

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"> 1. Early Years Levelled Reading 2. Instructional coaching cycle 3. Collaborative inquiry 	<p>Baseline/endpoint:</p> <ul style="list-style-type: none"> • 2018 P-Year 2 comparison reading benchmark levels • 2018 50 % benchmark improvement Prep students • 2018 50 % benchmark improvement Year 1 students • 2018 50 % benchmark improvement Year 2 students • 2018 100% Year 3 NAPLAN Reading NMS/15% U2B <p>Comparison:</p> <p>English A-E and NAPLAN Reading NMS data from Similar Queensland State Schools (SQSS)</p> <p>Monitoring:</p> <ul style="list-style-type: none"> • Number of Indigenous students identified as IEAL/D and bandscaled in OneSchool • 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
<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>Baseline/endpoint:</p> <ul style="list-style-type: none"> • Comparison of pre and post profiling of participants noting improvement • Comparison of 2017 Semester 2 LOA data in English and 2018 Semester 2 LOA data in English (100% C or above) • Comparison of 2017 Semester 2 and 2018 Semester 2 PBL data (50% fewer classroom incidents during English) • Improvement 2019 Year 3 and 5 NAPLAN 100% NMS in reading and writing • Improvement 2019 Year 3 and 5 NAPLAN 30 % U2B in reading and writing • 2017 -2018 Student opinion survey items S2051distance travelled compared historically (by student) for same length of teaching time (1 year) <p>Monitoring:</p> <ul style="list-style-type: none"> • Staff feedback on relevance and impact of professional learning

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



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

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

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	\$240 000
Provide targeted professional learning and professional development in co-constructed collaborative processes using system and external support	\$ 50 193



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Kelso State School



Patrea Walton
A/Director-General
Department of Education

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