> <li>• English A – E data</li> <li>• Annual Performance Review (APR) process data</li> </ul>
<p>100% of Teachers using high impact practices in daily teaching to improve student learning outcomes</p> <p>100% of students achieving C or above in English.</p>	<p><b>Baseline/endpoint:</b></p> <ul style="list-style-type: none"> <li>• Comparison of pre and post profiling of participants noting improvement</li> <li>• Comparison of 2017 Semester 2 LOA data in English and 2018 Semester 2 LOA data in English (100% C or above)</li> <li>• Comparison of 2017 Semester 2 and 2018 Semester 2 PBL data (50% fewer classroom incidents during English)</li> <li>• Improvement 2019 Year 3 and 5 NAPLAN 100% NMS in reading and writing</li> <li>• Improvement 2019 Year 3 and 5 NAPLAN 30 % U2B in reading and writing</li> <li>• 2017 -2018 Student opinion survey items S2051distance travelled compared historically (by student) for same length of teaching time (1 year)</li> </ul> <p><b>Monitoring:</b></p> <ul style="list-style-type: none"> <li>• Staff feedback on relevance and impact of professional learning</li> </ul>

\* Funding amount estimated on 2017 data. Actual funding will be determined after 2018 enrolment data are finalised.



	<ul style="list-style-type: none"> <li>• Student engagement and behaviour monitored as new teaching strategies applied</li> <li>• P – 10 Literacy continuum monitoring</li> <li>• Case management records</li> <li>• Student work samples</li> </ul>
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### Our initiatives include

Initiative	Evidence base
<p>1. Establish responsive school case management approaches to students' reading achievement by building teacher capability in:</p> <ul style="list-style-type: none"> <li>• identifying the reading and writing demands of the Australian Curriculum learning areas and subject in C2C units of work</li> <li>• using bandscale data to inform differentiated teaching and learning of language and reading</li> </ul>	<ul style="list-style-type: none"> <li>• Angelo, D 2013. 'Identification and assessment contexts of Aboriginal and Torres Strait Islander learners of SAE'. Language Testing and Assessment, Vol. 2, pp. 67-102</li> <li>• Hattie – Collaborative expertise</li> <li>• AITSL 1.2, 5.1, 5.3, 5.4, 3.1,7.2</li> <li>• Fisher and Frey – gradual release of responsibility</li> <li>• Sharratt and Fullan – Realization Parameters 1 &amp; 14 Corwin, California, USA</li> <li>• Sharratt, L, &amp; Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, US</li> </ul>
<p>2. Establish and implement an evidence-based, high impact instructional coaching cycle that supports consistency of teacher judgement and accurate reporting against achievement standards</p>	<ul style="list-style-type: none"> <li>• Hattie – Collaborative expertise</li> <li>• AITSL 1.2, 5.1, 5.3, 5.4, 3.1,7.2</li> <li>• Fisher and Frey – gradual release of responsibility</li> <li>• Sharratt and Fullan – Realization Parameters 1 &amp; 14 Corwin, California, USA</li> <li>• Sharratt, L, &amp; Fullan M, 2012, Putting FACES on the Data: What Great Leaders Do!, Corwin, California, USA</li> </ul>

### Our school will improve student outcomes by

Actions	Costs
Develop case-management approach, led by existing and new middle leaders Create 2 x Teaching Team coaching roles Create 1 x Deputy Principal Curriculum and Pedagogy	<b>\$240 000</b>
Provide targeted professional learning and professional development in co-constructed collaborative processes using system and external support	<b>\$ 50 193</b>



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